

Crymlyn Primary School



Policy for Additional Learning Needs

CRYMLYN PRIMARY SCHOOL

ADDITIONAL LEARNING NEEDS (ALN) & INCLUSION POLICY

Policy Statement and Legislative Framework

At Crymlyn Primary School we are committed to providing an inclusive, nurturing and high-quality education for all learners. We recognise that some pupils will require additional support to overcome barriers to learning, and we aim to identify and respond to these needs as early as possible.

This policy is written in line with:

- The Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET Act)
- The Additional Learning Needs Code for Wales 2021 ("the ALN Code")
- The Additional Learning Needs (Wales) Regulations 2021
- Relevant Local Authority (LA) Principles, Expectations and Decision-Making Guidance
- The Curriculum for Wales and the Equality Act 2010 (as applicable in Wales)

We refer to the ALN Code for Wales 2021 as our operational guide for implementing the ALN system, including working practices, procedures and systems. We also follow Local Authority guidance and decision-making principles when identifying ALN and determining Additional Learning Provision (ALP).

Crymlyn Primary School has a personalised offer of Inclusive Learning Provision (ILP)

Aims and Objectives

Our aims are to:

1. Identify pupils with emerging and established additional learning needs as early as possible.
2. Provide inclusive learning environments and high-quality teaching that meet the needs of all learners.
3. Plan and deliver ILP and ALP that is personalised, evidence-based and proportionate to need.
4. Ensure that the views, wishes and feelings of children, young people and their families are central to all decision-making through person-centred practice.
5. Work in partnership with parents/carers, the Local Authority, health and social care services and other agencies.
6. Promote wellbeing, resilience and independence so that learners can participate fully in school life and in their local community.

Leadership, Roles and Responsibilities

Governing Body

The Governing Body will:

- Ensure that Crymlyn Primary School meets its statutory duties under the ALNET Act and ALN Code.
- Monitor the effectiveness of this policy and the quality of provision for learners with ALN.
- Receive regular reports on ALN from the Headteacher and ALNCo.
- Ensure that ALN is a standing item in school development planning.

Headteacher – Mr Gary Clement

The Headteacher will:

- Advise governors on policies and procedures to meet statutory responsibilities under the ALNET Act.
- Lead and promote an inclusive ethos across the school.
- Agree and implement the school's ALN Transformation and Inclusion vision.
- Ensure that the ALNCo has sufficient time, training and resources to carry out their duties effectively
- Oversee all aspects of operational leadership and management of ALN and inclusion.
- Act as a Single Point of Contact (SPOC) for multi-agency safeguarding and wellbeing referrals as appropriate.
- Liaise with outside agencies including TAF, Early Intervention Team, SNAP Cymru, LACES, Social Services, Child Protection, NSPCC, Police, CAMHS, and Health & Wellbeing services.

Additional Learning Needs Co-ordinator (ALNCo)

Mrs Karen Bennett (Deputy Headteacher)

In line with the ALN Regulations, the ALNCo acts as the bridge between ALN policy (Act, Code and Regulations) and the implementation of that policy in school systems and practice.

The ALNCo will:

- Lead whole-school provision mapping, including stages of support and resource allocation.
- Ensure that all practitioners understand their responsibilities towards pupils with ALN and the school's approach to identification and provision.
- Co-ordinate and quality assure the Identification–Assessment–Plan–Do–Review cycle for learners with emerging and identified needs.
- Ensure the close and continuing involvement of pupils and parents/carers; their views will inform all actions taken.
- Lead on referrals and liaison with outside agencies (e.g. Educational Psychology, ALN Support Service (ALNSS), Inclusion Service, Health professionals).
- Oversee and support the development, implementation and review of One Page Profiles, Inclusive Learning Provision (ILP) plans and Individual Development Plans (IDPs).

- Support transition planning within and beyond the school.
- Provide and/or organise staff training and professional learning related to ALN and inclusive practice.

ALN Case Worker

Working in partnership with the school and Local Authority, the ALN Case Worker will:

- Support the school in following LA decision-making processes relating to identification of ALN and ALP.
- Contribute to and quality assure IDPs, particularly where the Local Authority is responsible for maintaining the IDP.
- Liaise with parents/carers, learners, the ALNCo and external agencies to promote consistent and co-ordinated support.
- Provide advice on specialist provision and access to appropriate services.

Class Teachers

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where support staff are involved.

They will:

- Deliver high-quality, differentiated teaching as the first response to emerging needs.
- Implement ILP and ALP within classroom practice and daily routines.
- Use assessment to inform early identification of emerging needs and share concerns with parents and the ALNCo.
- Co-create and update One Page Profiles (OPPs), ILP plans, Intimate Care plans and IDP information with pupils and parents/carers and develop outcomes appropriate to learners.
- Contribute to Person-Centred Reviews (PCRs) and follow agreed actions.
- Record, update and monitor provision mapping for their class and pupils.
- Monitor and record the impact of interventions and support.
- Contribute to timetabling of interventions and support

Teaching Assistants and Support Staff

Support staff will:

- Help reduce pupils' anxieties and support them to feel safe, heard and successful in school.
- Be familiar with learners' profiles, ILP/IDP outcomes, ALP and preferred ways of learning.
- Contribute to OPPs
- Motivate and engage learners through structured support programmes and inclusive classroom practice – delivery of support
- Keep appropriate records (e.g. intervention logs/Funky folders) and feedback regularly to class teachers and the ALNCo.
- Contribute to timetabling of interventions and support

Identification, Assessment, Record-Keeping and Review

We follow a graduated response to meeting needs, aligned with the ALN Code.

Early Identification

- Staff are alert to emerging concerns relating to communication and interaction, cognition and learning, social, emotional and behavioural development, sensory/physical needs and medical needs.
- In the Foundation Phase/early years, pupils are given time to develop and mature; concerns are carefully monitored and recorded to build a clear chronology of emerging needs.
- Concerns are discussed with parents/carers and the ALNCo.

Assessment and Decision-Making

- Teachers use ongoing formative assessment, standardised assessments (where appropriate), observational data and pupil voice.
- Staff follow LA decision-making processes and tools, including Person-Centred Reviews (PCRs) and the Four Plus One model, to understand what is working, what is not working and next steps.
- A decision is made, in partnership with parents and the learner, regarding:
 - Support within Inclusive Learning Provision (ILP); or
 - The presence of Additional Learning Needs (ALN) and the need for Additional Learning Provision (ALP) and an Individual Development Plan (IDP).

Planning, Doing and Reviewing

- For pupils with emerging needs, ILP is documented and reviewed at least termly using the Four Plus One approach.
- For pupils with identified ALN and a school-maintained IDP, an IDP review is held at least annually.
- For pupils with an LA-maintained IDP (including those formerly with Statements), the school contributes fully to termly monitoring and annual reviews, liaising closely with the ALN Case Worker and LA officers.
- All reviews follow a person-centred approach, ensuring that the child or young person and their family are able to contribute meaningfully.

Provision Mapping and Inclusive Learning Provision (ILP)

Whole-School Provision Mapping

Crymlyn Primary School maintains provision mapping which: Sets out Learning Provision across the school.

- Identifies interventions and support available for:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health
 - Sensory and/or physical needs
 - Medical and health needs
- Records: the staff member responsible, frequency, group size, entry and exit criteria, and intended outcomes for each provision.
- Is updated and evaluated termly by the ALNCo in collaboration with all staff and shared with the Headteacher.

Inclusive Learning Provision (ILP)

At Crymlyn Primary School, Inclusive Learning Provision (ILP) describes what is readily available to all children as part of our whole-school universal offer. This aligns with the Additional Learning Needs Code for Wales 2021, which emphasises high-quality teaching, differentiation and early support for every learner's needs.

ILP represents the first level of support in a graduated response model and includes:

- Quality First Teaching and adaptive pedagogy for all learners
- Differentiated activities and inclusive classroom strategies
- Visual supports, task breakdowns and scaffolded learning
- Additional small-group reinforcement sessions delivered through the class teacher or TA
- Short-term intervention programmes
- Wellbeing check-ins, emotion coaching and social interaction opportunities
- Adjusted routines, flexible seating, sensory supports and universal behaviour approaches

ILP is not classified as Additional Learning Provision (ALP) under the ALNET Act 2018 — it is part of the provision ordinarily available in Crymlyn's mainstream environment for all pupils.

Additional Learning Provision (ALP)

ALP is defined in the ALN Code and ALNET Act as educational or training provision that is *additional to or different from* that made generally available to others of the same age. A child or young person is identified as having Additional Learning Needs (ALN) when:

- They require ALP beyond the level of ILP to meet their needs,
- Their needs create a barrier to learning despite targeted ILP support, and
- It is necessary to formalise provision in an Individual Development Plan (IDP).

Examples of ALP in Crymlyn may include:

- Specialist intervention programmes (literacy, numeracy, language, emotional

- regulation)
- Regular, structured 1:1 intervention sessions
- Bespoke timetabling or personalised learning arrangements
- Multi-agency support integrated into learning (EP, SALT, OT, CAMHS)
- Assistive technology required beyond universal IT tools

ALP must be recorded in the learner's IDP, specifying outcomes, strategies, provision details, staff responsibilities and review arrangements.

School-Based IDPs and LA-Maintained IDPs

Crymlyn Primary School implements IDPs according to the ALN Code and Local Authority requirements. There are two types:

School-Based IDP

Crymlyn maintains the IDP when:

- The child's needs can be met through ALP provided and delivered within school.
- The school has the resources, staffing and expertise to implement the provision.

The ALNCo (Mrs Karen Bennett) co-ordinates IDP development, implementation, and Person-Centred Reviews with the support of class teachers.

LA-Maintained IDP

The Local Authority maintains the IDP when:

- The learner's ALP cannot reasonably be secured by the school, or
- Specialist multi-agency or high-level provision is needed, or
- The case meets LA thresholds for escalation under the ALN Code and LA policy.

Crymlyn collaborates fully with the LA during:

- Multi-agency assessment
- LA decision-making processes
- Annual reviews and statutory timeframes

The school contributes evidence using a person-centred approach and updates accordingly.

Decision-Making Process and the Decision-Making Wheel

Crymlyn staff follow the Local Authority's Decision-Making Process and Wheel, which align with the ALN Code's emphasis on clear, consistent and person-centred identification procedures.

The Decision-Making Wheel is used to:

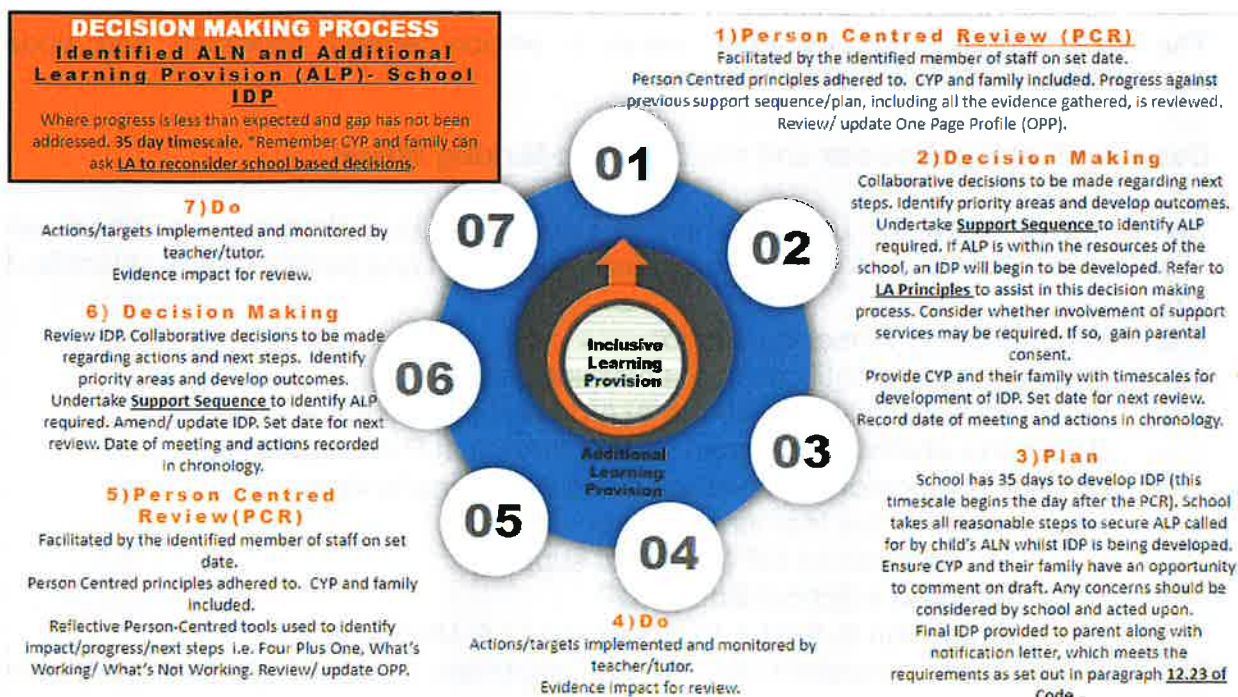
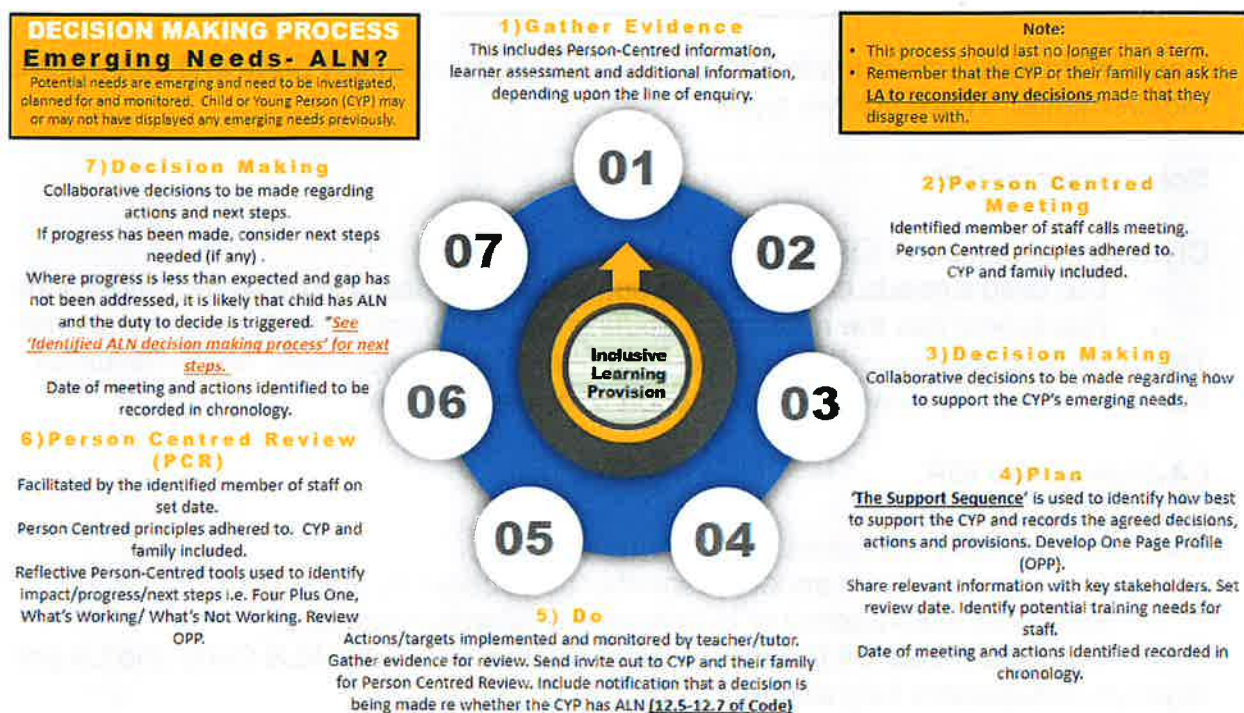
- Structure early identification of emerging needs
- Guide staff discussions with the ALNCo and parents/carers
- Determine whether needs can be met through ILP or require ALP
- Consider proportionality, evidence and the learner's views
- Decide whether the learner requires:
 - Continuation of ILP (universal support)
 - ALP and a School-Based IDP
 - Escalation to the LA to consider an LA-Maintained IDP

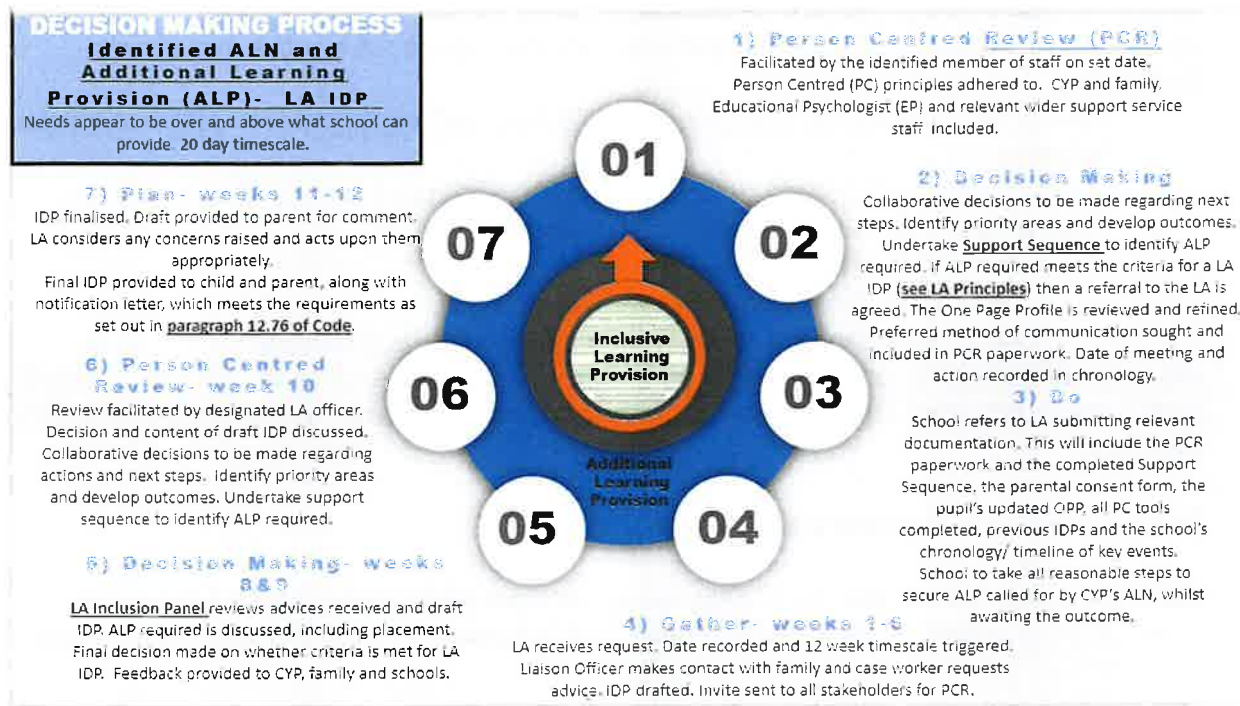
The wheel supports consistent professional judgement by ensuring decisions are based

on:

- Evidence of the learner's progress over time
- Impact of ILP interventions
- Multi-agency input (where appropriate)
- Pupil and parent voice
- Wellbeing considerations and holistic development

The Decision-Making Wheel forms an integral part of Crymlyn's graduated response pathway and is used in all Person-Centred Reviews (PCRs)





Admission Arrangements

Crymlyn Primary School adheres to the Local Authority's admission policy, which is applied equally to all pupils and does not discriminate against any pupil with ALN. Where a child has an LA-maintained IDP naming Crymlyn Primary School, we will work closely with the LA, parents/carers and previous setting to ensure a smooth transition and appropriate support from the outset.

Children Looked After (CLA)

- A register of children with social services involvement is maintained by the designated Safeguarding Officer.
- Each Child Looked After has a Personal Education Plan (PEP), which is reviewed as required in collaboration with Social Services and the LA.
- CLA pupils identified with ALN will have an IDP which is closely aligned with their PEP to ensure coherent support.

Safeguarding

All staff follow the school's Safeguarding Policy. Concerns about a child's safety, welfare or wellbeing are recorded on the "MyConcern" online platform and are monitored by the

safeguarding team.

We recognise that children with ALN may be more vulnerable to safeguarding risks and work proactively with families and agencies to protect and support them.

Access to the Curriculum, Inclusion and Wellbeing

All learners at Crymlyn are entitled to fully access the Curriculum for Wales, with activities adapted as necessary to meet their developmental stage, strengths and needs.

Staff will:

- Use a wide range of teaching approaches and resources to remove barriers to learning.
- Promote a growth mindset, positive self-image, resilience and self-esteem.
- Plan opportunities for learners to develop:
 - personal and social skills
 - emotional literacy and wellbeing
 - an understanding of diversity and the needs of others

We are committed to ensuring that all children, regardless of race, gender, disability or ALN, are supported to become confident, competent and increasingly independent learners.

Partnership with Parents and Carers

In line with the ALN Code, we highly value parental partnership and engagement.

- Parents/carers are informed promptly of concerns and are invited to share their views and knowledge of their child.
- Meetings and reviews are held using a person-centred approach, ensuring information is accessible and understandable.
- Parents/carers are given information about local and national sources of advice and support (e.g. SNAP Cymru).
- Parents are encouraged to develop good working links with the school through a variety of approaches.

Pupil Voice and Person-Centred Practice

We believe that children and young people should have their voices heard and rights respected in line with the principles of the ALN system and the UNCRC. Pupil views are gathered regularly through conversations, drawings, questionnaires, One Page Profiles and during PCRs.

- Learners help to set and review their targets/outcomes.
- Children are supported to express what is working, what is not working and what they would like to change.
- Children are encouraged to contribute to review processes and meetings when/if appropriate to age, stage, needs and ability to do so.

Links with Other Schools and Services

- Crymlyn works collaboratively with cluster schools, including Dŵr y Felin (DYF), to share good practice and support transition. Termly cluster meetings are held with ALNCoS to discuss provision and developments.
- We work closely with the Additional Learning Needs Support Service (ALNSS) and

- the Inclusion Service to secure bespoke support and advice.
- The Educational Welfare Officer liaises with the ALNCo to monitor attendance and pastoral support for pupils with ALN and reduced timetables.

Transition Arrangements

- Internal transitions (between classes and key stages) are supported by sharing ILP/IDPs, One Page Profiles and key strategies.
- For Year 5 and 6, ongoing transition work takes place with secondary schools, including enhanced transition where required.
- Person-centred transition reviews are used to plan for future provision and support.

Dispute Resolution

If a parent/carer has a concern or complaint regarding ALN provision:
In the first instance, the concern should be raised with the class teacher.

1. If the issue is not resolved, it should be referred to the ALNCo (Mrs Karen Bennett).
2. If it remains unresolved, the matter will be considered by the Headteacher (Mr Gary Clement).
3. Where necessary, the Headteacher will inform the Governing Body and seek advice from the Local Authority and/or external agencies.

Parents and young people will also be informed of their rights under the ALNET Act, including access to impartial advice and the right to appeal to the Education Tribunal for Wales where appropriate.

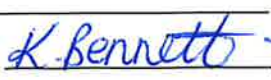
15. Monitoring, Evaluation and Policy Review

- The ALNCo and Headteacher will monitor the effectiveness of ILP and ALP through data analysis, pupil voice, staff feedback, and evaluation of the provision map.
- Outcomes for learners with ALN are reported to governors at least annually.
- ALN updates will be shared with governors at least twice yearly.
- This policy will be reviewed every two years, or sooner if there are significant changes to legislation, guidance or local procedures.

Date of Policy: February 2026

Policy Review Date: February 2028

Headteacher:  (Mr Gary Clement)

ALNCo / Deputy Headteacher:  (Mrs Karen Bennett)

Chair of Governors: 