



Bryn Hafod Primary School



ALN Policy

2025 - 2026

School Vision and Aims

Vision Statement

‘Learning for life..... successful futures start here!’

Our school mission statement is a summary of the values underpinning everything we are aiming to achieve at Bryn Hafod Primary School.

Our Additional Learning Needs Policy, like all other school policies, will stem from our Vision statement “Learning for life..... successful futures start here!”

Underlying Principles

Bryn Hafod Primary School provides a broad and balanced curriculum for all children. However, we recognise that a small number of our children have particular learning and wellbeing needs that can create barriers to learning. Consequently teachers plan to meet the specific needs of individuals and groups of children, by **differentiated** learning challenges which relate to their diverse learning needs.

The New Curriculum for Wales and Additional Learning Needs Educational Tribunal (ALNET)

The new Curriculum for Wales that will phase in to schools from September 2022 and Additional Learning Needs (ALN) reforms phased in from January 2022 have both been designed with a high emphasis on aspirations of ‘inclusion’ (Knight & Crick, 2021). In the new Curriculum for Wales, emphasis is placed on ‘raising the aspirations for all learners’ (Welsh Government, 2020b). The new curriculum promotes the need for schools to design their curriculum based on the specific needs and circumstances of their learners (Crick & Golding, 2020), thus allowing all learners to be included within the teaching and learning activities. Furthermore, the Additional Learning Needs and Education Tribunal (Wales) Act (2021) provides a legislative framework that aims to ‘deliver a fully inclusive education system for learners in Wales. The curriculum guidance states that: ‘the legal framework established by [the Additional Learning Needs and Education Tribunal (Wales) Act] will play a crucial role in enabling the curriculum to deliver strong and inclusive schools’. (Welsh Government, 2020b, p. 20)

The Transition from Special Educational Needs (SEN) to Additional Learning Needs (ALN)

From January 2022, over a three year period, the new Additional Learning Needs (ALN) system will begin to replace the previous Special Educational Needs (SEN) system. As well as the name change, our school’s responsibilities towards children with ALN is changing too.

All children identified with complex Additional Learning Needs under the new system will have an **Individual Development Plan (IDP)** which will replace the current SEN Statement or Individual Education Plan (IEP).

Learners with any level of Additional Learning Need who require Additional Learning Provision’ (ALP) to be made for them, will be entitled to an IDP outlining their support needs. This new system will protect the rights of all children, regardless of the extent of their additional learning needs.

At present, any existing statements will continue to be legal documents until transferred to an IDP.

With the introduction of the new ALN legislation, Statements of Special Educational will gradually be replaced by Individual Development Plans (IDPs). Most Statements will be transferred to become Individual Development Plans (IDPS) over the **next 3 years**. No statements will be transferred in the first year of implementation. This process is due to be completed for all children with statements by September 2024.

During the ALN Implementation period, September 2021- August 2024, the SEN Code of Practice and the ALN Code will both apply. Pupils who currently have statements of SEN will continue to have rights under the SEN Code of Practice until their statement is replaced by an IDP. New cases will be managed under the ALN Code. Glan yr Afon Primary School must follow the Welsh Government's timescales for implementation, transferring cases from the old to new system on a rolling programme

Identification of ALN in accordance with ALNET

Identifying whether a child or young person has ALN will need to be based on a wide range of evidence gathered **over time**. Importantly, the definition of ALN covers learners whose learning difficulty or disability arises from a medical condition. However, pupils who have a medical need that does not impact on their learning should be supported through Health Care Needs Plan.

In accordance with the ALN Act (2021), Additional Learning Needs (ALN) are defined as follows:

- (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

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.
- (2) 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.
 - (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.

In accordance with the ALN Act (2021), Additional Learning Provision (ALP) is defined as follows:

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, or

(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) In subsection (1), "nursery education" means education suitable for a child who has attained the age of three but is under compulsory school age.

The definition of Additional Learning Needs (ALN) can only be interpreted with direct reference to the definition of Additional Learning Provision (ALP), both of which are described above. These two things have to be considered together.

Slower than expected levels of progress and educational attainment do not necessarily mean that a child has ALN and will not automatically lead to a decision that the learner has ALN.

A Person Centred Practice (PCP) approach to determining and managing ALN need

Person Centred Practice (PCP) puts the child and child's parents/ carers at the centre of decisions that are made. At Bryn Hafod, we use a range of resources to gather relevant information and to inform actions to support our learners who have been identified as having an additional learning need. Cardiff Local Authority has developed person centred templates for all schools to use, as part of this process.

Individual Development Plans (IDPs)

Individual Development Plans (IDPs) are put in place for those children identified as having additional learning needs, in accordance with the ALN Code (2021).

What is an IDP?

- The IDP outlines and documents the ALP required to meet the identified ALN
- It is central to assessing and meeting ALN going forward.
- Replaces the existing Statement of Special Education Needs over time.
- Is a single plan with a common format for learners aged 0-25.
- Will integrate all other individual plans.
- Is designed to be more accessible and easier to update to meet changing needs.
- Will specify the ALP required to meet the learner's ALN.(including health provision)

Universal Provision in accordance with the new Curriculum of Wales

A child or young person would not have ALN if their lack of progress or difficulties can be addressed through differentiated teaching.

Teaching which recognises and responds to the needs of individual learners is a key component of all high quality education; most children and young people will require a differentiated approach in some aspect of their education at some point in their school career.

When required, effective learning support will be provided by named teaching assistants (TAs). All staff are provided with training opportunities that promote effective learning.

Aims

At Bryn Hafod Primary School we:

- enable every pupil to experience success, promote self-confidence and develop a positive attitude
- ensure that *all* pupils identified with ALN, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- offer pupils with ALN equal opportunities to participate in all aspects of the school's provision
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for ALN is implemented and maintained

Objectives

At Bryn Hafod Primary School staff cater fully for the learning needs of *all* pupils in their classes and ensure equality of opportunity for all. The needs of *all* pupils will be met through school provision, at appropriate levels, according to need.

Class teachers will differentiate classroom tasks, resources and materials and match activities to individual pupil need. This is reflected in all levels of planning. All pupils, where appropriate, participate fully in Assessment for Learning (AfL) through self-assessment and personal target setting. Where necessary, effective support will be provided by named teaching assistants (TAs). All staff are provided with training opportunities to develop the skills required to promote effective, inclusive learning.

Principles of the ALN Code (2021)

Bryn Hafod Primary School upholds the principles underpinning the new ALN system, that aims to support the creation of a fully inclusive education system. At our school, *all* learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.

The principles underpinning the ALN system are:

- **A rights-based approach**, where the views, wishes and feelings of the child, child's parent or young person are central to the planning and provision of support; and the child, child's parent or young person 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.
- **Early identification, intervention and prevention**, where needs are identified and provision put in place at the earliest opportunity. This may also include instances when interventions are put in place to prevent the development or escalation of ALN.
- **Collaboration and integration**, seeks to enable services to work together in order to ensure ALN 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

- **Inclusive education**, where the majority of children and young people with ALN are supported to participate fully in mainstream education and a whole setting approach is taken to meeting the needs of learners with ALN

Roles and Responsibilities

The Governing Body

The Governing Body must have regard to relevant guidance in the Additional Learning Needs Code (2021) when exercising its functions under the Act. The governing body, together with the Senior Leadership Team (SLT) will where necessary, maintain Individual Development Plans (IDPs) and ensure appropriate Additional Learning Provision (ALP) for learners with Additional Learning Needs (ALN).

The named governor for Additional Learning Needs is Tony Powell, who liaises regularly with the executive headteacher/ head of school and the ALNCO.

Senior Leadership Team (SLT)

The Senior Leadership Team (SLT) will advise, support and challenge the school's ALN systems and processes, in order to identify and meet the needs of ALN learners. The SLT and Governors will work strategically to ensure that Bryn Hafod Primary School is meeting its responsibilities under the Additional Learning Needs Act, the Additional Learning needs Code (2021) and Equality Act 2010.

Additional Learning Needs Coordinator (ALNCO)

The additional learning needs coordinator (ALNCO), at a strategic level, ensures the needs of all learners with additional learning needs are met within the school. The ALNCO also ensures that the ALN policy and procedures for identifying, assessing and making provision for pupils with ALN is communicated and implemented by all school staff.

The ALNCO has responsibility for deploying and supporting staff and is also involved in decision making processes related to budgets and resources, in order to plan appropriate provision. The ALNCO ensures that IDPs and other related records are maintained and kept up to date and has regard to the views, wishes and feelings of the child and the child's parents/ carers. The ALNCO also ensures that where necessary, all relevant services support the learner's ALP as required. This often involves liaising with specialist external services, including the Local Authority (LA). In addition, the ALNCO prepares and reviews all information required to be published by the governing body, in accordance with the to the ALN Code (2021).

The school's Additional Learning Needs Co-ordinator is Mr Rhys Walters.

Class teachers

Class teachers are responsible for the day-to-day process of supporting *every* learner with additional learning needs. The class teacher works closely with the ALNCO to assess the child and to track child's progress in order to provide a differentiated learning programme. The class teacher will also make effective use of teaching assistants deployed to support ALN learners.

Teaching assistants (who provide support for ALN pupils)

Teaching assistants who provide support for ALN pupils are responsible for using agreed school procedures for giving feedback to teachers about pupils' responses to activities, tasks and strategies. They may also work closely with outside agencies and implement advised strategies for individual pupils and establish and maintain good working partnerships with parents/ carers of the child/ children that they support.

Admission Arrangements

In line with the Equalities Act 2010, the admission arrangements for pupils with ALN are the same as for all other pupils.

Allocation of resources

ALN provision is mapped and costed to ensure the efficient and effective use of all available resources. The ALNCO is responsible for the operational management of the devolved financial resources for additional learning needs provision within the school, including currently continuing to coordinate the provision for children with existing statements of Special Educational Need. The headteacher/head of school at Bryn Hafod Primary School consults with the governing body as to how the funding is best deployed to support special educational needs within the school. Appropriate resources for children with additional learning needs are available to support all areas of the curriculum.

Assessment and Identification of ALN

In order to support the identification of children with ALN the school will refer to some or all of the following:

- performance monitored by the class teacher as part of ongoing observation and assessment
- the outcomes from baseline tests and on entry assessments
- performance against level descriptions within the National Curriculum
- standardised screening or assessment tools
- school intervention programmes
- level and effectiveness of additional support
- concerns raised by and information from teachers/ parents/ carers and/ or other agencies

Ongoing assessments are carried out for all children throughout the school year. Any child presenting with difficulties, either as a result of data analysis or due to lack of adequate progress, would be further assessed and monitored carefully by the ALNCO, class teacher and teaching assistant, together with external professionals, as and when appropriate.

Our school operates a policy of early identification and intervention, whereby those children deemed to be in need of additional support will receive an appropriate programme of intervention and support.

Medical conditions

Bryn Hafod Primary School carefully monitors underachievement in relation to known medical conditions. We consider that early identification and acknowledgement of concern is vital and thus

parents are asked to disclose details of any medical conditions on entry to school, regardless of age at entry.

Parents and The Rights of the Child

Our school encourages positive relationships with parents and their involvement with their child's education. Parents will be notified of any concerns regarding their child and be invited to contribute to the discussion and process of planning for their child's needs. For pupils who are currently still in receipt of a statement of ALN, Annual Reviews will continue to take place as specified in the Statement of ALN. Where pupils' views are ascertainable these will be taken into account in the process of determining provision.

Education Tribunal Wales (ETW)

Parents have a right to appeal to the Education Tribunal for Wales (ETW). The Tribunal is independent and will consider appeals where there is disagreement with the local authority's decisions.

An appeal can be made by a child, (under The Education (Wales) Measure 2009), their parent(s)/ carer(s) or young person for the following:

- a review of the decision made by a school whether a child/young person has an ALN
- a decision by a local authority, in the case of a young person, as to whether it is necessary to prepare and maintain an IDP
 - the description of the person's ALN
- the additional learning provision in an IDP
- the school named in the plan or if no school is named
- a decision to revise an IDP
- a decision not to take over responsibility for an IDP, following a request to do so
- a decision to cease to maintain an IDP; or
- a refusal to decide a matter

ETW and claims of Disability Discrimination

ETW can also deal with most disability related discrimination, harassment and victimisation claims against schools in Wales.

ETW is independent of government and local authorities, and our decisions are legally binding.

Special Educational Needs Tribunal Wales (SENTW)

The Special Educational Needs Tribunal Wales (SENTW) varies slightly from the new Educational Tribunal Wales (ETW), as it deals with appeals from children and/ or their parents/ guardians, who are already in receipt of a Statement of Educational Need.

Annual Governors' Report to Parents

The Governing Body is required to include the following information regarding additional learning needs in their annual report to parents:

- the success of the ALN Policy
- significant changes to the policy
- consultations with the LA, funding bodies and similar

- how resources have been allocated to and amongst children with special educational needs over the academic year

Evaluation of Additional Learning Needs Policy

It is the duty of the school through the executive headteacher/ head of school, ALNCO and nominated school governor, to evaluate the effectiveness and efficiency of the policy and to report back to the remaining governors and to the parents/ carers annually.

Arrangements for Monitoring and Evaluation

The success of the school's ALN policy and provision is evaluated through:

- monitoring of classroom practice by the ALNCO and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the ALN register
- meetings between ALNCO and ALN Governor
- school self-evaluation
- the governors' annual report to parents, which contains the required information about the implementation and success of the ALN policy
- the school's annual ALN review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for monitoring provision in the school
- visits from LA personnel and ESTYN inspection arrangements
- feedback from parents and staff, both formal and informal

The school produces an annual ALN self-evaluation report.

Complaints Procedure

If a parent is concerned about the decisions made about his/her child, or the type of support being received then the parent can express those concerns in the first place to the child's teacher/ ALNCO. Further concerns should be put in writing to the Headteacher. At this point the Headteacher will provide information for further action, should the problem not be able to be resolved at this stage.

Staff Development

Bryn Hafod Primary School is committed to training all staff to meet a range of additional learning needs. Staff training for additional learning provision is incorporated into whole staff continuing professional development. Teaching Assistants have the opportunity to attend courses to further develop their skills. The ALNCO regularly attends LA ALN forum meetings and regular cluster meetings to keep abreast of current priorities relating to ALN.

Links with External Agencies

The school recognises the need for high quality, holistic support focussed on the needs of the child. Where external agencies are involved and the school will work collaboratively with these to ensure the best possible provision for the child. The school welcomes the support and advice of the LA's specialist teachers and the Educational Psychologist.

Links with other Schools

All pupils in Year 6 are involved in transition days to their feeder high school, with most pupils transferring in the main, to Eastern High School or St. Illtyd's R.C. High School. The ALNCO from the high school liaises with our school, to ensure that all relevant information and documentation is transferred prior to transfer. When required, children with complex needs will receive enhanced transition prior to transferring to high school.

When a child with ALN transfers to another school during the current key stage, care is taken to ensure that the receiving school has all relevant information and documentation for that child.

Funding

Financial Support for Additional Learning Needs

Bryn Hafod Primary School receives delegated funding from the LA in order to enable us to provide additional support and focussed interventions for pupils who have been identified as having additional learning needs.

It is also possible where necessary to request further funding on an individual basis for those pupils with the most complex needs. This can be done via a request to the LA for Complex Needs Enhancement (CNE) funding.

Pupils with Complex Needs

Not all additional learning needs can be predicted through a formula.

In addition to the formula funding above, schools may receive 'enhanced funding' payments to enable them to support named children with low incidence complex needs such as hearing or visual impairment, physical or medical difficulties and autism spectrum conditions.

Confidentiality

We comply with the Welsh Government and LA requirements with regards to confidentiality and GDPR. The files we keep on children are available to parents/carers. Information from third parties will not be disclosed without their consent. Access to these files may be withheld in certain prescribed cases where there are safeguarding concerns.

Reconsideration of decisions

A child, their parent(s)/carer(s), or a young person can ask the local authority to reconsider the decision of the school regarding the child/ young person's ALN.

The local authority must then decide whether the child or young person has ALN or not. When this happens, the local authority must inform the school of the request and ask for further information from them. The local authority may or may not uphold the school's decision. In the event that the local authority does not uphold the school's decision, it may direct the school to write an IDP.

If a child or parent/ carer, or young person is unhappy with the IDP, they can request the local authority to reconsider the plan. The local authority may revise the plan, tell the school to revise the plan or confirm the plan is appropriate.

Where the plan is maintained by the school, a child, their parent(s)/ carer(s) young person or school can also request that a local authority take over responsibility for maintaining the plan from the school.

The local authority must decide whether to take over the plan (unless it has previously made a decision and the child or young person's needs have not changed significantly and there is no new information to effect the decision). Where the local authority decides that it will not take over the plan, the child and parent(s)/ carer(s) or young person must be informed of this in writing.

What if there is disagreement?

Children and parent(s)/ carer(s) or young people will be involved in writing their IDP. Working in this way will provide opportunities to discuss concerns and enable issues to be addressed and settled at an early stage.

From time to time, disagreements can arise. The new ALN system and IDP process and the duty on schools and local authorities to consider the views, wishes and feelings of the child, parents or young person is intended to help overcome many disagreements. It is essential that problems are dealt with as quickly as possible and for children, parent(s)/carer(s), and young people to have access to impartial information advice and support.

Where a concern regarding health or social care provision is raised, a child, their parent(s)/ carer(s) or young person will be able to discuss this with the health or social care professional. Where it would be beneficial for the local health board to be involved in avoiding and resolving disagreements within education, the local authority will contact the Designated Clinical Lead Officer (DECLO) for advice.

For children and parent(s)/ carer(s) or young person, there are a number of ways that can help prevent problems or misunderstandings arising as follows:

Talk to the school

Always speak to the school's Additional Learning Needs Coordinator (ALNCo) as soon as you have worries or concerns. Share all the information you have about your child with the school and other professionals involved.

Named officer within the local authority

If you disagree with the school or local authority decision on anything relating to your child's ALN provision or placement you should contact a named officer at the local authority Inclusion Service.

ALN Independent Information, Advice and Support - SNAP Cymru

You can also contact **SNAP Cymru** who provide impartial information, advice and support to help you:

- confidently share your views, make decisions and develop good relationships with professionals;
- provide clear and straightforward information about your options
- help you make informed decisions; and
- help you understand ALN law, entitlements and processes.

Disagreement Resolution / Mediation

Sometimes it is difficult to reach an agreement. In this area, independent disagreement resolution is provided by SNAP Cymru. The service can help, children, their parent(s)/ carer(s), young people, schools, and the local education authority when there is a dispute about ALN decisions and ALN provision.

An experienced mediator will meet with parent(s)/ carer(s) and school or local education authority staff. The mediator does not take sides but will listen and find out what has been happening. The aim is to find a workable solution that everyone can agree with.

Children and parent(s)/ carer(s) or young people who want to know more about this service can speak to SNAP Cymru on **0808 801 0608** or email: DRS@snapcymru.org or for referral and more information on: **DRS** - <https://www.snapcymru.org/mediation/>

Disagreeing with Health provision

For disagreements related to health decisions and provision that have not been resolved through earlier discussions, you may use the “Putting things Right” process.

Link to health board “Putting things right” process

<https://www.wales.nhs.uk/ourservices/publicaccountability/puttingthingsright>

Monitoring and Review

This policy will currently be reviewed every year by the ALNCO, in order to keep in line with the three year ALNET programme of implementation.

References:

Crick, T. & Golding, T. (2020) ‘Building a new national curriculum for Wales: practitioners as curriculum policy makers’, in 33rd International Congress for School Effectiveness and Improvement (ICSEI 2020) [online at <https://cronfa.swan.ac.uk/Record/cronfa53339>].

Knight, C. & Crick, T. (2021) ‘The role of culture and context in shaping an inclusive curriculum: a case study of Wales’, ENCU Review of Education, DOI: <https://doi.org/10.1177/20965311211039858>

Welsh Government (2018) ‘Additional Learning Needs and Education Tribunal (Wales) Act’ [online at <https://www.legislation.gov.uk/anaw/2018/2/contents>]

Welsh Government (2020b) ‘Curriculum for Wales guidance’ [online at <https://hwb.gov.wales/storage/b44ad45b-ff78-430a-9423-36feb86aaf7e/curriculum-for-wales-guidance.pdf>]