

Inspiring Ambition



Ysgol Gynradd Gymuned

PENYRENGLYN

Community Primary School

Policy: Additional Learning Needs (ALN)

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Signed

Date

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Chair of Governors Tammy Llewellyn		
ALNCO Amy Sprague		

The definition of Additional Learning Needs (ALN)

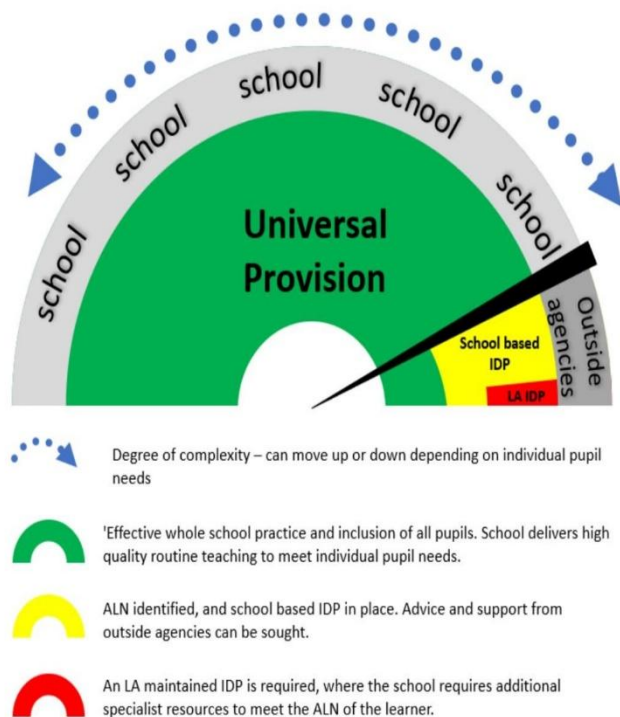
Penyrenghlyn Community Primary School has adopted the definition outlined in the Additional Learning Needs Code for Wales 2021.

This states that –

- 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 person over that age has a learning difficulty or disability if he or she –
 - a) has 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 of a kind generally provided for others of the same age in mainstream maintained schools.
- 3) 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.

Universal Provision

Most of our pupils will not have ALN and will not require provision which is significantly greater than that offered as universal provision across the school. This is illustrated in the diagram below.



We are continually working to strengthen our universal provision, which includes:

- high quality whole class teaching
- effective differentiation
- guided and group work
- individual/group interventions - **See appendix A**
- appropriate reasonable adjustments to enable access to the school environment, curriculum and facilities for children and young people who are disabled.

All pupils in the school will have the opportunity to create a One Page Profile (**See Appendix B**), but for those with ALN, the One Page Profile will be completed in detail during a person-centred planning (PCP) meeting involving parents / carers and any outside agencies working with the pupil.

Pupils attending universal interventions will have targets set for them to work towards. These will be regularly monitored and reviewed internally by the staff working with the pupil.

Identifying Additional Learning Needs (ALN)

Where progress is less than expected, high-quality universal teaching practices, including differentiation, and standard, routine interventions or reasonable adjustments may not be sufficient to meet the needs of all learners. Such learners may well be identified as having additional learning needs (ALN) and it will be necessary for the school to take some additional or different action to secure progress.

Less than expected progress in learning is described in the Code as follows:

- Is significantly slower than that of their peers starting from the same baseline,
- Fails to match or better the child's or young person's previous rate of progress; or,
- Fails to close, or widens, the attainment gap between the child or young person and their peers, despite the provision of support aimed at closing that gap.

A small number of our pupils may have ALN. ***That is a need which is significantly greater than his / her peers, which requires Additional Learning Provision (ALP) over and above what is available to young people within the school.***

As stated in the Additional Learning Needs Code for Wales 2021 there is a wide range of learning difficulties or disabilities, but they can be broadly classified into the following 4 areas:

1) Communication and Interaction:

Some children and young people might experience difficulty in one, some or all aspects of speech, language and communication. This area of need

may encompass children and young people with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; it may also encompass some children and young people with moderate, severe or profound learning difficulties. The range of need will include those for whom language and communication difficulties are the result of permanent sensory or physical impairment.

2) Cognition and Learning

Some children and young people who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia or dyspraxia, may require specific programmes to aid progress in cognition and learning. Some of these children and young people may have associated sensory, physical and behavioural difficulties.

3) Behaviour, Emotional and Social development.

Some children and young people will demonstrate features of emotional and behavioural difficulties. They may be withdrawn or isolated, disruptive and disturbing, hyperactive or lacking concentration; they may have under-developed social skills; or present challenging behaviours.

4) Sensory and/or Physical

This area of need includes the wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; some children and young people will have multi-sensory difficulties some with associated physical difficulties.

Early identification, intervention and prevention

Early identification of ALN and the timely delivery of the interventions, are central to ensuring pupils with ALN have the opportunity to succeed and have access to an education which meets their needs.

Deciding if a child has ALN will be done by gathering evidence over time from a range of sources relating to progress in learning and will be based on both qualitative and quantitative information such as:

- standardised screening or assessment tools and frameworks
- observational data
- the quality of their work
- developmental checklists
- scaling questionnaires
- assessment from other agencies
- behavioural and social emotional questionnaires and standardised tests

Identifying whether a pupil may have ALN and the subsequent decision as to whether the person has ALN requires evidence. This evidence might come from staff within a school, or other services which have been involved with a pupil. It might also come from the parents or the pupil themselves.

Process for deciding if a pupil has ALN

The possibility of the pupil having ALN is raised by the pupil, parent, teacher, external agency. The date and summary of the issue raised is recorded.



The pupil's family is notified of the possibility that their child has ALN. The pupil's family is asked if they consent to a decision as to whether their child has ALN being made.



The school has 35 days (unless this is impractical due to circumstances beyond the school's control) from the day that the pupil's family consent to the decision being made in order to make a decision.



A decision will be made and communicated to the pupil and parent / carer. If ALN is present and the pupil's family gives consent, an Individual Development Plan (IDP) will be written.

The school is not bound to make a decision as to whether a pupil has an ALN if any of the following circumstances apply-

- a) an IDP is already in place.
- b) the school previously decided the issue and is satisfied that the pupil's needs have not changed since that decision and there is no new information which affects that decision.
- c) the pupil's family does not consent to the decision being made.
- d) the pupil is dual-registered and a local authority is responsible for the pupil.

In a small number of cases, where the pupil's ALN calls for Additional Learning Provision (ALP) which would not be reasonable for the school to secure, then the school would refer this to the local authority.

Creating an Individual Development Plan (IDP)

Under the new ALN system, for any learner identified as having an ALN, the school will need to create and maintain an Individual Development Plan (IDP) and take all reasonable steps to ensure that the necessary additional learning provision (ALP) to meet the assessed need, is secured. The IDP is the document that contains a description of the ALN that acts as a barrier to the learner in achieving their educational potential and the ALP that is necessary to overcome or mitigate this barrier. It is created through collaboration with the learner and the learners' parents/carers in conjunction with any other professionals that might have involvement.

Reviewing an Individual Development Plan (IDP)

To ensure that the IDP continues to accurately reflect the learner's needs and details the provision required to meet those needs, there is a minimum requirement for IDPs to be reviewed at least annually and for them to be revised accordingly.

Ceasing an Individual Development Plan (IDP)

With the benefit of continued high-quality teaching coupled with effective Additional Learning Provision (ALP), many learners will be able to demonstrate appropriate progress with their learning. Where the original barrier to learning has been addressed the ALNCO will consider if the learner continues to have ALN. Where this is no longer the case there will be a need to cease the IDP.

There may be several reasons why the school's duty to maintain an IDP ceases, including –

- a) the school decides that the pupil no longer has ALN and that decision is not successfully challenged.
- b) the pupil's family no longer consents to the IDP being maintained.
- c) the pupil is no longer registered at the school.

Person-centred Practice (PCP)

Penynglyn Community Primary School listens to learners and takes their views meaningfully into account. One way of ensuring that learners and their families can participate as fully as possible in decisions is to adopt person-centred practice (PCP). The approach is based on a set of shared values that can be used to plan with a person and not for them. It is a process that enables the identification of the support needed for the learner to be fully included and actively involved in all aspects of school life. The ALNCo has a central role in developing teacher understanding of the principles and application of PCP. All teachers will use PCP to inform teaching and learning and support learners with ALN.

Considering and using evidence

Slow progress and low attainment do not necessarily mean that a pupil has ALN and would not automatically lead to a decision that the pupil has ALN.

Many factors contribute to poor academic performance or inadequate progress. These can include poor attendance records, not having adequate learning opportunities, frequent moves or changes to teaching staff or the learning environment or wider social and family challenges. Although these factors could be present where a pupil has ALN and might even contribute towards ALN, they do not necessarily mean that the pupil has ALN.

According to the Additional Learning Needs Code for Wales 2021, a diagnosis of a disability, medical condition or having English as an additional language does not necessarily mean that the pupil has an ALN. Further detail taken from the Code is outlined below.

1) Disability

Not all pupils who have a disability (as defined by the Equality Act 2010), will have ALN. It is only where the pupil's disability prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream maintained schools and this calls for ALP, that they have ALN (unless they have ALN because they have a *learning difficulty* that calls for ALP).

To amount to ALN, a disability need not affect access to educational facilities in all areas of learning but might be, for example, a physical impairment that only affects access to physical educational facilities and calls for ALP in relation to physical education only. A pupil may be performing well across all areas of the curriculum but still have ALN because they have a disability that is preventing or hindering them from making full use of educational facilities unless ALP is made for them.

There are some forms of disability where the nature of the disability means it is likely that the pupil will have ALN. For instance, those who are sight or hearing impaired, or have a combination of both, such that it has a significant effect on their day to day lives. If the impairment is likely to prevent or hinder them from making use of educational facilities and is likely to call for ALP, then the pupil will be classed as having ALN.

2) Language (or form of language)

A pupil does not have a learning difficulty or disability - and therefore, does not have ALN - solely because the language (or form of language) in which they are or will be taught is different from a language (or form of language) which is, or has been, spoken at home.

Those with Welsh or English as additional language might need extra support to reach their potential, but do not necessarily have ALN. That said, when a pupil has Welsh or English as an additional language and makes slow progress (despite differentiated teaching to support them), consideration ought to be given as to whether there is a wider issue.

3) Medical Conditions

In some cases, medical conditions may have a significant impact on a pupil's experiences and the way they function in school or further education, such that they result in a learning difficulty or disability within the meaning of that term. The impact may be a direct one, in that their cognitive abilities, physical abilities, behaviour or their emotional state may be affected. The impact could also, or alternatively, be indirect, for example by disrupting their access to education through unwanted effects of treatment or through the psychological effects that serious or chronic illness or disability can have on a pupil and their family.

However not all pupils with a medical condition will have ALN. As with other learners, the question is always whether the pupil has a learning difficulty or disability which calls for ALP. There will be instances where a pupil with a medical condition does not have a learning difficulty or disability, or if the person does, the learning difficulty does not call for ALP. In these cases, the pupil's needs ought to be met through other means.

Providing Additional Learning Provision (ALP)

Provision which is in addition to or different from what is normally made available in a mainstream school is considered additional learning provision (ALP). The impact of the ALP will be monitored by the ALNCo in terms of how effective it has been in addressing the barrier to learning, but also, how this has secured accelerated

learning for the individual across the curriculum. The ALP for a learner with ALN needs to be tailored to meet a specific and identifiable barrier to learning. ALP can take many forms; it might include any support that takes place inside or outside the mainstream 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 in some circumstances and/or by external professionals.

Applying the definition

To establish whether a pupil has ALN, the Additional Learning Needs Code for Wales 2021 states that the following tests must be applied.

a) Does the pupil have a learning difficulty or disability?

Firstly, does the pupil have a learning difficulty (which may or may not arise from a medical condition)?

The key questions to ask are, therefore:

- Does the pupil have a greater difficulty in learning than the majority of others of the same age?
- Does the pupil have a disability (within the meaning of the Equality Act 2010) which prevents or hinders the child or young person making use of facilities for education of a kind generally provided for others of the same age in mainstream maintained schools?

If the answer to either (or both) question is yes, it is necessary to proceed to the second test. If the answer is no to both questions, the pupil does not have ALN.

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

The second test is whether the pupil's learning difficulty or disability calls for ALP.

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

Right to appeal / Complaints relating to ALN

Here at Penyrenghlyn Community Primary School, we aim to place the pupil at the heart of any ALN processes, where the views, wishes and feelings of the pupil and pupil's parent / carer are central to the planning and provision of support; and the pupil and pupil's parent / carer is enabled to participate as fully as possible in the decision-making processes and has effective rights to challenge decisions about ALN, ALP and related matters.

We strive to ensure that early identification systems alongside robust intervention where possible (where needs are identified) prevent the development or escalation of ALN.

Wherever possible we endeavour to work collaboratively with external agencies to ensure ALN are identified early and appropriate coordinated support is put in place to enable pupils to achieve positive expectations, experiences and outcomes.

We promote an inclusive education where the majority of pupils with ALN are supported to participate fully in mainstream education and the whole setting approach is taken to meeting the needs of learners with ALN.

Should parents / carers / pupils disagree with anything in relation to ALN, they should contact the school and ask to speak to the ALNCO. We will endeavour to resolve any concerns that may arise.

SNAP Cymru have produced a flow chart to show the process of dispute and resolution. This is included as Appendix C.

Parents / carers and pupils are advised that they can access external agencies which provide advocacy services such as SNAP Cymru.

Appendix A – Overview of interventions

Name of intervention	Barrier to learning
Wellcomm	Language
Intensive interaction	Attention
Bucket Time	Attention
Language Link	Language
Popat	Language
Read, Write, Ink (RWI)	Language
Literacy Launch Pad	Literacy (Reading)
Focussed Maths Group	Maths
Colourful Semantics	Language /Oracy skills
Lego Therapy	Social Communication Skills
Talk About	Self-esteem/Well-Being
High Frequency Words (HFW)	Literacy
Reading Focus	Reading
Gross/Fine Motor Skills	Physical Development
ELSA (6-week programme)	Social and Emotional Difficulties
Shine	Well-Being
Semantic Feature Analysis	Vocabulary Development
Sliding in	Selective Mutism
Check-In	Social and Emotional difficulties
Intrinsic Movement	Self-esteem/Well-Being
TEACCH	Independence and Engagement
Wellbeing group	Wellbeing
Curiosity approach	Attention
Talk time	Speech & Language

Appendix B – One Page Profile template

All About Me



 (This is me)	My name is... I am ... years old.
What people like and admire about me: _____ _____ _____ _____	
Things that make me happy: _____ _____ _____ _____	
Things that might upset me: _____ _____ _____ _____	

Penyreglyn Community Primary School: One-page Profile

How I like to be supported: _____ _____ _____ _____ _____
Support I have: _____ _____ _____ _____
What's important to me: _____ _____ _____ _____
My dreams and wishes for the future: _____ _____ _____ _____

Penyreglyn Community Primary School: One-page Profile

Activate V
Go to Setting

Appendix C – SNAP Cymru

The IDP process and the early avoidance and resolution of disagreement

