



Llangatwg

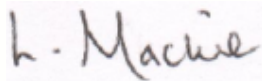
Additional Learning Needs Policy

Date Adopted: 16.09.2025

Review Date: Autumn Term Annually

Signed: 

David Williams, Chair Governing Body



Signed:

Lauren Mackie, Headteacher

LLANGATWG COMMUNITY SCHOOL

POLICY FOR ADDITIONAL LEARNING NEEDS

At Llangatwg School we believe that all learners are entitled to be educated alongside their peers. Llangatwg School is fully committed to meeting the needs of all learners with Additional Learning Needs so far as is reasonably practicable and compatible with the provision of the efficient education of all learners within the school. In meeting these responsibilities, Llangatwg School has due regard to the Additional Learning Needs and Education Tribunal (Wales) Act 2021 (legislation that commenced in all mainstream schools across Wales from January 2022), as well as to the UN Convention on the Rights of the Child (UNCRC).

The aim of the Additional Learning Needs 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”.

Definition of Additional Learning Needs

The Additional Learning Needs and Education Tribunal (Wales) Act 2021 specifies that a learner has ALN if they meet **both** of the criteria outlined below:

- (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).

Llangatwg School accepts this definition of Additional Learning Needs.

Learners are not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

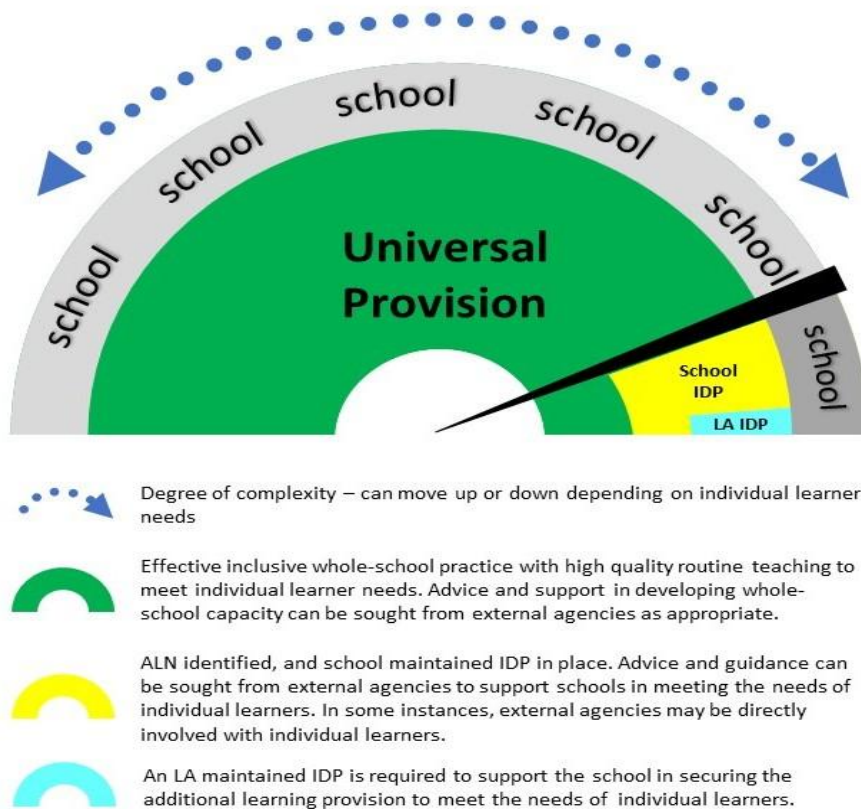
In the application of the above definition of additional learning needs, some learners may have a greater difficulty in learning however this does **not** call for an additional learning provision. If this is the case then the learner **does not** have additional learning needs, and their needs will be supported using the school's inclusive learning provision. Further information about inclusive learning provision and additional learning provision can be found below, as well as in Appendix 1.

Inclusive Learning Provision and Additional Learning Provision

Inclusive learning provision is provision that is in place to support learners who may or may not have additional learning needs. This might include, but not limited to, differentiated work within the classroom, generally available intervention and catch-up session, reasonable adjustments within the classroom (such as assistive technology) or a key person with whom they are able to check in with. The inclusive learning provision that is in place for a learner will be kept under review to ensure that it is successfully catering to the learners needs. If a learner is supported exclusively 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/carer in writing when this provision is put in place.

Additional learning provision is provision that is additional to, or different from, the provision that is generally made available for all learners within the school. Additional learning provision is generally over and above what would be applied 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. This provision might, but not in all cases, be put in place if an inclusive learning provision has not been successful, and therefore additional support is required. 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. Further information about individual development plan reviews can be found in the individual development plan section of this policy.



Principles and Values

In providing for those learners defined as having Additional Learning Needs, Llangatwg School seeks to:

- ◆ Ensure that all learners are valued equally and fairly
- ◆ Ensure that all learners make progress, or put supportive measures in place to support with this where it is identified that learners are not making progress
- ◆ Work in close partnership with parents/carers and learners in a pupil-centred way (more information about pupil-centred practices is available in the ALN section of our school website)
- ◆ Ensure that Additional Learning Needs are identified and assessed as early as possible
- ◆ Ensure learners' needs are met as soon as is practicable, and within all legal time frames. This will include ensuring that an individual development plan is put in place for a learner with additional learning needs within 35 school days
- ◆ Ensure that all learners have access to a relevant, broad and balanced curriculum
- ◆ Work proactively with the local authority and other agencies, including social services, parent/carer support groups, education psychologists and medical services in identifying, assessing and supporting additional learning needs
- ◆ Maintain and develop a range of expertise within the school for all staff to ensure that all staff have a good understanding of additional learning needs and how to support these within the school setting
- ◆ Monitor, review and evaluate policy and provision on a regular and systematic basis.

Partnership

Llangatwg 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.

At Llangatwg School, we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full cooperation with parents/carers, recognising and respecting their roles and responsibilities, and strongly considering their views and wishes. 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 Llangatwg School has adopted (Appendix 2).

Llangatwg 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
- ◆ 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 the 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, 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 Appendix 3 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.

Roles and Responsibilities

Provision and support for learners with additional learning needs is a matter for the school as a whole, 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 governing body, head teacher and additional learning needs coordinator have specific responsibilities in relation to additional learning needs.

The Governing Body

The governing body, with the head teacher and staff at Llangatwg School, has agreed this policy and the procedures for meeting the needs of those learners with additional learning needs. The governing body determine the staffing and funding arrangements, and generally oversee the school provision and work.

The governing body, via it's additional learning needs governor (Mrs. E. Groth) monitors the school's work closely on behalf of the learners with additional learning needs. The governing body reports annually to parents/carers on the school's policy on additional learning needs, along with any changes or amendments that are required.

The governing body of Llangatwg School endeavours to:

- ◆ Do its best to ensure that the necessary provision is made for any learner who has additional learning needs or emerging additional learning needs
- ◆ Ensure that all staff within the school have a good understanding of additional learning needs, and how best to support the learners within the school. This responsibility may be delegated to the additional learning needs coordinator
- ◆ Ensure that all teachers are aware of the importance of identifying and providing for those learners who have additional learning needs, and have the appropriate skillset in order to do this
- ◆ Ensure that a pupil with additional learning needs joins in the activities of the school, together with learners who do not have additional needs, so far as is reasonably practical. This should be compatible with the learner receiving the provision their learning needs call for, and the efficient education of the learners with whom they are educated, as well as the efficient use of resources.

Head Teacher

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.

Additional Learning Needs Coordinator

The additional learning needs coordinator, with the head teacher, plays a key role in determining the strategic development of the additional learning needs policy, as well as the provision in the school in order to raise the achievement of learners with additional learning needs.

The additional learning needs coordinator will take the day-to-day responsibility for the operation of the additional learning needs policy, and coordinates the provision for individual learners, working closely with staff, parents/carers and external agencies. The additional learning needs coordinator provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for those learners with additional learning needs.

Through analysis and assessment of learners' needs, by monitoring the quality of teaching and standards of learners' achievements, effective outcome setting and implementing appropriate provision, the additional learning needs coordinator develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The additional learning needs coordinator collaborates with Areas of Learning and Experiences Leaders and Year Leaders so that the learning for all learners is given equal priority.

The principle responsibilities for the additional learning needs coordinator include:

- ◆ Overseeing the day-to-day operation of the additional learning needs policy
- ◆ Coordinating provision and additional support for learners
- ◆ Liaising with, and advising, teachers
- ◆ Managing teaching assistants
- ◆ Overseeing the records of all learners with additional learning needs
- ◆ The administration of reviews, individual development plans and the additional learning needs register

- ◆ Liaising with parents/carers of learners with additional learning needs regarding learners' needs
- ◆ Contributing to the in-service training of staff to ensure staff have a good understanding of how best to support learners' needs
- ◆ Liaising with external agencies, including the local authority, education psychology services, health bodies, social services and other external agencies.

All Teaching and Non-Teaching Staff

All staff are involved in the development of the school's additional learning needs policy and be fully aware of the procedures for identifying, assessing and making provision for learners with additional learning needs.

Class teachers are fully involved in providing for the needs of the learners in their care, contributing to the writing of individual development plans, collecting additional information for the additional learning needs coordinator and other agencies, and in delivering the inclusive learning provision (ILP) across the school.

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.

Resources

Allocation for additional learning needs is provided by the whole budget. The separate budget allocated for those learners with additional learning needs is used to provide teaching, specialist teaching assistants, materials for the individual learners, and other additional learning provision for additional learning needs learners as outlined in the individual development plan. ALN funding is reviewed annually by the head teacher and governing body.

The additional learning needs department has an entire school block, known as the Pupil Support Centre, two intervention classrooms that are used to support the needs of our additional learning needs learners, as well as a support centre for social, emotional and behavioural difficulties. These areas of the school are well equipped, and allows the space required for staff within the ALN department.

Department personnel have considerable experience and have the following areas of expertise: Mr. S. Barnes (ALNCo); Mr. G. Thomas (Assistant ALNCo); Mrs. R. Rees (Head of English AOLE); Mrs. N. Heale (Literacy Coordinator); Mr. J. Miah (Head of Maths AOLE); Mrs. R. Ross (Numeracy Coordinator); Mrs. J. Jones (Higher Level Teaching Assistant, Interventions Delivery and ALN Caseworker); Mrs. K. Brown (Higher Level Teaching Assistant, Interventions Delivery and ALN Caseworker); Mrs. C. McMenemy (Level 4 Teaching Assistant, Intervention Delivery and ALN Caseworker); Mrs. K. Kingdon-Penny (ALN systems manager); Miss. N. Phillips (Teacher in Charge, Y Bont); Mrs. I. Brown (TA Y Bont)

The department is also assisted by a number of Teaching Assistants (in addition to 2 Higher Level Teaching Assistants), who support learners in their lessons and also work with small groups of learners to improve their literacy and numeracy skills. Some teaching assistants have interests in particular aspects of ALN and have become lead personnel in this areas of ALN, such as ASD and Visual Impairment.

Identification

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 appendix 2.

If the school is aware that a learner has additional learning needs when in 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. The additional learning needs coordinator will also visit the primary school, where possible, so that every learner on the additional learning needs register is effectively catered for upon entry into the school. Additional transition activities will also be offered to these learners, alongside the transition activities that take place for all learners who are moving to Llangatwg School. In addition, within the first term that the learner is at Llangatwg School, an individual development plan review meeting will take place with 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 evident to the school that a learner has additional learning needs after they have enrolled at Llangatwg 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 (including, but not limited to, CATs testing, National Tests and Secondary Language Link screening), 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 Llangatwg School website.

Monitoring Learners' Progress

The progress of all learners 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 subject leaders and year leaders, who will look at putting further support in place for learners. If concerns persist, this will be discussed with the additional learning needs coordinator who will look at the next stages of support. 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 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 learner 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 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
- ◆ 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 or a member of staff from the additional learning needs department. 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 weighing 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 4, as well as on the Llangatwg School website under the additional learning needs section.

Additional Learning Needs - Local Authority Maintained Individual Development Plan

The Additional Learning Needs of the majority of learners in Llangatwg 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.

When investigating whether a Local Authority Maintained Individual Development Plan is required to support a learner's needs, Llangatwg 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 learner's health, including medical history where relevant
- ◆ National Curriculum Levels
- ◆ 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 (such as CATs testing or screening using Secondary Language Link)
- ◆ 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.

Communication

The Additional Learning Needs Coordinator maintains detailed records of all learners on the additional learning needs register. All teaching staff have a copy of this additional learning needs policy and access to the register in a secure way. All documentation relating to additional learning needs is available to all teaching and support staff using our Class Charts Software, and there are clear lines of communication between all staff and the additional learning needs coordinator so that additional support and guidance can be provided in ensuring that all learners have the best possible support.

Throughout all additional learning needs processes parents/carer 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, in-person 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.

Evaluation

This policy will be the subject of continuous review by the governing body, head teacher, additional learning needs coordinator, teaching staff and non-teaching staff.

Complaints Procedures

In the first instance, parents'/carer' complaints about the provision or organisation of additional learning needs are dealt with through 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 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 3. 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, which is the document that Llangatwg School has adopted to work with in its entirety.

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. 	<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.

<ul style="list-style-type: none">• Allow additional thinking time to support the learner to process information provided.	
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Appendix 2 – Decision Making Processes for Learners with Emerging Additional Learning Needs (1) and Additional Learning Needs (2,3)

DECISION MAKING PROCESS

Emerging Needs- ALN?

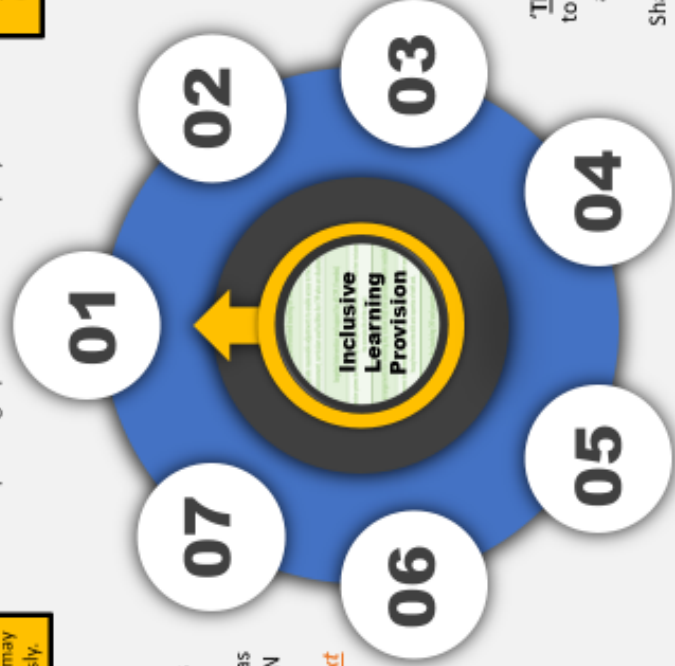
Potential needs are emerging and need to be investigated, planned for and monitored. Child or Young Person (CYP) may or may not have displayed any emerging needs previously.

1) Gather Evidence

This includes Person-Centred information, learner assessment and additional information, depending upon the line of enquiry.

Note:

- This process should last no longer than a term.
- Remember that the CYP or their family can ask the LA to reconsider any decisions made that they disagree with.



7) Decision Making

Collaborative decisions to be made regarding actions and next steps.

If progress has been made, consider next steps needed (if any) .

Where progress is less than expected and gap has not been addressed, it is likely that child has ALN and the duty to decide is triggered. *[See](#)

['Identified ALN decision making process' for next steps.](#)

Date of meeting and actions identified to be recorded in chronology.

6) Person Centred Review (PCR)

Facilitated by the identified member of staff on set date.

Person Centred principles adhered to. CYP and family included.

Reflective Person-Centred tools used to identify impact/progress/next steps i.e. Four Plus One, What's Working/ What's Not Working. Review

OPP.

Actions/targets implemented and monitored by teacher/tutor. Gather evidence for review. Send invite out to CYP and their family for Person Centred Review. Include notification that a decision is being made re whether the CYP has ALN [\(12.5-12.7 of Code\)](#)

2) Person Centred Meeting

Identified member of staff calls meeting. Person Centred principles adhered to. CYP and family included.

3) Decision Making

Collaborative decisions to be made regarding how to support the CYP's emerging needs.

4) Plan

'The Support Sequence' is used to identify how best to support the CYP and records the agreed decisions, actions and provisions. Develop One Page Profile (OPP).

Share relevant information with key stakeholders. Set review date. Identify potential training needs for staff.

Date of meeting and actions identified recorded in chronology.

DECISION MAKING PROCESS
Identified ALN and Additional Learning Provision (ALP)- School IDP

Where progress is less than expected and gap has not been addressed, **35 day timescale**. *Remember CYP and family can ask **LA to reconsider school based decisions**.

1) Person Centred Review (PCR)

Facilitated by the identified member of staff on set date.
 Person Centred principles adhered to. CYP and family included. Progress against previous support sequence/plan, including all the evidence gathered, is reviewed. Review/ update One Page Profile (OPP).

2) Decision Making

Collaborative decisions to be made regarding next steps. Identify priority areas and develop outcomes.

Undertake **Support Sequence** to identify ALP required. If ALP is within the resources of the school, an IDP will begin to be developed. Refer to **LA Principles** to assist in this decision making process. Consider whether involvement of support services may be required. If so, gain parental consent.

Provide CYP and their family with timescales for development of IDP. Set date for next review. Record date of meeting and actions in chronology.

3) Plan

School has 35 days to develop IDP (this timescale begins the day after the PCR). School takes all reasonable steps to secure ALP called for by child's ALN whilst IDP is being developed. Ensure CYP and their family have an opportunity to comment on draft. Any concerns should be considered by school and acted upon.

Final IDP provided to parent along with notification letter, which meets the requirements as set out in paragraph **12.23 of Code**.



07

7) Do
 Actions/targets implemented and monitored by teacher/tutor.
 Evidence impact for review.

6) Decision Making

Review IDP. Collaborative decisions to be made regarding actions and next steps. Identify priority areas and develop outcomes.

Undertake **Support Sequence** to identify ALP required. Amend/ update IDP. Set date for next review. Date of meeting and actions recorded in chronology.

5) Person Centred Review(PCR)

Facilitated by the identified member of staff on set date.

Person Centred principles adhered to. CYP and family included.

Reflective Person-Centred tools used to identify impact/progress/next steps i.e. Four Plus One, What's Working/ What's Not Working. Review/ update OPP.

04

4) Do
 Actions/targets implemented and monitored by teacher/tutor.

Evidence impact for review.

03

Additional Learning Provision

05

04

01

02

DECISION MAKING PROCESS

Identified ALN and Additional Learning Provision (ALP)- LA IDP

Needs appear to be over and above what school can provide. 20 day timescale.

7) Plan- weeks 11-12

IDP finalised. Draft provided to parent for comment. LA considers any concerns raised and acts upon them appropriately.

Final IDP provided to child and parent, along with notification letter, which meets the requirements as set out in paragraph 12.76 of Code.

6) Person Centred Review- week 10

Review facilitated by designated LA officer. Decision and content of draft IDP discussed. Collaborative decisions to be made regarding actions and next steps. Identify priority areas and develop outcomes. Undertake support sequence to identify ALP required.

5) Decision Making- weeks 8&9

LA Inclusion Panel reviews advices received and draft IDP. ALP required is discussed, including placement. Final decision made on whether criteria is met for LA IDP. Feedback provided to CYP, family and schools.

1) Person Centred Review (PCR)

Facilitated by the identified member of staff on set date. Person Centred (PC) principles adhered to. CYP and family, Educational Psychologist (EP) and relevant wider support service staff included.

2) Decision Making

Collaborative decisions to be made regarding next steps. Identify priority areas and develop outcomes.

Undertake **Support Sequence** to identify ALP required. If ALP required meets the criteria for a LA IDP (**see LA Principles**) then a referral to the LA is agreed. The One Page Profile is reviewed and refined. Preferred method of communication sought and included in PCR paperwork. Date of meeting and action recorded in chronology.

3) Do

School refers to LA submitting relevant documentation. This will include the PCR paperwork and the completed Support Sequence, the parental consent form, the pupil's updated OPP, all PC tools completed, previous IDPs and the school's chronology/ timeline of key events.

School to take all reasonable steps to secure ALP called for by CYP's ALN, whilst awaiting the outcome.

4) Gather- weeks 1-6

LA receives request. Date recorded and 12 week timescale triggered. Liaison Officer makes contact with family and case worker requests advice. IDP drafted. Invite sent to all stakeholders for PCR.



What is Person Centred Practice?

The new ALN system in Wales places a duty 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.

This duty reflects the ethos of Person Centred Practice (PCP). A range of resources to support the use of PCP approaches is available on both the Local Authority and Welsh Government websites.

The Links for these can be found below:

www.npt.gov.uk/27553

<https://gov.wales/person-centred-practice-education>

Complaints Procedure

If you are unhappy with the provision in place to support your child's ALN, the first step is to speak to the class teacher, school ALNCo and/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 SNAP 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:

Pupil Parent Partnership Service -01639 763158

ALNST@npt.gov.uk

SNAP CYMRU– 0808 801 0608

www.snapcymru.org

However, in the event that a resolution cannot be found and you wish to make a formal complaint, please see the different procedures below:

Complaint to school:

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.

Local Authority:

Should your complaint relate to a service provided by the Local Authority, the Comments, Complaints and Complaint Policy and Procedure can be accessed on the NPT website.

Additional Learning Needs (ALN) and the ALN System : Information for Parents and Carers



Neath Port Talbot County
Borough Council
Inclusion Service



How do we know if a Child Or Young Person has ALN?

Children or young people have ALN if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability 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;

AND this learning difficulty or disability calls for Additional Learning Provision (ALP).

What is an Additional Learning Provision (ALP)?

An Additional Learning Provision, or ALP, is:

- 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: educational provision of any kind.

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 this support (the ALP provider).

Who supports learners with ALN?

Maintained Schools in Wales have a duty to:

- Identify learners with ALN in the school; schools have a duty to decide if a learner has ALN. If it is decided that a learner does have ALN, schools are required to issue an IDP notice and draft the IDP within 35 school days.
- Deliver the ALP to the majority of learners.
- Involve and support individual children, their families and young people to participate as fully as possible in the decision making process through the use of Person Centred Practice.
- Provide information to learners and parents/carers.
- Review and maintain the majority of learners' IDPs.
- Work with external agencies, such as social services and Health.
- Link with the Local Authority in cases where it is more difficult to decide if a learner has ALN, or what ALP is required.

Neath Port Talbot Local Authority has a duty to:

- Support schools in identifying learners with ALN.
- Keep the ALP in schools in NPT under review.
- Decide if a child has ALN, if it has been brought to their attention, within a 12 week period.
- Maintain the IDPs for those learners who have the most complex or severe needs; who are Looked After by the LA; and who are dual registered (enrolled at more than one school).
- Implement a Person Centred approach and ensure information/ advice is available to schools, learners and parents/

Where can I get more information?

Your child's school

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 gain 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.

Neath Port Talbot Local Authority

NPTCBC 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/1329. You can also telephone on 01639 763143, email at inclusion@npt.gov.uk or visit our Facebook page 'NPT Education Inclusion'.

SNAP Cymru

SNAP Cymru are a national charity who aim to advance 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.snapcymru.org, or by phoning 0808 801 0608.



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council



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Neath Port Talbot Council



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.

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

Information for families