

Blaengwrach Primary School



ALN Policy

L. Williams

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4/12/25

Date Adopted

R. Owen

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Chairperson

4/12/28

Review Date

Blaengwrach Primary School

Policy for Additional Learning Needs

The Additional Needs policy (ALN) takes careful account of the Additional Learning Needs and Educational Tribunal (Wales) Act 2021 (legislation that commenced in all mainstream schools across Wales from January 2022), as well as the UN Convention of the Rights of the child (UNCRC) and the aims of the school as outlined in school documentation.

The Definition of Additional Learning Needs The Additional Learning Needs and Education Tribunal (Wales) Act 2021 specifies that a learner has ALN if:

(a) he or she has a learning difficulty (has 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) **and**

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

At Blaengwrach Primary School we aim to provide a happy, stimulating, and secure atmosphere, in which all children are encouraged to develop lively enquiring minds, giving them the ability to question and argue rationally and to apply their skills to problem solving situations. Learning is promoted through exploring concepts within the local community and Wales, emphasising 'Cynefin' and then the wider world.

As a staff we must:

- treat all pupils equally.
- ensure that we create a learning environment that is fully inclusive to all pupils.
- be alert to the importance of complementing the work to the children's ability, needs and readiness;
- ensure that the skills taught to pupils are both extended and applied and that our expectations of pupils' performance are realistically high.
- help each child realise their potential.

All children have the entitlement to be educated alongside their peers and at Blaengwrach we are committed to making all work accessible to all pupils through differentiation, intervention programmes, reasonable adjustments within the

classroom or a key person with whom they are able to check in with and diverse teaching styles, according to individual needs. We refer to this provision as Inclusive. Inclusive Learning Provision (ILP) is provision that is in place to support learners who may or may not have additional learning needs.

The inclusive learning provision that is in place for a learner will remain under review to ensure that it is effectively meeting the needs of the learner. If a learner is supported entirely with inclusive learning provision (that is, they do not require any additional learning provision) then they do not have additional learning needs under the additional learning needs and education tribunal (Wales) act 2021 and would not have an individual development plan. The inclusive learning provision that a learner is receiving will be made known to parents/carers in writing when this provision is put in place see appendix 1.

In our classrooms, through visits and outdoor education, we try to maintain an environment in which the child's skills, interests and abilities are enhanced and in which learning flourishes. When a learner is no longer making progress and requires more than an inclusive provision an Additional Learning Provision (ALP) is required see appendix 1.

Additional learning provision is provision that is additional to, or different from, the provision that is generally made available for all learners within Blaengwrach Primary School. Additional learning provision is generally over and above what would be appropriate for the majority of learners within the school, and if in place will mean that a learner does have additional learning needs and requires the learner to have an Individual Development Plan (IDP).

Additional learning provision might include, but not limited to, direct support from external education or health agencies or bespoke intervention sessions to support a particular need. Additional learning provision will be kept under review in the form of individual development plan reviews, which will take place at least annually.

Blaengwrach Primary School will aim to work in a pupil-centred way involving parents and children themselves wherever possible, in discussions about any difficulties and plan appropriate action with them, whether for the short or long term.

With regard to this approach, the following document outlines the provision the school endeavors to achieve.

PRINCIPLES

In providing for pupils with identified additional learning needs Blaengwrach Primary School will ensure:

- That all children with Additional Learning Needs are identified and assessed effectively and as early as possible using a graduated response.
- That we work closely with learners, parents/carers, and other agencies in a rights - based approach.
- That all pupils are treated equally and fairly. Ensuring pupils have full access to an inclusive education.
- That we work collaboratively with other agencies that include social services, educational psychologists, health services and other parent career support services.
- That we work within the legal time frames this includes ensuring an individual development plan is put in place for a pupil with identified additional learning needs within 35 school days.

ROLES WITHIN THE SCHOOL

Provision and support for pupils with additional learning needs is a matter for the school, with all staff within the school having responsibility and ownership of the needs of the learners within their care. However, in addition to this responsibility, the head teacher, additional needs coordinator and governing body have specific responsibilities in relation to additional learning needs.

The head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for learners with additional learning needs. The head teacher will keep the governing body fully informed on additional learning needs issues. The head teacher will also work closely with the additional learning needs Coordinator, to ensure that the principles of this policy are carried out within the school setting.

The ALN Coordinator is Lian Lewis, and she has the responsibility in consultation with the Headteacher, for the day-to-day operation of the ALN policy. This should be carried out closely with all teaching staff and Teaching Assistants. It should also be acknowledged that children identified as having Additional Learning Needs are primarily the responsibility of the class teacher.

The ALN Coordinator will in consultation with the Headteacher:

- Oversee the running of the provision for pupils with ALN including general class, small group and individual pupil support.
- Maintain the school's ALN Register and all the required documentation.
- Keep records on pupils who have additional learning needs and ensure their progress is regularly monitored and reviewed.
- Monitor and support the implementation of individual learning passports.
- Liaise with teachers, parents, carers and external agencies on a regular basis.
- Ensure termly reviews of learning passports.
- Ensure annual reviews for IDP pupils are completed using a person-centred approach.
- Organise meetings as appropriate with designated teachers at regular intervals in respect of additional learning needs issues.
- Regularly review and monitor provision for pupils with additional learning needs within the school.
- Take part in formal meetings with other professionals regarding individual pupils to be assessed.
- In line with the school's professional development programme/policy provide access to in-service training to meet the current and anticipated needs of the school and individual members of staff.

The governing body, via it's additional learning needs governor Mrs. G. Wild monitors the school's work closely on behalf of the learners with additional learning needs. The whole Governing Body has a responsibility to produce an Annual Report which will state the number of students with additional learning needs in the school and comment on the school's effectiveness in the implementation of the ALN policy in respect of:

- early identification of needs
- notification to parents/carers of a child who is considered to have ALN
- assessment of need
- provision for meeting ALN

- provision of an inclusive environment for all
- methods of monitoring, recording and reporting
- ALN funding and spending
- deployment of equipment, personnel and resources
- the use made by school of the other professionals and support services
- ALN as an integral part of the school development plan.

IDENTIFICATION

Blaengwrach Primary School will inform 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 time at school. How parents are involved within the decision-making process is outlined in appendix 2.

At Blaengwrach Primary School a pupil is considered to have an additional learning need if:

- they continue to make little no progress in specific areas over a long period.
- they continue to have difficulty in developing literacy and mathematics skills.
- they have emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class or group, despite having an individualised behaviour management programme.
- they have a sensory or physical need and require additional specialist equipment or regular advice or visits by a specialist service.

How we ensure early identification is achieved at Blaengwrach Primary School:

- liaising with pre-school provision, teachers, parents/carers and other professionals where pupils may have been known to their service.
- provide baseline assessments that allow the learner to show what they know, understand, and can do, as well as to identify any learning difficulties that the learner has. Pupils undertake Wellcomm assessments on school entry, Middle Infant Screening Tests (MIST) in Year One, termly assessments in reading, maths and spellings for pupils in Year Two to Year 6.

- Infant and Junior Language link assessments and Speech Link assessments.
- school will 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.

At Blaengwrach Primary School we support and respond to any concerns raised by parents/carers and value information that parents/carers provide about the pupils to ensure we take a broad approach to the planning of support for the learner. This will be completed in a pupil-centred way.

MONITORING PUPIL PROGRESS

The progress of all pupils at Blaengwrach Primary School is monitored and tracked throughout the school year by class teachers, who will keep records. Where the class teacher is concerned about a learner's progress, this will be shared with the additional learning needs coordinator who will look at the next stages of support. Progress is also tracked using termly assessments in reading, maths, spelling and speech and language. These are then compared with previous assessments to ensure progress takes place. Monitoring of progress will be used to identify whether a learner has emerging 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 the class teacher monitors the progress of the pupil closely 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 fulfilled within the classroom setting, as well as accessing some school intervention programmes. The additional learning needs coordinator will help and support the class teacher in creating 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 immediately 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.

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 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 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 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.

INDIVIDUAL DEVELOPMENT PLAN REVIEWS

Individual development plans must be reviewed annually, though there will be instances where 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 obtained. Pupils and parent/carers will be encouraged to complete the Person-Centred Review paperwork prior to the meeting see Appendix 3. If there are reasons that a learner or parent/carer are not able to attend a review meeting then their views should be gathered, and these should feed into the review with the same weighing as if they were to attend. However, the school will try to accommodate everyone involved and will try 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 uncommon. More information about what to expect from a review can be found in appendix 3.

ADDITIONAL LEARNING NEEDS - Local Authority Maintained Individual Development Plan

The Additional Learning Needs of the majority of learners in Blaengwrach 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/carer 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. When a local authority

maintained individual development plan would be considered can be found in appendix 2.

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.

COMMUNICATION

The additional learning needs coordinator maintains detailed records of all pupils on the additional learning needs register. All teaching staff have a copy of this additional learning needs policy and is able to access to the register in a secure way. All information relating to additional learning needs is available to all teaching and support staff. There are clear lines of communication between all staff and the additional learning needs coordinator so that additional support and guidance can be provided ensuring that all learners have the best possible support. Throughout all additional learning needs processes parents/carers and learners are kept up to date with the support that is in place, and reviews take place for this to be discussed. Communication can take place in many forms, including in-person, telephone conversations and online meetings or email, however if any changes are taking place in terms of the provision that a learner is receiving then a letter will be produced and sent to parents, either electronically or in the post.

Further to this, 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 additional learning needs coordinator to ensure partnership in developing strategies to help an individual pupil.

TRAINING

In-service training is available in respect of ALN for the whole school, departmental or individual members of staff. The provision of training will be arranged where

there is a recognised need and will be in accordance with the school's Professional Development Plan. It will be delivered by one of the following:

- Additional Needs Coordinator
- Individual members of staff within the school who have a designated specialism
- Authority's support services
- External consultants/trainers

A record of all additional learning needs training delivered, and subsequent evaluations will be kept by the ALNCO.

OTHER PROFESSIONALS AND SUPPORT SERVICES

Blaengwrach Primary School works closely with other professionals to focus on the identification and provision for those children 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, a collaborated, effective and rights-based approach.

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

- Educational psychology
- School/pupil support
- Curriculum support
- Hearing impairment
- Emotional and behaviour support
- Pupil parent support
- Home-school tuition
- Education welfare service
- Social services
- Speech Language and Communication
- Visual Impairment
- Health services
- Child and Adolescent Mental Health Services (CAMHS)
- Voluntary organisations

LINKS WITH OTHER SCHOOLS

Pupils who transfer to Llangatwg Community School at the end of Year 6. Information is passed on through arranged meetings with their additional learning needs coordinator and through pastoral visits to and from the school by comprehensive staff. All documentation is passed on as part of the exchange of information to ensure effective transition.

QUERIES AND COMPLAINTS

Parents/carers are partners with the school and are welcome to query decisions made by the school, through the school's designated channels as laid down in school documentation. 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 disagreements between the parents/carers and the school. Parents/carers 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 4. Further information regarding this can be found on the NPTCBC website. More detailed information can be found in the Additional Learning Needs and Education Tribunal Act (Wales) 2021.

REVIEW

This Policy will be reviewed by staff on a regular basis.

L. Lewis

December 2025