

Ynysfach Primary School



Policy for Additional Learning Needs
September 2025

Ynysfach Primary School Policy for Additional Learning Needs

At Ynysfach Primary School we have due regard to the Additional Learning Needs Code for Wales 2021 which commenced in all mainstream schools across Wales from 1st January 2022.

The aim of this new approach to Additional Learning Needs as stated in the Code is:

"To support the creation of a fully inclusive education system where all children and young people 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".

This Additional Learning Needs Policy makes reference to and follows the guidance contained in two recently published documents by Neath Port Talbot Local Authority which outline the new decision making processes and procedures incorporated in the new Additional Learning Needs Code for Wales 2021 - the Neath Port Talbot Additional Learning Needs 'Principles' Document and 'Expectations' Document.

Inclusive Learning Provision

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. For most pupils, the inclusive learning provision (ILP) of a school should be enough to meet their needs. ILP can include high quality teaching and learning opportunities, differentiation and standard targeted interventions.

However it may become apparent through observation and assessment that some pupils are not progressing satisfactorily or are making less than expected progress. This can be:

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

At this point, it needs to be determined whether the pupil has Additional Learning Needs and requires Additional Learning Provision (ALP).

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Definition of Additional Learning Needs - a 2 step approach

The Additional Learning Needs and Education Tribunal (Wales) Act 2021 specifies that the following tests must be applied to establish whether a pupil has ALN:

- a) Does the pupil **have a learning difficulty** (a greater difficulty in learning than the majority of others of the same age) **or disability** (whether the learning difficulty or disability arises from a medical condition or otherwise)

If the answer to either (or both) questions is 'Yes' it is necessary to proceed to the second test. **If the answer is 'No' to both questions the pupil does not have ALN.**

- b) Does the learning difficulty or disability call for **additional learning provision** (educational or training provision that is additional to, or different from, that made generally available for others of the same age).

Additional Learning Provision (ALP) is provision that is additional to or different from the provision that is generally made available for all learners in the school.

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.

ALP can take many forms; it might include any support that takes place inside or outside the mainstream classroom. ALP might also be delivered in settings outside of the school or in some instances and/or by external professionals.

A brief outline of the differences between ILP and ALP can be found in Appendix 1 of this policy and more detailed information can be found in Appendix 3 of the Expectations document published by Neath Port Talbot LA.

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The Management of Additional Learning Needs (ALN) at Ynysfach Primary School

The **Acting Headteacher**, Mrs Karen Thomas has responsibility for the day-to-day management of all aspects of the school, which includes provision for pupils with ALN. She ensures that the aims of the ALN policy are fulfilled.

The **Additional Learning Needs Coordinator**, Mrs Elise Groth has responsibility for the day to day operation of the ALN policy. It is the responsibility of the ALN Co-ordinator to:

- Oversee the running of the provision for pupils with additional learning needs including general class, small group and individual pupil support.
- Organise and manage her own work, as the ALNCO and the work of the school's teaching assistants, in consultation with the Headteacher.
- Regularly review and monitor provision for pupils with additional learning needs within the school.
- Maintain the school's Additional Learning Needs Register and all required documentation.
 - Keep records on pupils who have additional learning needs and ensure their progress is regularly monitored and reviewed.
- Liaise with teachers, parents and external agencies.
- Take part in formal meetings with other professionals regarding individual pupils.
- Ensure Person Centred Reviews for pupils are completed in a Person Centred manner.
- Attend ALNCo meetings and deliver ADDs sessions on new developments within the field of ALN and in line with the school's professional development policy, identify and provide access to in-service training to meet the current and anticipated needs of the school and individual members of staff.
- Liaise and work proactively, as appropriate, with the LEA and its designated learning support team in respect of additional learning needs issues.
- Liaise with the Literacy Lead, Maths and Numeracy Lead and class teachers to ensure the needs of the pupils with additional learning needs are met throughout all the subjects of the curriculum
- Liaise with the designated ALN governor on a regular basis.

Class teachers are responsible for the attainment of all their pupils and contribute to the identification and review of pupils with additional educational needs. All staff are aware of the procedures for identifying, assessing and making provision for pupils with additional learning needs. They contribute to the writing of individual development plans and collection of additional information for the ALNCo and other agencies. Class teachers are also responsible for delivering inclusive learning provision (ILP) to their classes. Class teachers are also responsible for providing supporting information and evidence for Person Centred Review meetings.

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Class teachers are responsible for setting suitable learning challenges, appropriately differentiated to suit the needs of all learners, responding to learners' diverse needs, for overcoming potential barriers to learning and for monitoring learners' progress. Class teachers also have a responsibility in the identification of additional learning needs, ensuring that possible additional learning needs are reported to the additional learning needs coordinator in a timely manner.

A teaching assistant, employed to support a learner with additional learning needs, has appropriate responsibility for learners' specific needs during their time with that learner. The teaching assistant should liaise with the class teacher and additional learning needs coordinator on planning of support and provision within the classroom, as well as progress that learners are making. They are also fully involved in the Person Centred reviews of the pupils with additional learning needs that they support.

The **ALN Governor** is Mrs Donna Stroud. She has an overview of pupils with additional learning needs. She is informed of developments concerning ALN by the ALNCO and forms part of the school team that monitors ALN provision and practice. The Headteacher, ALNCo and ALN Governor inform the Governing Body of developments concerning ALN.

The Annual Report offers the opportunity to reflect on the success of the school's policy within the terms of its objectives and statutory obligations thus enhancing the learning of all its pupils.

Partnership Working

We believe that strong partnership and team work is vital so that we can successfully meet the additional learning needs of our pupils.

Ynysfach Primary School believes that to successfully meet the needs of learners with additional learning needs, strong partnership between all those involved is required. This includes, but not limited to, learners, parents/carers, staff, the local authority and other agencies. We realise the importance of a clear understanding of roles and responsibilities, including clarity of information and good communication that can be easily understood by all. We believe in the importance of person-centred practices, and work to ensure that the learner is at the centred of all decisions that are made, hearing the opinions of all those who work with the learner.

When a learner is in care, the carers are accorded the same rights and responsibilities as parents, and will be offered the correct support in their individual circumstances.

Person Centred Practices

In line with ALN reform, staff at Ynysfach Primary School have undertaken training in

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Person Centred Practice in order to be able to meet the requirement of the new Bill. We understand and fully support the view that what the child or young person thinks, feels and wants must be taken into account as must the views of their parents/carers - a 'person centred approach to the gathering and presentation of information'.

As a result, each child on the ALN register currently has a one page profile developed using information gathered from the child, their parents/carers, classteacher and where appropriate outside agencies who are involved with the child.

In addition, at each review meeting with the child and their parents/carers we use Person Centred tools to ensure that their views and wishes are sought and included in the review process.

Partnership with Pupils

We continue to work towards positive pupil involvement in decision-making related to their development. Most children have their own views on how they see their learning needs which may give insight into the problems experienced by both pupils and teacher. From an early age, children with ALN should be actively involved at an appropriate level in discussions about their learning, including target setting and review arrangements and have their views recorded. Pupils should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self-esteem.

Partnership with Parents

Ynysfach Primary school acknowledges parents' rights and responsibilities and recognises the unique knowledge that they have of their child. The relationship between school and the parents of any child is crucial to the child's educational progress and the effectiveness of any school action. Parental involvement is sought and encouraged at all stages with ALN pupils.

Parents/carers are encouraged to work with the school and other professionals to ensure that the learner's needs are identified and met as early as possible. In order that parents/carers play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home. This will be through all 3 stages of the local authority's decision-making process that Ynysfach Primary School has adopted (Appendices 2, 3 and 4).

Ynysfach Primary School endeavours to support parents/carers so that they are able to:

- Recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their child's education

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- Understand how the additional learning needs system of the school operates, and know how they are able to access further help and support with this should this be required
- Have knowledge of their child's entitlement within the additional learning needs framework, and know where to access more information about support should this be required
- Understand procedures and documentation, both from school, the local authority and external educational agencies
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about additional educational provision
- Access information that is shared in a format that is suitable to them.

Parents/carers are strongly encouraged to speak to the school in the first instance about concerns they have regarding additional learning needs, so that these concerns can be addressed in a timely manner appropriate to the needs of the learner in a pupil-centred way. Parents/carers are also encouraged to seek help and advice from the local authority's Additional Learning Needs Support Service (ALNSS) if this is required, who should provide support, information and relevant training. Further information about the help and support that can be provided by ALNSS can be found on the ALNSS website. Should parents/carers have concerns and are not able to access the help and support that they need from school or the local authority, they are also able to access this from SNAP Cymru (an independent advocacy service), and further information about this can be found on the SNAP Cymru website.

Parents/carers can find a learner moving through the various stages of the additional learning needs process difficult, and sometimes complicated. Therefore, we endeavour to provide extra support to parents/carers as needed, to ensure that there is a good understanding of the process and timescales and what this will mean for the learner. Parents/carers have the legal right to request this from the local authority, however discussion with the school before this is always highly preferable so that these concerns can be addressed quickly and effectively. More information about the additional learning system can be found on the NPTCBC website, as well as in Appendices 5 and 6 of this document.

Parents/carers are informed of the Additional Learning Needs policy implementation and any changes to the policy in the annual governors' report. This policy is available to parents/carers on request, as well as on the school website for ease of access.

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Outside Agencies

Neath Port Talbot LA Inclusion Service has developed a Local Offer of Support which is available for all schools to access when they feel that a pupil needs additional support with some aspect of their learning (See Appendix 7).

It is expected that every school should take all reasonable steps to secure provision to meet the needs of its children and young people with ALN and to adhere to the underlying principle of inclusive education.

There are 3 levels of support available to schools via the Local Offer of Support and written parental consent is required at each stage.

The following services are available to /involved with the school:

- Educational Psychologist
- Sensory and Physical Impairment Teams
- Speech, Language and Communication teams
- Well-being Support Service
- School Based Counsellor
- ASD Team
- Education Welfare Service
- Social Services
- Health Services
- Child and Adolescent Mental Health Services (CAMHS)
- Voluntary organisations (SNAP / Barnardos)

Identification of Additional Learning Needs

The school informs parents/carers when additional learning needs are first identified in writing, providing information on how the needs have been identified, and will keep parents/carers informed of any changes. The school will also encourage parents/carers to participate in decision making from the outset, and throughout their child's educational time at the school. How parents are involved within the decision making process is also outlined in the decision-making processes outlined in Appendices 2, 3 and 4.

If a learner moves to Ynysfach Primary School and has additional learning needs when in their previous primary school, the additional learning needs coordinator will liaise with the primary school additional learning needs coordinator in order to ensure that effective information exchange takes place. In addition, within the first term that the learner is at Ynysfach Primary School, an individual development plan review meeting will take place with

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the learner, parents/carers, additional learning needs coordinator and any other key people who work with the learner, in order to discuss the additional learning provision that is in place for the learner, and to update or amend the individual development plan, should this be required.

It might become apparent to the school that a learner has additional learning needs after they have enrolled at Ynysfach Primary School. This might be, but not limited to, baseline testing that has taken place, or feedback from class teachers. If a learner is identified as having emerging additional learning need after baseline assessments the school will endeavour to:

- Let parents/carers know of the concern, in writing, and what the school is doing to support these needs
- Use information from the learner's previous educational experience to provide starting points for the development of an appropriate curriculum for the learner
- Identify and focus attention on the learner's skills and highlight areas for early action to support the learner within the class
- Use curriculum and baseline assessment processes to allow the learner to show what they know, understand and can do, as well as to identify any learning difficulties that the learner has
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents/carers about the learner's achievements and experiences and that these form the basis for planning the next stages of learning (this forms part of the review sequence, please see appendix 2)
- Involve learners and parents/carers in developing and implementing a joint approach at home and in school

We are open and responsive to expressions of concern by parents/carers, and take account of any information that parents/carers provide about the learner to take a holistic approach to the planning of support for the learner. This will be completed in a pupil-centred way, and more information about pupil-centred practices can be found in the additional learning needs section of the Ynysfach Primary School website.

Monitoring Learners' Progress

The progress of all pupils is monitored throughout the school year by class teacher, who will keep records. Where the class teacher is concerned about a learner's progress, this will be shared with the ALNCo, who will look at putting further support in place for learners. Progress is also tracked using testing in the areas of literacy, numeracy and speech and language, and compared with baseline testing that takes place at the start of each school year. Monitoring of progress will be used to identify whether a learner has emerging

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additional learning needs which will be supported using inclusive learning provision or additional learning needs that require an additional learning provision to support.

Emerging Additional Learning Needs

In order to meet the needs of individual learners it is necessary for the class teacher to monitor the progress of the pupil closely in the first instance, using a range of strategies such as differentiation, reasonable adjustments and other inclusive learning provision methods. A learner who exclusively accesses inclusive learning provision (that is, they do not require additional learning provision to support their needs) does not have additional learning needs, as they needs can be catered for within the classroom setting, as well as some catch-up additional sessions. The additional learning needs coordinator will help and support the class teacher in their application of the inclusive learning provision.

The learner's parents/carers will be kept informed of class teachers' concerns, and parents/carers will be encouraged to contribute their knowledge and understanding of the learner and raise any concerns they may have. This communication will take place either at parents' evenings, or might take place through meetings with the additional learning needs coordinator.

The inclusive learning provision that a learner receives will be kept under review to ensure that the learner is making progress. Adequate progress can be defined in a number of ways; it might, for instance be progress that:

- ☐ Closes the attainment gap between the learner and the peer group
- ☐ Prevents the attainment gap growing wider
- ☐ is similar to that of peers starting from the same baseline, but less than that of the majority of the peer group
- ☐ Matches, or betters, the learner's previous progress
- ☐ Demonstrates an improvement in self-help, social or personal skills
- ☐ Demonstrates an improvement in the learner's behaviour

If a learner is making progress then the inclusive learning provision will remain in place, until such a point that this can be removed as it is no longer required. If the inclusive learning provision is not suitable to a learner's needs this might lead to the conclusion that the pupil requires help over and above that which is normally available within the classroom, and will require additional support in the form of an additional learning provision. In cases where additional learning provision is required then a learner will be placed on the additional learning needs register, and an individual development plan will be produced through pupil-centred planning. Where it is identified that a learner has additional learning needs then parents/carers will be told in writing of this decision, with information about how they are

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able to get more help and support if this is needed, along with information about how to appeal the decision.

Additional Learning Needs – School Based Individual Development Plans

When the additional learning needs coordinator identifies a learner with additional learning needs, the additional learning needs coordinator will write to parents/carers to let them know of this, and will arrange a meeting in order to discuss these needs and how the school is able to support. This will happen when a learner, who has been receiving inclusive learning provision, is not making progress, and requires an additional learning provision in order to support their needs.

A school based individual development plan will be developed by considering views of the learner and all those who work with the learner. From the time that the need is identified, the school will have a maximum of 35 school days in order to produce and share the individual development plan. It is possible for learners and parents/carers to comment on changes that are needed to the plan, to ensure that all are happy with how the needs will be supported. Information will also be provided when the individual development plan is shared about how to appeal any decisions, and where additional help and support can be found.

Further information about Inclusive Learning Provision and Additional Learning Provision can be found in Appendix 1.

The individual development plan will record only what is different from, or additional to, the differentiated curriculum, and will be written concisely. This plan will be written in a way that is easy to understand to all who read it and are involved in using it.

At times it might be important for the school to seek further help and support from external agencies. This might be important for looking at the next stages of support for a learner, or for supporting with the development of the outcomes within the IDP. External support might also come in the form of an external agency working directly with a learner.

Where the school seeks help from external support agencies, the following points are taken into consideration.

- The support agencies need to see the learner's records to establish which strategies, inclusive learning provision and additional learning provision have been employed, and the successfulness of these
- The support agencies can advise on new and appropriate outcomes for the learner's individual development plan and accompanying strategies

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- The outcomes set might require specialist assessment arrangements to gauge progress. If so, outside specialists, for example, an educational psychologist could be required for this
- The additional learning needs coordinator, class teachers, year leader and any other member of staff who work with the learner, along with the external specialists, consider a range of teaching approaches, appropriate equipment, and teaching materials, including the use of ICT and assistive technology
- The external specialist might act in an advisory capacity, assess the learner or be involved in teaching the learner directly
- In some instances, improved management, based on advice from health professionals, might reduce the learner's additional learning needs considerably

Individual Development Plan Reviews

Individual development plans must be reviewed annually, though there will be instances where certain learners will require more frequent reviews. The review meeting should be organised by the additional learning needs coordinator. Learners, parents/carers and any external agencies who work with the learner are invited to the review, and their views on the learner's progress should be sought. If there are reasons that a learner or parent/carer are not able to attend a review meeting then their views should be sought, and these should feed into the review with the same weighting as if they were to attend. However, the school will put in all measures possible to arrange dates and times that are appropriate for all who should attend. Views from learners and parents/carers should be sought in a person-centred way.

In some reviews it might be decided that there are no changes to be made to the plan, and so therefore the new plan will be shared with parents/carers that will be the same as the plan before. In this meeting a new date will be set for when the plan will be reviewed again. This must take place within the next 12 months.

In some reviews it might be decided that changes are required, and the additional learning needs coordinator will then make these changes in a timely manner, and will share the new plan for learners and parents/carers. A letter accompanying the new plan will explain how parents/carers are able to appeal any of the changes within the plan. However as decisions are made within the meeting taking into consideration everyone's thoughts and wishes then these situations should be rare.

More information about what to expect from a review can be found in appendix 6, as well as on the Ynysfach Primary School website under the additional learning needs section.

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Additional Learning Needs - Local Authority Maintained Individual Development Plan The Additional Learning Needs of the majority of learners in Ynysfach Primary School should be met effectively through Inclusive Learning Provision or additional learning provision as outlined on a school based individual development plan. However, in a small number of cases, where the progress of a learner remains a significant cause for concern after inclusive learning provision and additional learning provision has been put in place the learner, parents/carers and school are able to ask the local authority to consider a local authority maintained individual development plan. The local authority seeks evidence from the school that additional learning provision has been implemented over a period of time and has been unsuccessful. The local authority will require information about the learner's progress over time and clear documentation on the learner's additional learning needs and the action taken to support with these needs. Details of when a local authority maintained individual development plan would be considered can be found in Appendix 4.

When investigating whether a Local Authority Maintained Individual Development Plan is required to support a learner's needs, Ynysfach Primary School are required to provide:

- ☐ The school's actions in relation of additional learning needs
- ☐ Review records for a learner with additional learning needs
- ☐ The pupil's health, including medical history where relevant
- ☐ Evidence of progress over time
- ☐ Attainments in literacy and numeracy from National Tests
- ☐ Data from any other testing or screening that the school has carried out
- ☐ Educational and other assessments, for example from an advisory specialist, support teacher or Educational Psychologist
- ☐ The views of the parents/carers and learner
- ☐ Evidence of the involvement of other professionals
- ☐ Any involvement of Social Services or Education Welfare Service
- ☐ Any PCP work that has been carried out in assessing a learner's ALN
- ☐ Samples of a learner's work

The description of the learner's learning needs and progress, with information about the ALP in place, forms the basis on which the local authority can consider whether a local authority individual development plan is required. When consideration is being made as to whether an individual development plan is required then a member of staff from the local authority would be invited to attend a review meeting in order for the views and wishes of all who support a learner to be heard.

A local authority has 12 weeks in order to make a decision as to whether or not a learner requires a local authority maintained individual development plan, and to produce and share this plan.

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Rights Respecting School Award

The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers/adults and pupils; between adults; and between pupils.

We believe that being a Rights Respecting School supports a rich learning environment that places the best interests of the child at the heart of all our policy and practice. All of our classes now have a learning and rights and responsibilities charters which ensure our young people are continuously reminded about how their actions contribute to a positive learning environment for everyone.

Procedure for Parental Concerns/Complaints

We work to involve parents/carers at all times in their child's educational provision. This includes informal discussions and formal arrangements such as annual reporting/parents evenings.

If however a parent/carer has a complaint about the ALN provision for their child they should:

- firstly arrange a meeting with the class teacher at a mutually convenient time
- if the situation has not been resolved arrange a meeting with the ALNCo
- if the situation remains unresolved, an appointment should be made with the Headteacher

Having followed the procedures outlined in the School Complaints Policy, if there continues to be a disagreement with regard to the additional learning needs provision, the local authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving discrepancies between the parents/carers and the school. Parents have a right to appeal to an additional learning needs tribunal at any stage and information regarding this can be sought from the local authority as well as in Appendix 5. Further information regarding this can also be found on the NPTCBC website.

Conclusion

"A Whole school policy is only as good as the practice it initiates, develops and sustains..."

The process of writing, reviewing and updating a policy document for additional learning needs automatically initiates an audit of provision and practice within the school. Through consultation and discussion with all concerned, it is hoped to provide a working document

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that ensures a whole school approach that enhances the quality of learning for all pupils and provides appropriate education for those pupils with additional needs.

Evaluation

This policy will be the subject of continuous review by the governing body, headteacher, ALNCo, teaching staff and non-teaching staff.

MONITORING AND REVIEW

The implementation of this policy will be monitored as part of the school's internal monitoring cycle.

Signed:



(Chair of Governors)

Date: _____ (Sept 2025)

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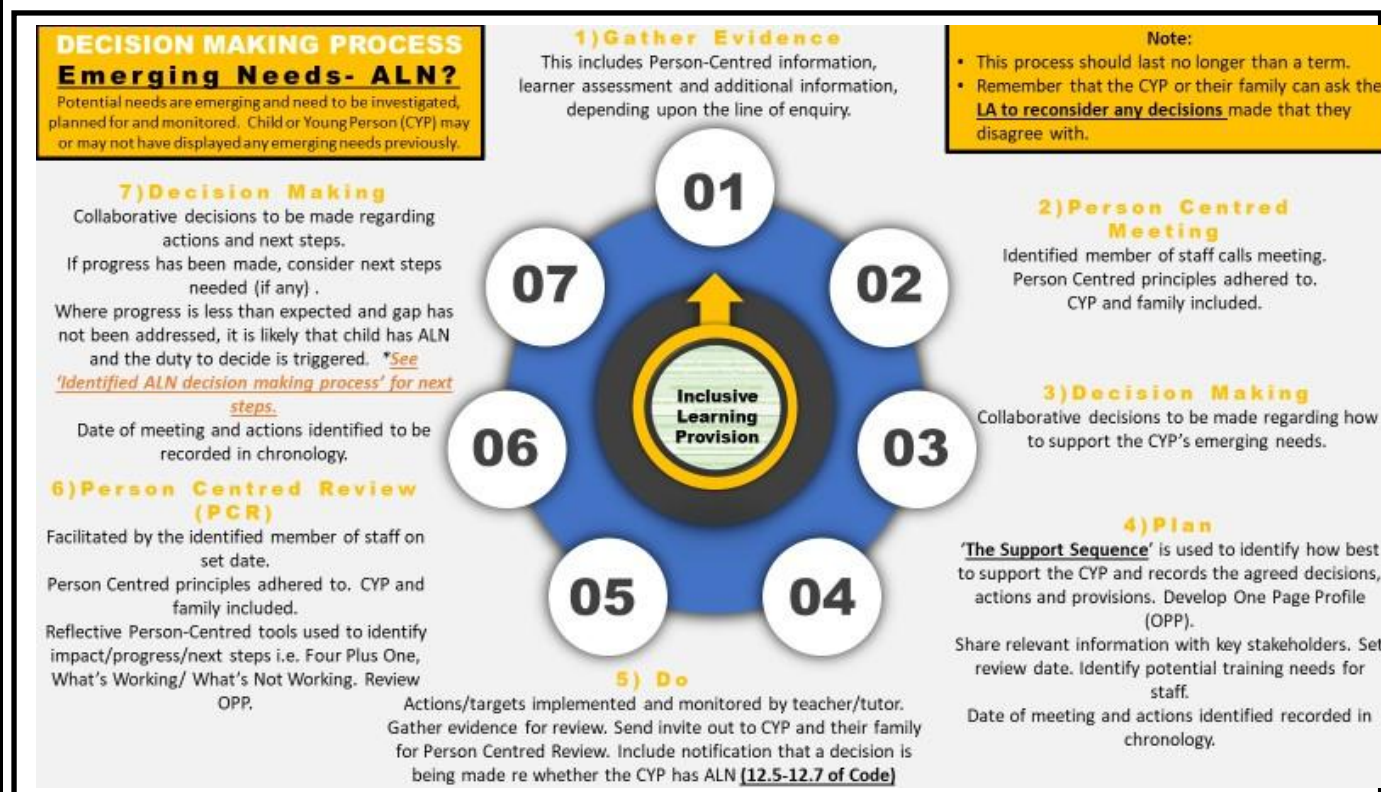
Appendix 1 : Examples of Inclusive Learning Provision and Additional Learning Provision

Inclusive Learning Provision	Additional Learning Provision
<ul style="list-style-type: none">• A One Page Profile outlining how best to support the child/young person (CYP).• Effective differentiated teaching and learning e.g. adapting level of language used and reducing or extending tasks.• Physical layout of the classroom to meet the learning needs of all CYP e.g. designated multi-sensory area.• Short term catch up programmes (literacy and numeracy) e.g. Rapid Phonics; Rapid Reading; Rapid Maths; Read, Write, Inc.• Allow additional thinking time to support 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.• Implementation of specific targeted strategies as recommended by an appropriately qualified professional e.g. educational psychologist, wellbeing practitioner, advisory teacher.

Additional information regarding examples of ILP and ALP can be found in Appendix 3 of the Neath Port Talbot 'Expectations' Document which can be found on the school website or requested from the school office.

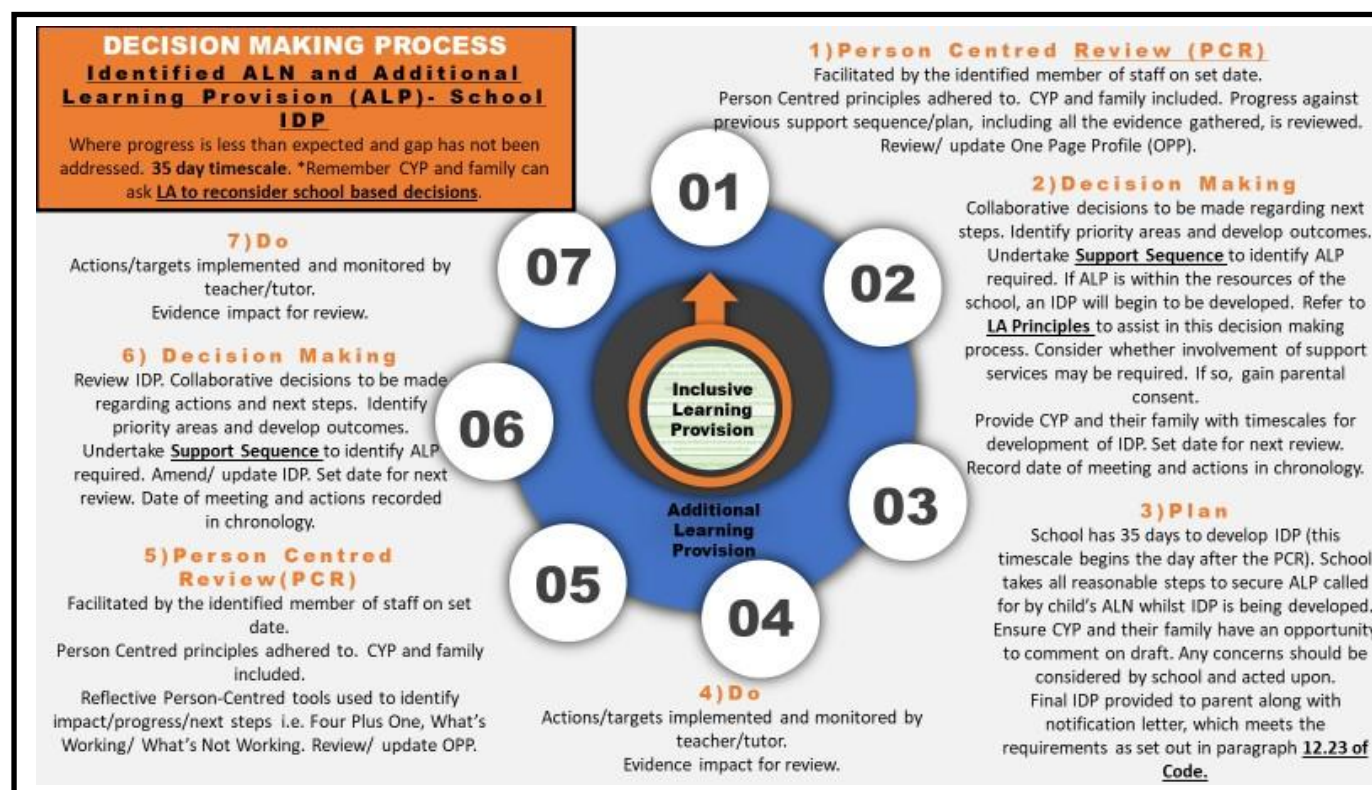
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Appendix 2 – Decision Making Processes for Learners with Emerging Additional Learning Needs



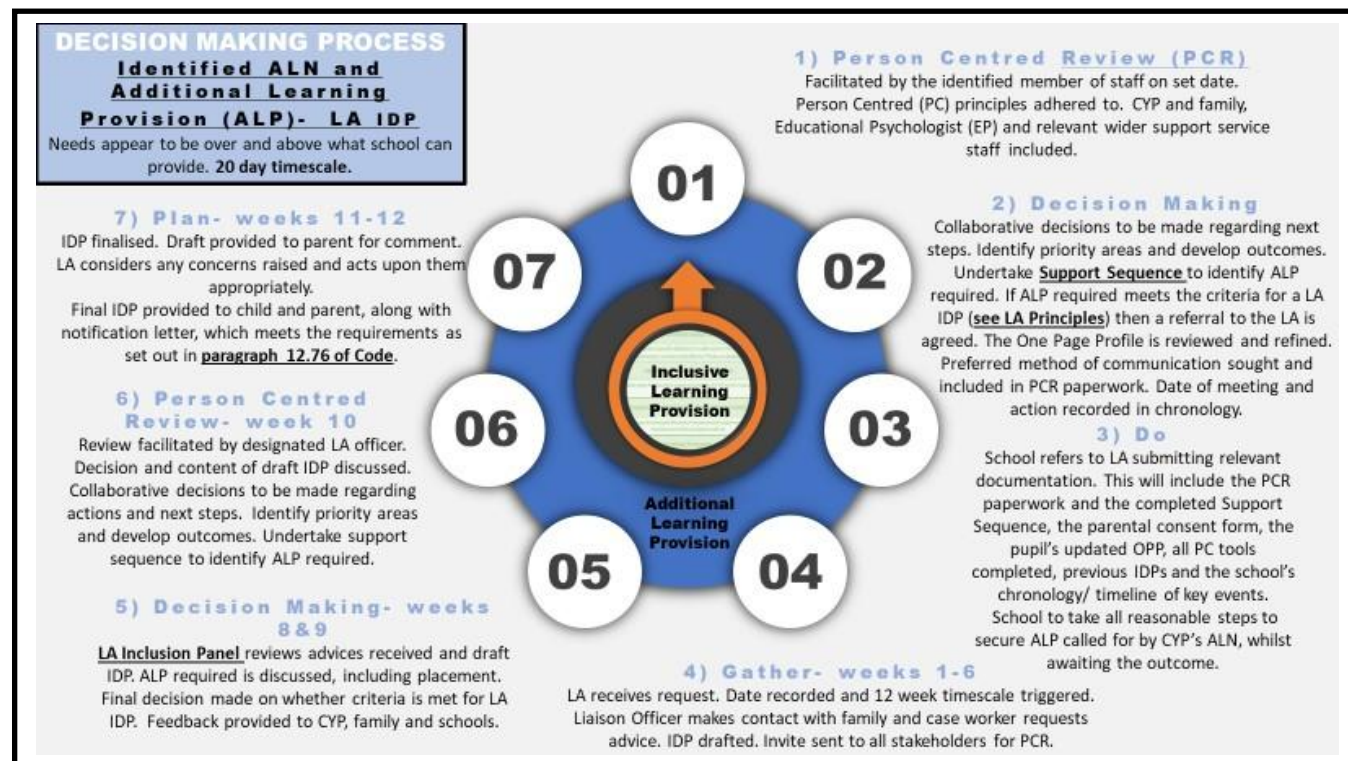
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Appendix 3 – Decision Making Processes for Learners with Additional Learning Needs – for a School Maintained IDP



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Appendix 4 – Decision Making Processes for Learners with Additional Learning Needs – for a Local Authority Maintained IDP



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Appendix 5 : Information Leaflets for Parents

<h3>What is Person Centred Practice?</h3> <p>The new ALN system in Wales places a step on all Local Authorities and Schools to ensure the views, wishes and feelings of the child and the child's parent, or the young person, are at the heart of the decision making process.</p> <p>This duty reflects the ethos of Person Centred Practice (PCP), a range of strategies to support the use of PCP approaches is available on both the Local Authority and Welsh Government websites.</p> <p>The links for these can be found below:</p> <p>www.npt.gov.uk/7033</p> <p>https://gov.wales/education/education-person-centred-practice</p>	<h3>Complaints Procedure</h3> <p>If you are unhappy with the provision or placement support your child's ALN, the first step is to speak to the class teacher, school ALN co-ordinator or Head Teacher. If this is not possible, or after speaking to them you require further advice and support, then the LA's Pupil Parent Partnership Service or Shwŷ Cymru can be contacted. They will listen to your concerns and look to assist you in resolving any issues you have. Contact details are as follows:</p> <p>Pupil Parent Partnership Service - 03000 761138 ALNPT@npt.gov.uk 0540 070861 (0800 80) 0808 www.shwytyrmyu.org</p> <p>However, in the event that a resolution cannot be found and you wish to make a formal complaint, please see the different procedures below:</p> <h4>Complaint to school</h4> <p>Each school has its own complaints policy that you will need to follow. This will usually be on their website, or alternatively, a hard copy can be requested directly from your child's school.</p> <h4>Local Authority</h4> <p>Should your complaint relate to a service provided by the Local Authority, the Complaints, Compliments and Complaint Policy and Procedure can be accessed on the NPT website:</p>	<h3>Additional Learning Needs (ALN) and the ALN System : Information for Parents and Carers</h3>  <p>Neath Port Talbot County Borough Council Inclusion Service</p>
<h3>How do we know if a Child Or Young Person has ALN?</h3> <p>Children or young people have ALN if they have:</p> <ul style="list-style-type: none"> a significantly greater difficulty in learning than the majority of children of the same age, or a disability which prevents or hinders them from making use of facilities for education or training of a kind generally provided for others of the same age. <p>AND this learning difficulty or disability calls for Additional Learning Provision (ALP).</p> <h3>What is an Additional Learning Provision (ALP)?</h3> <p>An Additional Learning Provision, or ALP, is:</p> <ul style="list-style-type: none"> for a person aged three or over, educational or training provision that is additional to, or different from, that made generally for others of the same age; for a child aged under three, a social and educational provision. <p>If a child or young person has ALN that requires ALP then they will have an Individual Development Plan (IDP). This will show how they will be supported, and who will provide the support (the ALP providers).</p>	<h3>Who supports learners with ALN?</h3> <p>Work-based teams in Wales have a duty to:</p> <ul style="list-style-type: none"> Identify learners with ALN in the school, who have a duty to decide if a learner has ALN. If it is decided that a learner has ALN, schools are required to issue an IDP notice and start the IDP within 33 school days. Deliver the ALP to the majority of learners. Involve and support individual children, their families and young people. To participate in ALP as required under the decision making process through the use of Person Centred Practice. Provide information to learners and parents/guardians. Ensure and maintain the majority of learners' IDPs. Work with external agencies, such as educational and health. Work with the Local Authority in areas where it is more difficult to decide if a learner has ALN, or what ALP is required. <p>Neath Port Talbot Local Authority has a duty to:</p> <ul style="list-style-type: none"> Support schools in identifying learners with ALN. Exercise ALP for schools under review. Secure the IDP for ALN, if it has been brought to their attention, within a 32 week period. Monitor the IDP for those learners who have the most complex or severe needs, who are looked after by the LA, and who are not registered (enrolled at more than one school). Implement a Person Centred approach and ensure that relevant agencies (education, schools, health and care) are involved. 	<h3>Where can I get more information?</h3> <h4>Your child's school</h4> <p>Your child's school will be able to provide you with additional information about what additional support is available for your child. Schools are able to get additional support from the Local Authority, if needed, in order to ensure that your child is well supported and their needs are met. School websites also contain useful information.</p> <h4>Neath Port Talbot Local Authority</h4> <p>NPTDLC website has additional information about ALN systems and support that the Local Authority is able to provide. This can be found at www.npt.gov.uk/7033. You can also telephone on 01550 700413, email at inclusion@nptdnlc.gov.uk or visit our Facebook page 'NPT Education Inclusion'.</p> <h4>Shwŷ Cymru</h4> <p>Shwŷ Cymru are a national charity who are to enhance the education of people in Wales, and support their inclusion. They offer free and independent information, advice and support to help get the right education for learners with ALN. More information can be found on their website www.shwytyrmyu.org or by phoning 0800 808 0808.</p>

Ynysfach Primary School Policy for Additional Learning Needs

Appendix 6 : Parent and Carer Information for a Person Centred Review

How can you prepare for the review?

This leaflet can be used to help you prepare for the review. There is a separate sheet for you to write down the things you would like to say during the review. There is also a space for you to write down any questions you may have. If you are not going to the review then it is important that your voice is still heard. You can write down your views on the sheet provided and give it to the school.

What will happen at the review?

The review will be as relaxed as possible. Your child is at the centre of the review so it will be individual to them. They can choose the seating arrangement for example, they may want to have a big table or chairs in a circle.

They may choose to have music playing or offer refreshments such as their favourite biscuits.

A key professional will lead the review. They will make sure that everyone's views are listened to.

The meeting will start with everyone introducing themselves and sharing what they like and admire about your child.

The person leading the review will then support everyone to share their views during the review. You will discuss what is important

to your child and how they can be best supported. You will discuss what is currently working and not working for your child. You will also discuss what your child's aspirations for the future are and what you feel they would like to achieve.

At the end of the review you will all talk about what changes you would like to see and create outcomes based on this. You will all agree targets and actions for the year to support your child and to help them work towards their aspirations.

What will happen after the review?

After the review the person leading the review will create an Action Plan. Everyone will be able to see what is going to be done to support your child / young person.

The Action Plan will say:

- the support your child needs
- who will make sure your child gets the support
- when, where and how often your child will get this support
- how your child's progress can be monitored.



Person-centred reviews



Information for families

For more information contact:
Support for Learning
Tel: 01639 763080
email: learning.support@npt.gov.uk

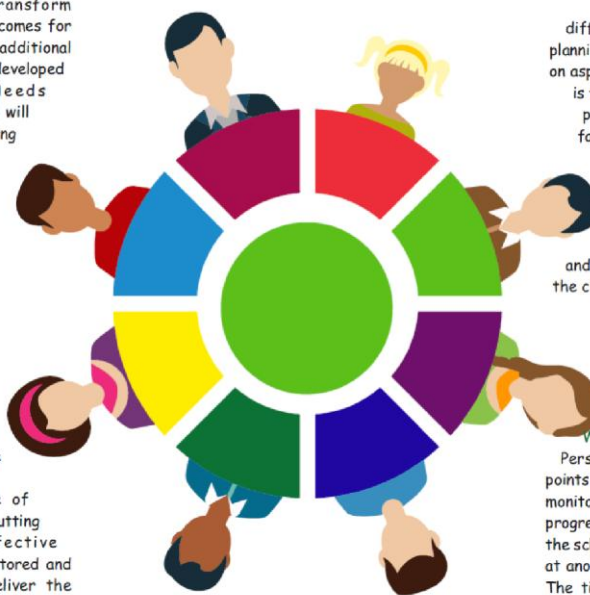
Additional Learning Needs Support Team
Tel: 01639 763158
email: ALNST@npt.gov.uk

ALN Reform

Welsh Government want to transform expectations, experiences and outcomes for children and young people with additional learning needs. To do so, they have developed the Additional Learning Needs Transformation Programme, which will create a new system for supporting learners from 0 to 25.

The new system will:

- make sure that all learners with additional learning needs are supported to overcome barriers to learning and can achieve their full potential
- improve the planning and delivery of support for learners from 0 to 25 with additional learning needs
- put learners' needs, views, wishes and feelings at the heart of the process
- focus on the importance of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.



What is a person-centred review?

A person-centred review provides a different approach to reviewing plans and planning for the future. It has a clear focus on aspirations and person-centred outcomes, is focused on the future rather than the past, and includes the learner and their family on equal terms with professionals.

Who will be at the review?

The child or young person can invite people who are important to them such as family members and friends. Professionals who work with the child or young person will also be there. This could include health, social care and education professionals. There may be lots of people involved or just you, your child and someone from school.

Where and when will it be held?

Person-centred reviews will be held at key points throughout the school year in order to monitor the child/ young person's progress. The review will normally be held at the school but it could be held 'virtually' or at another location such as the Civic Centre. The time and date will be suitable for you and your child.

Ynysfach Primary School Policy for Additional Learning Needs

Appendix 7 : Local Offer of Support

Multi-agency Consultation Forums (Level B)

These will be available on a termly basis.

For pupils who have more complex needs and where a multi-agency approach is required, schools will have the opportunity to attend a consultation forum with key professionals relevant to the child's or young person's needs. Written parental consent will be required to discuss any child or young person during these consultations. Attendance at these forums will be an agreed outcome of the above Level A Individual Advice Sessions or Level B consultations. Consultations can be held via Teams, or where relevant, in person within the cluster secondary school. The relevant professional will book a slot for the school at the next cluster forum and will invite other required professionals where relevant. Once confirmed, School will receive an email confirming the date and time. During these forums, the following next steps may be agreed:

- School may be advised to implement further additional strategies and / or school based provision.
- In-depth work by LA professionals over a period of time.

Schools will receive a copy of the written consultation from the professionals with agreed actions following the meeting.

In - depth work by LA professionals over a period of time (Level C)

These will be available throughout the year, subject to agreement in Advice Session or Consultation Forum.

In some cases, it may be agreed during the Individual Advice Sessions, or Multi-Agency Consultation Forums, that in-depth work by LA professionals is required with individual pupils. This will take place over a period of time and may entail the following:

- Direct teaching and /or modelling of strategies.
- Observation.
- Assessment

In these instances, a Request for Inclusion Service Support form will be completed and returned to the LA, along with the learner's One Page Profile and any documentation that has been completed during Level A and Level B. Written parental consent must also be obtained for any in depth work.

Schools will receive a written consultation report following completion of the work.

Ynysfach Primary School Policy for Additional Learning Needs

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