

Baglan Primary School



ALN Policy

Autumn 2025; Adopted 01.12.2025

Chair of Governors: Mr L Rees

Headteacher: Mrs N E Morgan

Review Date: Autumn 2026



Article 3: Everyone who works with children should always do what is best for each child.

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Date Adopted: 01.12.2025

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Baglan Primary School ~ Ysgol Gynradd Baglan



ALN Policy

Glossary

ALN – Additional Learning Needs

ALNCo – Additional Learning Needs Coordinator

PCP – Person Centred Planning

KS – Key Stage

PS – Progression Step

PDG – Pupil Deprivation Grant

SEG – School Effectiveness Grant

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Introduction

At Baglan Primary School we are committed to providing inclusive and ambitious education for every pupil. We recognise that some children and young people may have additional learning needs (ALN) – meaning that they have a learning difficulty or disability which calls for additional learning provision (ALP). In accordance with the Act and the Code, we aim to ensure that these pupils are supported effectively so that they can achieve their full potential.

The Act, supported by the Code, establishes a unified statutory system for children and young people from birth to age 25, replacing previous frameworks such as special educational needs (SEN) and learning difficulties/disabilities.

The Code requires that the views, wishes and feelings of children and young people are placed at the heart of the process of identifying needs, planning provision, monitoring progress and reviewing outcomes.

Within this system:

- The term ALN covers learners who have a significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.
- The school works in collaboration with the Local Authority, health bodies and other partners, in line with the Code's requirement for integrated and multi-agency working.
- Every learner with ALN may be entitled to an Individual Development Plan (IDP) (or transition from their existing statement of SEN/learning plan) which sets out the additional learning provision required and how that will support the pupil in achieving their outcomes.
- Our policy, strategy and provision will reflect the Code's emphasis on early identification, timely intervention and ongoing review to ensure that learners with ALN have full access to the curriculum and to the opportunities provided by the school.

At Baglan Primary School, we will:

- recognise children's strengths as well as their areas of need, and adopt a flexible and responsive approach to support;
- ensure that all staff have regard to the principles and duties within the Code when exercising their ALN functions;
- promote active participation of pupils and their parents/carers in planning and reviewing ALN provision;
- maintain high aspirations for learners with ALN, expecting them to achieve to the best of their ability and progress alongside their peers;
- monitor, evaluate and adapt the provision to secure effective outcomes.

The implementation of this policy is the responsibility of all staff within the school.

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Aims

All pupils have skills, talents and abilities and as a school we have a responsibility to develop these to the full.

We aim to:-

- Provide a broad, balanced, relevant and differentiated curriculum for all pupils in the context of a secure and stimulating environment.
- Give every pupil, irrespective of sex, race, culture, disability, language or special educational need, the opportunity and encouragement to succeed to reach their full potential.
- Support pupils as early as possible when identified with an ALN.
- Facilitate a range of methods to support pupils in accessing the whole school curriculum as far as possible, using skilled staff, specialist agencies, specialised equipment and resources.
- Ensure that the views of the pupil are sought and taken into account, and that the pupil participates as fully as possible throughout decision making processes.
- Enable individual pupils to participate fully in society, contributing to and benefitting from it.

Successful inclusive education is a combination of effective school leadership, providing the conditions for an inclusive and innovative environment to flourish, along with teachers having the right skills and knowledge to create inclusive classrooms.

The Additional Learning Needs and Education Tribunal Wales (ALNET)

The Additional Learning Needs and Education Tribunal Wales (ALNET) 2018 Act provides new legislation for supporting children and young people with ALN, and is accompanied by a mandatory Code. The new statutory framework is underpinned by the following key principles and aims:

A rights-based approach where the views, wishes and feelings of the child, young person and their parents / carers are central to the planning and provision of support; and the child, young person and their parents / carers are enabled to participate as fully as possible in the decision-making processes. This can be achieved through the implementation of Person-Centred Practice (PCP).

Early identification, intervention and effective transition planning where needs are identified and provision put in place at the earliest opportunity.

Collaboration where services work together to ensure ALN are identified early, and appropriate coordinated support is put in place to enable children and young people to achieve positive expectations, experiences and outcomes.

Inclusive education which supports full participation in mainstream education, wherever feasible, and a whole setting approach to meeting the needs of children and young people with ALN.

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A bilingual system where all reasonable steps are taken to deliver Additional Learning Provision (ALP) in Welsh.

The starting point of the decision-making processes in Neath Port Talbot, in respect of Additional Learning Needs and Additional Learning Provision will be the aims and principles described above.

The ALN system is supported by a person-centred process of collaboration and co-production, which facilitates discussion about needs, outcomes and provision, with disputes and disagreements avoided, or resolved at an early stage.

Consequently, the decision-making process in respect of ALN in Neath Port Talbot will be determined by the extent to which schools have made sufficient efforts to apply these principles and Person-Centred Practices.

The term Additional Learning Needs (ALN) is used to identify pupils whose learning needs are additional to the majority of their peers.

Definition of ALN

For the purposes of the Act, the use of the term ALN relates to individual children and young persons who have “Additional Learning Needs” i.e. they have a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for Additional Learning Provision.

Many children and young people are likely at some point to experience short term issues with their learning, for example because of a period of absence from an education setting caused by a temporary illness, or because they have suffered a bereavement or some other trauma. In these circumstances, schools may need to take action to help the child or young person catch up and / or to prevent the issue from escalating. These situations would not ordinarily amount to ALN on their own; but it is possible that in some cases, this could result in a difficulty in learning which calls for ALP.

For those children and young people who do not have an identified disability, in the first instance, observing and assessing their progress will provide information about areas where they are not progressing satisfactorily.

On the basis of this evidence, including the data collected, it should be possible to identify learners making less than expected progress. This can be characterised as progress which:

- 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 or young person and their peers, despite the provision of support aimed at closing that gap (such as differentiated teaching).

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Definition of ALN – a 2 step approach

To establish whether a child of compulsory school age or young person has ALN, the following tests must be applied.

Test 1 - Does the child or young person have a learning difficulty or disability?

A child or young person of compulsory school age or above 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.

If the answer to either (or both) question is **'yes'**, it is necessary to proceed to apply the second test. If the answer is **'no'** to both questions, the child or young person does not have ALN.

Test 2 - Does the learning difficulty or disability call for ALP?

The second test is whether the child or young person's learning difficulty or disability calls for ALP. ALP can take many forms; it might include any support that takes place inside or outside the mainstream classroom, where it is additional to, or different from, that made generally for others of the same age. ALP might also be delivered in settings outside of the school or in some circumstances and/or by external professionals.

"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; or
- (c) places in Wales at which nursery education is provided.

If the child or young person has a learning difficulty or disability which calls for ALP, the child or young person has ALN for the purposes of the Act. Where it has been agreed that a child or young person has ALN and ALP is to be secured, an Individual Development Plan (IDP) will be drafted and maintained.

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Inclusive Learning Provision (ILP)

All education settings are expected to put in place differentiated teaching strategies and /or other targeted interventions designed to address an attainment gap and therefore secure better progress for learners. These strategies and interventions form part of the high-quality teaching and learning provision made generally available to all learners within the setting and are termed 'Inclusive Learning Provision'. Further information regarding the expectations on schools to provide Inclusive Learning Provision can be found in the Neath Port Talbot Additional Learning Needs Expectations Document.

Additional Learning Provision (ALP)

If a learner does not make appropriate progress in their learning and /or any barriers to learning are not addressed through Inclusive Learning Provision, or they present with significantly greater difficulties in their learning than the majority of others the same age, then an enhanced targeted package of support may be needed so that they can make progress and achieve their potential. This may include intervention and support using school-based expertise or through external agency support.

In order to help with the decision-making process in relation to whether a child or young person has ALN, Neath Port Talbot LA, have developed the following staged process which is based upon Person Centred Practices:

Additional Learning Provision – LA or School Maintained IDP?

Section 12.44 of the Code states that:

Local Authorities **should**, in consultation with schools they maintain, and any other persons they consider appropriate, establish and publish a set of principles they will apply when determining whether it is reasonable for a school to secure the Additional Learning Provision (ALP) required by a pupil or whether the authority ought to do so.

Principles **should** relate to:

- a. The extent and duration of advice from external specialists that is likely to be unreasonable for a school to secure;
- b. The equipment that it is likely to be unreasonable for a school to provide;
- c. The intensity and duration of support and scale of internal engagement of staff (including the ALNCo) at the school that it is likely to be unreasonable for a school to provide.

School Maintained IDP

If a decision has been made that a child or young person has ALN, then an Individual Development Plan (IDP) needs to be prepared. In most cases, the decision whether a pupil has ALN and for preparing and maintaining an IDP, is made by the maintained school through the delegated budget. Schools will also

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therefore be responsible for securing the Additional Learning Provision needed for the majority of learners with ALN. Any decision regarding whether a maintained school can be reasonably expected to secure the ALP will be based upon the principles outlined below.

In its decision making around whether a school or the LA should develop and maintain the IDP, the LA will be mindful of circumstances outlined in section 12.43 of the ALN Code, where it may be unreasonable for the school to secure ALP.

These include instances where the learner:

- Has a low incidence condition / rare condition which requires specialism that the school cannot provide (for example profound and multiple learning difficulties);
- Requires regular advice and support from external agencies which is over and above that which can be reasonably arranged and accessed by the school (for example weekly specialist input from a Brailist or Qualified Teacher of the Deaf);
- Requires equipment that can only be used by one pupil or cannot be re-used or is beyond the reasonable resources of the school; or
- Requires very intensive daily support which cannot be reasonably funded or secured by the school's budget (25 hours TA support or above).

In order to help with the decision making in relation to whether a child or young person requires a School Maintained IDP, the LA has developed the following staged process.

Local Authority Maintained IDP

In some cases the decision whether a pupil has ALN and for preparing and maintaining an IDP is either referred and /or completed by the Local Authority. There are two instances in which a maintained school is required to refer a child's case to a local authority rather than decide for itself whether the child has ALN:

- Where the pupil is dually registered (paragraph 12.37 of the ALN Code)
- If the child is looked after (chapter 14 of the ALN Code)

In these cases, Neath Port Talbot LA will have the duty to decide and develop the IDP and will maintain the IDP through the delegated resources to the school.

Chapter 12.39 of the ALN Code also states that a maintained school can choose to refer a child's case to a local authority but should only do so if it considers that the child has ALN:

- a) that may call for ALP it would not be reasonable for the school to secure;
- b) the extent or nature of which it cannot adequately determine; or
- c) for which it cannot adequately determine ALP.

Neath Port Talbot LA will maintain IDPs for those pupils who require 25 hours or above Teaching Assistant Support to deliver the ALP. The funding for the TA hours will be funded by the School's Delegated Budget.

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Neath Port Talbot LA will also maintain IDPs for those pupils who access a special school or learning support centre (LSC) placement.

The school should act promptly to consider whether to refer the child's case and consequently make any referral. In most cases, the school ought to be able to make the referral within 20 school days (if not earlier) from the date on which it is brought to its attention, or otherwise appears to it, that the child has ALN which it cannot be reasonably expected to provide for from its own resources. For further information on making a referral to the Local Authority please see Chapter 12 of the ALN Code and the Neath Port Talbot Local Authority Maintained IDPs – Guidance for School Requests (2021) document.

In order to help with the decision making in relation to whether a child or young person meets the principles for a LA maintained IDP in Neath Port Talbot, the following staged process will be applied:

Admission Arrangements

Every school should expect, in exercising its functions under the ALNET Act, to take all reasonable steps to secure provision to meet the needs of children and young people with ALN and to adhere to its underlying principle of inclusive education.

Each school adheres to the admission policy of the Local Education Authority. It does not discriminate against any pupil with additional learning needs. Each school endeavors, in partnership with others, to provide appropriate support for pupils who experience difficulties in:-

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical development
- Medical conditions

Inclusion

Inclusive pedagogy places emphasis on the view that teachers teach all children in a positive, inclusive environment, ensuring that every learner feels valued, respected, nurtured and has a sense of belonging. There is a shared understanding that children will progress at different rates and, as a result, there cannot be a 'one size fits all' approach to teaching. This means that every child, no matter what their barrier to learning is, has equal access to learning opportunities to succeed.

Access to the Curriculum

All pupils have access to all aspects of school life and there is no discrimination against any pupil with ALN. Each school aims to provide appropriate intervention and support for pupils to access the curriculum.

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Special Arrangements

Special arrangements for assessments/tests/examinations are made in all schools. The specific needs of pupils are discussed with ALNCo, class teacher, parents and Headteacher, who work together to make provision for testing/examinations, or in some instances, disapplication.

Record Keeping

The school's records for pupils with additional learning needs will collate and record the school's response at all stages, and information collected at the person-centred review meetings will be included. An appropriate combination of the following information regarding individual pupils is held by the school in the form of a chronology which will include:

- Description and nature of pupil's difficulty.
- Strategies to be adopted.
- Evaluations and reviews of individual plans.
- Records of support requested from external agencies.
- Reports received from all other professionals involved.

Partnerships

Parents/Carers

The school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at mutually convenient times. They have the right to access the records relating to their own child and appropriate school documentation at an agreed time. The school will seek to engage the services of a translator or interpreter where requested by parents or deemed necessary by the ALNCo to ensure partnership in developing strategies to help an individual pupil.

Outside Agencies

The school works closely with other professionals to focus on the identification and provision for those pupils who have additional learning needs. All services involved with the school are regarded as being part of a working partnership whose aim is to provide integrated, high quality, holistic support which focuses on the needs of the pupil.

The following services/agencies are available to the school:

Health:

- CAMHS
- Health Visitors
- Nurses (including Specialist Nurses)
- Occupational Therapy
- Physiotherapy

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- Speech and Language Therapist

LA:

- Visual Impairment
- Hearing Impairment
- Specific Learning Difficulties
- Wellbeing and Behaviour Support
- Speech and Language
- ASD Advisory Service
- Social Services
- Educational Psychology Service
- Education Welfare Service
- Pupil Parent Support
- ALNST
- Voluntary Services

Cluster

The Cluster Schools work effectively in partnership to share practice. Regular meetings are held by the ALNCo cluster group to share information, plan transition and work closely with the Educational Psychologist and other agencies to share expertise and develop strategies.

Transition

Partners have a critical role in promoting the rights and well-being of children and young people and helping them reach their full potential. They should therefore be committed to work in a manner aligned with the Principles below:

- Early planning.
- Multi agency collaboration.
- Good quality communication.
- Promote inclusion.

All of the above should be underpinned by a Person-Centred approach.

Consideration should be given to Children who are Looked After in managing transitions in conjunction with the Education Coordinator for Children Looked After (CLA)

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Training

In-service training is available in respect of additional learning needs for cluster, whole school, departmental or individual members of staff.

The governors will ensure they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher and the ALNCO.

The ALNCO and Headteacher will keep fully up to date with additional learning needs through attendance and training and cluster meetings. In addition, the ALNCO will develop skills through attendance at specialist training discussions with outside specialists and reading relevant documentation.

All staff involved with the pupils learning will be kept up to date by both the Headteacher and ALNCO during meetings and training sessions.

Roles and Responsibilities

Role of the Headteacher

The Headteacher has overall responsibility for implementing ALN reform, playing a pivotal role in driving cultural change and curriculum development. Key to this is supporting the ALNCO in engaging the whole teaching community and ensuring everyone understands that reform is about whole school improvement.

In order to achieve this, the ALNCO will be empowered to influence strategic decisions about ALN. The Headteacher drives the understanding that all teachers and education staff are educators of children and young people with ALN, and the ALNCO is the individual, who at a strategic level, ensures the needs of all learners with ALN within the education setting are met.

The Headteacher must ensure that the ALNCO forms part of the senior leadership team, or has a clear line of communication to it. This will support the education setting to plan, manage and deliver its duties and responsibilities in identifying and meeting the needs of children and young people with ALN.

Role of the ALNCO

All mainstream maintained schools in Wales must designate a person who will have responsibility for coordinating provision for learners of ALN. That person is known as the Additional Learning Needs Coordinator, or ALNCO. The ALNCO is the individual who at strategic level ensures the needs of all learners with ALN are identified and met.

The ALNCO will need to be involved in the strategic co-ordination of ALN resources, such as deploying and supporting staff, planning and deciding on appropriate resources including resources required to support staff. The ALNCO must monitor the effectiveness of all Additional Learning Provision and should therefore be actively involved in decisions around budgets and resources.

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The ALNCo is not expected to be directly involved with the day-to-day process of supporting every learner with ALN; this is the class teacher's responsibility. All staff who work with children and young people with ALN have a responsibility for ensuring that their needs are identified and met.

Teaching Staff

All teachers have a responsibility for pupils with ALN, and are expected to differentiate the curriculum, make reasonable adjustments and provide pupils with auxiliary aids in line with the Equality Act. All staff are responsible for monitoring progress, setting and reviewing IDP targets, and liaising with the ALNCo.

Role of the Governing Body

The Additional Learning Needs and Education Tribunal Wales (2018) Act, specifies that the Governing Body has overall responsibility for deciding whether or not children and young people have ALN and where relevant, to prepare and maintain the IDP.

This responsibility, as is the case with most Governing Body functions should be carried out with the aim of taking a broadly strategic role. A strategic role means that the Governing Body decides how they want the school to carry through that responsibility and establishes a strategic framework for making this happen.

The Headteacher and other members of the school's leadership team have actual responsibility for the management and direction of the school, working within the strategic framework established by the Governing Body. The Headteacher has direct responsibility for the leadership, management, internal organisation and control of the school. The Headteacher also advises upon the Governing Body's strategic framework in addition to implementing it.

In this way, the Governing Body will meet its responsibility for deciding whether children and young people have ALN or not, by establishing a strategic framework to ensure that all learners with ALN are identified and ALP is provided to meet their needs. This will then be outlined within an IDP. The Headteacher and Senior Leadership Team will develop the systems which will identify those learners as having ALN and will put ALN in place as required. In this endeavor, the Headteacher and Senior Leadership Team will shape the school's ILP, develop Person Centred Practice and make arrangements for targeted interventions and specialist input within their setting. The Headteacher will report to the Governing Body upon the progress of these developments.

Resolution of Disagreements

Parents/carers are partners with the school and are encouraged to discuss support arrangements openly with the relevant school staff. They are welcome to query decisions made by the school through the school's designated channels as laid down in school documentation.

Parents/carers who are not satisfied with the response from the school will be made aware of the complaints procedures that are available. If, on pursuing complaints the parents are not wholly satisfied

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they may wish to seek further advice/assistance from the authority. If at this point they do not agree with the school's and authority's decision, they have a right to appeal to the ALN Tribunal for Wales.

Evaluating / Monitoring Provision within the Policy

This policy will be evaluated and reviewed annually by the senior leadership team.

Provision for pupils identified with Additional Learning Needs takes place annually, or, as and when the need arises in accordance with:

- Effectiveness of staff training
- Suitability of intervention programmes
- Ongoing tracking of pupil progress
- Annual ALN budget allowance
- Ongoing Government and Authority directives

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Chair of Governing Body: Mr L Rees

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ILP/ALP

Examples of Inclusive Learning Provision (ILP) and Additional Learning Provision (ALP)

Cognition and Learning

ILP	ALP
<ul style="list-style-type: none">• A One Page Profile (OPP) outlining how best to support the child• Differentiated teaching and tasks• Changing the physical layout of the classroom to meet learning needs e.g. moving furniture or changing the seating plan• Use appropriate resources to support learning e.g. numicon, multilink, word banks, number lines, spell checkers, overlays, computer software, writing slope• Access to devices to support memory e.g. use of iPad for dictate• Precision monitoring• Short-term catch-up intervention programmes for literacy and numeracy:<ul style="list-style-type: none">• Rapid reading• RWInc/Phonics• Speech link• Language link• Wellcomm• Number recognition• Rote counting• Shape• HF words• Dictation• POPAT• Figure ground• Times tables• Extra 1-to-1 reading• Phonics rocket• Listening/following instructions activities• Allowing additional thinking time for the learner to process information provided	<ul style="list-style-type: none">• Long term targeted intervention programmes delivered either one to one or in a small group (literacy and numeracy).• One to one or small group support from a teacher and/or teaching assistant for most focused learning tasks.• Level C consultation with member of the inclusion service• Implementation of specific targeted strategies as recommended by an appropriately qualified professional e.g. educational psychologist, SALT, wellbeing practitioner, advisory teacher.

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| <ul style="list-style-type: none"> • Small group support during lessons • Pre-lesson introductions to a new topic/concept • Providing additional teacher check-ins during lessons to ensure task is understood • Use of learning partner/buddy (higher attaining pupil) • Appropriate reward systems • Guided Reading/extra 1-to-1 reading • Effective use of classroom assessments that determine areas of learning that need support e.g. MIST, Phonic Rocket, Schonell spelling test, B and D test, Salford Sentence Reading Test (SSRT) • Consultation and advice at level A and B with a member of the inclusion service • Visual aids to support memory or understanding of the task | |
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Communication and Interaction

ILP	ALP
<ul style="list-style-type: none"> • A One Page Profile (OPP) outlining how best to support the child • Differentiated teaching and tasks • Changing the physical layout of the classroom to meet learning needs e.g. moving furniture or changing the seating plan • Use of visual timetables to support child e.g. 'Now and Next board, individual or class timetables • Short-term catch-up programmes and screening tools: <ul style="list-style-type: none"> • Wellcomm • Language Link • Speech Link • POPAT • Sensory Circuits • SMART moves • Phonics and RWInc • Name formation • HFW 	<ul style="list-style-type: none"> • Long term targeted intervention programmes delivered either one to one or in a small group • One to one or small group support from a teacher/teaching assistant e.g. RBP, social stories, ELSA • Implementation of targeted communication tools e.g. PECS, signalong (including using personalised signs created by child's family), twinkl symbols app, • Level C consultation with a member of the Inclusion service • Implementation of specific targeted strategies as recommended by an appropriately qualified professional e.g. educational psychologist, wellbeing practitioner, advisory teacher • Personal dictionary – a log of what child means what they say certain phrases e.g. child may say 'mammy's car' but mean that they have had enough of something or want to

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<ul style="list-style-type: none"> • Extra 1-to1 reading • Figure ground • Step instructions (listening activity) • Adapting way teaching is delivered to meet the learning style of the child e.g. using child's name before giving instructions, giving two choices that you are in control of, using clear precise language in instructions • Pre-teaching of subject specific/topic vocabulary • Aston Index assessment tool • Ensure clear and consistent structure and routine within classroom • Use of appropriate resources to support learning opportunities e.g. timers • Appropriate reward systems • Use of language resources on our shared HWB area from Helen Richards • Opportunities to work in a small group with teacher/teaching support assistant • Consultation and advice at level A and B via Inclusion Service Local Offer of Support 	<p>stop any activity</p>
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Social Emotional and Behavioural Needs

ILP	ALP
<ul style="list-style-type: none"> • A One Page Profile (OPP) outlining how best to support the child • Differentiated teaching and tasks • Changing the physical layout of the classroom to meet learning needs e.g. moving furniture or changing the seating plan, access to a safe space, individual workstation • Use of visual timetables e.g. Now and Next; individual or class ones • Short term programmes and screening tools <ul style="list-style-type: none"> • SMART moves • sensory circuits • RBP • Cosmic yoga' • Consistent relational approaches to promote connection e.g. emotion coaching, meet and greet, daily check-ins, access to an 	<ul style="list-style-type: none"> • Long term targeted intervention programmes delivered either one to one or in a small group e.g. therapeutic focus programmes, sensory programmes • One to one or small group support from a teacher/teaching assistant e.g. RBP, social stories, ELSA, nurture group • Level C consultation with a member of the Inclusion service • Implementation of specific targeted strategies as recommended by an appropriately qualified professional e.g. educational psychologist, wellbeing practitioner, advisory teacher • Extended provision of alternative learning opportunities e.g. outdoor learning,

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<p>emotionally supportive adult</p> <ul style="list-style-type: none"> • Adapting the way teaching is delivered to meet the preferred learning style of the child e.g. using child's name before giving instructions, giving two choices that you are in control of, using clear precise language in instructions • Provision of alternative learning opportunities e.g. outdoor learning/more active versions of tasks • Clear and consistent structure and routine within the classroom • Use of appropriate resources to support learning opportunities e.g. timers, fidget toys, sensory toys, emotional wellbeing apps, worry box • Appropriate reward systems e.g. stickers, reward chart, home/school book • Opportunities for teacher and/or teaching assistant support in a small group • Consultation and advice at level A and B via Inclusion Service Local Offer of Support 	<p>differentiated timetable</p>
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Sensory / Physical needs

ILP	ALP
Visual impairment	
<ul style="list-style-type: none"> • A One Page Profile outlining how best to support the CYP • Closing blinds to avoid glare on whiteboard/displays • Whiteboards kept clean and using vivid whiteboard pens • Clear/large teacher board writing, dictating what is written • Turning off lights when viewing the screen • Ensuring suitable position in class/on seating plan – front/central or preferred side • Use of clear, bold, big as you can, well contrasted print e.g. comic sans/ariel font, for displays, labels and presentations • Consider size 18 as an optimum print size and font 	<ul style="list-style-type: none"> • Ongoing and regular input from the Visual Impairment team • Provision of a Vision Profile which is written with the support of the Visual Impairment team • Adjustments to the learning environment such as high contrast furniture/handrails/braille labelling • Provision of a braille trained teacher • Modifying print resources into braille • Braille tuition • Touch typing or keyboard shortcuts provision • Visual skills programme • Bespoke items of assistive technology, as recommended following individual assessment by the Visual Impairment team

Mrs N E Morgan
Headteacher

Mr L Rees
Chair of Governors 2025/ 2026

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<ul style="list-style-type: none"> • Allow the child their own copy of any text • Use of assistive technology e.g. iPad or chrome book • Do not reduce handouts from A4 to A5 • Do not enlarge handouts from A4 to A3 to get bigger print as this will affect the clarity • Provide bold graph paper and bold lines on which to write • Provide pens instead of pencils 	<p>e.g. video magnifiers/speech software</p> <ul style="list-style-type: none"> • Scribing of board work/screen sharing support • Tuition and support with cane skills • Provision of a trained sighted guide if required • Allocated time for teaching assistant to plan and modify resources • Enhanced exam concessions e.g. scribe or a reader
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Hearing impairment

<ul style="list-style-type: none"> • A One Page Profile outlining how best to support the child • Ensure a seating position away from any electronic equipment in use and close to class teacher • Turing off equipment when not in use e.g. interactive whiteboard • Reduce external noise by closing windows and doors • The use of rubber feet on chairs will reduce noise • Key words, instructions and homework should be repeated/written on the screen or board • Use of the app 'Bemore' which is bluetooth enabled and can be linked to Giglets • Avoid sudden changes of subject matter as this can be confusing for the child • Ensure all key messages of the lesson are recapped and pupil understands the task set • Provide clear instructions at an appropriate pace so the child is able to process the information that has been given • Ensure the appropriate use of audio-visual aids • Recordings are preferable to live TV as the can be rewind and replayed if a point has been misheard or misunderstood • When showing visual electronic media in a darkened room, make sure your face is illuminated before speaking and use subtitles where appropriate 	<ul style="list-style-type: none"> • The hearing impairment team monitors on an ongoing and regular basis to offer advice and strategies to meet the pupil's needs, in correspondence with the outcomes of NATSIP Eligibility Criteria • The Qualified Teacher of the Deaf (QTOD) carries out relevant assessments linked to hearing/listening when required • Provision of a hearing profile which is written with support of the QTOD • The hearing impairment team support staff in the daily management of amplification • The hearing impairment team liaise with audiology and other professionals • The hearing impairment team carries out direct intervention with the child as required
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<ul style="list-style-type: none"> • Access arrangements for informal and formal assessments e.g. additional time, a quiet room 	
Sensory and/or physical	
<ul style="list-style-type: none"> • A One Page Profile outlining how best to support the child • Physical layout of classroom to meet the child's needs • Short term interventions e.g. Smart Moves, Finger Gym, fine motor skills, Write dance, cosmic yoga, sensory circuits, movers and creators • The use of time out and the option to leave the classroom/use a quiet area to avoid sensory overload throughout the day • Use of ear defenders; chewellery; fidget toys; sensory tents/sensory trays, egg chair, quiet corner • Sensory circuits • Regular movement breaks • Zones of regulation • Use of assistive technology to record work • Coloured overlays, seat wedges, sloping desks, pen grips • Support with toileting skills • Use of weighted products e.g. weighted snake, weighted blanket, heavy backpack 	<ul style="list-style-type: none"> • Ongoing and sustained intervention as recommended by an appropriately qualified professional e.g. educational psychologist, occupational therapist, physiotherapist, paediatrician, specialist nurse • Ongoing and direct input from relevant professionals e.g. occupational therapist, physiotherapist, paediatrician, specialist nurse • Bespoke pieces of specialist equipment as recommended by appropriate professionals e.g. an occupational therapist or physiotherapist • Sensory diet

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Transfer of ALN information

Name of child	
DOB	
Transfer from	
Transfer to -	
Reason for transfer	

Information Transferred

Up-to-date chronology	Tick box here -
Previous IEPS	Tick box here -
Most recent IEPS	Tick box here -
Date of IEP	
One Page Profile	Tick box here -

Reports from outside agencies

Report from	Date of report

School assessments

Assessment	Date/ completed

Statement of Educational Needs (Tick box here)

Date of last statement:

Annual Review Paperwork (Tick box here)

Date of last annual review:

 Mrs N E Morgan
 Headteacher

 Mr L Rees
 Chair of Governors 2025/ 2026

Date Adopted: 01.12.2025

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