Ysgol Tŷ Monmouth Policy

Additional Learning Needs (ALN)

POLICY STATEMENT

- Set out how our school will support and make provision for Pupils with additional learning needs (ALN) and how we will embed childrens rights, putting them at the core of planning and delivery.
- Define Additional Learning Needs.
- Explain the roles and responsibilities of everyone involved in providing for our Pupils with ALN.
- Outline monitoring and review processes for our Pupils with ALN.

Document Control			
Policy Code:	12	Policy Owner:	Quality Team
Version:	26.01_v2.03	Policy Author(s):	Abbie Heard – Quality Manager Anne Stephens
Date ratified:	January 2026		
Review Frequency:	Annually		
Next review date:	January 2027	Ratifying Committee:	PRG

Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
January 2026	2.03	Abbie Heard and Anne Stephens	Annual review
January 2025	2.01	Abbie Heard	Review to reflect Welsh guidance
April 2025	2.02	Abbie Heard and Rhuanedd Deroy-Jones	Annual Review

CONTENTS

1. Introduction 3

1.1 Rationale 3
1.2 Defining ALN 3
1.3 Communication and Interaction 4
1.4 Cognition and Learning 4
1.5 Social, Emotional, and Mental Health 4
1.6 Physical and Sensory 5

2. Our ALN provision 6

3. Roles and Responsibilities 8

3.1 Role of the Local Authority 8
3.2 Role of the Senior Management Team (SMT) 8
3.3 The ALNCo 8
3.4 Teachers 9

4. Specialist Interventions and Therapeutic Working 10

5. Monitoring and Review 11

5.2 Graduated Approach: Assess, Plan, Do and Review 11
5.3 Assess 11
5.4 Plan 11
5.5 Do 12
5.6 Review 12

6. Process 13

6.1 Transition Arrangements 13
6.2 Complaints Procedure 13
6.3 Monitoring Arrangements 13
6.4 Legislation 13
6.5 Links to Other Documents 13

1. Introduction

1.1 Rationale

1.1.1 Our school is committed to ensuring that appropriate and well-planned provision is made for every Pupil. We offer a fully inclusive education within our specialised environment and provide aspirational education packages which focus on improving outcomes and raising attainment for all Pupils.

1.1.2 Our school is committed to creating an inclusive environment where the wellbeing, safety, and learning needs of all Pupils are prioritised. We strive to ensure that every child feels safe, supported, and empowered to achieve their full potential. Feedback from Pupil voice activities and external reviews confirms that Pupils understand how to raise concerns and view Team Members as approachable and responsive. Team Member vigilance and a well-organised learning environment underpin this culture of care and inclusion.

1.1.3 This policy is guided by the principles of the United Nations Convention on the Rights of the Child (UNCRC), embedding children's rights at the heart of our planning and service delivery. We uphold the following principles:

1.1.4 Embedding Children's Rights: Placing children's rights at the core of all decisions and practices related to ALN provision.

1.1.5 Equality and Non-Discrimination: Ensuring every child has equal access to opportunities and support to reach their potential.

1.1.6 Empowerment: Enhancing the capabilities of children so they can exercise their rights and engage meaningfully with decisions affecting their education.

1.1.7 Participation: Listening to children and taking their views into account when planning and delivering ALN support.

1.1.8 Accountability: Ensuring the school is accountable to children for decisions and actions that impact their learning and wellbeing.

1.1.9 Through these principles, we aim to provide high-quality, person-centred ALN support that promotes inclusion, respect, and positive outcomes for every Pupil.

1.1.10 The views of our Pupils and Parents/Carers are central to our provision; for our Pupils to have a voice is essential to a sense of belonging and progress being made. We work closely with the wider community and other support services with the aim of providing the best possible learning experience for all.

1.2 Defining ALN

1.2.1 This policy and information report is based on the statutory ALN Code of Practice Wales (2021). It outlines that a Pupil has Additional Learning Needs if:

1.2.2 They have a learning difficulty or disability that calls for additional learning provision to be made for them.

1.2.3 A significantly greater difficulty in learning than the majority of the others of the same age, or disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

1.2.4 Additional learning provision is education or training provision that is additional to, or different from, that made generally for other Pupils of the same age by mainstream schools.

1.2.5 Pupils who are placed at our school are anticipated to have had difficulties accessing mainstream education due to their additional learning needs; therefore, our additional learning provision is focused on meeting the individual needs of these Pupils. Accurate assessment of our Pupils needs alongside their Statements of Educational needs, Individual Development Plan (IDP) or Educational, Health Care Plan (EHCP) inform our curriculum offer for our Pupils.

1.2.6 Pupils' ALNs are described in the following four broad categories:

1.3 Communication and Interaction

1.3.1 Pupils with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

1.3.2 The profile for every Pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language, or social communication at different times of their lives.

1.4 Autistic pupils may have different communication styles, skills and preferences to non-autistic people. They may use and understand words, tone of voice and body language, such as gesture and facial expressions, differently. They may have strong preferences for and dislikes of some types of sensory input which may affect their ability to access classroom-based learning environments, manage relationships and interact with the World around them. Their behaviour may also appear different to that of non-autistic people, having specific interests, repetitive actions or sayings that help them feel calm and this can affect the way they are perceived by peers and others around them.

1.5 Cognition and Learning

1.5.1 Support for learning difficulties may be required when Pupils learn at a slower pace than their peers, even with appropriate differentiation.

1.5.2 Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where Pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where Pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

1.6 Social, Emotional, and Mental Health

1.6.1 Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying behaviours of concern. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other Pupils may have difficulties such as attention deficit disorder, attention deficit hyperactive disorder or attachment difficulties. We have clear strategies in place to support our Pupils which are outlined in our therapeutic approaches policy,

1.7 Physical and Sensory

1.7.1 Some Pupils require alternative provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided as the environments do not allow them. These difficulties can be age related and may fluctuate over time. These include a wide spectrum of:

- Sensory difficulties: From profound and permanent deafness or visual impairment to lesser levels of sensory loss (sometimes temporary).
- Physical difficulties: May arise from physical, neurological, or metabolic causes. Some only require appropriate access to educational facilities and equipment. Others may involve complex learning and social needs.
- Multi-sensory difficulties: which are sometimes associated with physical difficulties.

2. Our ALN provision

2.1.1 In line with the principles outlined in the ALN Code of Practice Wales (2021) and the Pupil and Families Act of 2014, our schools aim to:

- Identify and prevent at the earliest possible opportunity, any barriers to learning and participation for all Pupils.
- Provide interventions at the earliest possible opportunity in order to prevent the development or escalation of ALN.
- Ensure that every Pupil experiences success in their learning and achieves the best possible outcomes.
- Ensure that there is a culture of collaboration and that services work together to ensure ALNs are identified early, and appropriate co-ordinated support is put in place to enable children and young people to achieve positive expectations, experiences, and outcomes.
- Provide an inclusive education where the majority of children and young people with ALN are supported to participate and a whole setting approach is taken to meet the needs of Pupils with ALN.
- Ensure, where appropriate, that examination access arrangements are in place.
- Support all Pupils to express their views and to be involved in decisions which will affect their education, and to participate in lessons fully and effectively.
- Value and encourage the contribution of all Pupils to school life.
- Work in partnership with Parents, Carers, and the wider school community to ensure that there is strong communication regarding Pupil's needs and the support that is being put in place.
- Collaborate with health and social care services to provide support for Pupils and their families.
- Ensure that all Team Members have access to appropriate and relevant specialist training and advice to support quality teaching and learning for all Pupils.
- Work with the Education Operations Team, to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for ALN .
- To provide a bilingual system in our Welsh schools, where all reasonable steps are taken to deliver Additional Learning Provision (ALP) in Welsh for children who require support through the medium of Welsh, with scope for increasing the delivery of ALP in Welsh over time.

2.1.2 There are often Pupils who have needs due to external factors which may require additional support. These are not considered ALN but may impact progress. These could be:

- Medical conditions
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being a looked after child or child in care (CLA/CiC)
- Any other underlying reason that requires a response.

2.1.3 Within our school, we have developed a broad, engaging, and adapted curriculum, which focuses on Pupil's interests, individual learning styles and independence. The intent of our curriculum is to provide a positive and supportive framework, which aims to:

- Overcome Pupil's barriers to learning and provide them with access to a balanced and appropriately personalized curriculum.
- Encourage and support personal growth and self-reliance.
- Build confidence and self-esteem.
- Develop communication, literacy, numeracy, and decision-making skills.
- Prepare them for the world of work and independent living.
- Help reach their full potential and promotes their spiritual, moral, cultural, mental, and physical development.
- Make progress towards outcomes identified in Statements of Special Educational Needs, Education, Health, and Care Plans or Individual Development Plan.

3. Roles and Responsibilities

3.1 Role of the Local Authority

3.1.1 The Local Authority has a statutory duty to develop and publish a Local Offer which gives 'information about provision they expect to be available across education, health and social care for children and young people in their area who have ALN or are disabled, including those who do not have Education, Health, and Care (EHC) plans or Individual Development Plan (IDP).

3.1.2 In setting out what they 'expect to be available', Local Authorities should include provision which they believe will actually be available.'

3.2 Role of the Senior Management Team (SMT)

3.2.1 The SMT will:

- ensure the detailed implementation of support for Pupils with ALN .
- ensure all school team members understand their responsibilities to Pupil with ALN.
- work with the Education Operations Team, to oversee the day-to-day provision for Pupil with ALN and EHCP/IDPs.
- identify Pupil's barriers to learning and additional learning needs provision required.
- provide advice and teaching strategies to the school team.
- inform Parents and Carers of their child's special/additional educational needs.
- provide awareness training for Parents.
- arrange meetings for Parents with suitable medical professionals, external support teachers or the educational psychologist where appropriate.
- organise in-house and external support for a Pupil with ALN .
- monitor and evaluate provision and interventions.
- keep Parents and Carers up to date with the additional learning needs provision for their child.
- ensure Pupils with ALN have full access to the curriculum.
- ensure that the curriculum is fully inclusive.

3.3 The ALNCo

3.3.1 The Additional Leading Needs Coordinator (ALNCo), in collaboration with the leadership team and the Education Operations Team, plays a key role in helping to determine the strategic development of the ALN policy and provision within the school, to improve the outcomes of the Pupils.

3.3.2 They will:

- take the day-to-day responsibility of the operation of the ALN policy, collaborating closely with team member, Pupil, Parents, Carers, and outside agencies.
- Provide professional guidance to colleagues with the aim of securing high quality teaching and provision across the school. Through INSET and outside professional input, further guidance and training is disseminated to team members.
- With the support of the leadership team, seek to develop effective ways of overcoming barriers to learning through the analysis and assessment of Pupil's needs and through setting targets for improvement.
- Ensure that resources are allocated effectively and used to maximum effect.

3.4 Teachers

3.4.1 Class teachers are accountable for the progress of all the Pupil in their class. The aim is for all teachers at our schools to provide Quality First Teaching. Class teachers are required to:

- Demonstrate knowledge and understanding of how Pupils with additional learning needs and disabilities learn and how these impact on teaching.
- Utilise a range of specialist strategies and interventions to support progress.
- Contribute to the specialist design and provision of a curriculum suited to the needs of Pupil with ALN.
- Demonstrate a critical understanding of developments within ALN and reflect this understanding in daily practice.
- Set goals in accordance with Pupil's additional learning needs, considering information provided in personalised provision maps, reports and /IDPs, EHCPs, Statements of Special Educational Needs etc.
- Lead and develop statutory processes such as annual statement and /IDP/ EHCP reviews.
- Make use of a range of sources to monitor progress, set targets, and plan subsequent lessons.
- Utilise a range of specialist strategies to promote behaviour for learning including establishing clear classroom routines.
- Employ a range of support strategies and documents such as risk assessments, personalised aspiration maps and self-regulation plans.
- Liaise with other agencies and respond to relevant advice to ensure a holistic approach to ALN provision

4. Specialist Interventions and Therapeutic Working

4.1.1 All of our practice is guided by the six founding principles of nurture, which are:

- Pupil's learning is understood developmentally.
- The classroom offers a safe space/base.
- The importance of nurture for the development of self-esteem
- Language is a vital means of communication.
- All behaviour is communication.
- The importance of transition in Pupil's lives.

4.1.2 Our school recognises the benefits of targeted and measured interventions to provide bespoke sessions for our Pupils. Complemented by our Integrated Therapies Team and external training, we seek to create a versatile and well-trained team who are skilled in the delivery of specific interventions. Our school refers to and works closely with a variety of external agencies to ensure specialist support is available, as necessary.

4.1.3 As a team we understand the holistic and integrated approach that is required to fully support our Pupil's needs and ongoing development. We collectively utilise a range of interventions and strategies that allow us to support Pupil's complex needs. Pupils are able to access sessions as part of their everyday routine that will enable physiological and emotional regulation via a variety of therapeutic interventions. These can include elements of play, drama, art animal and talk based work, alongside targeted sensory diets, where appropriate.

5. Monitoring and Review

5.1.1 All Pupils have a pre-arranged statutory annual review of their Statement or EHCP/IDP. Where there is a significant change of need or provision, the annual review will be brought forward. Progress is monitored through regular review meetings, and a range of both standardised and observational data.

5.1.2 This data is tracked and reviewed through termly target setting meetings, progress meetings, and reports. These are completed by classroom teachers and members of the therapy team; and monitored by the ALNCo and SMT. In addition to this, frequent communication through emails, reports and phone calls takes place between class teachers, support team and home.

5.2 Graduated Approach: Assess, Plan, Do and Review

5.2.1 It is vital that children with additional learning needs are identified at an early stage. We will inform Parents and Carers at the earliest opportunity of the school's observations and to work in partnership with them to establish the support their child's needs.

5.2.2 We adopt a graduated approach coordinated by the ALNCo and using the following four stages of action:

5.2.3 Parents will be kept well informed of and involved in all four stages.

5.3 Assess

5.3.1 An analysis of the child's needs will be undertaken to identify what ALN support is required. We will consider:

- views of the Pupil and their Parents /Carers
- teacher assessments and observations
- Pupil's current attainment.
- Pupil's previous progress and attainment.
- tracking of progress and comparisons with national data.
- assessments by external agencies if appropriate.

5.4 Plan

5.4.1 Following assessment, the teacher, ALNCo, Parents / Carers, and Pupil, agree on a plan of action to include:

- Through the child's attainment record and behaviour support plan and termly monitoring we will record:
- Time limited outcomes and SMART targets within a Pupil's Individual Education Plan (IEP).
- Details of the interventions and support that is required.
- The expected impact on progress, development, or behaviour on a review date.

5.5 Do

5.5.1 All the Pupils, teachers and support team members are made aware of the plan and put in place the adjustments, support, and interventions.

5.5.2 Teachers are responsible for:

- differentiating and personalising the curriculum.
- delivery of 'additional and different' provision for a Pupil with ALN.
- planning, support and impact measurement of all group and one-to-one interventions.
- linking interventions to classroom teaching.

5.5.3 The ALNCo supports teachers in the effective implementation of provision.

5.6 Review

5.6.1 The quality, effectiveness and impact of provision is evaluated by the review date. This includes sharing information with Pupils and Parents/Carers and seeking their views.

5.6.2 The cycle then starts again at assess. The updated needs of the Pupil are considered before planning a continuation of or change to provision.

6. Process

6.1 Transition Arrangements

6.1.1 During years 10 and 11, all Pupils receive careers advice both within school and from external specialist agencies. A comprehensive transition plan is undertaken, including college visits, assistance to access interviews and taster days.

6.1.2 Our school works closely with the selected provider to ensure a smooth transition where the needs of Pupils are met.

6.2 Complaints Procedure

6.2.1 If a Parent or Carer is concerned about the ALN provision being provided, contact with the Head Teacher should be made. All efforts will be made to resolve any concerns swiftly.

6.2.2 If the Parent/Carer is not satisfied with the resolution of the complaint, then the full details of the procedure for complaints will be followed as detailed in the complaints policy.

6.2.3 Similarly, if a Pupil makes a complaint, the school should listen and make a response having investigated the area of concern in as short a time as possible, as detailed in the complaints policy.

6.3 Monitoring Arrangements

6.3.1 This policy and information report will be reviewed annually, unless there are any changes to guidance and legislation.

6.4 Legislation

6.4.1 This policy and information report is based on the statutory Additional Leaning Needs (ALN) Code of Practice Wales (2021) as well as the following legislation:

6.4.2 Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for Pupils with SEN and disabilities.

6.4.3 United Convention of the Rights of the Child 1991

6.4.4 Data Protection Act 1998

6.4.5 Education Act 2002

6.5 Links to Other Documents

6.5.1 This policy should be read in relation to:

- Therapeutic Approach Policy
- Accessibility Policy
- Admissions Policy
- Equality and Cohesion Policy