



Additional learning needs policy

Chartwell International School

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Rationale/statement of purpose for the policy

Chartwell International School is committed to providing an inclusive learning environment where every student is supported to access and engage with the Cambridge International curriculum to the greatest extent reasonably possible.

As a Cambridge International School, Chartwell delivers the Cambridge International curriculum and does not provide a specialised special education curriculum or individualised curricular pathways equivalent to those available in some national education systems. However, the School is committed to identifying barriers to learning at an early stage and providing reasonable educational support, differentiated teaching, and appropriate adjustments where possible.

The School works collaboratively with families and, where appropriate, external professionals to support students' learning, wellbeing, and participation within the School community.

Definition of Additional Learning Needs (ALN)

Additional Learning Needs (ALN) refers to situations where a student experiences barriers to learning, participation, or wellbeing that may require support beyond the differentiated teaching normally provided within the classroom.

Students may experience learning, communication, social, emotional, behavioural, physical, or sensory difficulties that require additional support in order to access the curriculum successfully.

The identification of Additional Learning Needs does not necessarily require or imply a formal diagnosis.

Additional Learning Needs and English as an Additional Language (EAL)

Learning English as an Additional Language (EAL) does not, by itself, constitute an Additional Learning Need.

Students learning English may require language support while developing proficiency in English; however, they will only be considered for additional learning support where there is evidence of learning needs beyond language acquisition.

Roles and Responsibilities

Supporting students with Additional Learning Needs is a shared responsibility across the School.

High-quality teaching, differentiated classroom practice, and early identification are the foundation of student support.

All members of staff are expected to contribute to creating an inclusive learning environment and to identify and respond appropriately to students who may be experiencing barriers to learning.

Where concerns arise, teachers are responsible for discussing these with the relevant Coordinator and/or Head of School and completing the **Student Learning Support Referral Form** (Appendix A).

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Depending on the student's needs, support may involve collaboration between the relevant Coordinator, Head of School, members of the Wellbeing Team, the Academic Director, classroom teachers, and external professionals where appropriate.

The School values regular communication with families and recognises parents as essential partners in supporting student learning and wellbeing.

Identification, Referral and Support

Chartwell International School believes that students benefit from the early identification of learning needs and timely support.

Where a teacher identifies concerns regarding a student's learning, development, participation, behaviour, or wellbeing, appropriate classroom strategies and differentiated teaching should first be implemented and monitored.

If concerns remain, the teacher will complete the **Student Learning Support Referral Form** (Appendix A) and discuss the student with the relevant Coordinator and/or Head of School.

Following this initial review, the School will determine the most appropriate next steps based on the individual needs of the student.

These may include:

- consultation with members of the Wellbeing Team;
- meetings with parents or caregivers;
- collaboration with external professionals;
- recommending an external assessment where appropriate; and/or
- implementing reasonable classroom adjustments and ongoing monitoring.

The School is committed to working collaboratively with families throughout this process and values open communication in supporting each student's educational journey.

Collaboration with External Professionals

- Chartwell International School values collaboration with external professionals involved in supporting a student's learning or wellbeing.
- With parental consent, the School may communicate with psychologists, psychiatrists, speech and language therapists, occupational therapists, educational specialists, medical professionals, or other relevant specialists where appropriate.
- Where the School believes that additional assessment or specialist input would benefit a student, families may be advised to seek an external professional assessment.
- Recommendations provided by external professionals will be carefully considered by the School. Any educational adjustments implemented will be determined in accordance with the student's

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individual needs, the School's professional judgement, and the School's ability to provide reasonable support within the Cambridge International curriculum.

Review of Student Support

Student support will be reviewed periodically to ensure that any strategies or adjustments remain appropriate and continue to meet the student's individual needs.

Reviews may involve the relevant Coordinator, Head of School, members of the Wellbeing Team, classroom teachers, parents or caregivers, and, where appropriate, external professionals.

The purpose of the review is to:

- monitor the student's progress and wellbeing;
- evaluate the effectiveness of any support strategies or reasonable adjustments;
- determine whether further support or assessment is required; and
- agree on any appropriate next steps.

The frequency of reviews will be determined according to the individual needs of the student.

Assessment Arrangements

The level of flexibility available for assessment arrangements differs between assessments conducted internally by the School and externally assessed Cambridge International qualifications.

Internal School Assessments

For internally administered assessments, the School may implement reasonable assessment adjustments where these are considered appropriate to support a student's identified learning needs.

Any adjustments will be determined on an individual basis, taking into consideration the student's normal way of working, professional recommendations where appropriate, and the School's professional judgement.

Cambridge International Assessments

For Cambridge International examinations (including IGCSE and Cambridge International AS & A Level), the School follows all Cambridge International regulations relating to **Access Arrangements**.

Cambridge International does not provide a separate curriculum for students with Additional Learning Needs. Access Arrangements are designed to provide equitable access to assessments without altering the assessment objectives, academic standards, or learning outcomes.

Where appropriate, Access Arrangements may include measures such as:

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- extra time;
- supervised rest breaks;
- a reader;
- a scribe;
- the use of a word processor;
- a separate room; or
- other arrangements permitted by Cambridge International.

Approval of Access Arrangements is subject to Cambridge International regulations and may require formal evidence of need, appropriate supporting documentation, and demonstration that the arrangement reflects the student's normal way of working in school.

The School will work collaboratively with families throughout the application process. Where appropriate, and with the approval of the Academic Director, the School will coordinate applications for Cambridge International Access Arrangements, supported by the required evidence and documentation. All applications must comply with Cambridge International regulations, and the approval of Access Arrangements is determined by Cambridge International.

Recording and Confidentiality

The School maintains appropriate records relating to students receiving learning support in accordance with applicable Chilean legislation and the School's data protection procedures.

Information is shared only with relevant members of staff who require it to support the student's learning, wellbeing, or safeguarding and is treated confidentially.

Compliance

All members of staff are expected to follow this policy and to contribute to the early identification and appropriate support of students experiencing barriers to learning.

Related Policies

This policy should be read alongside the following School policies and procedures:

- Safeguarding and Child Protection Policy
- Wellbeing Policy
- Behaviour Policy
- E-Safety and Responsible Technology Use Policy
- Data Protection procedures

Monitoring and Review

This policy will be reviewed annually, or sooner if required, to reflect changes in legislation, Cambridge International regulations, School procedures, or recognised best practice.

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ALN Referral Form

Please complete electronically with as much information as possible and send it to relevant coordinator, Head of School, member of Wellbeing Team or Academic Director in your building

Name of student		Homeroom Teacher		Class	
Date of referral		Name of staff member coordinating support			
Have you already contacted parents about your concerns?			Yes	No	
Staff name					

Main areas of concern (check all that apply)

- ☐ Struggles with writing and/or reading (e.g. confusion over letters that look similar and putting letters the wrong way round, confusing the order of letters in words, reading slowly or making errors when reading aloud, answering questions well orally, but having difficulty writing the answer down)
- ☐ Struggles with basic arithmetic, estimation and understanding mathematical concepts
- ☐ Difficulties with focusing and/or sustaining that focus over a period of time and resisting distractions
- ☐ Difficulties with using and organising information and /or creating steps to finish the task
- ☐ Difficulties with motor coordination presented in activities such as running, jumping, navigating obstacles; behaviors like clumsiness, frequent falls
- ☐ Difficulties using utensils, scissors, dressing themselves, and manipulating small objects, messy handwriting
- ☐ Difficulties with social interactions, emotional regulation, and forming and maintaining healthy relationships (e.g. making and keeping friends, limited conversation skills, and challenges in understanding social cues and boundaries, frequent mood swings and outbursts)
- ☐ Struggles with speech problems, poor vocabulary, pronouncing words/sounds
- ☐ Low achievement
- ☐ Low motivation
- ☐ Independence is not at the expected level
- ☐ Language barrier (ESL student)
- ☐ Other: _____

Describe the student's strengths (what they are good at)

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Briefly describe strategies, resources and/or measures that were already used to support the student and how effective they were

Please provide details of any conversations you have had with parents or guardians regarding your concerns

Please provide any other relevant information about the student

To be completed by a relevant coordinator, member of the Wellbeing Team, Head of School or Academic Director.

Further action required	Date of action	Action taken by

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Name of staff member that's coordinating support	
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