Additional Learning Needs

Penpych Community Primary School
Ysgol Gynradd Gymunedol Penpych

Policy Leader	**: Mr T Lewis**
Head teacher	**: Mr T Lewis**
Chair of Governors	**: Mr M Cude**

Policy applies to Academic Year 2026 -2027

Signed HT: **Date: September 2026**

Signed CoG **Date: September 2027**

Introduction

Central to the ethos of Penpych Community Primary School is the determination to provide an environment and an experience in which learning and the growth of expertise can take place, within a supportive, stimulating, happy and cooperative community.

Respecting each pupil's unique personality, experiences, interests, strengths and weaknesses, we aim to maximise the development of our pupils and to work towards realising their individual potential.

To this end teachers will monitor pupil's progress and provide appropriate experiences and tasks to stimulate, challenge and reinforce learning. In doing so, teachers will identify both, pupils of exceptional ability and pupils who display significantly greater difficulties in learning than their peers.

The provision for the Additional Learning Needs of these pupils will be in line with the new Additional Learning Needs Act and the application of these requirements to Penpych Community Primary School and its aims are as outlined in this Policy.

This Additional Learning Needs policy details how the staff of Penpych Community Primary School will do their best to ensure that necessary provision is made for any pupil who has additional learning needs and how the staff will make sure that those needs are made known to all who are likely to teach him/her.

The definition of Additional Learning Needs

Penpych 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:

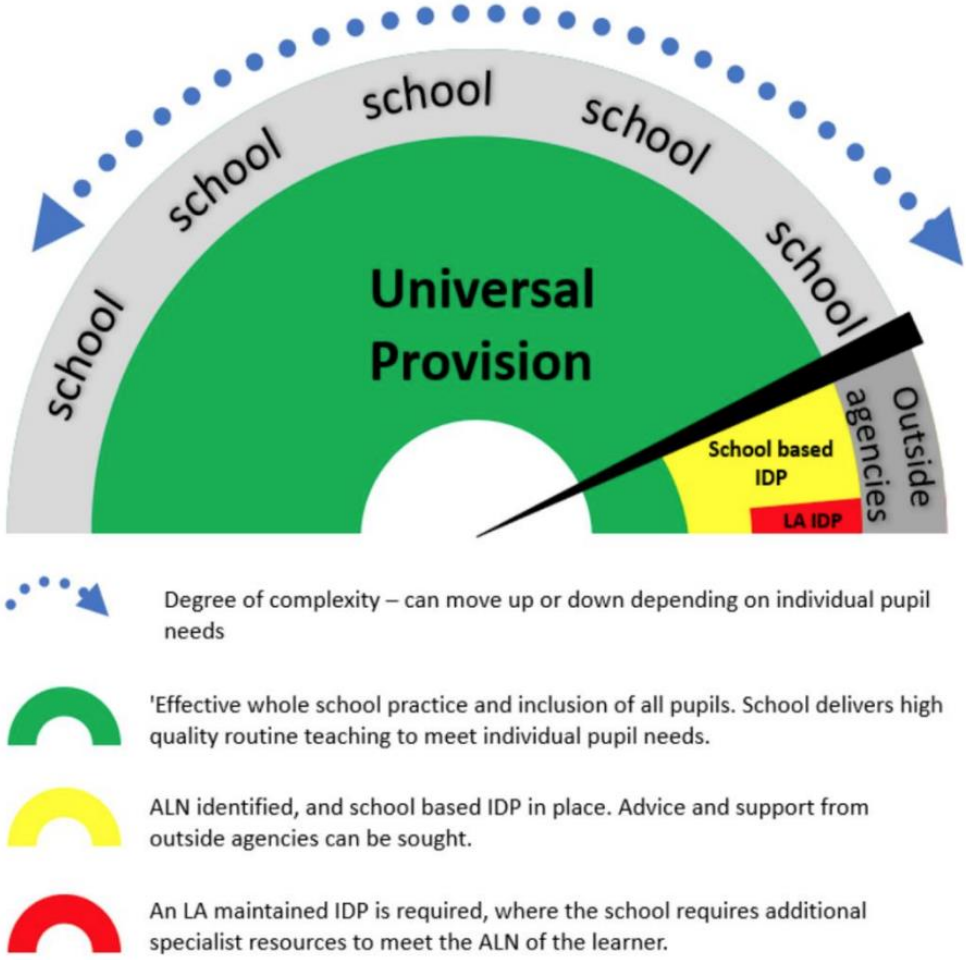
- has significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education of a kind generally provided for others of the same age in mainstream 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.

The school staff will use their best endeavours to ensure that all teachers in the school are able to identify and provide for pupils who have additional learning needs, so far as it is reasonably practical and compatible with the child receiving necessary additional learning provision and the efficient education of pupils with whom they are educated.

Universal Provision

The vast majority of our students 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 will include:

- High quality whole class teaching;
- Effective differentiation
- Guided and group work;
- Individual interventions (for example Language Link, Literacy intervention, Numeracy intervention);
- Appropriate reasonable adjustments to enable access to the school environment, curriculum and facilities for pupils who are disabled.

Process for deciding if a student has ALN

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

The pupil is notified of the possibility that he / she has ALN has been raised.
The pupil is asked if he / she consents to a decision as to whether he / she 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 consents 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 gives consent, an Individual Development Plan will be written.

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

- An IDP is already in place.
- 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.
- The pupil does not consent to the decision being made.
- The pupil is dual-registered and a local authority is responsible for the student.

In a small number of cases, where the student's ALN calls for ALP which it would not be reasonable for the school to secure, then the school would refer this to the local authority.

Ceasing an IDP

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

- The school decides that the pupil no longer has ALN and that decision is not successfully challenged.
- The pupil no longer consents to the IDP being maintained.
- The pupil is no longer registered at the school.

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 student 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 student has ALN and might even contribute towards ALN, they do not necessarily mean that the student 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 student has an ALN. Further detail taken from the Code is outlined below.

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(Additional Learning Provision), 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 student 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 student will be classed as having ALN.

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.

Medical Conditions

In some cases, medical conditions may have a significant impact on a pupil's experiences and on 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 pupil 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)

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 student has ALN, the Additional Learning Needs Code for Wales 2021 states that the following tests must be applied.

a) **Does the student have a learning difficulty or disability?**

Firstly does the student 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 student does not have ALN.

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

The second test is whether the student'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 student has ALN.

Right to appeal / Complaints relating to ALN

Here at Penpych 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 pupils'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 students to achieve positive expectations, experiences and outcomes.

We promote an inclusive education where the majority of students 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.

If a parent continues to have concerns or wishes to complain about any aspect of ALN provision within the school s/he should make an appointment to see the Head Teacher, Mr Teifion Lewis. If the matter still cannot be resolved, the Head Teacher will give the parent information about contacting

other agencies.

Person-Centred Planning

The new ALN act advocates a Person Centred approach to support ALN. In Penpych Community Primary School this means that:

- Each person is valued as an individual and made aware of their rights and choices;
- All children have access to high quality education;
- Life chances of people with disabilities are improved with equality of opportunity;
- Barriers to learning are broken down and challenged;
- Expectations and aspirations are raised, leading to greater achievement;
- The pupil's view is at the centre of the approach.

The Role of the Additional Learning Needs Co-ordinator

The Additional Learning Needs Co-ordinator (ALNCo)'s responsibilities include:

- Overseeing the day-to-day operation of the Additional Learning Needs policy;
- Co-ordinating provision for children with additional learning needs;
- Liaising with and advising fellow teachers;
- Managing learning support assistants;
- Overseeing the records of all children with additional learning needs;
- Liaising with parents of children with additional learning needs;
- Contributing to the in-service training of staff;
- Liaising with the external agencies including the Local Education authority's
- support and educational psychology services, health and social services and
- voluntary bodies.

Monitoring Pupil's Progress

The school's system for observing and assessing the progress of individual pupils will provide information about areas where a pupil is not progressing satisfactorily. Under these circumstances, a teacher may need to consult the ALNCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways.

It might be progress which:

- Closes the attainment gap between the child and their peers;
- Prevents the attainment gap getting wider;

- Is similar to that of peers starting from the same attainment baseline, but less
- than that of the majority of peers;
- Matches or betters the pupil's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour.

Nature of Intervention

The ALNCo and the pupil's class teacher will decide on the action needed to help the child progress in the light of the earlier assessment.
This may include:

- Different learning materials or special equipment;
- Some group or individual support;
- Extra adult time to devise the nature of the planned intervention and to
- monitor its effectiveness;
- Staff development and training to introduce more effective strategies;
- Access to local education authority support services for one-off or occasional
- advice on strategies or equipment.

Any interventions which take place outside the classroom are tracked with appropriate assessments at the beginning and end of the intervention and this information is used formatively when planning further intervention.

Admission Arrangements

Penpych Community Primary School adheres to the general arrangements for pupils with ALN as set down in the Local Authority/Governing Body guidelines. The school has access and toilet facilities for disabled children.

Inclusion

All pupils with additional learning needs are integrated into all the activities of the school, in so far as it is practical and compatible with the pupil receiving the necessary provision, with the efficient education of the other pupils and with the efficient use of resources.

Organisation

The Governing Body of Penpych Community Primary School is committed to meeting ALN staffing within the formula budget and will fulfil their duties under the relevant Education Acts. One governor will liaise with the ALNCo. The ALN Co-ordinators are Mr Gwillim & Miss Heath.

More Able and Talented Children

The staff at Penpych Community Primary School have high expectations of all pupils. The identification of MAT learners is linked to the context of our school and children who show exceptional ability in areas of the curriculum are offered opportunities to generate their own learning and reach their potential through teachers planning.

As a cluster of schools we offer designated days to extend and challenge MAT pupils. Class teachers provide an appropriate curriculum whenever possible and advise parents and secondary schools accordingly. MAT Provision is the responsibility of the MAT Co-ordinator – Mr Zaplatynski.

Meeting Needs of the Learner

a. Access to the Curriculum

Children with ALN should have, as far as possible, access to the full range of Area of Learning Experiences (AoLE). Careful planning and organisation are vital for this pre-requisite to be met.

b. Differentiation

The purpose of differentiation is to promote each pupil's success in learning and may include modification of work to suit both the less able and the more able child. Within the planning framework the needs of individual and/or groups of pupils must be addressed. Staff may seek advice from the ALN Coordinator when they are planning differentiated work for pupils.

Differentiation:

- By task-different tasks being allotted according to the pupil's needs and, or abilities;
- By outcome - all pupils being allotted the same task with the teacher expecting a different standard of work from pupils according to ability or aptitude;
- By support - the teacher varying the amount of support given to pupils to enable them to achieve, or the use of equipment (such as ICT, specialist writing implements, slanted desks, wobble boards, task plans, visual timetables or cues).

Parental Involvement

The school operates an open access policy regarding parental concerns. Parents are informed as soon as the class teacher, or other professional, is concerned that a pupil may have ALN. The initial consultation gives parents details of those areas causing concern and seeks to establish a partnership in implementing ALN provision.

Parents are informed of their child's progress and plans for future provision at each review, re-enforcing parental involvement in the ALN programme. Parents opinions on what is working and what is not working are sought and acted upon, making them instrumental in forming and support their child's

targets.

Parents are expected to support the Individual Development Plan (IDP) delivery at home and work in partnership with the school staff.

In-service Training

In service training at Penpych Community Primary School involves both individual discussions between staff and the ALN Co-ordinator, school based sessions and involvement of outside agencies organised by the INSET Co-ordinator.

The ALN Co-ordinator contributes to the in service training of staff. Opportunities exist for training on various aspects of ALN, many of which are organised by the LEA. The ALN Coordinator and general teaching staff take advantage of courses when possible. Information is offered to all staff so that the whole school approach remains effective. Before each review meeting with parents, staff are given the opportunity to view resources and interventions used within the Universal Provision/Additional Learning Provision and update IDPs and the provision map with the help of the ALNCo.

Links with Other Schools

When pupils transfer to other mainstream schools their ALN records are sent to the receiving school in their record file. When pupils transfer to a special unit placement the ALN Co-ordinator is willing to support parents on the preliminary visit if required to do so. The Year 6 teacher and the ALN Coordinator at Penpych Community Primary School liaise with the ALN Co-ordinator of Treorchy Comprehensive School during the summer term to give advice about possible educational support in Treorchy Comp. Information is also given to other Secondary Schools as necessary.
The ALNCo attends cluster meetings to keep up-to-date with issues affecting ALN in schools.

Data Protection

Penpych Community Primary School will process all personal information to help support the delivery of education in accordance with its aims, responsibilities and obligations. All personal data will be processed in accordance with the principles and processes reflected in the school's Data Protection Policy.

Equality Act 2010

In Penpych Community Primary School we believe that everyone is entitled to equality of opportunity, including those with protected characteristics as mentioned in the 2010 Equality Act. Staff practice an equal opportunities philosophy, which is reflected in the ethos of the school as well as in the formal and informal curriculum. In all subjects we strive to avoid direct discrimination, indirect discrimination and discrimination arising from disability.

We make reasonable adjustments for disabled pupils. More information can be found in the School's Equalities Policy.

Key Objectives/Future Plans

- Ensure that children with ALN receive the appropriate education.
- Continue to implement the Code of Practice for ALN and further increase
- staff understanding.
- Continue to improve strategies used in the early identification of learning
- difficulties.
- Continue to improve communication between the school and parents of
- children with ALN.
- Review the ALN policy on an annual basis.
- Review resources on an annual basis, to include materials and staffing.

Evaluation

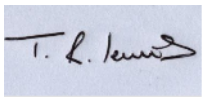
The success of the ALN Policy will be evaluated:

- by the satisfactory progress of the pupils,
- by the movement of pupils between stages,
- against key and broad objectives.

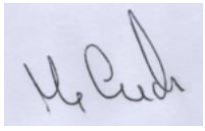
The ALN Policy will be reviewed annually by the ALNCo.

Policy last reviewed in Autumn 2025
Review date Autumn 2026

Mr Teifion Lewis (Head Teacher)



Mr Michael Cude (Chair of Governors)



Overview of provision at Penpych Community Primary School

Language Support

In Penpych Community Primary School we use our allocation of language support funding to provide an in–house support team. This means that more children can be helped than would normally have access to this quality of extra support through our universal provision.

ELSA

Children who are identified as having emotional/social/behavioural difficulties are able to work on the ELSA programme. Currently Penpych Community Primary School has 2 trained ELSA'S who work with targeted children in either 1 to 1 or group sessions. Here children are able to discuss their emotions freely. ELSA boosts their own self-esteem, works on their empathy to others and handles their personal anxieties and anger issues towards others in their lives.

English as an Additional Language.

Whilst children learning English as 'an additional language' are not seen by the school as having Additional Learning Needs, they are monitored closely by the class teacher and the ALNCo. If necessary outside agencies are called upon. The Language Support Service offers support and advice to enable us to plan small steps, which will allow these pupils to reach their full potential. These small steps are highlighted in the child's Individual Language Plan.