



ADDITIONAL LEARNING NEEDS POLICY

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1. Introduction and Vision

At Ysgol Y Berllan Deg, we believe that all children have unique abilities, interests, and learning needs. We are committed to providing an inclusive educational environment where every pupil, regardless of their additional learning needs, can achieve their full potential.

This policy outlines our approach to supporting learners with Additional Learning Needs (ALN) in line with the ALN Code of Practice for Wales and the Curriculum for Wales. It reflects our commitment to a person-centred approach that prioritizes the voice of the child and promotes their wellbeing and academic success.

Our vision is to create a fully inclusive school community where:

- All pupils are valued equally
- Diversity is celebrated
- Barriers to learning are identified and addressed
- All pupils have access to high-quality education
- Every child can progress and achieve success

2. Legal Framework

This policy has been developed in accordance with the following legislation and guidance:

- The Additional Learning Needs and Education Tribunal (Wales) Act 2018
- The ALN Code for Wales 2021
- Curriculum for Wales Framework
- Equality Act 2010
- United Nations Convention on the Rights of the Child (UNCRC)
- Welsh Government guidance on inclusive education

3. Definitions and Principles

3.1 Definition of ALN

In accordance with the ALN and Education Tribunal (Wales) Act 2018, a pupil has additional learning needs if they have a learning difficulty or disability which calls for additional learning provision (ALP).

A child of compulsory school age has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

3.2 Core Principles

Our ALN provision is guided by the following principles:

- Person-centred approaches: The views, wishes, and feelings of the child are central to all decision-making processes.
- Early identification and intervention: Identifying and addressing ALN at the earliest opportunity.
- Collaboration and integration: Working collaboratively with parents/carers, pupils, and professionals.
- Inclusive education: All learners are entitled to access a broad, balanced, and relevant curriculum.
- Welsh language consideration: Ensuring that Welsh language needs are considered in ALN provision.
- Avoiding discrimination: Ensuring that children with ALN are not discriminated against in education and associated activities.

4. Roles and Responsibilities

4.1 The Governing Body

The governing body will:

- Ensure the school complies with the ALN Code of Practice and relevant legislation
- Ensure adequate resources are allocated to meet the needs of pupils with ALN
- Appoint a governor with specific responsibility for ALN
- Regularly review the policy and provision for pupils with ALN

4.2 The Headteacher

The headteacher will:

- Take overall responsibility for implementing the ALN policy
- Keep the governing body informed about ALN issues
- Work closely with the ALN Coordinator (ALNCo)
- Manage the ALN budget and resources
- Foster a culture of inclusion within the school

4.3 The ALN Coordinator (ALNCo)

The ALNCo will:

- Coordinate provision for pupils with ALN
- Advise and support staff on ALN matters
- Maintain the school's ALN register
- Oversee the development, implementation, and review of Individual Development Plans (IDPs)
- Liaise with parents, external agencies, and other schools
- Coordinate the day-to-day operation of the ALN policy
- Arrange and chair review meetings
- Support staff development in ALN
- Monitor the effectiveness of ALN provision

4.4 Class Teachers

Class teachers will:

- Identify pupils who may have ALN and discuss concerns with the ALNCo
- Implement strategies to support pupils with ALN in their class
- Contribute to the development of IDPs
- Differentiate the curriculum to meet the needs of all pupils
- Monitor the progress of pupils with ALN
- Liaise with parents/carers, the ALNCo, and support staff

4.5 Support Staff

Support staff will:

- Work with teachers to support pupils with ALN
- Contribute to the development and review of IDPs
- Implement specific interventions as directed
- Keep records of the support provided
- Attend relevant training

4.6 Pupils

Pupils will be encouraged to:

- Participate in all decision-making processes related to their education
- Contribute to the development and review of their IDPs
- Share their views on their strengths, difficulties, and aspirations
- Take responsibility for their own learning where appropriate

4.7 Parents/Carers

Parents/carers will be encouraged to:

- Work in partnership with the school
- Share relevant information about their child
- Participate in the development and review of IDPs
- Support their child's learning at home
- Attend meetings regarding their child's progress

5. Identification, Assessment and Review

5.1 Identification

Early identification of ALN is essential. The school will use a range of methods to identify pupils who may have ALN:

- Information from feeder nurseries/schools
- Concerns raised by parents/carers
- Concerns raised by teachers or other staff
- Whole-school assessment and monitoring systems
- Screening and diagnostic assessments
- Information from external agencies

5.2 Graduated Approach

We follow a graduated approach to identifying and supporting pupils with ALN:

Ordinarily Available Provision: High-quality, differentiated teaching for all pupils.

School-based Additional Learning Provision (ALP): When a pupil is identified as having ALN, the class teacher and ALNCo will work together to:

- Assess the pupil's needs in detail
- Plan appropriate interventions and support
- Implement the planned support
- Review the effectiveness of the support and its impact on the pupil's progress

Individual Development Plan (IDP): For pupils with more complex needs, an IDP will be developed in consultation with the pupil, parents/carers, and relevant professionals.

5.3 Assessment

Assessment of ALN will be thorough and collaborative, involving:

- Observation of the pupil in different contexts
- Analysis of the pupil's work
- Discussions with the pupil and parents/carers - Standardized assessments where appropriate
- Input from specialist professionals when needed

5.4 Review

Regular reviews will be conducted to monitor the progress of pupils with ALN and evaluate the effectiveness of support:

- Class teachers will continuously monitor the progress of all pupils
- Formal reviews of IDPs will take place at least once per year
- Additional reviews will be arranged as needed
- All reviews will involve the pupil and parents/carers

6. Individual Development Plans (IDPs)

6.1 Purpose

An Individual Development Plan (IDP) is a statutory document for learners identified as having ALN. The IDP:

- Describes the pupil's ALN
- Outlines the ALP required to meet those needs
- Sets specific, measurable, achievable, relevant, and time-bound (SMART) targets
- Records the views, wishes, and feelings of the pupil and their parents/carers - Identifies the responsible individuals for delivering the ALP

6.2 Development Process

IDPs will be developed through a person-centred approach:

- Arranging an initial meeting with the pupil, parents/carers, and relevant professionals -
Using person-centred tools to gather information about the pupil's strengths, difficulties, and aspirations
- Collaboratively identifying appropriate outcomes and support
- Drafting the IDP based on the discussions
- Sharing the draft IDP with all parties for feedback
- Finalizing and implementing the IDP

6.3 Content

Each IDP will include:

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Basic biographical information

Description of the pupil's ALN

Description of the ALP required

The outcomes the ALP aims to achieve

- The timescale for achieving these outcomes
- Arrangements for monitoring and reviewing the IDP
- The views of the pupil and parents/carers
- Contributions from relevant professionals

6.4 Review Process

IDPs will be reviewed at least annually to:

- Assess progress towards the specified outcomes
- Consider whether the ALP remains appropriate
- Set new targets if needed
- Update information as necessary
- Ensure the continued involvement of the pupil and parents/carers

7. Curriculum and Teaching Approaches

7.1 Curriculum Access

All pupils with ALN will have access to a broad, balanced, and relevant curriculum aligned with the Curriculum for Wales. This will be achieved through:

- Differentiation of teaching approaches, materials, and expectations
- Adaptation of the learning environment
- Use of specialized resources and equipment
- Support from additional adults where necessary
- Implementation of specific interventions

7.2 Teaching Approaches

Teachers will employ a range of strategies to meet the needs of pupils with ALN:

- Multi-sensory teaching methods
- Flexible grouping arrangements
- Scaffolded learning tasks
- Visual supports and concrete resources

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- ICT to enhance access to learning
- Clear and consistent routines
- Positive behavior support strategies

7.3 Assessment for Learning

Assessment practices will be inclusive and supportive:

- Formative assessment will be used to identify strengths and areas for development
- Feedback will be clear, specific, and supportive
- Success criteria will be explicit and accessible
- Pupils will be involved in self-assessment
- Assessment methods will be adapted to ensure they are accessible to all

8. Transitions

8.1 Transition Planning

Careful planning will ensure smooth transitions for pupils with ALN:

- Between classes within the school
- From nursery/pre-school to primary
- From primary to secondary school
- Between mainstream and specialist provision if applicable

8.2 Transition Arrangements

Transition arrangements may include:

- Early planning meetings involving all relevant parties
- Additional visits to new settings
- Creation of transition booklets or social stories
- Sharing of information (with consent)
- Transition reviews of IDPs
- Continued support during the initial period in the new setting

9. Working with External Agencies

9.1 Multi-agency Collaboration

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The school will work collaboratively with a range of external agencies to support pupils with ALN:

- Local Authority ALN services
- Educational Psychology Service
- LEA Specialist Teachers (ASD, EHW, LST, SLCN, Early Years)
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Services (CAMHS)
- Social Services
- Health professionals
- Voluntary organizations

9.2 Referral Process

Referrals to external agencies will:

Be made with parental consent

Be coordinated by the ALNCo

Include relevant information about the pupil's needs and the support already provided Specify the type of advice or support being sought

9.3 Integration of Support

The school will ensure that support from external agencies is:

- Integrated into the pupil's educational program
- Reflected in their IDP
- Implemented consistently by school staff
- Regularly reviewed for effectiveness

10. Parent/Carer and Pupil Participation

10.1 Partnership with Parents/Carers

The school recognizes that parents/carers have unique knowledge about their children and will:

- Value parents/carers as partners in their child's education
- Regularly communicate with parents/carers about their child's progress

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- Involve parents/carers in decision-making processes
- Provide information in accessible formats
- Offer support in understanding ALN procedures and provision
- Signpost to additional services and support groups

10.2 Pupil Voice

Pupils will be actively involved in decisions about their education:

- Their views will be sought and valued
- Person-centered approaches will be used to gather their perspectives
- Information will be presented in accessible formats
- Support will be provided to help them express their views
- Their contributions will be reflected in their IDPs

11. Welsh Language Provision

11.1 Welsh Language Consideration

As a Welsh-medium school, Ysgol Y Berllan Deg will:

- Ensure that ALN assessments consider the pupil's Welsh language skills
- Provide ALP in Welsh where appropriate
- Consider the impact of bilingualism on pupils' learning needs
- Access Welsh-speaking professionals when needed
- Provide resources and materials in Welsh
- Support parents/carers who may not be Welsh-speaking

12. Staff Development

12.1 Training and Support

The school will ensure that all staff have the knowledge and skills to support pupils with ALN:

- The ALNCo will undertake specialized training as required by the ALN Code
- All teaching and support staff will receive regular ALN training
- New staff will receive induction on ALN procedures
- Staff will be supported to develop expertise in specific areas of ALN
- Training needs will be identified through performance management processes - External expertise will be accessed when needed

13. Monitoring and Evaluation

13.1 Monitoring Provision

The effectiveness of ALN provision will be regularly monitored through:

- Analysis of pupil progress data
- Observation of teaching and learning
- Scrutiny of planning and IDP documentation
- Feedback from pupils, parents/carers, and staff
- External reviews and inspections

13.2 Evaluating Impact

The impact of ALN provision will be evaluated in terms of:

- Pupil progress towards IDP outcomes
- Pupil participation and engagement in learning
- Pupil wellbeing and confidence
- Parent/carer satisfaction
- Value for money

13.3 Reporting

The ALNCo will report to:

- The headteacher
- The governing body
- The Local Authority as required

14. Complaints Procedure

14.1 Informal Resolution

Parents/carers who have concerns about ALN provision should initially discuss these with:

- The class teacher
- The ALNCo
- The headteacher

Most concerns can be resolved through informal discussion and collaboration.

14.2 Formal Complaints

If concerns cannot be resolved informally, parents/carers may make a formal complaint following the school's complaints procedure.

14.3 Dispute Resolution

Parents/carers have the right to access:

- The Local Authority's disagreement resolution arrangements
- The Education Tribunal for Wales for matters relating to IDPs

15. Policy Review

This policy will be reviewed annually to ensure it remains aligned with:

- Current legislation and the ALN Code for Wales
- The Curriculum for Wales
- Local Authority procedures
- Best practice in ALN provision

The policy was reviewed and approved by the governing body on: 19.03.25

Next review date: March 2027