

2025 – 2026

Polisi Anghenion
Dysgu Ychwanegol



Additional Learning
Needs Policy

Ysgol Plascrug ALN and Inclusion Policy

Ysgol Plascrug values the abilities, achievements and contributions of all its pupils, and is committed to providing each pupil, irrespective of ability, gender and race, with a happy and caring environment in which they can develop their full potential both academically and socially. We recognise that there is a continuum of needs and that children with additional learning needs (ALN) have the right to the greatest possible access to the broad and balanced education set by the Curriculum for Wales. Ysgol Plascrug aims to integrate all pupils into every aspect of school life.

School ALNCo – Catrin Rhys

ALN HLTA – Karen Williams

Intervention HLTA – Rhiannon Bailey

Governor with responsibility for ALN – Mike Allman

Additional Learning Needs (ALN)

“The Additional Needs Code is issued under the Additional Learning Needs and Education Tribunal Wales Act 2018. The Act together with this Code and regulations made under the Act, provides the statutory system for meeting the additional learning needs of children and young people. It places the learners views, wishes and feelings at the heart of the process of planning the support required to enable them to learn effectively and achieve their full potential.”

The term ALN (Additional Learning Needs) describes children and young people aged 0–25 who have a learning difficulty or disability that requires extra support to learn. This support is called additional learning provision (ALP) and is detailed in a statutory support plan called an Individual Development Plan (IDP). This system replaces the previous special educational needs (SEN) system, with the same definition for ALN as the old definition of SEN.

Definition of Additional Learning Needs

A person has ALN if they have a significantly greater difficulty in learning than the majority of others of the same age. Their learning difficulty or disability means they need support beyond what is normally provided through differentiated teaching.

- Has a significantly greater difficulty in learning than the majority of children of the same age; or
- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.

A child is determined to have additional learning needs if they have a significant barrier to learning that requires a specialised intervention or additional learning provision (ALP) provided by the school or outside agencies in order to access the curriculum or make progress in their learning. This provision will be significantly different to that which the school provides for other children as universal provision.

A child has a learning difficulty if he/she:

Has significantly greater difficulty in learning than the majority of children of the same age.

Has a disability which acts as a barrier to them being able to learn as they should

Has significant underlying factors which act as a barrier to them learning. These could include:

- o Speech, language and communication difficulties
- o Behavioural, Emotional and Social Difficulties (BESD).
- o Cognitive development delays or difficulties

Aims

This policy outlines our approach towards meeting the Additional Learning Needs of our pupils and aims to ensure that all pupils are given the support, guidance and resources to enable them to achieve their potential. At Plascrug Primary School our aims are:

Follow the Additional Learning Needs Code for Wales 2021.

Ensure that early identification of a pupil's needs is made.

Ensure that all pupils reach their full potential.

Provide a Person-Centred approach with the child at the centre, ensuring that parents/carers are fully involved in the process from the onset.

Work in partnership outside agencies to provide the best provision for the child e.g. Educational Psychologist, Speech Therapists, Educational Social Worker (ESW), School Nurse, Learning Support etc

Provide the greatest possible access to a broad, balanced and relevant education.

Strive to secure the necessary provision for any pupil who has additional learning needs.

All children will have the right to a broad and balanced curriculum including extra-curricular activities and full access to the Curriculum for Wales where appropriate.

All children are valued and their self-esteem promoted.

ALN Department Objectives

The objectives of our department are:

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made, and their attainment raised in line with their ability;
- To plan an effective curriculum to meet the additional needs of our pupils and, where necessary, ensure that the targets set in Individual Development Plans are specific, measurable, achievable, realistic and time related.
- To work in close partnership with, and involve, parents/guardians of children who have additional learning needs.
- To ensure that all who are involved with our pupils are aware of the procedures for identifying their needs as well as the strategies for supporting and teaching them effectively.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have additional needs.

Roles and responsibilities within the ALN Department

The role of the ALNCo The ALN Coordinator (ALNCo) responsibilities include:

- overseeing the day-to-day operation of the school's ALN policy
- maintaining the ALN register which incorporates the ALN, EAL, FSM and CLA registers
- coordinating provision for children with additional learning needs
- liaising with and advising fellow teachers to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress in line with their ability.
- managing the core staffing team within the department

- contributing to and, where necessary, leading the continuing professional development (CPD) of staff in the area of ALN
- overseeing the records of all children with additional learning needs
- hosting person centred reviews of pupils with IDP's
- Hosting transition reviews of year 6 pupils transferring to Secondary school and preparing a file for staff on pupils' needs (to be updated at the beginning of each new academic year);
- writing applications for submission to the LA Additional Learning Needs Panel
- ensuring that parents/guardians are notified of a decision by the school that ALN provision is being made for their child
- liaising with parents/guardians of children with additional learning needs and ensuring that they are given clear guidance about how they can support their child's educational needs
- contributing to the in-service training (INSET) and professional development of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- liaising with external agencies, support services, health and social services, and voluntary bodies
- attending reviews for looked after children and reporting on their progress in school including contributing to Personal Education Plans (PEPs) twice yearly

The role of the ALN HLTA & Intervention HLTA

Their responsibilities include:

- Supporting the ALNCo in meeting the objectives set out above. The HLTA's are based in the main school building and support the ALNCo with ALN duties throughout the school

The role of the Governing Body

The School Governing Body will, in co-operation with the headteacher:

- maintain a general oversight of the school's ALN provision and ensure that a high standard of provision is available for ALN pupils and that the school carries out its duties towards all children in accordance with The Additional Learning Needs Code for Wales 2021 and the Equality Act 2010;
- ensure that ALN pupils are fully involved in school activities.

Identification, assessment and provision – ALN is Everyone's Business

All teachers are responsible for identifying pupils with ALN and, in collaboration with the ALNCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Early identification of pupils with ALN is a priority. The school will ascertain pupils' needs through:

- evidence obtained by teacher observation/assessment
- understanding their ability, attainment and progress as expressed as National Tests, literacy and numeracy standardised scores
- records from previous schools
- information from parents/carers.

Person-Centred Practice Meetings

The Person-Centred Practice Meetings (PCP) will be a collaborative approach that places the child's voice, views, wishes, and feelings at the heart of decision-making. It's used to:

- Identify a child's strengths and needs.
- Develop meaningful support strategies.
- Create or review an IDP.

The child, parents/carers, class teacher, ALNCo, and any relevant professionals will use the meeting to gather information using tools such as:

- One Page Profiles
- "What's working / not working" charts

Aspirations and goals
Communication charts
Relationship circles

Individual Development Plans (IDP's)

All children determined to have an Additional Learning Need will have an Individual Development Plan written. The purpose of the IDP is to clearly identify the additional needs of the young person and determine the Additional Learning Provision (ALP) to be provided in order to meet these needs. All relevant people involved with the young person –including the young person and their parents/guardians - are invited to contribute to the IDP in a PCP meeting. IDP's are written and held by the school, but where it is felt that, as a school, we are unable to meet the needs of a young person adequately, we will ask for the Local Authority to adopt the IDP and consider specialist provision. For Children Looked After (CLA) who are determined to have ALN their IDP will automatically be held by the authority responsible for them. IDPs are reviewed annually through a PCP meeting where all professionals involved with the young person will be invited to contribute. This review can be brought forward if it is felt necessary.

Admission arrangements for pupils with ALN

Admission arrangements for pupils with ALN are the same as for all pupils as stated in the School Admission Policy. It is however essential that resources and facilities are available to meet the pupil's needs and Educational Psychology Service advice is sought where appropriate. When an admission form is submitted to the school, noting that a pupil has ALN or particular educational needs, the ALNCo will arrange a transition meeting to ascertain the needs of the pupil and plan a programme of support. The school ALNCo liaises closely with pre-school settings that are transferring pupils. Parents and pupils are always given the opportunity to view the school and discuss provision.

Professional Development

Through monitoring and evaluating our provision, the ALNCo and SLT will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's development plan and/or performance management objectives. Staff who attend further courses will feed back on courses attended through staff meetings or department meetings. The effectiveness of such professional development will be monitored and evaluated by the ALNCo, and information provided during the annual evaluation of the school's overall ALN provision. The ALNCo meets on a regular basis with the LA additional needs service, ALNCo Champion and other school ALNcos.

Links with Parents and Guardians

As a department we feel that input from parents and guardians is crucial to the success of our pupils. We have an open-door policy and this is reflected throughout the department. Parents are welcome to phone or visit the school in order to discuss any concerns or progress. Parents are also invited to email the ALNCo RhysC4@hwbcymru.net

Links with LA support services and external agencies

Close links are maintained with the LA support services and external agencies in order to ensure that Ysgol Plascrug makes appropriate provision for children with additional learning needs. Where it is necessary to contact outside agencies, the ALNCo will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies may include:

- Speech and Language Therapy Service
- Ceredigion Educational Psychology Service
- Ceredigion Advisory Service for pupils with English as an Additional Language
- Domestic Abuse Service
- Children's Disability Team

- Ceredigion Support & Prevention Team
- Occupational Therapy Service
- Physiotherapy Service
- Diabetic Nurse Service
- School Nurse Service
- Hearing and Visual Impairment service (Ceredigion Advisory Service)
- CAMHS
- Team around the Family
- Counselling Service

Reviewing and maintaining ALN procedures

The ALN procedures will be kept under review by:

- carrying out an annual self-evaluation of our ALN provision
- identifying key areas for development in our departmental improvement plan

Complaints procedure

If parents/guardians have a complaint concerning provision for their child, they should discuss this with the ALNCo. If this proves unsuccessful the matter should be referred to the Headteacher. Should the matter still be unresolved the parents/guardians should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority.

Date of review: This policy will be reviewed in **January 2026**

Signed: Mike Allman (Chair of Governors) **Carol Macy** (Headteacher)

Date: January 2025

