



Introduction

At Gladstone Primary School, we believe that all children should be equally valued in school so that all learners make good progress from their individual starting points. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can learn, flourish and feel safe.

The Additional Learning Needs (ALN) Aims of the School

- To ensure the identification of all learners with additional learning needs (ALN), as early as possible in their school career.
- For learners to have access to a broad and balanced curriculum, learners with ALN are appropriately supported with additional learning provision (ALP) that affords them the opportunity to achieve their personal potential.
- That learners with ALN benefit from inclusion in all areas of school life and equality of opportunity.
- That learners with ALN, their parents or carers are involved in the decisions affecting their educational provision and kept informed of progress.
- To work effectively with outside agencies and professionals in the planning of, and delivery of ALP.
- To raise staff awareness and expertise in matters relating to ALN.

Definition of Additional Learning Needs

The Additional Learning Needs and Education Tribunal Act (ALNET 2018) defines Additional Learning Needs thus:

- (1) A person has additional learning needs if they have a learning difficulty or disability (whether the learning difficulty/disability arises from a medical condition or otherwise) which calls for additional learning provision (ALP)
- (2) A child of compulsory school age or person over that age has a learning difficulty or disability they— (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 which prevents or hinders

them from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

(3) A child under compulsory school age has a learning difficulty or disability if they are or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

(4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which they are or will be taught is different from a language (or form of language) which is or has been used at home.

The school recognises that ALN can be broadly classified into the following four areas:

- Cognition and Learning
- Behaviour, Emotional and Social development
- Sensory and/or Physical
- Communication and Interaction

Admissions

The Governing Body believes that the admissions policy should not discriminate against learners with ALN and holds best practice advocated in the Code of Practice for Wales (2002), that pupils with ALN must be treated as fairly as all other applicants for admission.

Equality Statement

Gladstone Primary School is committed to equality and we do not discriminate, either directly or indirectly, against anyone on the grounds of their gender, race, colour, ethnic origin, religion, ability, disability or any aspect of their social/cultural background. Furthermore, we strive to be an anti-racist school. All the practices and procedures detailed in this policy are designed to be inclusive and we have considered equality implications as part of our obligations under the public sector equality duty when preparing it. The School's Strategic Equality is available on request. This policy recognises the need for teaching that is inclusive. In accordance with the Equality Act 2010, the school makes reasonable adjustments and takes positive action for learners with protected characteristics to ensure equal access to education provision in all activities.

Allocation of Resources

The Governing Body ensures that resources are allocated to support appropriate provision for all learners in meeting the aims set out in this policy.

Criteria for Evaluating the Success of the School's ALN Policy

The policy is reviewed with any change in circumstances and at least every two years. ALN needs are reviewed regularly and outcomes of these reviews inform the school development plan.

Learner progress will provide evidence for the success of the ALN policy and this will be analysed carefully through:

- Consideration of each learner's success in achieving learning outcomes
- Use of diagnostic and standardised assessments, as appropriate
- Evidence generated by IDP review meetings Identification, Assessment and Provision

At Gladstone Primary School, early identification of learners with ALN is a priority. The school uses appropriate screening and assessment tools for early identification through:

- Screening/diagnostic tests (see Assessment Policy)
- WNT Standardised tests
- Notes from transition meetings (eg from class to class; from Nursery to Reception; from Early Years to Progression Step 2; from Progression Step 2 to Progression Step 3)
- Parental information or/and information from outside professionals (eg Home visits prior to Nursery start date, Early Years Forum support, Flying Start/Private Childcare settings, previous settings if child is an In Year Admission)
- Evidence obtained by teacher observation/assessment
- Learner progress in their learning journey through the Curriculum for Wales
- Staff work on a collaborative basis to monitor standards of teaching and learning (Cluster Working), input support and scaffolding for individual and groups of pupils and liaise with the ALNCo (as appropriate).
- If a child transfers to our school from another school, they will be monitored, allowing an appropriate length of time for the child to 'settle in'.
- Previous records and assessments will be used to provide help in designing differentiated learning, where necessary and help with identification of ALN, if this has not already happened and is appropriate.

In Gladstone Primary School we follow a graduated response to support all our learners. This includes:

- Quality teaching using available and appropriate resources e.g support staff and/or assistive technology (Universal Provision)
- Reasonable adjustments (where appropriate).
- Targeted and Individualised support for specific pupils (Additional Learning Provision)

Identifying ALN Process

If a class teacher has a concern about a learner, the class teacher will usually raise this with the parent/carer in the first instance. At this stage, the kinds of interventions listed in Universal Provision may be put into place by the class teacher, in consultation with the ALNCo if appropriate. A concerns sheet is completed and short term intervention to be planned by the class teacher to measure progress. After a follow up concerns meeting and reflection on short term intervention, the pupil may be added to the school's 'School Aware (Monitoring) List' and the class teacher will keep parents/carers informed of progress. Appearing on the Monitoring List for a particular length of time does not necessarily mean a learner will move on to be formally identified as having ALN. However, if 'adequate progress' is not shown within that given time, it may be appropriate to begin considering referrals to external professionals and whether or not the learner has ALN.

The triggers for intervention through School Aware will be concern underpinned by evidence about a child, who despite receiving differentiated learning opportunities, makes -

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed by the school;
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the ALNCo may contact them if the parents agree. The ALNCo will support the further assessment of the child, assisting in planning future support for him/her in discussion with colleagues, and monitoring action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Following the 'Seven Week Process' (35 school days) in accordance with The Additional Learning Needs and Educational Tribunal Act (ALNET 2018), IF a concern is raised by a child, parent, carer or the school, that the child in question may have ALN, it will trigger a process known as the 'seven-week process'. This will be further explained to relevant parties at that time by the ALNCo. The first four weeks is a process of information gathering. A Person-Centred Planning (PCP) meeting date is usually set for week four (approximately), to discuss the evidence and school decision.

If the decision is YES, the meeting will be used to develop an Individual Development Plan (IDP), highlighting the child's area(s) of need and a description of the Additional Learning Provision (ALP) to be provided. This document is drafted and finalised over the next three weeks.

Assessment is continuous and for children identified as having ALN, parents will be given regular opportunities to be kept informed of progress by class teachers e.g. at parents' evenings. More formal review of progress will be held regularly, at least annually, to update Individual Development Plans (IDPs).

If the decision is NO, the meeting will be used to highlight how the child will continue to be supported at our school, inform parents and carers of their right to appeal and signpost to advocacy services.

Universal Provision

Universal provision, available to all pupils, allows for differentiation of the curriculum in class, in small groups or at an individual level as well as provision of wellbeing support that cultivates positive emotional health and wellbeing for all. Pupils who require differentiation of work or many interventions are not necessarily identified as having ALN, nor do they need to be identified as having ALN in order to access the support.

Additional Learning Provision (ALP)

Additional Learning Provision (ALP) is additional to and/or different from Universal Provision for those pupils identified as having ALN. ALP differs from the support available to all pupils in, for example, its frequency and intensity. It may involve specific strategies, adult-led interventions and specialised equipment as necessary. It may be shaped by the recommendations from outside, suitably qualified professionals. It may involve individual or small group support or more likely, a combination of these. School may decide it is appropriate to apply to the Local Authority for additional monies to fund the ALP necessary, in order for a child to make progress.

The ALN Register

All learners identified as having ALN are recorded on the School's ALN Register, maintained by the ALNCo. In addition, learners who are being monitored for different concerns are recorded on a 'School Aware (monitoring) list'.

Nature of Intervention

The ALNCo and the child'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.

Interventions are documented in Intervention Logs, in addition to this progress and observations are regularly shared and reviewed between teachers and support staff.

Monitoring Learner Progress

In the ongoing monitoring of progress for learners with ALN, we look for progress that is adequate or better.

Adequate progress is that which:

- Narrows the attainment gap between the learner and their peers. The attainment gap as shown, for example, in standardised tests should not be widening.
- Equals or improves on the previous rate of progress
- Shows an improvement in the learner's independence skills, social skills or emotional regulation.
- Shows an improvement in the learner's behaviour.
- Shows an improvement from their starting point

English as an Additional Language (EAL)

Particular care is taken over determining ALN with children who are learning English as an Additional Language (EAL). Teachers follow closely their progress across the curriculum to ascertain whether difficulties arise from their stage of English language development, as monitored and supported at school, or if there is a potential additional barrier to learning. EAL Learners should not be disadvantaged in being able to access processes which determine whether ALN may be present, but the impact of their stage of English language acquisition must be taken into account.

Record Keeping via Edukey

Class teachers are kept well informed of information relating to learners with ALN, including information from outside agencies, through regular ongoing communication and the mechanism of the class ALN documents necessary to deliver ALP, including IDPs, OPP's and recommendations or reviews from outside professionals as appropriate, stored securely on Edukey.

Complaints Procedure and Dispute Resolution

The school's complaints procedure is outlined in the school prospectus and can be found on the school website. Additional information relating to ALN is highlighted on the school website and can be explained to parents if required. The school is keen to try and address any concerns, worries or issues as soon as possible and this should be done by raising any issues with us, as a school, in the first instance.

As a school, we aim to adhere to the following good practice principles (WG, 2017):

- Support to ensure parents can attend and contribute to meetings
- Ensure communication is inclusive and sensitive so parents feel like equal partners so concerns and misunderstandings are dealt with early on
- Face to face meetings to plan the way forward
- All parties have the same information from the same trusted source
- Timely and consistent communication so trust is built
- Positive, open and constructive dialogue
- Explanation of the legislation underpinning decisions and signposting to further information
- Decisions are properly explained in inclusive language to parent and child/Young Person
- Supporting the examination of the IDP so decisions are transparent and all evidence has been considered

The Role of the ALNCo

The Additional Learning Needs Co-ordinator at Gladstone Primary School is Mrs L. McCarthy.

The main responsibilities of their role are as follows:

- Working with the Headteacher, Senior Managers and Governing Body to determine the strategic development of the ALN policy which may feature in the School Development Plan
- Managing the day-to-day operation of the policy
- Co-ordinating provision for learners with ALN
- Ensuring that provision for learners with ALN is kept under review and the impact is monitored
- Promoting inclusion of learners with ALN
- Liaising with and giving advice to class teachers and LSAs
- Liaising with parents
- Liaising with external agencies, LA support services, Health and Social Services and other external bodies
- Making referrals to LA support services, including external services on behalf of learners and their families
- Co-ordinating the identification of ALN through the 'seven-week process' and overseeing development of IDPs through person-centred meetings
- Co-ordinating person-centred IDP review meetings
- Managing ALN record-keeping eg Edukey
- Contributing to INSET, to build staff capacity in relation to ALN

The Role of the Governing Body

The Governor responsible for Additional Learning Needs at Gladstone Primary School is Kelly Price.

The Governing Body's responsibilities to learners with ALN include:

- Ensuring that provision of a high standard is made for learners with ALN
- Overseeing decisions around whether a pupil has ALN
- Ensuring full inclusion of learners with ALN
- Full involvement in the development and review of the ALN policy
- Reporting to parents on the school's ALN Policy including the allocation of resources from the school's budget
- Having regard to the ALNET Act (2018) when carrying out these responsibilities

The Role of the Headteacher

The Headteacher's responsibilities to learners with ALN include:

- Ensuring that provision of a high standard is made for learners with ALN
- Ensuring full inclusion of learners with ALN
- Working closely with the ALNCo and all staff delivering ALP
- Full involvement in the development and review of the ALN policy
- Keeping the Governing Body well informed about ALN within the school
- Reporting on ALN matters to the Local Authority
- Ensuring that the school has clear and flexible strategies for communicating with parents in a way that encourages involvement in their child's education
- Having regard to the ALNET Act (2018) when carrying out these responsibilities

The Role of the Class Teacher

At Gladstone Primary School we recognise that all teachers are teachers of ALN. ALP will therefore be delivered by a range of staff as appropriate in the case of each learner, including teachers and school-based learning support assistants who have received appropriate training, overseen by the school's ALNCo.

The Class Teacher's responsibilities to learners with ALN include:

- Provide high quality, differentiated class teaching (Universal Provision)
- Develop constructive relationships with parents and keep parents informed of progress
- Communicate concerns about a learner to ALNCo following the Concerns Process Map - this may lead to inclusion on 'School Aware' (monitoring) List
- Communicate concerns to parents
- Monitor and give feedback on progress over time
- Implement any extra support necessary within universal provision, and reasonable adjustments and deploy LSA support to accommodate this
- Awareness of the school's procedures for the identification and assessment of, and subsequent provision for, learners with ALN

- Collaborate with the ALNCo in developing the IDP and deciding upon the ALP required to assist a learner to progress
- Co-operate in implementing ALP for pupils with ALN and where necessary deploy LSA support necessary to deliver ALP
- Co-operate in review of provision and IDP outcomes
- Work with the ALNCo to collect information about a learner for possible identification of ALN or review purposes

Assessments commonly used at our school to identify ALN Screening tests include:

- Local Authority Baseline Screening
- Early Years Developmental Profile (being rolled out September 2025)
- Wellbeing: SELFIE (Social and Emotional Learning for Improvements Elsewhere) from Years 2 – 6 and Motional
- New Salford Reading Test
- SWST (Single Word Spelling Test)
- Get Writing assessments
- Non-Verbal Tests
- WG National Test results for Reading and Maths Diagnostic Tests
- Dyslexic Screening
- Diagnostic Test (SpLD outreach)

Interventions and Apparatus that can be used as part of Universal Provision (not exhaustive)

- Direct Phonics (Letters and Sounds)
- Giglets
- Reading rulers/Coloured overlays for reading
- Pencil grips
- Writing slopes
- Alphabet cards/spelling banks/word banks
- Widgits
- Visual Timetable
- Now/Next board
- Pack of equipment that stays in place for a child
- Reinforcement (RAG) Charts/Books
- Sensory 'Fiddle toys' including Tangles and Pop Its

- Alternative lunch provision
- Extra reading interventions
- Extra spelling interventions
- Extra maths interventions
- Nessy (online platform for Literacy (reading and spelling) & Numeracy)

Fine/Gross Motor Skills

- Theraputty
- Sprung scissors
- Pencil grips
- Handwriting Motorway

Emotional Wellbeing

- ELSA work (Emotional Literacy Support)
- Range of social skills games eg Talkabout
- Range of emotional literacy games
- Calming Boxes
- Feelings Scales
- Sensory activities
- Sensory spaces
- Sensory Circuits for emotional regulation

One Page Profile (OPP):

Date of birth:
Year group: Year 1
Class: Llantwit

What people like and admire about me?

- How happy and active I am
- How I independently explore areas
- How loving and excitable I am
- How I love to sing
- How I like to count and carry groups of objects
- How he loves animals and knows the names of them
- My laugh when I am on the swing having a really fun time
- How I love being outside and exploring

What is important to me?

- Having a clear and consistent routine
- Having consistent support adults
- My sloth
- Freedom to explore and play
- Having a safe space
- My collection of objects I like to collect
- Crunchy snacks

The best ways to support me

- Please use language I understand
- Ensure I have consistency , if not I can become distressed
- The environment can be overwhelming - please guide me to a calm area
- Use traffic lights and picture cards to support my communication and understanding
- Use a visual timetable with picture cards to support me with my day
- If I am upset I like space and time, sometimes I like a hug
- Let me have access to a variety of learning opportunities to develop my play skills especially the outdoors
- Support me with turn taking and sharing with my friends
- Help me to develop my communication by using

How do I communicate?

- Communication boards
- Visuals
- Traffic lights



Individual Development Plan (IDP):

Individual Development Plan (IDP)

This document is available in Welsh / Mae'r ddogfen hon ar gael yn Gymraeg .

PART 1

SECTION 1A: Basic biographical information about the child or young person and contact details

Full Name		
Likes to be known as		
Date of birth		
Gender and preferred pronouns		
Current education setting		
Home address and telephone number		
Name of parents		
Email address		
Parents addresses and telephone numbers		
Communication requirements and preferences		
For a young person, details of consent to IDP being prepared / maintained		
Capacity Issues		

SECTION 1B: Responsibility for the IDP

Organisation responsible for maintaining the IDP	
Date before which the IDP must be reviewed	
Proposed review date	

PART 2 includes those elements of the IDP in relation to which appeals to the Educational Tribunal for Wales can be made.
These elements are **underlined, bold and red**

SECTION 2A: Description of the child or young person's additional learning needs (ALN)

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

Intended outcome:				
<u>ALP to be provided</u>	<u>Should the ALP be provided in Welsh?</u>	Organisation service to provide the ALP, and contact details	<u>Start date</u>	<u>End/Review date</u>
Rationale for the ALP listed above:				

Intended outcome:				
<u>ALP to be provided</u>	<u>Should the ALP be provided in Welsh?</u>	Organisation service to be provide the ALP, and contact details	<u>Start date</u>	<u>End/Review date</u>
Rationale for the ALP listed above:				

Intended outcome:				
<u>ALP to be provided</u>	<u>Should the ALP be provided in Welsh?</u>	Organisation service to be provide the ALP, and contact details	<u>Start date</u>	<u>End/Review date</u>
Rationale for the ALP listed above:				

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

Intended outcome:				
<u>ALP to be provided</u>	<u>Should the ALP be provided in Welsh?</u>	Organisation service to be provide the ALP, and contact details	<u>Start date</u>	<u>End/Review date</u>

Rationale for the ALP listed above:				

Intended outcome:				
<u>ALP to be provided</u>	<u>Should the ALP be provided in Welsh?</u>	Organisation service to be provide the ALP, and contact details	<u>Start date</u>	<u>End/Review date</u>
Rationale for the ALP listed above:				

SECTION 2D: Places at a named school / institution or board / lodging

<u>The name of a maintained school in Wales that is being named for the purpose of securing the admission of the child to the school</u>	
<u>The name of any particular school or other institution which must be secured</u>	
<u>Board and lodging provision which must be secured</u>	

PART 3

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

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

SECTION 3B: Timeline of key events

Significant events or information relevant to understanding the child or young person's ALN and planning the necessary ALP

Date	Organisation / Service / Individual	Indicator of what happened

Education settings previously attended (and dates)

Date	Organisation / Service / Individual	Sessions / Year Group
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SECTION 3C: Transition

Agreed Actions for Transition	Person Responsible	Expected Outcomes

SECTION 3D: Travel Arrangements

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