Ysgol Llangynnwr

Additional Learning Needs (ALN) Policy

"The principles underpinning the ALN system aim to support the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning" (ALN Code Chapter 3 2021).

Cytunwyd ar ran y llywodraethwyr gan/ Agreed on behalf of the governing body by Mrs Lowri Williams	Arwyddwyd/Signed: L Williams
Arwyddwyd gan y Pennaeth/ Signed by Headteacher Mr Aled Davies	Arwyddwyd/Signed: Aled Davies
Dyddiad/Date: Adolygiad nesaf/Review date:	Autumn Term 2026 Autumn Term 2027

Mrs Caron Rh Thomas - Llangunnor School Additional Learning Needs Co-ordinator

Mrs Janet Rowberry – Llangunnor School Named Governor for Additional Learning Needs

Ethos of the School

"Maintained schools have a key role to play in identifying ALN and in delivering ALP to support learners with ALN. They are directly responsible for identifying and meeting the needs of the majority of their pupils who have ALN." (ALN Code 2021)

At Llangunnor School we aim to:

- Ensure that each child realises his or her full potential
- Meet the needs of individual children in a caring environment
- Develop mutually supportive links between home, school and the wider community
- Develop confidence, independence, and self-esteem, together with respect for all people
- Provide high quality teaching and stimulating learning opportunities
- Establish high expectations of attitude, behaviour, and achievement
- Prepare children for their responsibilities as good citizens and develop their awareness of their role in the wider community.

Introduction

This policy sets out the arrangements and procedures that Llangunnor School has in place to ensure that pupils who have Additional Learning Needs (ALN) are fully supported and included in our school community. The policy interprets "additional learning needs" as being needs that a minority of children have for educational provision that is additional or otherwise different from the educational provision made generally for children of their age in school. Such needs occur where a child has a significantly greater difficulty in learning than most children of the same age due to having one or more of the following:

- General learning difficulties
- A specific learning difficulty e.g., dyslexia
- Emotional, social or behavioural difficulties
- A disability or medical condition which creates barriers to learning

Additional learning need may also occur where a child has a special talent or aptitude in a particular area. (See More Able and Talented policy).

The fundamental principles underlying the policy are that:

- Every child with additional learning needs should have their needs met
- The views of the child should be sought and taken into account whenever possible i.e. in the light of his/her age and understanding
- Parents have a vital role to play in supporting their child's additional learning needs
- Children with additional learning needs should be offered full access to a broad balanced and relevant education based on the National Curriculum for Wales offering variety of learning experiences through play and experiential activities and a language rich environment.

We regard the critical success factors for the policy to be:

- Early and accurate identification of additional learning needs
- Appropriate differentiation in the classroom context
- Effective channels of communication
- Clearly identified roles and responsibilities of those involved in additional learning needs provision arrangements
- Close co-operation and partnerships between all parties
- Regular reviews and monitoring of interventions and pupil progress
- Real commitment from all concerned to help the most vulnerable children in our school
- A common understanding that we should have high expectations for our additional learning needs pupils both in terms of learning outcomes and the more general outcomes relating to self-esteem, self-confidence and well-being

Person Centred Planning

Llangunnor School promotes a person-centred approach to planning. Personalising education is about recognising that every pupil including pupils with additional learning needs is an individual. By focusing on what matters to each individual child we can respond to their needs. Each pupil with additional learning needs can be taught and supported in the best possible way to ensure that they reach their potential. All Llangunnor School pupils have a One Page Profile outlining what others like and admire about them, what's important to them and how best to support them. These are created at the beginning of the new school year, and adapted accordingly throughout the academic year if the need arises.

Inclusion Statement

Llangunnor School values all children equally whatever their abilities, needs or difficulties. We seek to ensure full inclusion for all our children in every area of school life by responding appropriately to diversity. Principles of inclusivity underpin all our policies and the ethos of the whole

school, but the Additional Learning Needs policy in particular directly reflects our commitment in this key area.

Access Statement

We endeavour to ensure full access for all pupils to the National Curriculum of Wales, extracurricular activities and school-based social opportunities. We achieve this by:

- Offering supported differentiation made according to identified need
- Ensuring that all staff and other adults involved with pupils with additional learning needs are made aware of the nature and extent of their needs whenever this is appropriate.

Aims and Objectives

The aims of this policy are to create an environment and integrated system of support that meets the additional learning needs of each child experiencing such need. The overall objective of the policy is to enable pupils with additional learning needs to develop fully and achieve the highest standards possible in their learning, personal development, self-esteem and general well-being.

Admission Arrangements for Children with Additional Learning Needs

Children who have been identified as having additional learning needs prior to joining our school are welcomed fully and warmly.
Our admission arrangements for such children do not differ from arrangements made for all other children other than that we:

- Ask parents and relevant agencies for all available information on the child's needs
- Invite parents to meet the Head teacher and the Additional Learning Needs Coordinator (ALNCO) to discuss provision and any special arrangements that need to be in place before the child joins the school
- Make clear our commitment to work in partnership with all concerned to ensure that the child feels welcome and is given appropriate support and encouragement right from the start

Additional Learning Needs Roles and Responsibilities

The whole school perspective

In our school the Additional Learning Needs Policy is accepted as a whole school policy and all adults involved with our children are expected to adhere to it. The responsibility for the education of every child lies with the class teacher. Every teacher will ensure they are fully aware of all the needs of the children in their care. It is their responsibility to ensure that they, and any support staff they manage,

are fully aware of the requirements of a child's Individual Development Plan (IDP).

The Additional Learning Needs Team

Particular responsibilities for implementing the Additional Learning Needs Policy lie with our Additional Learning Needs Team, which comprises:

- The Head teacher - Mr Aled Davies
- The ALNCO (Additional Learning Needs Co-ordinator) – Mrs Caron Rh Thomas
- The Additional Learning Needs Support Staff – Mrs Shân Lewis, Mrs Claire Frazer-Jones, Mrs Helen Roberts, Mrs Alison Jones, Mrs Caroline Smith
- The School Governing Body and in particular the Named Governor for Additional Learning Needs – Miss Sarah Howells

Each of these has a specific role to play but all work in partnership with the class teachers, the child, the parents, the Local Authority and the relevant outside agencies.

The role of the Headteacher

The Head teacher leads the school Additional Learning Needs Team and has overall responsibility for additional learning needs arrangements throughout the school. In particular the Head teacher:

- Liaises closely with the ALNCO through regular meetings to ensure that an effective Additional Learning Policy is in place and that opportunities are provided for its successful implementation
- Advises the Governing Body on:
  - Our Additional Learning Needs Policy
  - Issues relating to funding and resourcing of Additional Learning Needs provision
  - The school evaluation of Additional Learning Needs Policy
  - Issues relating to the development and improvement of Additional Learning Needs provision throughout the school
- Works through the Local Authority Link Advisor for Additional Learning Needs and others to ensure that the Local Authority is:
  - Kept informed of any serious complaints relating to Additional Learning Needs pupils
  - Made aware of aspects of good practice in the area of Additional Learning Needs in our school
  - Made aware of any concerns the school has regarding resourcing of Additional Learning Needs requirements

The Role of the ALNCO

The overall role of the ALNCO is to:

- Draw up an Additional Learning Needs Policy and ensure that it is understood, accepted, reviewed and adhered to.
- Draw up and maintain a school Additional Learning Needs Register of all pupils identified at Universal Learning Provision and Additional Learning Provision
- Ensure that the Head teacher and staff are made aware of all pupils who have been placed on the Additional Learning Needs Register and of any changes that are made to it
- Advise and assist class teachers and support assistants on appropriate strategies and methods of differentiation for pupils with additional learning needs.
- Co-ordinate and develop school-based strategies for the identification, monitoring and review of children with additional learning needs which includes:
    - Carrying out appropriate tests and assessment of additional learning needs as part of the screening and monitoring process.
    - Collating additional learning needs assessment results and general class-based assessment results together with all other relevant information and using all such information to place children at the appropriate stage of provision
    - Arranging and overseeing reviews of progress of pupils identified as having additional learning needs using a person centred approach.

The role of ALNCO is also to;

- Ensure that relevant Individual Development Plans (IDPs) are drafted and monitored and amended when necessary
- Co-ordinate the ALP and ULP provision for pupils what require it.
- Manage an effective system for the maintenance, storage and retrieval of records kept on pupils with additional learning needs whilst maintaining pupil confidentiality.
- Liaise with external agencies and in particular with the Educational Psychology Service, arranging meetings and providing a link between these agencies, class teachers and parents.
- Make arrangements with parents to meet teachers and support staff and, where appropriate, the Head teacher through an arranged meeting for the reporting of additional learning needs pupils' progress.
- Contribute to the in-service training of staff

- Ensure that information on additional learning needs pupils is dealt with appropriately such that confidentiality is maintained at appropriate levels
- Liaise with the Governing Body through the named governor for Additional Learning Needs
- Participate in Person Centred Planning meetings in line with Local Authority guidance
- Liaise with the ALNCo-ordinators in receiving schools/and other Primary schools to ensure the smooth transition from one school to another.
- Managing ALN support staff.

The Role of Additional Learning Needs Staff

a) Class Teacher

The role of the Class Teacher is to:

- Implement Targets and Individual Development Plans devised for pupils who receive support at the level of Universal Learning Provision and Additional Learning Provision (levels of provision are explained later in this policy).
- Identify Individual Development Plan outcomes with ALNCo, pupils and parents
- Ensure that each pupil in their class has a One Page Profile
    - Ensure effective liaison with class support staff
    - Access school resources and materials appropriate to the needs of their pupils
    - Check and record progress and concerns over continued difficulties

b) Learning Support Assistants

The role of Learning Support Assistants is chiefly to:

- Work with the teacher to create a purposeful, orderly and supportive active learning environment
- Contribute to the implementation of agreed learning activities/teaching programmes
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Assist with the development and implementation of Individual Development Plans.
- Supporting pupils in achieving targets identified.

- Support a Person Centred approach and promote the use of One Page Profiles.
- Work alongside a pupil or group of pupils with identified additional learning needs in mainstream classes support the class teacher's differentiation and assist in implementing smart targets and programmes of work
- Liaise with the class teacher, support teacher and ALNCO and give feedback to teachers about the pupils' responses to tasks and strategies
- Oversee the day-to-day well-being of the self-esteem in their pupil(s)
- Provide written reports on their pupil(s) progress/difficulties for review purposes if this is required in a person-centred format

c) The Role of the Governing Body

The role of the Governing Body, and in particular, the role of the named Governor for Additional Learning Needs is to:

- Closely monitor the school's work on behalf of children who have additional learning needs and be aware of the school's procedures for making additional learning needs provision
- Do their best to secure the necessary provision and funding for additional learning needs pupils in the school
- Consult with the Headteacher over additional learning needs related matters
- Liaise with the ALNCO
- Report annually on the success or otherwise of the schools Additional Learning Needs policy

Identification and Assessment of Additional Learning Needs
9 Universal Elements

To be fully inclusive, we follow the regional 7 Stage Decision Making Process model, which is underpinned with the following **'9 Universal Elements'**:



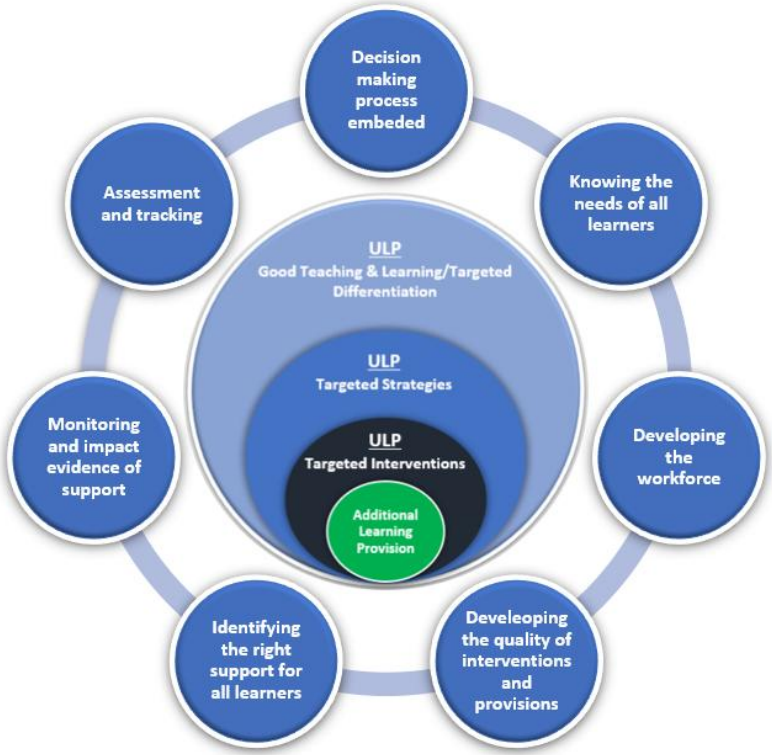
Llangunnor School have embeded these 9 Universal Elements to ensure they meet the principles of the ALN Code which will support:

- early identification of need;
- identifying the best support to meet a pupil's needs;
- the removal or learning barriers so every pupil can achieve;
- meet the needs of the majority of pupils;
- the majority of pupils to study the full curriculum using only the aids which they use as part of their daily life.

Universal Learning Provision Summary

Llangunnor School offers an enriched **Universal Learning Provision (ULP)**. The ULP for individual and groups of pupils is recorded, monitored and reviewed on the Schools Provision Map. Separate plans are not required however parents/carers are informed regarding the ULP their children are receiving and the progress they make via the school's reporting systems (e.g. parents evenings, written communication and reports). The ULP offer will be available for all pupils, including those with ALN, and will include:

1. Good teaching, learning and targeted differentiation;
2. Targeted teaching strategies to support each area of need;
3. Standard Targeted Interventions *(interventions that are generally made available for all pupils of the same age which help identify emerging needs and/or support pupils to make adequate progress, regardless of their need.).*



Universal Learning Provision forms the foundation for all other support or provision in Llangunnor School and comprises good teaching and learning that is made available to all. It is based on inclusive approaches to teaching and learning which benefit all pupils, whilst being essential for those with ALN. To support pupils with emerging needs or identified needs schools explores **targeted teaching strategies** and/or **standard targeted interventions** to ensure the pupil can make progress with their curriculum. To achieve this, opportunities for ongoing professional development are provided to ensure that teaching staff are effective and confident in providing for pupils, with a wide range of identified needs or ALN, in the classroom. As the quality of universal provision is high at Llangunnor School, the need for Additional Learning Provision is less, as more pupils are having their learning needs met. The class teacher remains responsible for working with the child on a daily basis. Where interventions are put in place by others, the teachers liaise closely with all support staff. The ALNCo offers support for planning and problem-solving. ULP will have been effectively implemented and evaluated before ALP are considered.

School Based Decision Making Process

Where progress is not adequate, good teaching and learning, including differentiation, and routine standard targeted interventions or reasonable adjustments may not be sufficient to meet the needs of all learners. Such learners may well be identified as having additional learning needs (ALN) and this is when it is necessary for the school to take some additional or different action to secure progress.

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 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 or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

Under the new ALN system, for any learner identified as having an ALN, the school creates and maintains an Individual Development Plan (IDP) and takes all reasonable steps to ensure that the necessary additional learning provision (ALP) to meet the assessed need, is secured. The IDP is reviewed on an annual basis unless changes need to be made within an earlier period.

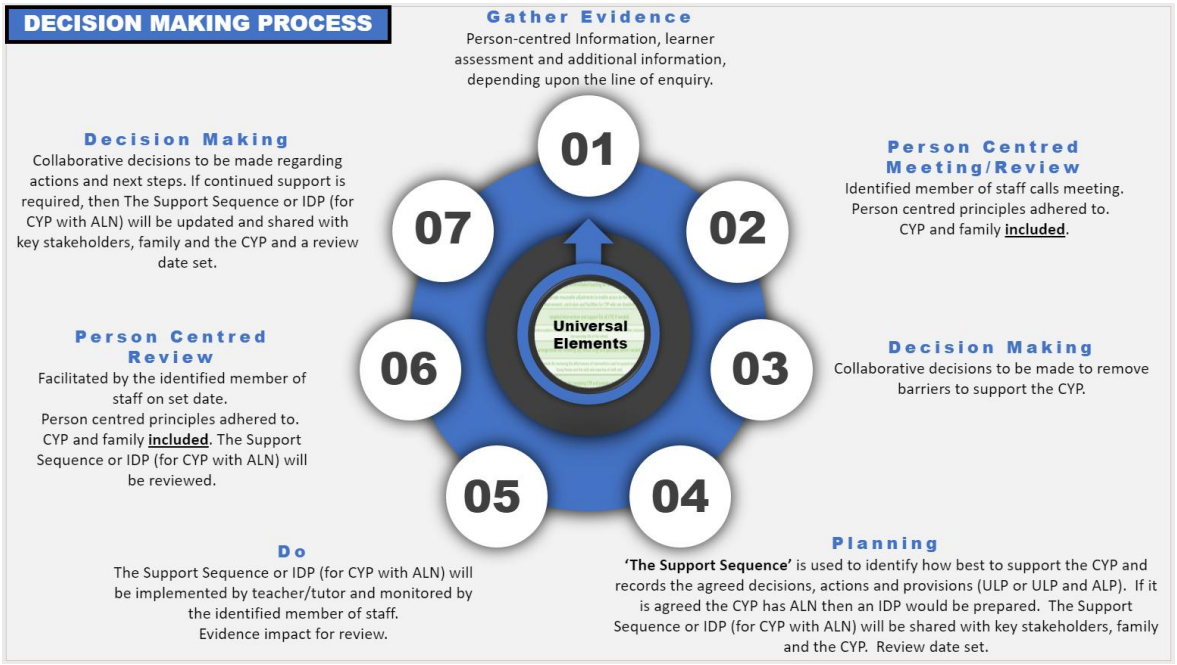
Definition of Additional Learning Provision (ALP)

Additional Learning Provision or (ALP) 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

- mainstream maintained schools in Wales
- mainstream institutions in the further education sector in Wales
- places in Wales at which nursery education is provided.

7 Stage Decision Making Process Model

The Act requires that local authorities and governing bodies must have regard to the views, wishes and feelings of the child or young person and their parents and stresses the importance of them participating as fully as possible in decisions and to provide them with the information and support necessary to participate in those decisions. **The governor with responsibility for ALN at Llangunnor school is Mrs Sarah Howells.** The Welsh Government states that "person centred practice" is to be integral to the ALN system and has published guidance on person centred practice for early years, schools and colleges in Wales. To ensure that "person-centred practice" is integral to the ALN system and the process of making key decisions regarding provisions to meet a pupils needs, the following model is implemented by Llangunnor School.



The Support Sequence

The decision-making process model above outlines the route, which is adhered to when making decisions concerning a learner's needs and provisions, with impact evidence following a period of ULP. When making decisions regarding how best to meet the needs of a learner who is not making measurable progress, notwithstanding the ULP available, Llangunnor School refers to the **Support Sequence** below. The support sequence is a creative way to think about different ways to support the child or young person in achieving the agreed outcome/s based on their

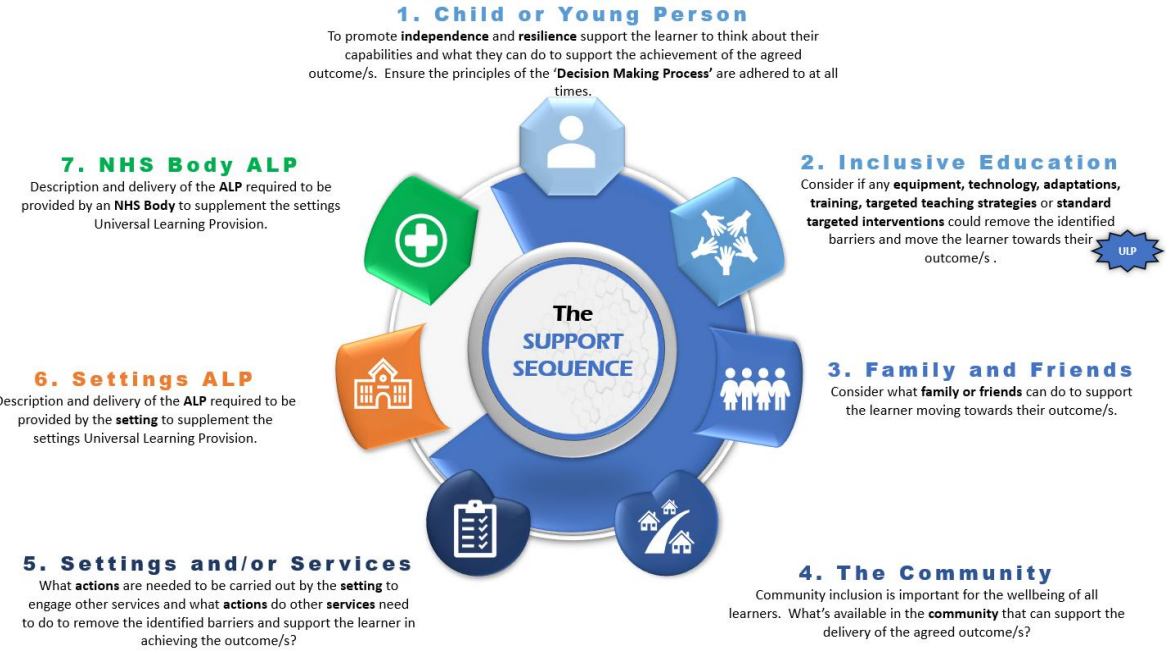
areas of needs and person-centred information. The support sequence ensures decisions made are based both on evidence and person-centred information and improvements/adaptations to inclusive education are always considered in the first instance as part of the graduated support.
Should a relevant person or school professional request the school to consider, if a learner has ALN then the Support Sequence is completed collaboratively to record the agreed decisions, actions and provisions.
Possible decisions and necessary steps:

1. **Learner does not have ALN** - support sequence completed, One Page Profile (OPP) updated and shared with relevant persons. Agreed ULP logged on Provision Map. Impact evidence (record or progress/no progress) gathered prior to the agreed review date.

2. **Learner has ALN and the school can identify the ALN, ALP and reasonably secure the ALP** – school prepare the IDP and updated OPP to be shared with relevant persons. Agreed ULP/ALP logged on Provision Map. Impact evidence gathered prior to the agreed review date.

3. **Learner has ALN but the school cannot reasonably secure the ALP** - refer to Carmarthenshire's Inclusion Department with a copy of the child's OPP, support sequence, provision map, relevant assessment information and draft IDP.

4. **Learner is a Child Looked After** – refer to Carmarthenshire's Inclusion Department with a copy of the child's OPP, PEP, support sequence, provision map and relevant assessment information.



When might Additional Learning Provision be required?

Learning difficulties and/or disabilities can be broadly classified into the following four areas:

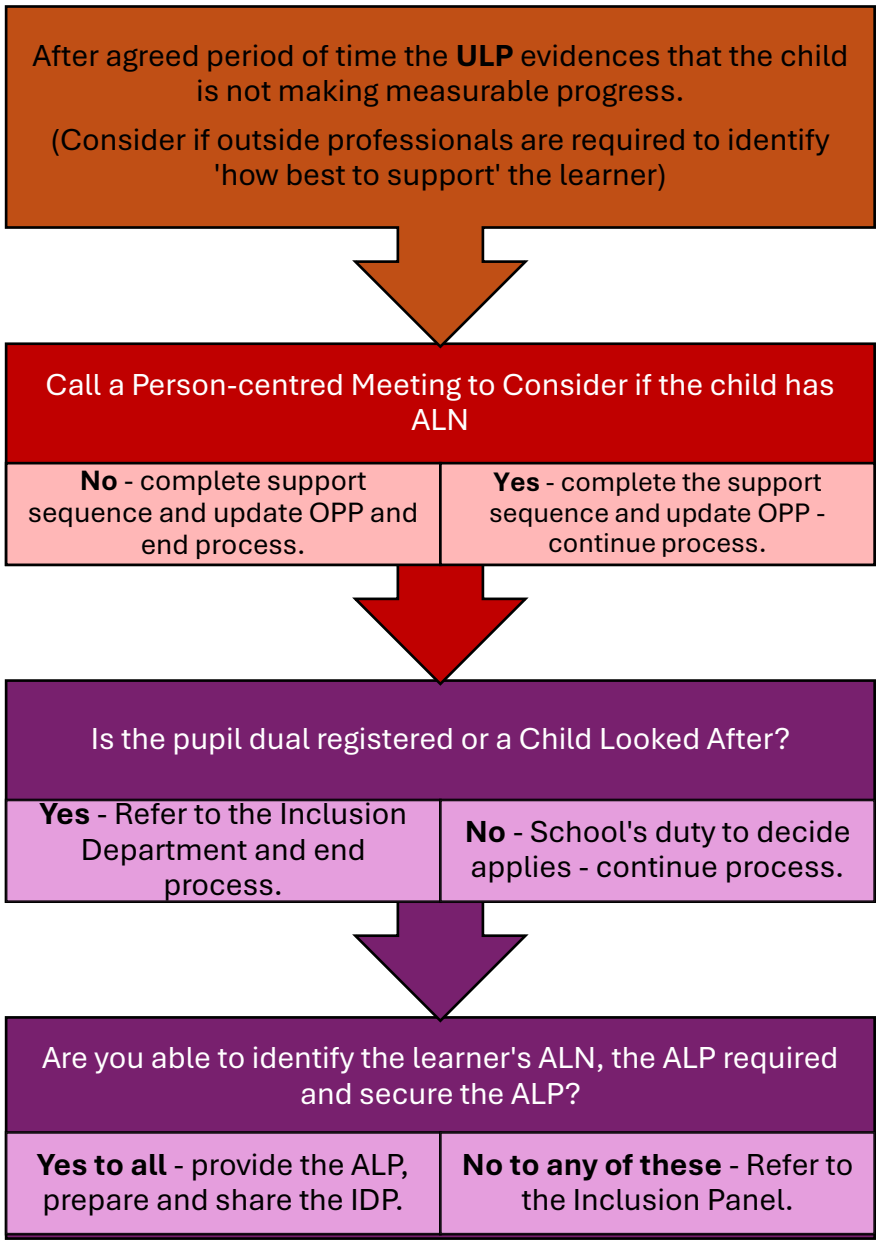
- Cognition and Learning
- Behaviour, Emotional and Social Development
- Sensory and / or Physical Needs
- Communication and Interaction

Some learners identified needs will fit clearly into one of these areas, but other learners have a range of needs. Irrespective of the broad area of need, complexity or the type of barrier to learning, the same process is applied where Llangunnor School will makes a judgment in each case about what it is reasonable to expect an individual to achieve.

Where appropriate Llangunnor School engage with external agencies to support the process of deciding if a learner has ALN. Then using evidence, gathered over time and from a wide range of sources, it should be possible to identify learners who are making less than expected progress. Less than expected progress in learning is described in the Code as follows:

- **is significantly slower than that of their peers starting from the same baseline,**
- **fails to match or better the child's or young person's previous rate of progress; or,**
- **fails to close, or widens, the attainment gap between the child and their peers, despite the provision of support aimed at closing that gap.**

If either of these three situations continue after a period of Universal Learning Provision then it is likely the learner will require an ALP, which means they now have a significant greater difficulty in learning and therefore have ALN. If any of the three situations occur above, then the following process is applied:


After agreed period of time the **ULP** evidences that the child is not making measurable progress.
(Consider if outside professionals are required to identify 'how best to support' the learner)
Call a Person-centred Meeting to Consider if the child has ALN
No - complete support sequence and update OPP and end process.
Yes - complete the support sequence and update OPP - continue process.
Is the pupil dual registered or a Child Looked After?
Yes - Refer to the Inclusion Department and end process.
No - School's duty to decide applies - continue process.
Are you able to identify the learner's ALN, the ALP required and secure the ALP?
Yes to all - provide the ALP, prepare and share the IDP.
No to any of these - Refer to the Inclusion Panel.

Important points Llangunnor School consider when deciding if a child has ALN and requires ALP

- Slow progress and low attainment do not necessarily mean that a child has ALN and should not automatically lead to a decision that the pupil has ALN.
- Children will inevitably progress at different rates so the fact that child is apparently underperforming by comparison with others of the same age is not, on its own, proof of ALN. When considering the child's needs, it might be revealed that the child is actually making good progress from a low base. There will always be some pupils who have lower levels of attainment and ability who will progress at a slower but steady rate. They will require support to access a differentiated curriculum to make suitable progress, but that support may not necessarily amount to ALP.
- Where progress is not adequate, it will be necessary to take some different action to enable the pupil to learn more effectively. The first response to inadequate progress would often be teaching targeted specifically at pupils' areas of weakness. Llangunnor School put in place differentiated teaching or other targeted interventions designed to secure better progress where appropriate, for all pupils. This is a fundamental element of high-quality teaching and learning opportunities.
- Those considering the evidence will need to consider whether the evidence points to other underlying needs and not ALN and if so, whether there are other ways to support the child's needs and other services which need to be involved in the child's life such as an educational psychologist, education welfare services, social services or health bodies;
- Other factors contribute to poor academic performance or inadequate progress, such as external factors and circumstances e.g. poor attendance, frequent moves, changes to teaching staffing, or wider social and family challenges.

Where progress continues to be less than expected and the application of differentiated teaching, targeted teaching strategies or standard targeted interventions (Universal Learning Provision) have failed to address attainment gap between the child or young person and their peers, this would usually indicate to the school or local authority that the child or young person may have ALN as they would require an Additional Learning Provision **(ALP)**. At this point call a Person-centred Meeting to consider if the learner has ALN.

ALP is educational or training provision that is additional to, or different from, that made generally for others of the same age and enhances the Universal Learning Provision offer. ALP will encompass additional provision for children and young people who are not making adequate progress,

notwithstanding the settings Universal Learning Provision offer. ALP is bespoke to the individual needs and delivered for an extended period and intensity, to support the child/young person to achieve their outcome/s.

We recognise that early identification of Additional Learning Needs is essential, and that pupil's progress thereafter should be carefully monitored in order to inform decisions about suitable provision and interventions. We have therefore set in place a system for assessment and monitoring of additional learning needs using the following

- A range of Local Authority recommended Reading Assessments and diagnostic tests coupled with the professional expertise of the class teacher
- Formative assessment strategies through universal classroom provision
- Non Verbal Reasoning
- Carmarthenshire Behaviour Assessment Profile
- Phonological Screener
- Other assessments.

These tests and assessments are carried out in addition to the normal class-based assessments which are given to all pupils at various times in each school year.

Additional learning needs assessment measures are selected according to a pupil's age and the nature of his/her difficulty.

Test results are always considered alongside other information provided by class teachers, parents and others when deciding on interventions. In this way we ensure that testing is part of a wider, holistic approach to assessment of additional learning needs that takes into account the whole child.

We are aware of the danger of over-testing children and the pressures that this can cause. Accordingly, we only test for additional learning needs where there is a real, agreed need to do so, and we administer tests in a child-friendly manner.

Where appropriate i.e. according to a child's age and level of understanding, we explain why the tests are being given and how the results are intended to be used to help with his/her difficulties.

ALN Year Plan for Reviews, and Assessment

<u>September/October:</u>

Class Assessments

Planning meeting with Headteacher, ALNCo, Educational Psychologist and TAPASS

ALN and ULP Register Update and Review/Evaluation

First information sharing with parents (all pupils with Additional Learning Needs and pupils who access ULP)

November/December:
Transitional Annual IDP Reviews Y5 and Y6 pupils including Secondary School ALNCo
Evaluate first terms interventions
January/February/March:
Second Information sharing and review with parents.
Evaluate second terms interventions.
April/May:
National Tests
Scheduled IDP Review Meetings – planning and amending.
ALN Extra Transition Visits
Year 6 Transition PCP meetings including Secondary School ALNCo
June/July:
End of Year Class Assessments
Evaluate third terms intervention and collate all three terms and analyse data for effectiveness.
Scheduled IDP Review Meetings – planning and amending.
Information sharing with parents - School Reports (and meetings if required)
New ALN/ULP Register prepared for the following year
ALN transition meetings (class to class) between ALNCo's and class teacher.

Additional IDP Reviews and PCP meetings will take place during the course of the year.