



If you can dream it...
Ysgol Bae Baglan

Ysgol Bae Baglan

ALN Policy

MONITORING AND EVALUATION OF POLICY

This policy will be reviewed annually.

Date passed by Governing Body: 3/12/25

Chairman.....

E.V. Latham

ADDITIONAL LEARNING NEEDS

At Ysgol Bae Baglan, we operate an inclusive policy with regard to Additional Learning Needs (ALN) provision where all pupils are given equal access to every aspect of school life.

This school policy has been written to embrace the principles underpinning the ALN system in creating a fully inclusive school ethos where all learners 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.

The principles underpinning our approach to ALN are:

- A rights-based approach where the views, wishes and feelings of the child, child's parent or young person are central to the planning and provision of support. We have due regard to the requirements of the United Nations Convention on the Rights of the Child (UNCRC) and also the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Early identification, intervention and prevention
- Collaboration and integration
- Inclusive education
- A bilingual system

This document has been produced to help with the decision making processes for our school, parents / carers and most importantly our pupils in relation to children and young people with Additional Learning Needs (ALN) under the new Statutory Framework for Wales (The Additional Learning Needs Code for Wales 2021). It has also been produced to help outline what all professionals, parents/carers and, most importantly, our pupils can expect from each other. Guidance from the ALN Code have informed this document.

It aims to ensure that all pupils are given the support, guidance and resources necessary to enable them to achieve their full potential. All pupils study a broad, balanced and relevant curriculum to which they are entitled and they are included fully in the school community.

The school recognises that all learners have individual needs and tries to ensure fair and equal treatment for all and promotes practice that celebrates diversity and maximises the achievement of all. The school places great emphasis on developing the whole child and forming positive, supportive relationships between staff and pupils.

Ysgol Bae Baglan continues to use the SEN policy for those on the SEN system.

Roles and Responsibilities for ALN

Ysgol Bae Baglan has a designated teacher who has responsibility for co-ordinating provision for learners of ALN. This role is known as the Additional Learning Needs Co-ordinator, or ALNCo. The ALNCo will ensure the needs of all learners with ALN are identified and met within Ysgol Bae Baglan.

The ALNCO within the school is Ria Williams.

The ALN Team:

ALN Lead for School Based IDPs and referral processes : Sharon Davies

ALN Lead for Local Authority Maintained IDPs: Kath Lewis

Learning Support Staff Line Manager: Emma Davies

ALN administrative Support and Health Care Plans: Helena Andrews

ALN Administrative Support and PCR Coordinator: Geraint Davies

We have a highly skilled team who lead our LSC provisions within Ysgol Bae Baglan and we have a team of Teaching Assistants (TA's) who are involved in providing a range of interventions for pupils. These interventions are tailored to meet the specific needs of pupils, which will usually include literacy and numeracy interventions, as well as a range of other interventions to address other needs e.g. ELSA.

Additional Learning Needs Reform in Wales

Additional Learning Needs as we know it is changing. The Additional Learning Needs Code for Wales came into effect as of September 2021. We are continuing to adapt in line with these changes in a number of ways and we are following guidance to ensure a smooth transition through the implementation plan outlined by the Welsh Government. We recognise the importance of parents and carers as stakeholders in their children's education and we believe that children should be at the heart of all we do, voicing their opinion whenever possible.

Individual Development Plans (IDP'S)

Previously a child would have had an IEP outlining targets and support or interventions. However, this will now be changing and identified children will be supported through an Individual Development Plan (IDP).

What is an IDP?

An Individual Development Plan (IDP) is a single plan that is put in place after determining that a pupil has ALN. The IDP includes a description of the child/young person's ALN, and the Additional Learning Provision (ALP) put in place in order to meet those needs.

Decision making and the IDP process.

Following the Additional Learning Needs Code for Wales, 2021 and the Local Authority's Principles and Expectations document, we would follow the decision making process and follow the 2 step approach to determine if a child has ALN.

Definition of ALN – a 2 step approach

To establish whether a child has ALN, the following tests must be applied.

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

A child or young person of compulsory school age or above has a learning difficulty or disability if he or she—

(a) has a significantly greater difficulty in learning than the majority of others of the same age,

or

(b) has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

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

Test 2 - Does the learning difficulty or disability call for Additional Learning Provision (ALP)?

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

If an ALN has been identified a Person Centred Review will be carried out to ensure that learners and their families are placed at the centre of planning, reviewing and making decisions about what matters in their lives, and the Additional Learning provision (ALP), they require in order to achieve their aspirations

Usually, everyone who works with the child will be invited to attend, e.g. parents / carers, child/young person, ALNCo, Educational Psychologist, Health, Teaching Assistant, Class Teacher, Head of Year, i.e. any professional who is contributing to the child/young person's support.

What will happen at the meeting?

At the Person Centred Review, a facilitator will guide everyone through the process in order to contribute information and agree on person centred outcomes and actions.

You will be asked to discuss...

- What you appreciate about your child

- Your aspirations for your child
- What matters to your child
- What matters for your child
- The best way to support your child
- What works and what does not work from your point of view
- Any questions you may have

At the end of the review

By the end of the Review, the facilitator will ensure that everyone has agreed on Person Centred outcomes, and on actions that need to be achieved. The aim of the Action Plan is to ensure that everyone can see what needs to be done to support your child/young person to learn and fulfil their dreams.

The Individual Development Plan will say...

- What support your child needs to learn and develop.
- Who is responsible for ensuring that he/she receives the support they need.
- Where they will receive this support.
- How we will know if the support has helped your child in the way it was intended.

What's next?

Following the review, the Plan is shared with all partners. This will be a live electronic document that will be reviewed regularly as required and every 12 months at least. Access to the electronic document will be granted to everyone involved with the child.

ALN Explained

The four main areas of need associated with additional learning needs (ALN) are:

- **Communication and Interaction**
 - SLCN
 - ASD
- **Cognition and Learning**
 - Dyslexia
 - Dyscalculia
- **Social, emotional and mental health**
 - Behaviour
 - ADHD
 - Social / Emotional / Trauma / Attachment

- **Sensory and /or physical needs**

- Physical
- Healthcare / medical
- Visual Impairment
- Sensory Difficulties
- DCD
- Hearing Impairment

Pupils are identified as having ALN if they have a learning difficulty that requires additional learning provision (ALP) which is 'additional to' and 'different from' that which is provided across the school. Information is collected through a number of different communication routes, including transition between classes, teacher feedback to the ALNCO, parental concerns and regular assessments to track progress in literacy and numeracy skills. Once identified as having a barrier to learning which impacts upon the progress they make, pupils will be closely monitored using a graduated response of provision suited to their individual need. A one page profile will be created and reviewed regularly. These documents are designed with the pupil at the centre and are carried out using a person centred approach. Parents / carers are also involved in the creation and reviewing of these documents, which will be shared with parents / carers during parents' evenings / arranged meetings.

Ysgol Bae Baglan has a team of trained Teaching Assistants (TAs) who are involved in providing a range of interventions which focus on a number of different areas of need. Pupils who have a statement of special educational need may also, if written into their statement, receive support from TAs.

Inclusive Learning Provision and Additional Learning Provision

Examples of Inclusive Learning Provision (ILP) and Additional Learning Provision (ALP) at Ysgol Bae Baglan

1. Cognition and Learning

ILP	ALP
<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. • Adapting the way teaching is delivered to meet the preferred learning style of the CYP. Does the pupil learn better using a visual, aural or kinaesthetic approach? Resources such as the Aston Index can be used to help determine this. • Use of appropriate resources to support learning opportunities e.g. numicon, multi-link cubes, number lines, word banks, spell checkers, overlays, computer software/IT programmes. • Access to recording devices to support memory e.g. use of an iPad or a Dictaphone. • Visual aids to support memory and understanding of task set. • Support for sequencing and task planning skills 	<ul style="list-style-type: none"> • Long term targeted intervention programmes delivered either one to one or in a small group (literacy and numeracy), possible during registration time. • 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.

<ul style="list-style-type: none">• Providing additional teacher check-ins to ensure material is understood.• Allow additional thinking time to support the learner to process information provided.• Use of whole school approaches to metacognition• Use of talk partners/learning buddies.• Appropriate reward systems.• Effective use of classroom based assessments that will determine areas of learning that will require support.• Consultation and advice at level A, B and C via the Inclusion Service Local Offer of Support.	
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2. Communication and Interaction

ILP	ALP
<ul style="list-style-type: none"> • A One Page Profile outlining how best to support the 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; seating plans; individual workstation. • Use of visual timetables to support CYP • Adapting the way teaching is delivered to meet the preferred learning style of the CYP. Use clear specific language, using CYP names before giving instructions. Give choices that you are in control of, limiting these to two. • Pre-teaching of subject specific/topic vocabulary. • Ensure clear and consistent structure and routine within the classroom, including supporting CYP with transition. • Use of appropriate resources to support learning opportunities e.g. timers. • Appropriate reward systems. • Consultation and advice at level A, B and C via the Inclusion Service Local Offer of Support. • One to one or small group support from a teacher and/or teaching assistant e.g. ELSA; Talkabout; Social Stories. 	<ul style="list-style-type: none"> • Long term targeted intervention programmes delivered either one to one or in a small group e.g. POPAT; ELKLAN; RWI. • Implementation of specific targeted strategies as recommended by a appropriately qualified professional e.g. educational psychologist, wellbeing practitioner, advisory teacher.

3. Social Emotional and Behavioural Needs

ILP	ALP
<ul style="list-style-type: none"> • A One Page Profile outlining how best to support the CYP. • Effective differentiated teaching and learning e.g. adapting level of language used; reducing or extending tasks. • Physical layout of the classroom to meet the learning needs of all CYP e.g. designated multi-sensory area; seating plans; access to a safe space. • Use of visual timetables to support CYP e.g. individual and/or class. • Short term programmes and screening tools e.g. ELSA, Talkabout. • Consistent relational approaches to promote connection e.g. meet and greet; daily check ins- check outs; access to an emotionally supportive adult. • Adapting the way teaching is delivered to meet the preferred learning style of the CYP. Use clear specific language, using CYP names before giving instructions. Give choices that you are in control of, limiting these to two. • Clear and consistent structure and routine within the classroom, including supporting CYP with transition. • Use of appropriate resources to support learning opportunities e.g. timers; fidget toys; sensory toys; emotional wellbeing apps; worry box. 	<ul style="list-style-type: none"> • Long term targeted intervention programmes delivered either one to one or in a small group e.g. therapeutic focus programmes (not therapy) story writing/art; sensory programmes. • One to one or small group support from a teacher and/or teaching assistant e.g. ELSA; Talkabout; RBP; Intensive Interaction; Social stories; Teen Talk; Nurture group. • Implementation of targeted tools/programmes e.g. Teodorescu; specialised seating (as advised by Health); Thrive; Motional; Boxall; Attachment Checklist. • Implementation of specific targeted strategies as recommended by a appropriately qualified professional e.g. educational psychologist, wellbeing practitioner, advisory teacher. • Extended provision of alternative learning opportunities e.g. outdoor learning/ forest school; vocational training; differentiated timetable.

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| <ul style="list-style-type: none">• Appropriate reward systems e.g. strengths based home/school communication• Consultation and advice at level A, B and C via the Inclusion Service Local Offer of Support. | |
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4. Sensory / Physical needs

ILP	ALP
<p><u>Visual Impairment:</u></p> <ul style="list-style-type: none"> • A One Page Profile outlining how best to support the CYP. • Closing blinds to avoid glare on whiteboards / displays. • Whiteboards kept clean, new / vivid whiteboard pens. • Clear/ large teacher board writing, dictating what is written. • Turning off lights when viewing the screen. • Ensuring suitable positioning in class/ on seating plans – front / central or preferred side. • Use of clear, bold, big as you can, well contrasted print, e.g. Comic Sans / Arial font, for displays, labels and presentations. • Consider font size 18 – as an optimum print size and font size 12 as the minimum size for printed handouts / worksheets. • Allow CYP own copy of text. • Use of assistive technology e.g. iPad or Chromebook. • Do not reduce handouts from size A4 to A5. • Do not enlarge handouts from A4 to A3 to get bigger print as this will affect the clarity. 	<p><u>Visual Impairment</u></p> <ul style="list-style-type: none"> • Ongoing and regular input from the Visual Impairment team. • Provision of a Vision Profile which is written with the support of Visual Impairment team. • Adjustments to the learning environment such as high contrast furniture / handrails and tactile/ braille labelling / displays. • Provision of a Braille trained teaching assistant. • Modifying print resources into Braille. • Braille tuition. • Touch typing or keyboard shortcuts provision. • Pre and Post tutoring. • Visual Skills Programmes. • Bespoke items of assistive technology, as recommended following individual assessment by the Visual Impairment team e.g. video magnifiers/ speech software. • Provision of tactile resources and support with their use. • Scribing of board work/ screen sharing support. • Tuition and support with cane skills.

<ul style="list-style-type: none"> • Provide bold graph paper and bold lines on which to write. • Provide pens instead of pencils. <p><u>Hearing Impairment</u></p> <ul style="list-style-type: none"> • A One Page Profile outlining how best to support the CYP. • Ensure a seating position away from any electronic equipment in use. Electronic equipment is generally noisy. • Turn off equipment when not being used e.g. interactive whiteboard. • Reduce external noise by closing doors and windows. • The use of rubber feet on chairs will reduce noise. • Key words, instructions and homework should be repeated/written on the screen/board. • Avoid sudden changes of subject matter as this can be confusing for a CYP with a hearing impairment. • Ensure all key messages of the lesson are recapped and the pupil understands the task set. • Provide clear instructions at an appropriate pace so the CYP is able to process the information that has been given. • Ensure the appropriate use of audio visual aids. 	<ul style="list-style-type: none"> • Tuition and support with self-help and independence. • Tuition and support to enable social interaction. • Provision of Objects of Reference. • Provision of a trained sighted guide if required. • Allocated time for teaching assistant to plan and modify learning resources. • Enhanced exam concessions e.g. Scribe or a reader. <p><u>Hearing Impairment</u></p> <ul style="list-style-type: none"> • The Hearing Impairment team monitors on an ongoing and regular basis to offer advice and strategies to meet the pupil's needs, in correspondence with the outcomes of the NATSIP Eligibility Criteria. • The Qualified Teacher of the Deaf (QTOD) carries out relevant assessments linked to hearing/listening, when required. • Provision of a Hearing Profile which is written with the support of the QTOD. • The Hearing Impairment team support staff in the daily management of amplification. • The Hearing Impairment team liaise with Audiology and other professionals. • The Hearing Impairment team carries out direct intervention with the CYP as required.
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<ul style="list-style-type: none"> • Recordings are preferable to live TV as they can be rewound and replayed if a point has been misheard or misunderstood. • When showing visual electronic media e.g. DVDs in a darkened room, make sure your face is illuminated before speaking, and use subtitles, where appropriate. • Audio recordings, with no lip-reading access, is difficult to follow. Provide a transcript/use a live-speaker. • Access arrangements for informal and formal assessments e.g. additional time, a quiet room, live speaker for listening exams. This will differ for each individual. • Language modified papers. <p><u>Sensory & Physical</u></p> <ul style="list-style-type: none"> • A One Page Profile outlining how best to support the CYP. • Physical layout of the classroom to meet the learning needs of CYP with sensory and / or physical needs. • The use of time out cards and the option to leave the classroom early to avoid sensory overload throughout the school day. • The use of ear defenders; chewellery; fidget toys. • Regular movement breaks. • Zones of Regulation. 	<p><u>Sensory and/ or Physical</u></p> <ul style="list-style-type: none"> • Ongoing and sustained intervention as recommended by an appropriately qualified professional e.g. educational psychologist, occupational therapist, physiotherapist, paediatrician, specialist nurse. • Ongoing advice and direct input from relevant professionals e.g. occupational therapist, physiotherapist, paediatrician, specialist nurse. • Bespoke pieces of specialist equipment as recommended by appropriate professionals e.g. an occupational therapist or physiotherapist. • Atmospheric and Tac Pac. • Sensory diet.
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<ul style="list-style-type: none">• Coloured overlays, seat wedges, sloping desks, pen grips.• Use of assistive technology to record work.	
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At Ysgol Bae Baglan, we will keep our ILP and ALP under review on a regular basis.

Complaints

In the event of parents/carers or a pupil wishing to make a complaint in relation to ALN or ALP, the first point of contact is the ALNCo. If the ALNCo is not able to resolve the complaint at an informal level, parents/carers and pupils may follow the school's formal complaints procedure. A copy of the Complaints Policy is available on the school website.

This policy will be evaluated and reviewed annually by the ALNCo.

Useful Links

The Additional Learning Needs Code for Wales 2021: [220622-the-additional-learning-needs-code-for-wales-2021.pdf \(gov.wales\)](#)

The Additional Learning Needs Code for Wales 2021 (Easy Read): [Additional Learning Needs and Educational Tribunal \(Wales\) Bill easy read \(npt.gov.uk\)](#)