Together we care, Together we learn, Together we achieve.
Gyda'n gilydd rydym yn gofalu, dysgu a chyflawni.



Ysgol Gynradd
COEDPENMAEN
Primary School

Additional learning Needs Policy

ALN Aims of the School

- To ensure the identification of all learners with additional learning needs (ALN), as early as possible in their school career.
- To provide access to a broad and balanced curriculum and ensure learners with ALN are appropriately supported with additional learning provision (ALP) that enables them to achieve their full potential.
- That learners with ALN benefit from inclusion in all areas of school life and equality of opportunity.
- That learners with ALN, their parents or carers, are involved in the decisions affecting their educational provision and kept informed of progress.
- To work effectively with outside agencies and professionals in the planning of, and delivery of ALP.
- To raise staff awareness and expertise in matters relating to ALN.

Definition of additional learning needs (ALN)

(1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

(2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability for the purposes of the Equality Act 2010 (c.15) which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

(4) A person does not have a learning difficulty solely because the language (or form of language) in which he or she is or will be taught is difficult from a language (or form of language) which is or has been used at home.

Definition of additional learning provision (ALP)

(1) 'Additional learning provision' for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age in -

(a) mainstream maintained schools in Wales,
(b) mainstream institutions in the further education sector in Wales
(c) places in Wales at which nursery education is provided

(2)'Additional learning provision' for a child aged under three means educational provision of any kind.

(3) 'Nursery education' means education suitable for a child who has attained the age of three but is under compulsory school age.

Legislative Framework

This Additional Learning Needs Policy is governed and informed by the statutory framework set out in:

- The Education Act 1996
- The ALN code of practice 2001
- The Education Act 2002
- The Education and Inspection Act 2006
- The Education and Skills Act 2006
- The Equality Act 2010
- Additional Learning Needs and Education Tribunal (Wales) Act 2021

Implementation of the ALN Act

From September 2021, ALN legislation has been used to support all students newly identified as having an additional learning need which calls for additional learning provision.

Both the ALN System and Curriculum for Wales are designed to deliver an inclusive and equitable education system in Wales. The Curriculum for Wales seeks to allow for a broadening of learning, ensuring that all learners with additional learning needs are supported to overcome barriers to learning and achieve their full potential.

Identification and monitoring of a student with additional learning needs is carried out through the assessment processes established at the school.

Teachers are involved in the on-going assessment of students needs and progress to determine need; monitoring and tracking systems support the identification of any progress concerns and the requirement for further assessment,

Students are assessed according to concerns regarding learning, physical/medical/sensory conditions, social, emotional, and behavioural problems and communication and interaction.

The following are used in determining a student's level of need:

- Standardised assessments
- Teacher assessment data
- Diagnostic testing assessments by intervention staff, ALNCo and outside agencies
- Behaviour logs
- Transition information from previous setting/school
- Information provided from external professionals
- Reference to previous concerns or discussions with parents

The assessment and wellbeing systems collate data on students that provide teachers, parents and most importantly the learner with clear information to inform their learning. This data is used in the tracking and monitoring of learner progress and to determine their learning requirements.

Roles and Responsibilities

Meeting the needs of learners with ALN will be a whole school approach. All staff in the school will ensure that is embedded within the normal school curriculum and provision. The primary responsibility for provision lies with the teacher who, using the information from the IDP, one-page profiles and intervention planning, will deliver and assess achievement and progress according to the needs of the pupil.

Governing Body:

The Governor responsible for Additional Learning Needs at Coedpenmaen Primary School is Mr Matthew McCabe.

The Governing Body's responsibilities to learners with ALN include:

- Ensuring that provision of a high standard is made for learners with ALN
- Ensuring full inclusion of learners with ALN
- Full involvement in the development and review of the ALN policy
- Reporting to parents on the school's ALN policy including the allocation of resources from the school's budget.
- Having regard to the ALNET Act (2018) when carrying out these responsibilities.

The Head teacher and school leadership team

The Headteacher and school leadership team's responsibilities to learners with ALN include:

- Advise the governors on policies to meet their statutory responsibilities under the ALNET Act.
- Work to agree the school ALN ethos and policy to implement the agreed vision and policy.
- Oversee aspects of strategic leadership and management.
- Ensure that the ALNCo has enough time and resources to carry out their duties.

ALNCo

The Additional Learning Needs Co-ordinator at Coedpenmaen Primary School is Mrs B Griffiths. The main responsibilities of the role include:

- Ensure the daily implementation and review of the school Additional Learning Needs Policy.
- Ensure clear implementation of the Additional Learning Needs Code and statutory responsibilities are in place across the school.
- Ensure a clear process and system of identification, assessment and review of pupils where there is a query around an ALN.
- Review the process around identification, assessment, planning and reviewing the one-page profiles and IDPs.
- Monitor the person-centred approach used across the school.
- Monitor and review the School Provision Map, ensuring, alongside the SLT, appropriate and wide universal provision, universal plus provision and impactful targeted intervention.
- Liaise with and advise colleagues through the appropriate channels on additional learning needs matters.
- Oversee the coordination of the additional learning provision (specialised support) for pupils with additional learning needs throughout the school.
- Ensure a clear process of appeal and dispute resolution in relation to ALN.
- Contribute to the in-service training of all colleagues in developing practice at the school with all matters concerning additional learning needs.
- Work alongside the cluster of primary schools and the local authority.

Class teacher

The Class Teacher's responsibilities to learners with ALN include:

- Provide high quality teaching as part of the universal provision of the school.
- Implement any reasonable adjustments through universal provision.
- Implement the school's ALN Policy.
- Ensure that the resources, targets and curriculum are appropriate to the needs of the pupil as set out in the pupil's One Page profile, target Sheets, and IDPs/Statement of SEN.
- Ensure that achievement and progress are also appropriate to the needs of the pupil.
- Support the school processes around early identification, targeted intervention, and a graduated response to meet individual needs.
- Work with Teaching Assistants (where relevant) in the planning and delivery of lessons in supporting learners and the assessment of learner progress when appropriate, gaining advice from the Additional Learning Needs Coordinator (ALNCo) where required.
- Differentiate learning and materials and set achievable goals to ensure that pupils experience success.
- Attend reviews and discussions on pupil progress, as required.
- Record and report any concerns on pupil progress, as required.
- Contribute to the learning provision for individual pupils, identify requirements for targeted intervention, tracking and monitoring progress through targeted intervention.
- Contribute to the development of specific support through additional learning provision where appropriate, in liaison with the ALNCo.
- Communicate with parents, raising concerns and celebrating progress.
- Support the effective handover of information to ensure successful transitions between year groups, phases and settings.

Teaching Assistants:

- Ensure the daily implementation of the school Additional Learning Needs Policy.
- Liaise with and advise teaching staff on additional learning needs matters.
- Have a full knowledge of the pupils' needs, provision and targets set out in the One Page Profiles and additional learning plans and implementing the agreed provision.
- Work with the class teacher to keep records on pupils with ALNs and their progress.
- Attend reviews and discussions on pupils' progress as appropriate.
- Support the work of the pupil in the lesson by adapting work and providing support and confidence to the pupil.
- Provide administration support for ALN as required.

- Liaise with teaching staff to gather appropriate information and updates on pupils with additional learning needs (including documentation for annual reviews in accordance with statutory timescales).

Support Agencies:

- Various external support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists, literacy and numeracy basic skills staff and medical staff will support and guide staff in providing appropriately for pupils in their assessment, lesson planning, methods, strategies and delivery styles.
- They may, if necessary, to the success of the pupil, withdraw pupils for one to one or small group sessions where this can be shown to improve access to and achievement in the full curriculum entitlement.
- All agencies supporting an individual are invited to attend and contribute to the person-centred review meeting held each year.

ALN Register

All learners identified as having ALN are recorded on the School's ALN Register and provision map, maintained by the ALNCo. In addition, learners who are being monitored for different concerns are recorded on a school 'monitoring list.

Protected Characteristics

Our ALN processes have due regard to the needs of learners and families across all protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation), aiming to eliminate discrimination, advance equality of opportunity and foster good relations in line with the Public Sector Equality Duty.

ALN Identification

In accordance with The Additional Learning Needs and Educational Tribunal Act (ALNET 2018), if a concern is raised by a child, parent, carer or the school, that a pupil may have ALN, it will trigger a process with a timeframe set out by Welsh Government. A PCP Meeting will be organised by the School where all stakeholders will discuss the needs of the child and discuss if the child has additional learning needs. If the decision is Yes, an Individual Development Plan (IDP), highlighting the child's area(s) of need and a description of the Additional Learning Provision (ALP) will be provided. If the decision is NO, the school will explain how the child will continue to be supported at school and parents/carers will be informed of their right to appeal and signposted to advocacy services.

Accessible PCP and IDP Processes

All Person-Centred Planning (PCP) meetings and Individual Development Plan (IDP) communications will be fully accessible to learners and their families. The school will:

- Provide interpreters, translation services, and bilingual documentation where required.
- Offer information in alternative formats (e.g., easy-read, large print, audio) to meet individual needs.
- Make reasonable adjustments for parents/carers with disabilities, including physical access, assistive technology, and flexible meeting arrangements.
- Ensure families are informed of their right to independent advocacy and signposted to appropriate advocacy services where applicable.
- Review accessibility arrangements annually and as part of each PCP/IDP meeting to ensure equity and inclusion.

Specific Additional Learning Provision (ALP) and Individual Development Plan (IDP)

Additional Learning Provision (ALP) is additional to and/or different from Universal Provision for those pupils identified as having ALN. ALP differs from the support available to all pupils in its frequency and intensity. It may involve specific strategies, adult led interventions and specialised equipment as necessary. When the needs of a pupil are complex a multi-disciplinary approach may be required to help maximise pupil progress and develop ALP provided by the school.

Individual Development Plans (or existing Statememts) are statutory documents created to demonstrate need and identify targeted provision needed to help the pupil make progress. Individual Development Plan is established with agencies, parents, the pupil, and school staff. In all cases of an IDP, a review meeting will be held at least annually, and all stakeholders invited to contribute.

Language of Provision

IDPs will record language preferences. Where ALP is required in Welsh, we will take all reasonable steps to secure provision in Welsh.

Universal Provision

Universal provision allows for differentiation of the curriculum in class, in small groups or at an individual level. This provision includes wellbeing support that promotes positive emotional health and wellbeing for all. Pupils who require differentiation of work or a specific intervention e.g. Precision Teaching, Language Link, Cumbria Reading, Literacy Launch Pad, POPAT are not necessarily identified as having ALN, nor do they need to be identified as having ALN in order to access the support.

Anticipatory Reasonable Adjustments

We proactively identify and implement reasonable adjustments across all aspects of school life (curriculum, behaviour/attendance, trips, clubs, PE, uniform, communications).

The school will implement a proactive approach to reasonable adjustments to ensure that learners with ALN and/or disabilities can access all aspects of school life. This includes, but is not limited to:

- Adapted learning resources and differentiated materials
- Quiet spaces and sensory-friendly environments
- Flexible routines and timetabling
- Assistive technology and auxiliary aids/services
- Modified uniform requirements where necessary
- Risk assessments for trips and activities with appropriate adjustments
- Accessible information in alternative formats (e.g., large print, easy-read, audio)

These adjustments will be anticipatory, regularly reviewed, and provided at no cost to families, in line with the Equality Act 2010.

Transitions and Exclusions:

The school will embed equality checks into all transition planning and exclusion processes to ensure compliance with the Public Sector Equality Duty and ALN statutory requirements. Specifically:

- **Transitions:** When planning moves between classes, phases, or onward to further education, staff will review potential equality impacts and ensure reasonable adjustments are in place to support continuity of learning and wellbeing. This includes consideration of protected characteristics, language medium, and socio-economic factors.
- **Exclusions and Reduced Timetables:** Before any exclusion or decision to implement a reduced timetable, the school will conduct a reasonable-adjustments review to confirm that all appropriate supports have been applied. A record will be kept detailing how equality considerations were weighed and what mitigations were explored.
- **Governance Oversight:** Equality checks and adjustment reviews will be documented and reported to the Governing Body as part of termly ALN and inclusion monitoring.

Data Collection and Monitoring

To meet Wales-specific equality duties and the Public Sector Equality Duty, the school will collect, review, and report equality information as part of ALN monitoring. This includes:

- **ALN identification rates**
- **Attainment and progress data**

- **Exclusions and attendance**
- **IDP outcomes**, disaggregated by:
    - Protected characteristics (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation)
    - Language medium
    - Socio-economic factors

Data will be analysed termly to identify trends and mitigate any disproportionate impacts. Findings will inform the School Development Plan, provision map adjustments, and equality objectives. Summary reports will be presented to Governors and published where appropriate to ensure transparency and compliance with statutory duties.

Monitoring and Evaluating

The success of the school's Additional Learning Needs Policy and Additional Learning Provision is evaluated through:

- Analysis of pupil tracking data and test results
- Monitoring of procedures and practice by the Senior Leadership Team
- Reviewing OPPs and IDP outcomes.
- School self-evaluation, using a variety of approaches, including a self-evaluation of ALN and an action plan that relates to the School Development Plan (SDP)
- Review of delegated spend
- ALNCo reports to Governors in termly meetings
- Effectiveness of the school provision map
- Additional Learning Needs moderation process
- School Development Plan

Equality Impact Assessment Summary

Following an Equality Impact Assessment, this policy has been strengthened to ensure compliance with the Public Sector Equality Duty and Welsh-specific equality requirements. Changes include explicitly referencing all protected characteristics and confirming that ALN processes—such as identification, IDPs, reviews, interventions, trips, uniform, and behaviour—will be checked for bias and adjusted to advance equality of opportunity. A commitment has been added to record language preference in IDPs and secure Welsh-medium ALP where required. The policy now includes a proactive checklist for reasonable adjustments across the school day, confirms these will be provided at no cost to families, and sets out accessible PCP/IDP processes with interpreters, alternative formats, and advocacy routes. Equality-disaggregated data on ALN identification, attainment, exclusions, attendance, and IDP outcomes will be collected, analysed, and reported to governors, linking to the Strategic Equality Plan. Equality safeguards have been embedded into transition

planning and exclusion decisions, requiring a documented review of reasonable adjustments. Finally, the policy is aligned with published equality objectives to ensure transparency and accountability.