


Additional Learning Needs Policy



“Every Child Matters and Every Child Matters Equally”
UNESCO 2017

**This Policy was adopted/updated by the
Governing Body of
Nant Celyn Primary School:**

Headteacher:	Ms Keri Smith
Chair of Governors:	C Watkins
Link Governor:	C Watkins
Co-ordinator:	Ms Keri Smith
Date:	23.06.2023
Signed (Chair of Governors):	
Date:	23/06/2023

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>

SEN Code of Practice Wales (2004)

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 additional learning provision (ALP)

Additional Learning Provision

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

Aims

Nant Celyn Primary School prides itself on being a fully inclusive community for pupils of all abilities, challenges, race, gender, and social origin. A criterion of the school's success will be its ability to meet a wide and varied range of learning needs. The school also recognises that many pupils throughout their full time education will experience a time when they need targeted support from time to time, a few pupils will require provision which is 'additional to' or 'different from' the education provision made generally for pupils.

Nant Celyn Primary School is committed to promoting high standards of appropriate achievements and progress for all pupils with additional learning needs:

- ★ Pupils with identified additional needs and challenges will be enabled to have full access to their entitlement to a broad, balanced, and relevant curriculum. The school will ensure that access to the curriculum includes physical, visual, auditory, emotional, behavioural, social, cognitive, literacy and numeracy access and how to achieve well and make a valued contribution.
- ★ To provide provision through universal, targeted and specialist support and intervention to overcome barriers to learning for all.
- ★ To meet the needs of all pupils with Additional Learning Needs requiring Additional Learning Provision at the school and with the support of the LA and outside agencies in line with Torfaen's funding model.
- ★ To take a person-centred approach to ensure the wishes, views and opinions of the pupil are captured and considered. Parental engagement forms a critical aspect of the process.
- ★ To establish a continuity of provision and expectation through consultation with feeder primary schools, the LA, and other partners.
- ★ There will be communication and collaboration between all stakeholders, including agencies. Where appropriate a multi-disciplinary approach will be taken to devise additional learning provision and support dispute resolution.
- ★ The whole school staff will be jointly responsible for implementing policy and practice. This policy will embed provision into everyday practice and systems, matched to the nature of pupils' needs. The school will maximise present best practice and policies to meet need.
- ★ Pupils will be fully involved in all aspects of the ALN process. Their views and understanding of the pupil's needs will be taken fully into account.
- ★ Parents and carers will be included fully as partners in the decision-making process in providing additional support. Their views and understanding of the pupils' needs will be taken fully into account.

Roles and Responsibilities

Meeting the needs of learners with ALN will be a whole school approach. All staff in the school will ensure that is embedded within the normal school curriculum and provision. The primary responsibility for provision lies with the subject teacher who, using the information from the IDP, one-page profiles, and intervention planning, will deliver and assess achievement and progress according to the needs of the pupil.

The Head teacher and school leadership team

- Advise the governors on policies to meet their statutory responsibilities under the ALN ET Act
- Work to agree the school ALN ethos and policy and to implement the agreed vision and policy.
- Oversee all aspects of strategic leadership and management.
- Ensure that the ALNCo has enough time and resources to carry out their duties.

ALNCo

- Ensure the daily implementation and review of the school Additional Learning Needs Policy.
- Ensure clear implementation of the Additional Learning Needs Code and statutory responsibilities are in place across the school.
- Oversee the work of the Lead for the SNRB
- Ensure a clear process and system of identification, assessment, and review of pupils where there is a query around an ALN.
- Ensure clear systems around the development, review and the quality assurance process around identification, assessment, planning and reviewing the one-page profiles, (OPP), Target Sheets and IDPs.
- Monitor and evaluate the person-centred approach used across the school.
- Monitor and review the School Provision Map, ensuring, alongside the SLT, appropriate and wide universal provision, universal plus provision and impactful targeted intervention.
- Liaise with and advise colleagues through the appropriate channels on additional learning needs matters.
- Oversee the coordination of the additional learning provision (specialised support) for pupils with additional learning needs throughout the school.
- Ensure a clear process of appeal and dispute resolution in relation to ALN.
- Contribute to the in-service training of all colleagues in developing practice at the school with all matters concerning additional learning needs.
- Work alongside the cluster of primary schools and the local authority.

- Continue development of the local authority agreed Specialist Resource Base Programmes, including liaison with the local authority and development of an appropriate staffing structure.

Class Teacher

- Provide high quality teaching and learning as part of the universal provision of the school.
- Implement any reasonable adjustments through universal provision.
- Implement the school's ALN Policy.
- Ensure that the resources, targets, and curriculum are appropriate to the needs of the pupil as set out in the pupil's One Page Profile, Target Sheets, and IDPs / Statements of SEN.
- Ensure that achievement and progress are also appropriate to the needs of the pupil.
- Support the school processes around early identification, targeted intervention, and a graduated response to meet individual needs.
- Work with Teaching Assistants (where relevant) in the planning and delivery of lessons in supporting learners and the assessment of learner progress when appropriate, gaining advice from the Additional Learning Needs Coordinator (ALNCo) where required.
- Differentiate learning and materials and set achievable goals to ensure that pupils experience success.
- Attend reviews and discussions on pupil progress, as required.
- Record and report any concerns on pupil progress to the Subject Leader and the Form Tutor (passing onto the ALNCo / Deputy ALNCo / Lead for the SNRB and Director of Learning where appropriate).
- Contribute to planning and monitoring documents for individual pupils (One Page profile, Individual target trackers, IDPs) making use of this to identify requirements for targeted intervention.
- Communicate with parents, raising concerns and celebrating progress.
- Support the effective handover of information to ensure successful transitions between year groups, phases, and settings.

Subject Co-ordinator/Leader

- Ensure high quality teaching and learning as part of the universal provision of the school across the department / faculty.
- Ensure reasonable adjustments as part of universal plus provision are in place across the Subject Area.
- Implement the ALN Policy.
- Ensure that the resources, targets, and curriculum are appropriate to the needs of pupils with additional learning needs.
- Work with Teaching Assistants and involve them in the practice and pedagogy of the department / faculty / subject area.
- Review the attainment of pupils and alert the Form Tutor and Director of Learning of any concerns about a pupil's progress.
- Liaise with members of the additional learning needs team about Additional Learning Needs matters (ALNCo / Deputy ALNCo / Lead for the SNRB as relevant).

- Co-ordinate targeted intervention for pupils with additional learning needs in their department / faculty in liaison with the Inclusion Team.
- Contribute to the training of staff in their department on developing practice in relation to Additional Learning Needs, liaising with the Inclusion Team as required.

AOLEs/ Phase Leads/Pastoral Support Team

- Identify, assess, and monitor the progress of all pupils.
- Liaise with teaching staff on pupil provision and progress.
- Oversee records of all pupils in their Year Group and liaise with the ALNCo/Inclusion Team to update One Page Profiles and Target Sheets when reviewed within the normal assessment cycle.
- Contribute to the annual reviews of IDPs / Statements of SEN.
- Attend reviews and discussions on pupil progress with parents and outside agencies, as appropriate.
- Work alongside the class teacher in ensuring that the day to day provision of pupils' learning needs are met.

Teaching Assistants

- Ensure the daily implementation of the school Additional Learning Needs Policy.
- Liaise with and advise teaching staff on additional learning needs matters.
- Have a full knowledge of the pupils' needs, provision and targets set out in the One Page Profiles and Target Sheets (where relevant, the IDP Outcomes) and implementing the agreed provision.
- Work with the class teacher to keep records on pupils with IDPs and their progress.
- Attend reviews and discussions on pupils' progress as appropriate.
- Support the work of the pupil in the lesson by adapting work and providing support and confidence to the pupil.
- Provide administration support for ALN as required
- Ensure the daily implementation of the school Additional Learning Needs Policy.
- Liaise with teaching staff to gather appropriate information and updates on pupils with additional learning needs at review points during the year.
- Ensure the organisational and administrative support supports the effective delivery of additional learning needs (including documentation for annual reviews in accordance with statutory timescales).

Lead for the Specialist Resource Base

- Work with the ALNCo to ensure the daily oversight and implementation of the school Additional Learning Needs Policy.
- Co-ordinate the work of Teaching Assistants across mainstream and SNRB (Lead for the SNRB) provision.
- Liaise with and advise teaching staff and teaching Assistants on additional learning needs and additional learning provision matters.
- Support early identification of need and oversee provision within universal, universal plus, targeted support and specialist support required to meet needs.
- Work with class teachers to oversee the provision for pupils with additional learning needs at a universal plus and targeted support level throughout the school.

- Work in collaboration with the Inclusion Team to develop, monitor and track the Provision Map for pupils with additional learning needs.
- Oversee the records of all pupils with additional learning needs, including the completion of appropriate referral forms.
- Contribute to the in-service training of staff.
- Liaise with parents / carers.
- Support staff and provide oversight to the timely and effective completion of referrals to external agencies.
- Work alongside external agencies and to ensure reports provided are incorporated into OPPs and IDPs / Statements of SEN, with effective implementation of strategies, appropriates and provision agreed.
- Work with the ALNCo, to contribute to the School Development Plan and the identifying resource needs.
- Ensure IDP / Statement of SEN reviews are completed within statutory timescales.
- Provide oversight of information sharing at transition points within the setting and supporting the transfer of information between settings and agencies.
- Be involved in transition planning between schools and college

Governing Body

The Governing Body has responsibility for Additional Learning Needs and through the named Additional Learning Needs Governor who will report back to the full governing body. Governors have legal duties under the ALN ET ACT 2018; Equality Act 2010, and the ALN Code in relation to pupils with Additional Learning Needs and disabilities, including:

- To be clear about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans should be addressed through the school Strategic Equality Plan.
- Use their best endeavours and provide reasonable adjustments to make sure that a child with ALN or a disability gets the support they need – this means doing everything they can to remove barriers to learning.
- Through reviewing IDPs, they should consider what reasonable adjustments have been made to ensure fair and equal access to the curriculum. This may include staffing, timetable changes, adjustments to the physical environment, whilst also acknowledging that what matters most – and has the biggest impact – high quality teaching.
- Work in partnership with the head teacher and school leaders to ensure the curriculum offered meets the needs of all learners and that there is a teaching and learning policy that is understood by all staff. It should reflect equalities legislation, accessibility requirements, and ALN Transformation.
- Ensure information is provided to parents when ALP for a pupil is made and that the provision made, is accurately recorded, and kept up to date.
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions, including Individual Health Care plans.

- Have a clear approach to identifying and responding to pupils with ALN and determine their approach to using their resources to support the progress of pupils with ALN. Scrutinise ALN register and provision map.
- Ensure that a member of staff is designated as the ALNCo and that the ALNCOs key responsibilities are outlined and monitor how effectively they are carried out
- Ensure that the school's budgetary priorities reflect the needs of children with ALN, and they should assist staff in evaluating the strengths and weaknesses of ALN resourcing decisions within the school.
- Ensure pupil's voices are heard e.g. Observe pupils working in the classroom, speak to groups of pupils.
- Ensure that children and young people with ALN and/or disabilities engage in the activities of the school alongside all pupils
- Ensure information is provided to parents when ALP for a pupil is made and that the provision made, is accurately recorded, and kept up to date. Meet with parents to hear their views and look at the annual questionnaires.
- Meet with the ALNCo/ Inclusion Team regularly to ask searching questions about SEND provision and impact.
- Consider how changes to policies and practices across the school might impact ALN pupils.

Support Agencies

Various external support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists, literacy and numeracy basic skills staff and medical staff will support and guide staff in providing appropriately for pupils in their assessment, lesson planning, methods, strategies and delivery styles (See Appendix 1 - Support and Referrals Contents).

They may, if necessary, to the success of the pupil, withdraw pupils for one to one or small group sessions where this can be shown to improve access to and achievement in the full curriculum entitlement.

All agencies supporting an individual are invited to attend and contribute to the person-centred review meeting held each year.

Implementation of the ALN Act

During the phased implementation of the ALN Act school will ensure that both the ALN and the SEN systems run effectively

From September 2021, ALN legislation will be used to support all pupils newly identified as having an additional learning need which calls for additional learning provision

From January 2022, those pupils in Year 1, 3, 5, 7 and 10 will be transferring to the new system

All other pupils with an already identified need will remain on the current SEN system in-line with Welsh Government guidance.

Both the ALN system and the Curriculum Framework are designed to deliver an inclusive and equitable education system in Wales. The Curriculum for Wales seeks to allow for a broadening of learning, ensuring that all learners with additional learning needs are supported to overcome barriers to learning and achieve their full potential.

Identification and monitoring of a pupil with Additional Learning Needs is carried out through the assessment and wellbeing processes at Nant Celyn Primary School.

Teachers are involved in the on-going assessment of pupil needs and progress to determine need; monitoring and tracking systems support the identification of any progress concerns and the requirement for further assessment.

Pupils are assessed according to concerns regarding learning, physical / medical / sensory conditions, social, emotional, and behavioural problems and communication and interaction.

The following are used in determining a Learner's level of need:

- ★ standardised assessment data
- ★ teacher assessment data
- ★ diagnostic testing assessments by class teacher, ALNCo and outside agencies
- ★ behaviour / relationship logs
- ★ transition information from previous setting / school
- ★ information provided from external professionals
- ★ reference to previous concerns or discussions with parents

The assessment and wellbeing systems collate data on pupils that provide teachers, parents and most importantly the learner with clear information to inform their learning. This data is used in the tracking and monitoring of learner progress and to determine their learning requirements.

Levels of Support/Provision Mapping

Meeting the needs of learners with ALN is part of a whole school approach to school improvement. The way in which a maintained mainstream school meets the needs of all children or young people has a direct bearing on the nature of the ALP required by learners with ALN, and the point at which ALP is required.

The key to meeting the needs of all children and young people lies in the staff's knowledge of each child and young person's skills and abilities. The staff's capacity to then match this knowledge with identifying ways of providing appropriate access to the

curriculum for every child and young person is also critical. (see Appendix 2 Person centred planning)

Nant Celyn Primary School's provision map will be reviewed and updated annually to ensure that the current cohort of pupils have their needs met and have access to the appropriate level of support. (see Appendix 3 Levels of Support)

Consequently, improvements in the teaching and learning of children and young people with ALN cannot be isolated from improvements in the teaching and learning for children and young people across a school as a whole. Improvement in one should be mutually supportive of improvement in the other.

- There will be no barriers to every pupil achieving
- The majority of pupils will be able to study the full curriculum using only the aids which they use as part of their daily life
- A minority of pupils will be provided with access to specialist equipment and different approaches to learning

The school assessment and pastoral system allows for the collection of data early in each Key Stage and Year. Pupils requiring support can then be identified and intervention strategies developed. Data is collected from Assessment, Recording and Reporting systems, Attendance data, Relationship Systems, and the Pastoral System.

The level of support:

Universal Provision

Reasonable adjustments can be required to overcome barriers to learning, these can be associated with seating position, timings, resources etc. For individuals who require reasonable adjustments within the classroom, a One Page Profile may be developed to share this information with all stakeholders. (see Appendix 4 - One Page Profile)

All teaching and learning throughout the school is inclusive to meet the needs of nearly all pupils, including high quality differentiation.

Specific Additional Learning Provision

The needs of a pupil are severe and complex, and a multi-disciplinary approach is required to maximise progress and develop and review additional learning provision. This is where provision needs to be resourced and individual to the pupil's needs.

Individual Development Plans (or existing Statements) are statutory documents created to demonstrate needs and provision to meet these needs. Individual Development Plans can be maintained by the school or the Local Authority, based on need.

Where a pupil is newly identified as having an additional learning need calling for additional learning provision, an Individual Development Plan is established with the agencies, parents, the pupil, and school staff (See Appendix 5 - IDP).

For pupils with Statements, a Statement will remain in place, maintained by the Local Authority until Welsh Government provide specific information on the transformation of Statements to IDPs in the coming years of implementation but by September 2024

In all cases of a Statement of SEN or an IDP, a review meeting will be held at least annually, and all stakeholders invited to contribute.

Pupil Monitoring

For all pupils identified as requiring universal and/or targeted intervention but do not have an ALN that requires ALP, One Page Profiles are created with pupils and families to gauge and record their views on approaches to support in making progress and achieving success. One Page Profiles are working documents accessible to all staff, which will be formally reviewed at least once each year, through person centred approaches.

Individual Development Plans / Statements of SEN are stored securely on the School Information Management System for all staff to assess as required (support and teaching staff); staff are prompted to access the relevant information by the ALNCo / Deputy ALNCo / Lead for the SNRB (where applicable). Individual Development Plans are reviewed through person centred practice annually or where there is a significant change in need.

Pupil, parental and other stakeholder engagement at each stage of the process is fundamental in the construction, review, and development of additional learning provision.

The school welcomes and listens to parental concerns and acts with agreed actions to determine individual need and provision required to meet the needs identified through its systems and structures.

Parents can discuss any specific ALN concerns with the Inclusion Team/ALNCo

The Complaints Policy is accessible through the School Website.

Monitoring and Evaluation

The success of the school's Additional Learning Needs Policy and Additional Learning Provision is evaluated through:

- ★ analysis of pupil tracking data and test results
- ★ value added data

- ★ monitoring of procedures and practice by the Senior Leadership Team
- ★ reviewing target sheets and IDP outcomes
- ★ school self-evaluation, using a variety of approaches, including a self-evaluation of ALN and an action plan that relates to the School Development Plan (SDP)
- ★ Review of delegated spend
- ★ ALNCO annual report to Governors
- ★ Effectiveness of the school provision map
- ★ the Additional Learning Needs moderation process
- ★ Year Group Learning Reviews
- ★ School Development Plan/Inclusion Area Action Plan

Appendix 1

Name	Contact details	Purpose
Torfaen Inclusion Service	Inclusion Team Contacts Torfaen County Borough Council	Each school has link inclusion officer to support ALNCo and schools
Educational Psychology Service	Inclusion Team Contacts Torfaen County Borough Council	Each school has own link EP to support ALNCO and schools
TASS - Torfaen Autism Support Service	Gemma.Bussy@torfaen.gov.uk cheryl.deneen@torfaen.gov.uk	Autism support in school - need diagnosis
Cheryl Deneen	cheryl.deneen@torfaen.gov.uk	Pre diagnosis support / post diagnosis support for family - can attend PCP meetings.
SPACEwellbeing ND team	ABB.SPACWellbeingND@wales.nhs.uk	Neurological development referral - ASD/ADHD
SPACE wellbeing	Spacewellbeing@torfaen.gov.uk	The SPACE-Wellbeing panel is a meeting from which professionals and families can seek early intervention and support for children's mental health, emotional wellbeing and behavioural difficulties
ISCAN Integrated Services for Children with Additional Needs	ABB.ISCANSectorNorth@wales.nhs.uk ABB.ISCANSectorSouth@wales.nhs.uk ABB.ISCANSectorWest@wales.nhs.uk	Children with other developmental concerns or complex health needs can be referred to ISCAN
Torfaen Outreach Service	helen.palmer@torfaen.gov.uk (01633 627120)	Outreach behavioural support and assessment
Pont Fach Assessment centre	Sharon.Thomas@torfaen.gov.uk Head Teacher Maendy Primary School, Cwmbran Fiona.Colcombe@mae.schoolseducu.org.uk Maendy Primary School SNRB and Pont Fach Lead	Referral for assessment of needs if already received outreach support and school needs further advice and assessments

	Catherine.Wright@torfaen.gov.uk Pont Fach Assessment Centre	
School based Counselling - Oliver Wilford	oliver.wilford@ccyp.org.uk	<p>School based counselling Referral Criteria</p> <p>A child/young person may be referred for the following reasons:</p> <p>Suspected sexual, physical or emotional abuse Bereavement, loss Family issues (arguments, divorce, separation, breakdown in relationships) Bullying Victim or witness to trauma Difficulty in relationships with others Concerns with school (academic, school refuser, anxiety) Deterioration in school work when previously coping well Have transferred from another school part way through the school year and may be experiencing difficulties in settling Low mood, withdrawn, or lack of engagement in school activities and friendships Marked mood swings or erratic behaviour which is seen as 'out of character' Anxiety Self-harm Eating disorders Anger issues Depression Suicidal thoughts Financial worries</p>
GWENT EDUCATION MINORITY-ETHNIC	GEMS@newport.gov.uk	Support for children with English as an additional

SERVICE (GEMS)		language
Occupational Therapy Service	CentralBookingTeam.abb@wales.nhs.uk	The role of the children’s occupational therapist is to assess, evaluate, advise and/or provide intervention for children whose participation in activities of daily living (including self-care, play, leisure and school) is significantly compromised by physical, motor, sensory or learning difficulties.
ABHB childrens physiotherapy Service	<p>Serennu Children’s Centre, Cwrt Camlas Cross, Newport, NP10 9AB for children living in Newport, South Torfaen and South Monmouthshire Email: SCC.PT.ABB@wales.nhs.uk</p> <p>Nevill Hall Children’s Centre, Nevill Hospital, Brecon Road, Abergavenny NP7 For children living in Blaenau Gwent, Monmouthshire and North Torfaen Email: NHCC.PT.ABB@wales.nhs.uk</p>	Paediatric Physiotherapists see children from Birth to school-leaving age with a movement difficulty, motor delay or physical disability
Play Service	<p>julian.davenne@torfaen.gov.uk</p> <p>andrea.sysum@torfaen.gov.uk</p> <p>tyla.mccarthy@torfaen.gov.uk</p>	Torfaen Play Service provides community play opportunities for children and young people aged 5-15 years in the form of after school clubs, half term and summer play schemes. They offer 1:1 support for children with ALN- refer using referral form.
Resilient Communities	<p>Building Resilient Communities Team</p> <p>brctorfaen@torfaen.gov.uk</p> <p>01633 647791/2</p> <p>Ria Gibbs – Resilient Pathways Officer</p> <p>Sadie Jones – Resilient Families Officer</p>	<p>Resilient Pathways Officer Adult(s) with no dependents under 18 - 16, 17 year olds with no family support.</p> <p>Resilient Families Officer - Adults with children under 18, Support for children under 18.</p>

	<u>Kay Marsh – Resilient Physical Well-being Officer</u>	Resilient Physical Well-being Officer - Adults needing support to increase physical well-being and improve mental health through exercise. (Includes physical injuries and those eligible for exercise referral).
Speech and Language Therapy (SALT)	<u>Centralbookingteam.ABB@wales.nhs.uk</u>	Speech and language therapy provides treatment, support and care for children and adults who have difficulties with communication, or with eating, drinking and swallowing.
School Nursing Team	<u>Torfaen.snnteam.abb@wales.nhs.uk</u>	School nurses play a vital role in linking the two important areas of education and health. - they take over once a child reaches school age from the Health Visiting Team.
Mental Health In Reach to Schools	<u>bryony.allen@wales.nhs.ukc</u>	consultations available to any school staff who wish to discuss concerns about a young person’s mental health with a practitioner
Sparkle	leisure Activities – abb_sparkleactivities@wales.nhs.uk – 01633 748093 Family Liaison – family.liaison.abb@wales.nhs.uk – 01633 748013 Sara Filer – Team Leader – sara.filer@wales.nhs.uk – 01633 748091	Sparkle supports children and young people with a disability and/or developmental difficulty and their families living in Newport, South Monmouthshire and South

		Torfaen.
Cerebra	Cerebra The MacGregor Office Jolly Tar Lane Carmarthen SA31 3LW Helpline (freephone): 0800 328 1159 Telephone: +44 (0) 1267 244200 Email: enquiries@cerebra.org.uk	Cerebra provides support and advice to help children get a good night's sleep.

Appendix 2

Pupil Centred Planning

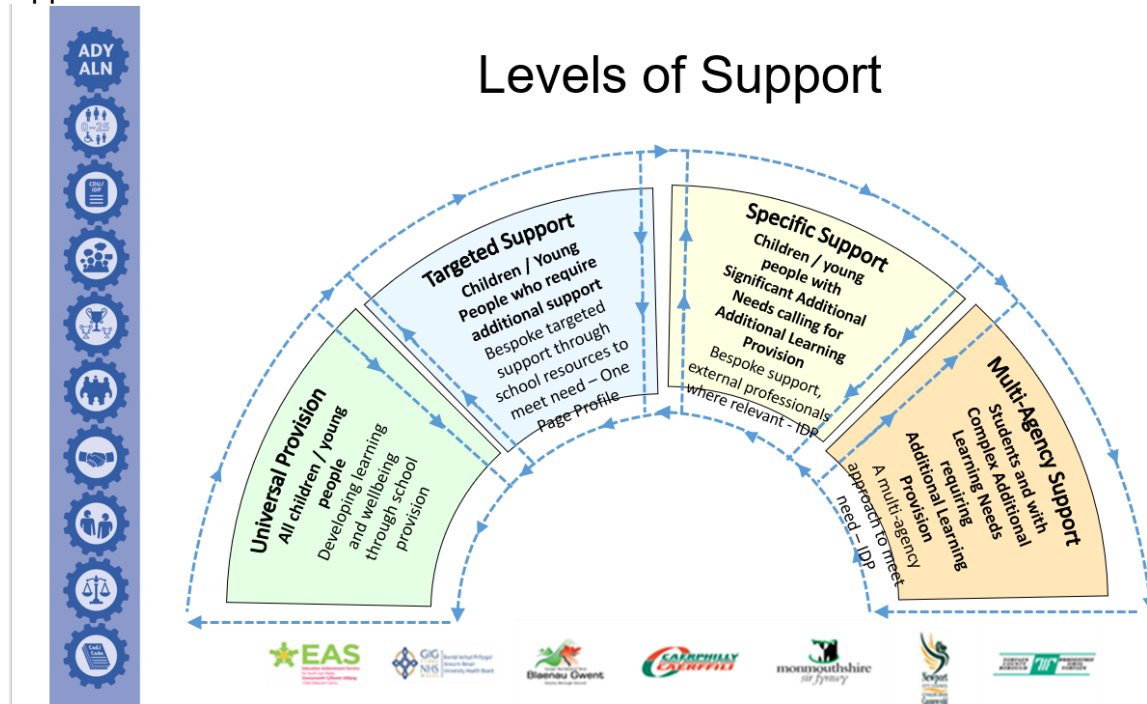
Name		Date	
School	Nant Celyn Primary School	Year Group	
Present			
What we like and admire about			
Like/ admire...			
●			
What's important to			
●			
What's Important for			
●			

What's working:
<ul style="list-style-type: none">
What's not working:
<ul style="list-style-type: none">

Action Plan

What	Who	When by

Appendix 3



Appendix 4

<p>Staff description</p> <p>My name is</p> <p>Important facts about me</p> <p>Important people in my life family/ friends</p>		
<p>Important to me.....</p>		<p>Important for me</p> <p>.....</p>
<p>I have learnt to.....</p> <ul style="list-style-type: none">•		<p>Others can help me by.....</p> <ul style="list-style-type: none">•

[Additional information](#)

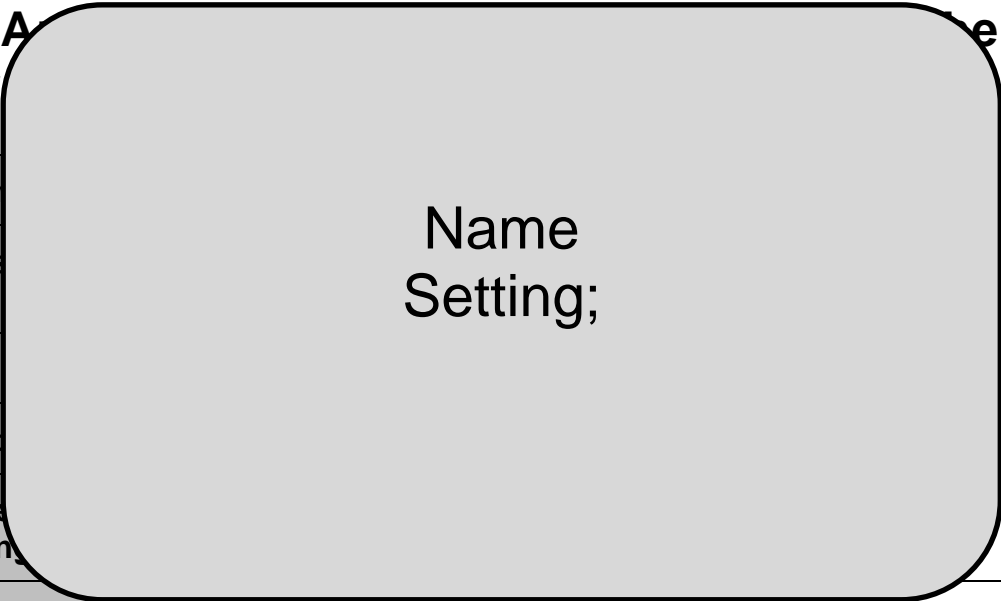
Appendix 5

Individual Development Plan

This is an important legal document and should be kept safe.

Part 1.

Section 1A child or young person



1A. 1	Full name	
1A. 2	Likes as:	
1A. 3	Date	
1A. 4	Gender	
1A. 5	Current setting	
1A. 6	Home address:	
	Telephone No:	

1A. 7	Name of parents ² :	
1A. 8	Email address:	
1A. 9	Parents' address(es):	
	Telephone No:	

¹ A young person is someone over compulsory school age but under the age of 25.

² For young people, only to be completed with their consent and if they agree to information being shared with their parents.

1A. 10	Communication requirements and preferences:	
1A. 11	For a young person, details of consent to IDP being prepared/ maintained:	
1A. 12	Capacity issues:	

Section 1B: Responsibility for the IDP

1B. 1	Organisation responsible for maintaining the IDP:	
1B. 2	Date before which IDP must be reviewed:	
1B. 3	Proposed review date:	

Section 1C: One-Page Profile

Child / young person's profile – All About Me

Background information:

Child / young person's One Page Profile:

What do we like & admire about me?

What is important to ...?

What is important for ...?

What is working?

What's not working?

How best to support me...

Parent's / Parents' views and aspirations:

Part 2.

Section 2A: Description of child / young person's additional learning needs (ALN)

Introduction:

Language and communication skills;

Strengths

Needs

Cognition and learning skills;

Strengths:.

Needs:

Social-emotional and mental health;

Strengths:

Needs:

Physical and sensory skills;

Strengths:

Needs:

Independence and self-help skills;

Strengths:

Needs:

Child / young person's health/medical needs related to additional learning needs:

--

Primary Need:	
Associated Needs:	

Section 2B: Description and delivery of the child or young person's additional learning provision (ALP)

2B. 1) Intended outcome:				
2B. 2) ALP to be provided:	2B. 3) ALP provided in Welsh?	2B. 4) Organisation/service to provide the ALP, and contact details (where different from body maintaining the plan):	2B. 5) Start date:	2B. 6) End date:
2B. 7) Rationale for ALP listed above:	<ul style="list-style-type: none"> 			

2B. 1) Intended outcome:				
2B. 2) ALP to be provided:	2B. 3) ALP provided in Welsh?	2B. 4) Organisation/service to provide the ALP, and contact details (where different from body maintaining the plan):	2B. 5) Start date:	2B. 6) End date:
2B. 7) Rationale for ALP listed above:				

2B. 1) Intended outcome:				
2B. 2) ALP to be provided:	2B. 3) ALP provided in Welsh?	2B. 4) Organisation/service to provide the ALP, and contact details (where different from body maintaining the plan):	2B. 5) Start date:	2B. 6) End Date:
2B. 7) Rationale for ALP listed above:				

Add more boxes as appropriate

Section 2C: Description and delivery of ALP to be secured by an NHS body;

2C. 1) Intended outcome:				
2C. 2) ALP to be provided:	2C. 3) ALP provided in Welsh?	2C. 4) Organisation/service to provide the ALP, and contact details (where relevant):	2C. 5) Start date:	2C. 6) End date:
2C. 7) Rationale for ALP listed above:				

2C. 1) Intended outcome:				
2C. 2) ALP to be provided:	2C. 3) ALP provided in Welsh?	2C. 4) Organisation/service to provide the ALP, and contact details (where relevant):	2C. 5) Start date:	2C. 6) End date:
2C. 7) Rationale for ALP listed above:				

Add more boxes as appropriate

Section 2D: Place at a named school / institution or board and lodging

2D. 1) The name of a maintained school in Wales that is being named for the purpose of securing the admission of the child to the school.

--

2D. 2) The name of any particular school or other institution which must be secured.

--

2D. 3) Board and lodging provision which must be secured.

--

Part 3

Section 3A: Record of information used to develop the IDP

If information is included as an annex to the IDP, please list it here.

Information used:	Date received:

Agencies Currently Working to Meet Need		
Agency	Name	Contact Details

Section 3B: Timeline of key events

3B. 1) Significant events or information relevant to understanding the child or young person’s ALN and planning the necessary ALP:

•

3B. 2) Educational settings previously attended (and dates):

Setting attended:	Dates attended:

Section 3C: Transition

Signed (Designated LA / School Officer):	
Date:	

Signed Child/Young Person:		Date:	
---------------------------------------	--	--------------	--

Signed Parent / Carer:		Date:	
-----------------------------------	--	--------------	--



Privacy Notice

The sharing of information between agencies is an important part of identifying the support your child may need, as it provides a full picture of your child's strengths and needs to ensure that we work in a person centred way.

The information that you provide will be used to consult with other agencies to make sure we have all the relevant information to make this plan a success. In fulfilling its data protection obligations, <INSERT LA> will treat all personal data submitted by you, held manually and/or on a computer database with security, confidentiality and care.

By giving your consent, information may be shared with other agencies that are directly involved in the provision of the education, health and welfare of your child, these agencies are listed in this IDP document.

The use of personal information provided on this form will be processed under the requirements of the Data Protection Act. A privacy notice detailing how we use information about you and how we protect your privacy can be found on our website:

<INSERT WEB-SITE LINK>

If at any time you choose to withdraw your consent for our involvement, you may contact us in writing at the address above.



