Additional Learning Needs (ALN) Policy

Nant Celyn Primary School

This policy sets out how Nant Celyn Primary School identifies, supports and reviews the needs of learners with Additional Learning Needs in accordance with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the Additional Learning Needs Code for Wales 2021.

"All learners must be supported to overcome barriers to learning and achieve their full potential."
(ALN Code for Wales, 2021)

This Policy was adopted/updated by the Governing Body of Nant Celyn Primary School:	
Headteacher:	Ms Keri Smith
Chair of Governors:	Rebecca Driscoll
Link Governor:	Kathy Evans
Co-ordinator:	Angela Edwards
Date:	05/10/2026
Signed (Chair of Governors):	R Driscoll
Date:	8.10.2026

Associated documents
ALNET Act (2018) https://gov.wales/sites/default/files/publications/2018-02/additional-learning-needs-and-education-tribunal-wales-act-2018-explanatory-memorandum.pdf Equality Act (2010) https://gov.wales/written-statement-equality-act-2010-statutory-duties-wales-regulations-2011-equality-act-2010 Additional Learning Needs Code for Wales (2021) *https://gov.wales/sites/default/files/publications/2021-03/210326-the-additional-learning-needs-code-for-wales-2021.pdf* Local Authority ALN Strategy https://www.torfaen.gov.uk/en/EducationLearning/SpecialeducationalneedsSEN/Additional-Learning-Needs-Transformation/Additional-Learning-Needs-Transformation.aspx Welsh Government Implementation Guidance (2021) *https://gov.wales/implementing-additional-learning-needs-and-education-tribunal-wales-act-2018-practitioner-guide-html* N.B. ALN will be referenced in other school policy documents as appropriate including, Learning and Teaching, ARR

“Maintained schools in Wales have a key role to play in identifying ALN and in delivering ALP to support learners with ALN. They are directly responsible for identifying and meeting the needs of the majority of their pupils who have ALN.”

ALN Code (2021)

Definition of ALN

Definition of additional learning needs (ALN)

Additional Learning Needs

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 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 (c. 15) 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.**

Definition of ALP

Definition of Additional Learning Provision (ALP)

Additional Learning Provision (ALP) is educational or training provision that is additional to, or different from, that made generally for learners of the same age in mainstream maintained schools. For children under the age of three, ALP means educational provision of any kind.

In practice, ALP is the support a learner requires because of their Additional Learning Needs. This may include specialist teaching approaches, adapted resources, communication support, targeted interventions, specialist equipment, environmental adaptations, or support from external agencies where this is necessary to enable the learner to access education and make progress.

Aims

Nant Celyn Primary School is a fully inclusive community where every learner is valued, supported and enabled to achieve their potential. The school recognises that pupils may require additional support at different points in their education, and that a minority will require **Additional Learning Provision (ALP)** that is *additional to or different from* what is ordinarily available.

The school is committed to ensuring that all pupils with Additional Learning Needs (ALN) have full access to a broad, balanced and relevant curriculum. This includes communication, physical, visual, auditory, emotional, behavioural, social, cognitive, literacy and numeracy access, enabling pupils to achieve well and make a valued contribution.

Nant Celyn Primary School provides high-quality **universal, targeted and specialist provision** to overcome barriers to learning. This includes provision delivered within **mainstream classes**, as well as specialist support through the **Local Authority ASD Base** and **Local Authority Deaf Resource Base**, where pupils have LA-maintained IDPs.

The school is committed to meeting the needs of all pupils requiring ALP, working in partnership with the Local Authority and external agencies in line with Torfaen's funding model.

A **person-centred approach** underpins all ALN processes. The views, wishes and feelings of pupils are central to decision-making, and parental engagement is a critical part of planning and reviewing provision.

Children's Rights

Nant Celyn Primary School is committed to upholding the rights of children and young people as outlined within the United Nations Convention on the Rights of the Child (UNCRC). The school recognises the right of children and young people to express their views on matters affecting them and to have those views given due weight in accordance with their age, understanding and communication needs. Opportunities are provided for learners to contribute meaningfully to decision-making regarding their support, provision and educational experiences.

The school promotes continuity of provision through effective transition arrangements with feeder settings, the Local Authority and partner agencies. Staff work collaboratively to ensure consistent, high-quality practice across all classes and phases.

All ALN information - including One Page Profiles, class targets, intervention plans, external reports and records of parental meetings - is stored securely on **Edukey**, ensuring accurate, accessible and up-to-date information for all staff.

Pupils, parents and carers are fully involved in all aspects of the ALN process. Their views and understanding of needs are listened to, valued and used to shape provision.

Roles and Responsibilities

Meeting the needs of learners with ALN is a whole-school responsibility. All staff have a role in identifying and removing barriers to learning and ensuring that pupils receive the support and provision they need to make progress and participate fully in school life.
The class teacher has primary responsibility for the day-to-day teaching, learning and progress of all pupils in their class, including those with ALN. Class teachers will use information from One Page Profiles, Class Targets, IDPs, intervention planning and relevant professional reports to plan appropriate teaching, reasonable adjustments and support.
Support from Teaching Assistants, the ALNCo, Specialist Resource Base staff and outside agencies supports the work of the class teacher but does not replace the class teacher's responsibility for the pupil's learning, provision and progress.

The Headteacher and Senior Leadership Team

- Advise governors on policies and practice to meet the school's statutory responsibilities for pupils with ALN and disabilities.
- Work with staff and governors to agree and promote the school's inclusive ethos and approach to ALN.
- Oversee the strategic leadership and management of ALN across the school.
- Ensure that high-quality universal provision and reasonable adjustments are embedded across the school.
- Ensure that appropriate ALP is in place for pupils with identified ALN.
- Ensure that the ALNCo has sufficient time, resources and support to carry out their duties effectively.
- Ensure that staff have access to appropriate professional learning linked to ALN, neurodiversity and inclusive practice.
- Monitor the quality and impact of universal, targeted and specialist provision.
- Ensure that staffing and resources are used effectively to meet the needs of pupils.
- Work with the Governing Body to monitor and evaluate the effectiveness of ALN provision across the school.

ALNCo

- Ensure the daily implementation and review of the school's Additional Learning Needs Policy.
- Ensure that the Additional Learning Needs Code and the school's statutory responsibilities are implemented consistently across the school.
- Ensure that clear systems are in place for the identification, assessment and review of pupils where there is a concern or query around ALN.
- Oversee the process for determining whether a pupil has ALN and requires ALP.
- Ensure that decisions around ALN are person-centred, evidence-informed and take account of the pupil's progress, barriers to learning, response to support and the views of the pupil and family.
- Oversee the development, implementation, review and quality assurance of school-maintained IDPs.
- Liaise with the Local Authority regarding pupils with Local Authority-maintained IDPs and pupils accessing specialist provision.

- Oversee the quality and review of One Page Profiles, Class Targets, intervention planning and other ALN documentation.
- Monitor and evaluate person-centred practice across the school.
- Monitor and review the School Provision Map alongside the Senior Leadership Team.
- Ensure that appropriate universal provision, reasonable adjustments, targeted intervention and specialist provision are available according to pupil need.
- Liaise with and advise class teachers and Teaching Assistants on ALN and appropriate provision.
- Support staff in identifying barriers to learning and responding to needs without unnecessarily waiting for a formal diagnosis.
- Oversee the coordination of ALP for pupils with ALN.
- Ensure that pupil and parent/carer views are included within identification, planning and review.
- Coordinate and contribute to person-centred reviews and ensure statutory reviews are completed within the required timescales.
- Liaise with the Local Authority and relevant outside agencies.
- Contribute to staff training and the development of inclusive practice across the school.
- Support effective transition into school, between year groups and phases, between mainstream and specialist provision where appropriate, and into secondary school.
- Work alongside cluster primary schools and the Local Authority.
- Monitor and evaluate the impact of ALN provision and contribute to school self-evaluation and the School Development Plan.
- Report to the Headteacher, Senior Leadership Team and Governing Body as appropriate.
- Oversee the Local Authority specialist resource provision within the school in collaboration with the relevant Base Staff and Local Authority.

Class Teachers

- Provide high-quality, inclusive teaching as part of the universal provision of the school.
- Have a clear understanding of the strengths, needs and barriers to learning of pupils within their class.
- Read and implement relevant One Page Profiles, Class Targets, IDPs and professional recommendations.
- Implement appropriate reasonable adjustments within the classroom.
- Ensure that learning, resources and the curriculum are accessible and appropriate to the needs of individual pupils.
- Implement the ALP identified within a pupil's IDP where they have responsibility for its delivery.
- Plan with Teaching Assistants to ensure that additional adult support is used effectively and promotes pupil independence.
- Monitor and assess pupil progress and response to teaching, intervention and agreed provision.
- Support early identification of need and raise concerns with the ALNCo where a pupil continues to experience barriers to learning despite appropriate universal provision and reasonable adjustments.
- Gather and contribute appropriate evidence as part of the school's identification and review processes.

- Contribute to the development and review of One Page Profiles, Class Targets and IDPs.
- Ensure that the pupil's views are considered when planning and reviewing support.
- Liaise with parents and carers, raising concerns where appropriate and celebrating progress.
- Attend person-centred reviews and discussions about pupil progress as required.
- Implement relevant strategies recommended by the ALNCo and outside professionals.
- Support the effective handover of information to ensure successful transition between year groups, phases and settings.

Teaching Assistants

- Support the daily implementation of the school's Additional Learning Needs Policy.
- Work alongside the class teacher and/or specialist teacher to meet the needs of pupils.
- Have a clear understanding of the needs, provision, communication approaches and targets of the pupils they support.
- Implement agreed reasonable adjustments, strategies, interventions and ALP.
- Use appropriate visual, communication, sensory and environmental supports according to individual pupil need.
- Support pupils to access learning and participate as independently as possible.
- Promote communication, independence and participation and avoid unnecessary reliance on adult support.
- Work with the class teacher to monitor pupils' progress and response to support.
- Provide relevant observations and information to class teachers and the ALNCo at review points.
- Contribute to One Page Profiles, Class Targets and IDP reviews where appropriate.
- Support pupils to use and generalise their skills across different activities and environments.
- Attend person-centred reviews and discussions about pupil progress where appropriate.
- Take part in relevant training and implement professional advice consistently.
- Maintain appropriate records and confidentiality in line with school procedures.

AoLE, Curriculum and Phase Leads

- Promote high-quality, inclusive teaching within their area of responsibility.
- Ensure that curriculum planning takes account of the needs of pupils with ALN.
- Support staff to make appropriate adaptations and reasonable adjustments.
- Monitor the access, participation and progress of pupils with ALN as part of wider curriculum monitoring.
- Support staff in ensuring that pupils with ALN have access to a broad, balanced and meaningful Curriculum for Wales.
- Liaise with class teachers and the ALNCo where there are concerns about a pupil's access, participation or progress.
- Support continuity of provision and effective information sharing between classes and phases.
- Contribute to school self-evaluation and improvement planning in relation to ALN and inclusion.

Specialist Resource Base Teachers and Leads

- Work with the ALNCo to ensure the effective implementation of the school's Additional Learning Needs Policy within the specialist resource provision.
- Provide high-quality specialist teaching and ALP according to pupils' individual needs and IDPs.
- Ensure that pupils' communication, learning, sensory, physical, regulation, social and independence needs are reflected within their daily provision.
- Maintain high expectations for pupils' progress, participation, communication, independence and well-being.
- Coordinate the work of Teaching Assistants within the specialist provision.
- Monitor and assess pupil progress from individual starting points and against IDP outcomes.
- Ensure that specialist strategies and professional recommendations are implemented consistently.
- Liaise with parents and carers and contribute to person-centred reviews.
- Work collaboratively with Local Authority officers and relevant outside agencies.
- Plan purposeful opportunities for pupils to access mainstream classes and the wider life of the school where appropriate.
- Ensure that inclusion opportunities are based on individual need and where skills can be practised and generalised most effectively, rather than solely on chronological age.
- Liaise with mainstream class teachers to support consistency between specialist and mainstream provision.
- Contribute to transition planning and the effective sharing of information between settings.
- Share specialist knowledge and effective practice with staff across the school where appropriate.

Governing Body

The Governing Body has responsibility for Additional Learning Needs and will work through the named ALN Link Governor to monitor the school's provision and report to the full Governing Body as appropriate.

- Ensure that the school meets its statutory responsibilities towards pupils with ALN and disabilities.
- Ensure that an appropriately qualified member of staff is designated as ALNCo and that sufficient time and resources are available for the role.
- Support an inclusive school ethos in which pupils with ALN and disabilities participate fully in school life.
- Monitor the school's arrangements for identifying and meeting ALN.
- Ensure that the school's use of resources reflects the needs of pupils with ALN.
- Scrutinise appropriate information relating to the ALN register, provision, pupil progress and the impact of support.
- Consider the experiences and views of pupils with ALN and their parents/carers.
- Meet with the ALNCo regularly to discuss ALN provision, priorities and impact.
- Ensure that pupils with ALN are considered as part of governors' monitoring of teaching, learning, well-being and inclusion.
- Monitor the effectiveness of the school's Local Authority specialist resource provision and its integration within the wider school.

- Ensure that ALN and inclusion are appropriately reflected within school self-evaluation and improvement planning.
- Consider the impact that changes to school policies and practice may have on pupils with ALN and disabilities.

Parents and Carers

Nant Celyn Primary School recognises parents and carers as important partners in identifying and meeting pupils' needs.

- Share their knowledge, views, concerns and aspirations for their child.
- Contribute to One Page Profiles and person-centred planning.
- Participate fully in the development and review of their child's IDP where appropriate.
- Share relevant information from outside professionals with the school.
- Work collaboratively with school staff and other professionals to support their child.
- Contribute to discussions about the provision in place and its impact.
- Contact the class teacher or ALNCo if they have concerns about their child's learning, development, participation or well-being.

Pupils

The views, wishes and feelings of pupils are central to the ALN process. Pupils will be supported, using communication methods appropriate to their individual needs, to:

- Share what is important to them and what is important for them.
- Identify their strengths, interests and areas where they need support.
- Contribute to their One Page Profile and IDP where appropriate.
- Take part in person-centred reviews in a meaningful and accessible way.
- Understand their targets and intended outcomes at a level appropriate to their development.
- Share their views about what is working and what is not working for them.
- Develop increasing independence, communication and involvement in decisions about their learning and support.

Support Agencies

Various external support agencies, including Speech and Language Therapy, Occupational Therapy, Physiotherapy, Educational Psychology, health professionals, behaviour support and other relevant services, may support school staff in assessing and meeting the needs of individual pupils.

The school will work collaboratively with relevant agencies where their involvement is required. Professional advice may inform assessment, classroom practice, reasonable adjustments, targeted intervention, ALP and IDPs.

Outside professionals may work directly with individual pupils or groups where appropriate and where this contributes to the pupil's identified needs and intended outcomes.

Relevant agencies will be invited to contribute to person-centred reviews where appropriate. Advice from outside professionals will be considered alongside information from the pupil, parents/carers and school. The involvement of an outside agency or a diagnosis does not in itself determine whether a pupil has ALN. Equally, the absence of a diagnosis does not prevent the school from identifying ALN where the statutory definition is met.

Identification, decision-making and graduated response

The Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the Additional Learning Needs Code for Wales 2021 provide the statutory framework for identifying and meeting ALN. The school also has regard to current Welsh Government guidance when making and communicating ALN decisions.

Decisions regarding whether a learner has ALN are made on an individual basis using a range of evidence and professional judgement, taking account of the views of the learner and their parents/carers, in accordance with the statutory definition of ALN.

Nant Celyn uses a graduated, evidence-informed approach. High-quality universal provision and reasonable adjustments are the starting point for all learners. Where concerns remain, staff consider evidence from the pupil, family, classroom observation, assessment, progress over time, response to support and relevant professional advice.

A diagnosis does not in itself determine whether a pupil has ALN, and the absence of a diagnosis does not prevent identification of ALN. The decision is based on whether the pupil has a learning difficulty or disability that calls for educational provision that is additional to or different from that made generally for others of the same age.

Where the statutory definition is met, an IDP is prepared and the required ALP is described clearly. IDPs may be maintained by the school or Local Authority according to statutory responsibilities. Reviews are person-centred and take place at least annually, or sooner where there is a significant change in need.

Evidence considered may include:

- teacher assessment and observation;
- standardised or diagnostic assessment where appropriate;
- progress and response to teaching, reasonable adjustments and intervention;
- attendance, well-being and relevant behaviour/relationship information;
- transition information;
- pupil and parent/carer views;
- reports and advice from relevant external professionals.

Levels of provision

- Universal provision: inclusive, high-quality teaching and reasonable adjustments available within ordinary classroom practice. A One Page Profile may be used to record important information and agreed approaches.
- Targeted support: time-limited or focused intervention and adaptations for pupils who require support beyond normal classroom strategies. The impact of this support is monitored and reviewed through use of an intervention plan and/or class targets on Edukey.
- Additional Learning Provision (ALP): provision that is additional to or different from that made generally for others of the same age. Where ALN is identified, ALP is recorded within an IDP and reviewed through person-centred practice.

Resolving Concerns and Disagreements

Nant Celyn Primary School is committed to working collaboratively with pupils, parents/carers, the Local Authority and other professionals to achieve positive outcomes for learners.
Where parents/carers have concerns regarding the identification of ALN, the provision being made, or decisions relating to Additional Learning Provision, the school will seek to resolve issues promptly through discussion, review of evidence and person-centred meetings.
Parents/carers will be informed of the support available through disagreement resolution services, advocacy services and independent information, advice and support services. Where concerns cannot be resolved informally, parents/carers and young people have rights of appeal under the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and may seek further advice from the Local Authority or the Education Tribunal for Wales (formerly the Special Educational Needs Tribunal for Wales).

Monitoring, evaluation and review

The effectiveness of ALN provision is monitored through pupil progress and IDP outcomes, review of provision and interventions, pupil and parent/carer views, provision mapping, school self-evaluation, learning reviews and reporting to governors. Findings contribute to the School Development Plan and decisions about staff development and resources.
This policy will be reviewed at least annually and sooner where legislation, statutory guidance, Local Authority arrangements or school provision changes.

Nant Celyn context and inclusive practice

Nant Celyn has a complex and diverse profile of need. Neurodivergent pupils, including autistic pupils and pupils with other neurodevelopmental differences, are represented across mainstream classes as well as within specialist resource provision. The school takes a needs-led, strengths-based approach and maintains high expectations for progress, participation, communication, independence and well-being.

At the April 2024 inspection, 22.1% of pupils were identified as having ALN, compared with a national primary figure of 13.2% in the data reported by Estyn. Estyn also noted an “influx of pupils with complex ALN”.

Estyn evidence informing this policy

“There is a strong culture of inclusivity that is shared and supported by staff across the school.”
“Leaders ensure the close integration of pupils that attend the special needs resource bases (SNRBs) into the life and work of the school.”
“Provision for pupils with ALN is well co-ordinated and meets the needs of most pupils who need extra support to learn. Staff identify pupils requiring additional support and provide effective intervention swiftly to prevent any gaps in learning.”
“Staff act as positive language role models, which helps pupils to develop strong oracy skills over time. This is a particularly strong feature in the SNRBs.”
Source: Estyn, A report on Nant Celyn Primary School, inspection April 2024, published 26 June 2024.

Specialist Resource Provision

Nant Celyn hosts two Local Authority-funded specialist provisions. Pupils within the ASD Base and Deaf Resource Base have specialist provision planned according to individual need and Local Authority-maintained IDPs. Both Bases are overseen by the school’s full-time ALNCo and work closely with families, the Local Authority and relevant professionals.

ASD Base

The ASD Base supports autistic pupils with complex communication, learning, sensory and developmental needs. Pupils are grouped according to individual developmental need rather than chronological age.

- TEACCH-informed structured teaching and individualised visual supports;
- Total Communication, including AAC where appropriate;
- individualised teaching and assessment using BSquared and Curriculum for Wales;
- communication, sensory, regulation, fine/gross motor, independence and life-skills provision;
- purposeful, supported opportunities for mainstream inclusion and generalisation of skills;
- multi-agency working according to individual need.

Deaf Resource Base

The Deaf Resource Base (DRB) supports pupils whose primary need is deafness. Provision is planned according to communication, auditory access, language development and individual developmental needs.

- specialist teaching led by a Qualified Teacher of the Deaf;
- Total Communication, including spoken language, BSL and/or SSE and visual communication approaches according to individual need;
- explicit pre-teaching, overlearning and language enrichment;
- individualised assessment and teaching using BSquared and Curriculum for Wales;
- purposeful, supported opportunities for mainstream inclusion and generalisation of skills;

- collaborative working with families, Speech and Language Therapy, the Cochlear Implant Team and other relevant professionals.

Across both specialist bases, progress is monitored from individual starting points and against IDP outcomes, with a strong emphasis on communication, participation, independence and meaningful inclusion within the wider life of the school where appropriate.
Detailed operational information is set out in the school's ASD Base and Deaf Resource Base provision overviews.