

# Additional Learning Needs (ALN) Policy



As a Rights Respecting School Pennard Primary School is a safe and happy place where everyone is valued and where differences are celebrated. We not only teach about children's rights but also model rights and respect in all relationships.

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

The new ALN Code took effect from September 2021, the implementation period was over three years with its conclusion in July 2025. During this time, pupils with existing Statements of Special Educational Needs and pupils who have already been identified as having additional learning needs, continued to be supported under the previous SEN Code of Practice. Pennard Primary School has migrated to the new system in line with the implementation period specified by Welsh Government. We have strived to embrace the spirit and ethos of the new Code in everything that we do since September 2021.

References The ALN Code: [The Additional Learning Needs Code and regulations | GOV.WALES](#)

As of May 2024, all pupils at Pennard Primary School are on the new ALN System. The decision-making process has been completed for all children identified as school action, school action plus and children in receipt of statements.

### **1. Requirements imposed by the Code**

The Governing Body has prepared this policy in order to outline how the school will address the requirements of the ALN Code in respect of:

- The decision-making process about whether a child or young person has ALN,
- The preparation, content, form, review and revision of individual development plans (“IDPs”), and
- Ceasing to maintain IDPs.

This school policy should be read in conjunction with the ALN Code. It is intended to provide a concise description of the working arrangements of the school in meeting the requirements of the Code. However, the school policy is not a replacement for the Code. In the event of any disagreements, the wording of the Code will always have greater authority.

### **2. The definition of ALN and ALP (please refer to Chapter 2 of the ALN Code)**

This school policy adopts the definition of ‘additional learning needs’ (ALN) as given in the ALN Code:

- 1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.
- 2) A child of compulsory school age or a person over that age 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
- 3) A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age
- 4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

### **3. The definition of additional learning provision (ALP)**

- (1) ‘Additional learning provision’ for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age in - (a) Mainstream maintained schools in Wales,
  - (b) Mainstream institutions in the further education sector in Wales, or

(c) Places in Wales at which nursery education is provided.

(2) “Additional learning provision” for a child aged under three means educational provision of any kind.

(3) In subsection (1), “nursery education” means education suitable for a child who has attained the age of three but is under compulsory school age.

#### **4. School Decision Making Process**

In order for the school to determine whether a child has ALN, the following tests must be applied.

(a) Does the child or young person have a learning difficulty or disability?

The key questions that need to be asked are:

- i) Does the child or young person have a greater difficulty in learning than the majority of others of the same age?
- ii) Does the child or young person have a disability (within the meaning of the Equality Act 2010) which prevents or hinders the child or young person 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 FEIs.

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.

(b) Does the learning difficulty or disability call for ALP?

If the child or young person has a learning difficulty or disability which calls for ALP, the child or young person has ALN for the purposes of the Act.

#### **5. The Role of the Additional Learning Needs Co-ordinator (ALNCo)**

The designated ALNCo for Pennard Primary School is: Ms Kerina Hanson. We recognise the outline of the role of the ALNCo that is given in Chapter 8 of the ALN Code.

#### **6. The Decision-Making Process**

Where a parent/carer is concerned that their child may have an additional learning need, the school should be informed. This may be through a meeting, telephone call or email. It is most helpful if this concern can be raised with the ALNCo.

In most cases, this will only be necessary following a period of school-based intervention support. If a parent has a general concern about progress in learning, the class teacher should be involved in the first instance to establish whether intervention support can resolve any difficulties. It is only when a learning difficulty is identified as being ongoing and existing interventions have not resulted in any improvement that a pupil would normally be considered for further exploration of whether there are underlying additional learning needs.

Once the school has been informed of the concern, this marks the start of a decisionmaking process. The school will make a decision and notify the parents/carers of the outcome before the end of 35 school days from it being brought to the attention of the school. In some cases, it may be impractical to make a decision within 35 days due to circumstances beyond the control of the school. In such circumstances, the school will keep the parents/carers informed of the progress.

In accordance with Chapter 12 of the ALN Code, when the school is required to decide whether a child has ALN, we will

- (a) Designate a person (the 'designated person') to be responsible for co-ordinating the actions required to make that decision and, if an IDP is required, to be responsible for preparing it. This could be, but need not be, the ALNCo;
- (b) Record the date on which it is brought to its attention, or otherwise appears to it, that the child may have ALN;
- (c) Record a summary of how the possibility that the child has ALN has been brought to its attention or why it otherwise appears to it that the child may have ALN;
- (d) Notify the child and the child's parent that it is deciding whether the child has ALN;
- (e) Consider offering an initial meeting with the child and the child's parent to discuss the process.

## **7. School decision that a child does not have ALN**

If the school decides that a child does not have ALN (as defined by the ALN Code), we will notify the child and their parents of the decision and the reasons for that decision. When we give our decision, we will provide:

- (a) Contact details of the school;
- (b) Information about how to access the Local Authority's arrangements for providing people with information and advice about the ALN system;
- (c) Details of the Local Authority's arrangements for the avoidance and resolution of disagreements and its independent advocacy services;
- (d) Information about the right to request the Local Authority to reconsider the matter and relevant contact details. However, it is likely that a school decision that the child does not have ALN (as defined by the Code) will require further discussion between the school, parents and child in order to consider how the child's learning needs might be met through its universal provision and (for example) differentiated teaching strategies.

## **8. Preparing an Individual Development Plan (IDP)**

If we decide that a child has ALN, we will prepare an IDP (subject to the exceptions given in Chapter 12 of the ALN Code). The school will take a person-centred approach to determining the ALP that is specified within the IDP.

The pupil and their parents (together with any other relevant people) will be invited to be part of the process. We expect to provide parents and the pupil with a draft copy of the IDP prior to it being finalised.

In cases where it is not practicable or reasonable for the school to provide the necessary ALP, the school may refer the case to the Local Authority for consideration to be given to an IDP being prepared by the Local Authority.

In the case of Looked After Children, decisions about whether they have ALN will be referred directly to the Local Authority.

The IDP document will use the regional template, ensuring consistency across the Local Authority.

Once an IDP has been issued, it will be subject to review every 12 months (every 6 months for children under 5).

### 9. Ceasing to maintain an IDP

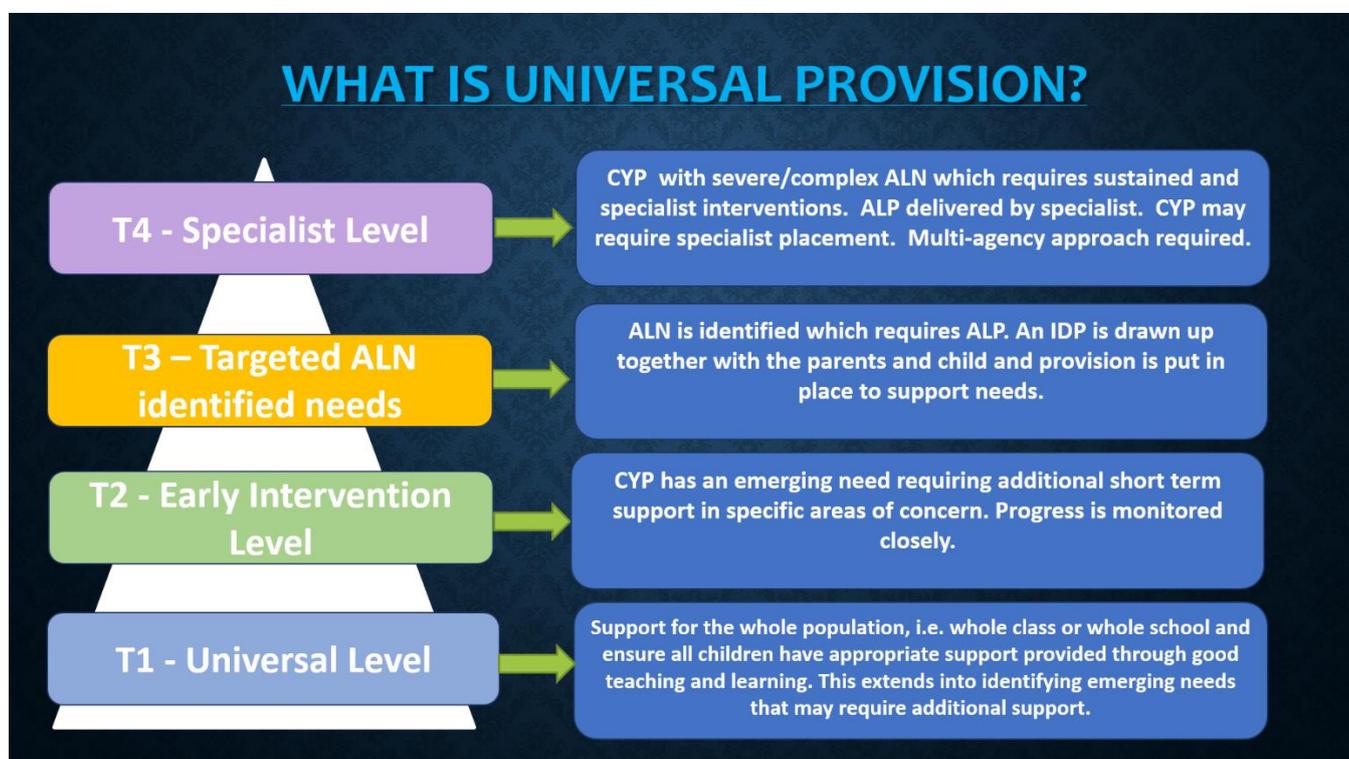
The school will no longer have a duty to maintain an IDP if the school decides that the child no longer has ALN or does not require ALP and that decision is not successfully challenged. This would be considered as part of a person-centred approach to reviewing a child's needs.

The school's duty to maintain an IDP will end if the child ceases to be a registered pupil at the school.

In some cases, the duty to maintain the IDP may transfer to the Local Authority.

### 10. Universal Learning Provision

The school will endeavour to provide a broad package of universal learning provision to support the learning needs of all pupils. Therefore, for some pupils who do not reach the threshold to be defined as having an additional learning need (as defined by the Code), the school will continue to support their learning through its package of universal provision. This will include classroom level differentiation. A schedule of universal learning provision available at Pennard Primary School can be found in Appendix 1.



Pennard Primary follows a Tier system to supporting the needs of all children. The school may identify individual or small groups of pupils requiring Tier 2 short term additional support, for example daily reading or number support. We carefully monitor and review progress through our pupil progress

*Dream, Believe, Achieve Together ~Breuddwydio, Credu, Cyflawni Gyda'n Gilydd*

meetings and school tracking systems. Our Learning to Learn policy outlines our approach to developing SMART targets.

## 11. Roles and responsibilities

Role	Responsibility
ALNCo	Lead training, moderate target quality, oversee consistency, and support staff.
Class Teachers	Write targets, implement within classroom teaching, track progress, review targets, communicate with parents/pupils.
Teaching Assistants	Support teacher in implementation and contribute to review.
SLT	Monitor implementation through learning walks, book looks, and reviews.
Parents/Carers	Engage in target-setting and review discussions, support at home where possible.
Pupils	Understand and work towards their own targets; contribute to review discussions.

## 12. Disputes

The school hopes that through the person-centred approach to identifying the learning needs of its pupils, and strong communication between home and school, that disputes can be avoided. We seek to work in partnership with families in order to support the learning of our pupils. However, should a dispute arise, the parents and carers should firstly raise their concerns with the Additional Learning Needs Co-ordinator.

We welcome the involvement of parent advocacy services and will aim to support parents in raising any dispute. If the dispute is not resolved, parents/carers have the right to write to the Headteacher outlining the dispute. When the Headteacher receives a dispute, they may appoint an investigating officer to consider the situation and make a decision. If the dispute is not resolved at school level, the parents/carers and/or pupil may raise their concern with the Local Authority.

## 13. Monitoring

In order to monitor the effectiveness of ALN provision at Pennard Primary School, the ALNCo will provide regular updates to the Headteacher and Senior Leadership Team. The ALNCo will provide a termly report to the 'Care, Support and Guidance' sub-committee of the Governing Body in person, to enable Governors to support and challenge the school's approach to supporting pupils with ALN. The Governing Body will appoint a 'Link Governor', who will regularly meet with the ALNCo to monitor how the school supports pupils with ALN. The school's ALN policy will be formally reviewed by the Governing Body on an annual basis.

## Appendix 1.

Cognition and Learning (Dyslexia, Dyscalculia, GLD)	Physical and Sensory (VI, HI, DCD, Physical)
<ul style="list-style-type: none"> <li>Clear and simple instructions</li> <li>Check for understanding</li> <li>Consistent use of positive language</li> <li>Visual cues and prompts</li> <li>Visual timetables</li> <li>Time for processing</li> <li>Consistent use of terms</li> <li>Repetition and reinforcement of skills / Consolidate learning</li> <li>Tasks simplified or extended</li> <li>Multi-sensory approach to learning</li> <li>Offer alternatives to written recording (ICT, scribe)</li> <li>Provide handouts to minimise copying from the board with recognised writing difficulties</li> <li>Provide key words to support spellings and understandings</li> <li>Ensure fonts on board are a reasonable size and clear. Avoid a white background</li> <li>Use coloured overlays for pupils where required</li> <li>Specialist vocabulary shared at start of each inquiry /topic</li> </ul>	<ul style="list-style-type: none"> <li>Reduce background noise</li> <li>Preferential seating / Positioning of teacher</li> <li>Writing slopes / pen grips / special seats</li> <li>Uncluttered well organised learning environment</li> <li>Appropriate lighting</li> <li>Access to lip reading / subtitles on any audio-visual material</li> <li>Choice making opportunities</li> <li>Thinking time</li> <li>High colour contrast materials</li> <li>Good quality print and worksheets</li> <li>Electronic copies of work</li> <li>Letter formation / Fine motor skills activities</li> <li>Provision of sensory diet</li> <li>Regular rest and movement breaks</li> </ul>
<p style="text-align: center;"></p> <p><b>Communication and Interaction (Speech and Language, ASD)</b></p> <ul style="list-style-type: none"> <li>Prepare for change (supply, routine etc) Use of now, then</li> <li>Say what you mean (explain double meanings - idioms, avoid sarcasm)</li> <li>Visual prompting and cues (timetables, instructions)</li> <li>Label objects in class where appropriate</li> <li>Picture / label fans of subject specific words or everyday words</li> <li>Reinforce subject specific words</li> <li>Systematic organisation of independent learning tasks and activities</li> <li>Translate key words for child as appropriate</li> <li>Calm learning environment</li> <li>Regular short sensory breaks</li> <li>Personalised social stories</li> <li>Buddy System</li> <li>Regulation zone in class or Bae</li> </ul>	<p><b>Social, Emotional and Behaviour Difficulties (ADHD, ODD, behaviour)</b></p> <ul style="list-style-type: none"> <li>Use of whole school behaviour policy</li> <li>Reinforcement of rules with visual prompts if necessary</li> <li>Positive intervention strategies</li> <li>Fiddle toys/stress ball</li> <li>Use of choice and motivation</li> <li>Structured routines and clear guidelines</li> <li>Calming strategies</li> <li>Regular communication with parents / carers</li> <li>Counselling and peer support</li> <li>Regular check in's</li> <li>Personalised social stories</li> <li>Consistent use of Trauma Informed language</li> </ul>