



Additional Learning Needs (ALN) Policy

This policy sets out how Ysgol Griffith Jones will meet its duties under the Additional Learning Needs Code for Wales 2021 and associated regulations.

What are Additional Learning Needs?

Pupils with Additional Learning Needs (ALN) include those who have:

- Cognition and Learning difficulties.
- Behaviour, Emotional and Social needs.
- Communication and Interaction difficulties.
- Sensory, Physical or Medical needs.

At Ysgol Griffith Jones we value the abilities and achievements of all our pupils. We believe that all pupils have a right to an education that offers equal opportunities for all, taking account of differences. We are committed to offering an inclusive curriculum by discovering and providing the best learning conditions for each pupil. We want every pupil to:

- Feel included and supported.
- Enjoy learning in a safe, happy environment.
- Reach their full potential.

The ALN aims of Ysgol Griffith Jones:

- To meet the needs of all pupils through excellent teaching strategies, classroom organisation and differentiation.
- To have a whole school inclusive practice that addresses the needs of all pupils.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To ensure that early identification of a pupil's needs is made, wherever possible.
- To ensure that pupils with ALN take as full a part as possible in all school activities.
- To adopt a Person-Centred Practice approach where the pupil, parents, school staff and outside support agencies are involved from the beginning, in planning actions and ways forward to support pupils with ALN.
- To ensure that parents are kept regularly informed of their child's progress.
- To ensure that pupils with ALN are involved, where practical, in decisions affecting their future ALN provision.
- To work in partnership with parents, pupils and other agencies e.g. Educational Psychologist, Speech Therapists, Social Workers, School Nurse etc.

How do we identify Additional Learning Needs?

We recognise the importance of early identification and assessment of pupils who may have Additional Learning Needs. We aim to address concerns as soon as they are raised (whether raised by teaching staff, parents or professionals) so that learning experiences are appropriate to children's current needs and future difficulties are minimized. Identification is through teacher observation, progress tracking, baseline assessment, screening and professional involvement. Identifying whether a child may have Additional Learning Needs, and what those additional learning needs are, needs to be based on evidence.

Following an expression of concern, the school will decide if a pupil has Additional Learning Needs. Person-Centred Practice (PCP) meetings will be used to gather views of pupils and their families. PCP meetings will take place with the child at the centre, focusing on what is important to the child, their abilities and what support they require. PCP meetings embed the importance of the partnership between the child, the family and the school. Input from specialists or professionals may be sought, where appropriate, to determine the pupil's needs.

Following a period of assessment, observation, and information-gathering, a decision will be made regarding whether a pupil requires additional support. If it is determined that support is needed, the next step will be to identify the most appropriate type of support based on the pupil's specific needs. This process ensures that the support provided is tailored to help the pupil succeed and make progress in their learning. Support is offered in two different forms, namely Inclusive Practice or Additional Learning Provision.

Inclusive practice - The Inclusive practice offer is available for all children who may be experiencing some learning difficulty and will include:

- Good teaching, learning and targeted differentiation.
- Targeted teaching strategies to support the area of need.
- Standard Targeted Interventions - interventions that are generally made available for all pupils of the same age which help identify emerging needs and support pupils to make adequate progress.

Where pupil progress continues to be less than expected and the application of differentiated teaching, targeted teaching strategies or standard targeted interventions have failed to address the attainment gap, this may determine that the pupil has Additional Learning Needs.

Additional Learning Provision – children with Additional Learning Needs are entitled to receive Additional Learning Provision, a key component of the support system designed to help them succeed in their education.

A child/young person is said to have Additional Learning Needs if they need more, or different, support to what is normally provided to children of the same age. This could include differentiated teaching methods, additional classroom support, specialized resources, therapies, or adaptations to the learning environment.

The delivery of Additional Learning Provision is outlined in the learner's Individual Development Plan, ensuring that the support is tailored to the learner's unique needs and is focused on achieving meaningful outcomes.

Individual Development Plan

An Individual Development Plan is a statutory document to support a child or young person with Additional Learning Needs that require Additional Learning Provision. It outlines their Additional Learning Needs, the agreed-upon support (Additional Learning Provision), and the specific outcomes they aim to achieve. The Individual Development Plan is a collaborative, person-centred plan ensuring that the learner's voice is at the heart of the process. It is created and maintained by the school, in conjunction with the learner, their parents or carers, and other relevant agencies.

Monitoring and Evaluation

Pupils supported by either Inclusive practice or Additional Learning Provision are monitored and evaluated at regular intervals to assess whether the support in place is meeting the learner's needs.

Monitoring and evaluating Individual Development Plans is a vital part of ensuring that children and young people with Additional Learning Needs receive the right support to make progress. Individual Development Plans must be reviewed regularly—at least once every 12 months—to assess whether the support in place is meeting the learner's needs and whether the intended outcomes are being achieved. This process involves gathering input from the learner, parents or carers, and relevant professionals, ensuring a collaborative and person-centred approach. Ongoing monitoring allows for timely adjustments to be made to the support or strategies outlined in the IDP, helping to maintain its effectiveness and relevance.

Transition

At Ysgol Griffith Jones, careful considerations are made when our pupils with Additional Learning Needs transition to secondary education. There is early collaboration between primary and secondary schools, with pupils' needs being discussed during year 5 IDP review meetings.

Additional meetings are held when pupils are in year 6 to further discuss individual needs. Consequently, outcomes and provision are agreed upon.

Pupils with Additional Learning Needs can access enhanced transition arrangements and additional visits to their chosen secondary school. These are arranged on a bespoke basis.

Safeguarding Children

Children and young people with ALN may be more vulnerable to issues such as bullying, emotional, sexual and physical abuse and neglect. All those working with children must be alert to these issues and their responsibilities in accordance with the Wales Safeguarding Procedures and Safeguarding in Education guidance.

Children and young people who have behavioural, emotional or social difficulties or who are at risk of disaffection or exclusion or who have physical medical difficulties may require a risk assessment to ensure their health, safety and well-being.

Complaints procedure

At Ysgol Griffith Jones, we work closely with parents, guardians and families when considering a pupil's learning needs. However, should a disagreement arise, parents and pupils have the right to request reconsideration, challenge IDP content, and appeal to the Education Tribunal for Wales. Details of independent advice agencies and Carmarthenshire County Council's complaints procedures are available from the school.

Contacts for complaints, in order of escalation are as follows:

1. ALNCo – Mrs Kay Jenkins
2. Headteacher – Mr Emyr Davies
3. Chair of Governors – Mrs Lynette Phillips
4. Carmarthenshire County Council Inclusion Department
5. SNAP Cymru
6. Educational Tribunal for Wales

Signed:



CHAIR OF GOVERNING BODY



HEAD TEACHER

Date: 26/01/2026