Ysgol Gynradd
Tonysguboriau
Primary School

Additional Learning Needs Policy

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The definition of Additional Learning Needs.

Tonysguboriau 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.

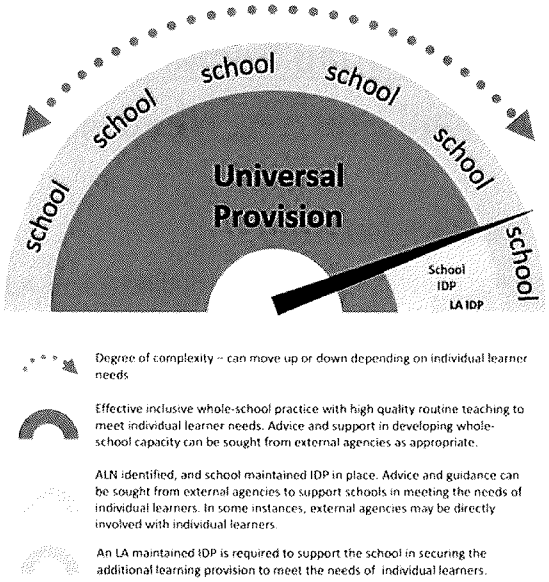
2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she –

- 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.

Universal Provision

The vast majority of our pupils 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
- interventions
- appropriate reasonable adjustments to enable access to the school environment, curriculum and facilities for children and young people who are disabled.

(See appendix A.)

All pupils in the school will have the opportunity to create an About Me Card (See Appendix B,) which will be completed with the contributions of parents/carers. For those who are not ALN, but require some targeted support, their targets will be included on their About Me profile. For those with ALN, their About Me profile will be

Pupils attending universal interventions will have targets set for them to work towards. These will be regularly monitored and reviewed internally by the staff working with the pupil.

Identifying Additional Learning Needs (ALN)

A small number of our pupils may have ALN. That is a need which is significantly greater than his / her peers, which requires Additional Learning Provision (ALP) over and above what is readily available to young people within the school.

As stated in the Additional Learning Needs Code for Wales 2021, there is a wide range of learning difficulties or disabilities, but they can be broadly classified into the following 4 areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Behavioural Development.

- Sensory and/or Physical

Early identification of ALN and the timely delivery of the interventions are central to ensuring pupils with ALN have the opportunity to succeed and have access to an education which meets their needs.

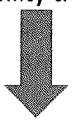
A decision as to whether a pupil has ALN will be based on a wide range of evidence gathered over time including:

- observational data
- multi-agency input/observations/assessments
- developmental checklists
- standardised screening or assessment tools and frameworks
- the quality of their work
- scaling questionnaires
- behavioural and social emotional questionnaires and standardised tests

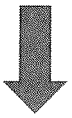
Identifying whether a pupil may have ALN and the subsequent decision as to whether the person has ALN requires evidence. This evidence might come from staff within a school, or other services which have been involved with a pupil. It might also come from the pupil themselves or the parent/carers.

Process for deciding if a pupil has ALN

The possibility of the pupil having Additional Learning Needs (ALN) is raised by the pupil, parent/carer, teacher, external agency. The date and summary is recorded and the pupil and/or parent/carer is notified of the possibility that he / she has ALN has been raised.



A meeting is held with all relevant individuals that support the pupil, to consider the pupil's needs. Discussions as to whether the pupil has ALN take place and a decision is made.



If ALN is present and the pupil and/or parent/carer gives consent, an Individual Development Plan (IDP) will be written.

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

a) an IDP is already in place.
b) 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.
c) the pupil does not consent to the decision being made.
d) the pupil is dual-registered and a local authority is responsible for the pupil.

In a small number of cases, where the pupil'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:

a) the school decides that the pupil no longer has ALN and that decision is not successfully challenged.
b) the pupil no longer consents to the IDP being maintained.
c) 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 pupil 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 pupil has ALN and might even contribute towards ALN, they do not necessarily mean that the pupil 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 pupil 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, 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 pupil 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 pupil 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 person 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 pupil has ALN, the Additional Learning Needs Code for Wales 2021 states that the following tests must be applied:

a) Does the pupil have a learning difficulty or disability?

a) Firstly, does the pupil 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 pupil does not have ALN.

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

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

Right to appeal / Complaints relating to ALN

Here at Tonysguboriau 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 pupil'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 pupils to achieve positive expectations, experiences and outcomes.

We promote an inclusive education where the majority of pupils 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.

SNAP Cymru have information to show the process of dispute and resolution and can provide support to families. This is included as Appendix C.

Parents / carers and pupils are advised that they are able to access external agencies which provide advocacy services such as SNAP Cymru.

Originally written by Mr Barry Blears – Additional Learning Needs Coordinator – in March 2025 in line with the ALN Code 2021.

This policy will be reviewed in March 2026.

Signed ..... Chair of Governors

Signed ..... Headteacher

Additional Learning Needs Coordinator: Mr Barry Blears

Appendix A - Overview of Universal Provision at Tonysguboriau

Universal Provision Offer at Tonysguboriau

At Tonysguboriau, we strive to ensure learning is engaging and purposeful. To enable this, we support every child and look to support them in a range of ways. We use an array of teaching and learning experiences that develop children's learning and guide them to be the best they can be.

The provision listed is the support that is offered to learners across the school:

• Emotional check-ins • Visual Timetable • Working walls • Break out spaces • Manipulatives to support mathematical learning • Outdoor provision • ELSA • Communication friendly spaces • Learner celebration opportunities (individual and whole class)	• Leadership and responsibilities for learners • Reading support opportunities • Questioning approaches to extend and support learning • Thinking processes e.g., mind mapping, inquiry approach • SHINE CAMHS supported group and class sessions • Behaviour monitoring

Differentiation at Tonysguboriau is another part of our offer. Differentiation is a holistic approach, that considers the whole child and looks to support them to enable them to achieve. Our approaches to differentiation include, but are not limited to:

- Horizontal differentiation approaches, e.g. dienes equipment, numicon etc...
- Differentiated texts
- Challenging and supportive questions
- Diverse ways of recording
- Support staff to enable learning
- Language support through symbols and images
- Flexible grouping / Peer support
- Collaborative learning

Assistive Technology is a consistent feature of our classrooms. It is used to enable children's learning independently so they may access and extend their learning. Some of our approaches using technology:

- Read/Talk back functionality
- Voice dictation
- Voice recording apps
- Differentiated articles (Britanica Digital Learning)
- Video tutorials (adult and child led)
- Video recording/editing apps to demonstrate learning

Appendix B – All About Me Card

Fy enw i / My name

Image of Learner here

Fy oedran i / My age

Y pethau mae pobl yn hoffi neu yn edmygu amdana i...
What people like and admire about me

- Enjoys seeing people and making people laugh
- I like to give hugs to my friends
- My love for stories and how I can recite and fully enjoy them
- My fascination with technology
- My curiosity and enjoyment of exploring new areas

Y pethau sy'n fy ngwneud i'n hapus...
The things that make me happy

- iPad
- My sister and my parents
-
- Cuddles
- Number Blocks
- Playdough
- Bubbles
- Slap stick comedy
- Baking
- Watching people build lego on youtube

p

Y ffordd orau i mi gael fy nghefnogi
How I want to be supported

Parents:

- With cuddles and play
- Being given time to adjust to new experiences
- Opportunities to bake and play with dough
- To be active - sing, clap and enjoy music I like

Teachers:

- By being told what I am doing and using visual timetable
- Using sensory activities that help me regulate
- Given small structured tasks that I can concentrate on
- Given choices about what I am doing and rewards for completing them
- Given a break out space that I can go to where I am safe
- iPad time when I have completed my tasks
- Opportunities to listen to and enjoy stories that I like

Tonyrefail Primary

Tonyrefail Primary

Appendix C - SNAP Cymru

SNAP Cymru

What if we can't agree?



Additional Learning Needs Disagreement Resolution

What if we can't agree?

Sometimes you may disagree with others who support your child's needs or be unhappy about something they do or say.

It is essential that problems are dealt with as quickly as possible and for children, young people and parents to have access to impartial advice and support.

The Additional Learning Needs Act (Wales) requires all local authorities to provide independent disagreement resolution services to help when parents or young people do not agree with the local authority, schools or colleges about additional learning needs provision.

The aim of the disagreement resolution services is to help young people, parents, local authorities and others who are responsible for making additional learning needs provision, reach an agreement that is in the best interest of the child or young person.



What should I do first?

The first step to resolving a disagreement is to talk to the other party.

If you are concerned about the help that your child has at school, or college the first step is to talk to their Teacher, the Additional Learning Needs Coordinator (ALNCo) or the Head teacher. It is never too early to seek help or advice and this should always start with the educational setting.

If you think the setting is doing all it can, but your child needs even more help, or you still disagree, you can also contact your Local Authority ALN (0-25) Casework team.

Share all the information you have about your child with the school, college or LA. They will:

- Listen and take your problem seriously
- Involve you and your child & consider your views
- Explore all the issues and concerns
- Gather information and plan a way forward

"I wish I'd come sooner, all the stress and disagreement would have been resolved so much earlier"

"After 18 months of frustration it finally feels like we are getting somewhere. The relationship between ourselves and the school and LA has definitely improved as a direct result of the disagreement session."



Contact Us

To speak with a member of our friendly team call our helpline or for more information on disagreement resolution see our website.

0808 801 0608

DRS@snapcymru.org

www.snapcymru.org

@snapcymru SNAP Cymru

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What next?

Most disagreements can be sorted out by talking with the other party. However, if your concerns have not been resolved or communications have broken down, you may want to consider using Dispute Resolution.

These arrangements are for all children and young people who have additional learning needs. The service is there to help resolve disagreements about:

- how EY's providers, schools and FE's make ALN decisions
- the additional learning provision for a child or young person
- the content of IDP's
- local authority ALN decisions and reconsiderations
- as an alternative or alongside Tribunal appeals

SNAP Cymru Dispute Resolution Service

SNAP Cymru is a unique Welsh charity with over 35 years experience in the field of additional learning needs.

We have the expertise and knowledge to help people work together to resolve disagreements quickly, finding solutions that are right for the child or young person. We can help by:

- making sure everyone is focusing on the child or young person's best interests
- helping you find effective solutions as quickly as possible
- supporting communication, to help people 'hear' each other's point of view
- clarifying information to avoid misunderstandings
- exploring rights and options
- helping everyone to consider solutions and agreeing what to do next

"Many thanks to our mediator; who facilitated fairly and independently!"

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Headteacher:		**Date:**	
Chair of Governing Body:		**Date:**	13/03/25.
Nominated Governor:		**Date:**	