



**YSGOL
CEFNLlys**

Learning Today To Shape Tomorrow ~ Dysgu Heddiw er Mwyn Llunio Yfory

EDUCATING LEARNERS WITH ADDITIONAL LEARNING NEEDS

Policy adopted: February 2023

Reviewed February 2025

Chair of Governors: _____

Headteacher: _____

Date: _____

Next Review: February 2026

ALN Vision Statement:

“Learning Today to Shape Tomorrow”

To meet the needs of all pupils through excellent teaching strategies, classroom organisation and differentiation. To have a whole school Universal Provision that addresses the needs of all pupils. To ensure that all pupils have access to a broad and balanced curriculum. To ensure that all learners with ALN are supported to overcome barriers to learning and can achieve their full potential.

Name of School	Ysgol Cefnlllys
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Email and web addresses	office@cefnlllys.powys.sch.uk
Head teacher	Ms M Soporova
ALNCo	Ms M Soporova
Chair of Governors	Mr J Williams
ALN Link Governor	Mr T Crowden
Safeguarding Link Governor	Mrs S Collister
Designated Teacher for looked after children	Ms M Soporova
Designated Child Protection Lead	Ms M Soporova

Background

This policy sets out our approach to supporting children with additional learning needs (ALN). In addition, this policy and guidance is in line with Powys County Council's framework for meeting the needs of all children and young people from birth to 25 years of age and aligns with the Powys Vision 2025 Plan in ensuring that all children and young people are supported to achieve their potential.

The advice and guidance set out within this document consider all the current legislation and guidance, including the Additional Learning Needs and Education Tribunal (Wales) Act 2018, Education Act (1996) and Equality Act (2010).

There is information about the support that Powys County Council and other services provide on the council website.

- www.powys.gov.uk/ALN

The system for supporting children and young people with special educational needs and disability in Wales changed on 1 September 2021 with the introduction of the Additional Learning Needs and Education Tribunal (Wales) Act, 2018.

The ALN Act and subsequent code (Additional Learning Needs Code, 2021) provides a more flexible and responsive system of meeting the needs of children and young people with additional educational needs or disabilities, ensuring a fully inclusive education system for the learners of Wales.

The new system will ensure:

- needs are identified early, addressed quickly and all learners are supported to reach their potential.
- our professionals are skilled and confident in identifying needs and deploying strategies to help learners overcome their barriers to learning.
- that the learner is at the centre of everything we do and that they and their parents and carers are equal partners in their learning. (Person Centred Approach)

Key messages about these changes:

- The term Additional Learning Needs (ALN) will replace the terms Special Educational Needs (SEN) and Learning Difficulties and Disabilities (LDD)

- Special Educational Needs Coordinators (SENCOs) in schools will now be called Additional Learning Needs Coordinators (ALNCOs)
- The mandatory ALN Code for the new system will cover children and young people aged 0-25. This means that early years and further education colleges will have duties under the Act, but this does not include higher education or apprenticeships.
- The current graduated system of Early Years/School Action, Early Years/School Action Plus and Statements is being replaced over the course of the next three years. All children and young people with an identified additional learning need (ALN) that requires additional learning provision (ALP) will have an Individual Development Plan (IDP). The IDP will replace all other individual plans for these pupils. IDPs for children under compulsory school age, who require them, in the early years will be maintained by local authorities.
- Most Individual Development Plans will be maintained by the school but may also be maintained by the Local Authority for those learners with the most complex needs.
- There may be some pupils that are considered to have SEN/ALN under the current system but will not be considered to have ALN under the new system as their needs can be met with universal learning provision (ULP). This will not adversely affect the way schools are funded in Powys.
- The Act expects that all partners such as Education, Health and Social Care will work in collaboration to support children and young people with ALN.
- There will be increased opportunities for children, young people, parents, and carers to contribute to the creation and maintenance of Individual Development Plans through Person Centred Planning.
- It is expected that working together more closely should help to avoid disagreements.
- All reasonable steps will be taken to ensure additional learning provision will be provided in Welsh, if required

Context

The new ALN act

- The Additional Learning Needs (ALN) Act sets out the new statutory support system in Wales for children and young people with special needs. The ALN Act aims to be a bilingual system of support and protects children who have additional learning needs. If some or all

of your child's provision needs to be in Welsh, this must be documented in the IDP and 'all reasonable steps' taken to ensure that it's provided.

- The term ALN will replace 'special educational needs' (SEN), covering all children and young people with additional needs, regardless of how complex or severe they are, this means ALN will cover a whole spectrum of needs.
- The ALN Act aims to help children and young people with ALN overcome barriers to learning and reach their full potential.
- A key element of the ALN Act is the provision of an Individual Development Plan (IDP) for every child who has ALN, regardless of severity. This will replace Statements, which are typically awarded to learners with more severe or complex needs, and Individual Education Plans (IEPs) for learners with less complicated needs who were previously on the register at School Action or School Action Plus level. This will ensure consistency throughout the ALN system, and protect the provisions and rights of all children, regardless of the extent of their needs.
- IDPs will apply to children and young people from birth to the age of 25, as long as they are in education.
- They will set out not just the alternative learning provision (ALP) that learners need at school, but also provisions by healthcare services and any other agencies involved in their care and support. The IDP will be a flexible document that will be reviewed and changed as a child's needs develop and change over time.

What is ALN?

The ALN Code (2021) defines ALN as:

(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—

(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 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.

(3) 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.

(4) 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

Further information, including guidance on applying the definitions above can be found within the ALN Code (2021), Chapter 2.

Powys County Council maintains three special schools, satellites of those schools and specialist centres in some mainstream schools. These provide specialist teaching and intervention for pupils who have complex needs. According to individual need, placement at the centres may be short- term and/or part-time and are accessed by application to the Powys Inclusion Panel (PIP). Our school ALNCo can provide additional information if required.

Vision

This ALN policy and guidance is in line with Powys County Council's framework for meeting the needs of all children and young people from birth to 25 years of age and aligns with the Powys Vision 2025 Plan in ensuring that all children and young people are supported to achieve their potential. It is the council's policy to educate all pupils, wherever possible, within its mainstream schools to enable them to achieve their potential and to ensure their wellbeing.

The whole team at Ysgol Cefnlllys is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of all children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to play, achieve, develop, learn and grow.

Roles and Responsibilities at Ysgol Cefnlllys

The Governing Body and School will:

- Maintain an inclusive ethos for all pupils with additional learning needs
- Identify an appropriate person from the governing body, to take responsibility, along with the Head teacher, for ensuring the setting or school maintains provision for pupils with ALN according to the ALN Code
- Identify an ALNCo who is part of the senior leadership team at the school
- Develop, implement, report on and annually review the school's ALN policy
- Ensure that the responsibility for meeting the needs of pupils with ALN is shared by all staff
- Ensure that delegated resources for ALN are allocated fairly, efficiently and address identified needs
- Ensure systems are in place for the early identification, assessment, provision and monitoring of individual needs in line with the Powys Inclusion Pathway 'Tyfu'
- Provide an appropriately differentiated curriculum across all areas of learning to match the child or young person's needs
- Take advantage of training opportunities provided, to develop ALN expertise throughout the school

The Additional Learning Needs Coordinator (ALNCo) will:

- Ensure the identified needs and objectives are recorded in a pupil's Individual Development Plan / Statement of SEN where one applies
- Manage the conversion to the new ALN code
- Maintain a school ALN register
- Promote and develop inclusive learning and teaching throughout the school
- Ensure that the identified learning needs of all pupils are provided for in the classroom through effective teacher support and wider school support.
- Develop and co-ordinate targeted programmes of support for pupils at risk of permanent exclusion and underachievement
- Work with colleagues to raise standards of ALN pupil attainment and achievement
- Disseminate good practice in inclusion across the School

- Ensure the school policy follows agreed structure and is updated annually
- Prepare/deliver whole school INSET(s) as required

Powys County Council will:

- Provide learners, parents and schools with access to specialist staff qualified or with expertise in auditory and visual impairment, multi-sensory impairment, autism, physical and neurological impairment, speech and language and specific learning difficulties
- Ensure efficiency and effectiveness of services
- Collate and evaluate performance data in relation to all pupils with ALN
- Provide information and guidance in relation to funding and oversee the distribution of funding in the most cost-effective way
- Monitor and review the ALN strategy, provision and services
- Challenge all providers to improve their performance and ensure that all children and young people with ALN are able to fulfil their potential

The types of ALN that are provided for within our school

There is a wide range of learning difficulties or disabilities, but the ALN Code (2021) broadly places them into the following four areas:

- Communication and interaction – these include children and young people with speech, language, and communication needs, and those with an Autism Spectrum Condition (ASC)
- Cognition and learning – these include children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning disabilities (PMLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia.
- Behaviour, emotional and social development (BESD) – these difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other children/young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder
- Sensory and/ or physical these include children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD)

Children and young people with any of the above needs will be included in our school community.

Identification and Assessment of ALN

Where there is clear evidence of concern about a learner's progress, school will work with the Local Authority to implement the Inclusion Pathway according to the following levels:

- Emerging Needs
- Universal Learning Provision
- School IDP
- School IDP (PIP)
- LA (complex) IDP

Powys County Council has a gateway that provides a single point of contact for parents, carers, learners, schools, local authority and NHS for the inclusion pathway. It is an online system called TYFU.



Contact details for the gateway are

tyfu@powys.gov.uk

Tyfu is an online system that enables all settings, schools and the council to create one- page profiles for pupils, upload universal learning provision plans and monitoring details, create individual development plans for pupils with ALN, record meeting details and decisions relating to individual pupils' emerging needs / ALN, make direct referrals into the council, and create personal education plans for children looked after. The platform also allows all people working with a child, young person and their family to have access to the information to ensure that there is a multi- agency approach to meeting the needs of all children and young people with ALN. Access to the Tyfu Platform is by invitation and two step verification process. We will only invite professionals to have access to a child or young person's Tyfu profile with parental or young person consent.

Emerging Needs and Universal Learning Provision (ULP)

ULP forms the foundation for all support or provision in our school and comprises good teaching and learning that is made available to all. It is based on inclusive approaches to teaching and learning which benefit all learners, whilst being essential for those with ALN. To support learners with emerging needs or identified needs, school will put in targeted teaching strategies/interventions to ensure the learner can make progress. If a learner is having their needs met under ULP, they do not have ALN but a ULP plan will be completed.

School IDP (Individual Development Plan)

Where ULP is not sufficient to meet needs, the learner may be identified as having additional learning needs (ALN) and school will take additional or different action to secure progress. For any learner identified as having ALN, school will create and maintain an IDP and take all reasonable steps to ensure that the necessary additional learning provision (ALP) is secured.

School IDP (PIP)

Ysgol Cefnlllys will provide specific strategies and adult-led interventions to address typical barriers to learning; these will be delivered via ULP or School IDP. However, there may be occasions where a child has a school IDP but there is specific ALP that they cannot provide. In such circumstances the school will ask the council to provide ALP, on a short-term basis, via one of its central resources – whilst a pupil receives this ALP from the council, they will be considered to have a School IDP (PIP). The responsibility for maintaining the IDP remains with the school, but the council will provide a type of ALP. Examples of such ALP are:

- Targeted work with one of PCC specialist teachers (SPLD/S&L/CLA/EAL)
- Targeted work with one or more of PCC Sensory Service specialist team (Vision/Hearing/Multi-Sensory Loss and Physical Disability)
- Outreach support from one of the council's specialist teaching facilities (Specialist centre/PRU/Nurture provision)

A pupil may transition between a School IDP and a School IDP (PIP) on several occasions. This does not impact on the learner's/parent's/carer's right of appeal.

LA (Complex) IDP

Local Authority ALP - LA IDP

Where, despite taking relevant and purposeful action to identify, assess and meet the ALN of the child or young person, they have not made expected progress, consideration will be given to requesting an LA IDP. This request can be made by the school or by parents. In most cases an IDP will be maintained by the school. However, where the complexity of the additional provision required to meet the needs of a learner is unreasonable for the mainstream school to provide, this will be maintained by the local authority. The local authority will also maintain the IDPs for pupils below and above statutory school age and where a child or young person is looked after by the LA.

In considering whether an LA IDP is necessary the local authority will consider the evidence of the action already being taken by the school to meet the child or young person's ALN.

Reviewing ULP and IDP

At Ysgol Cefnlllys we will review ULP provision half termly as a minimum. If a learner's status changes from ULP to no status a text message will be sent. Parents will then be able to access their child's profile to review the details.

IDPs are used to actively monitor children and young people's progress towards their outcomes and longer-term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child or young person as appropriate, their parents or carers and any other relevant professional working with the child or young person, and will take account of their views, wishes and feelings. The review will focus on the child or young person's progress towards achieving the outcomes specified in the IDP. The review will also consider whether these outcomes and supporting targets remain appropriate and if the ALP is still relevant and appropriate.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- Use Tyfu to add additional reports submitted in advance of the meeting

Additions or amendments to the IDP will be made on Tyfu within two weeks of the person-centred review taking place.

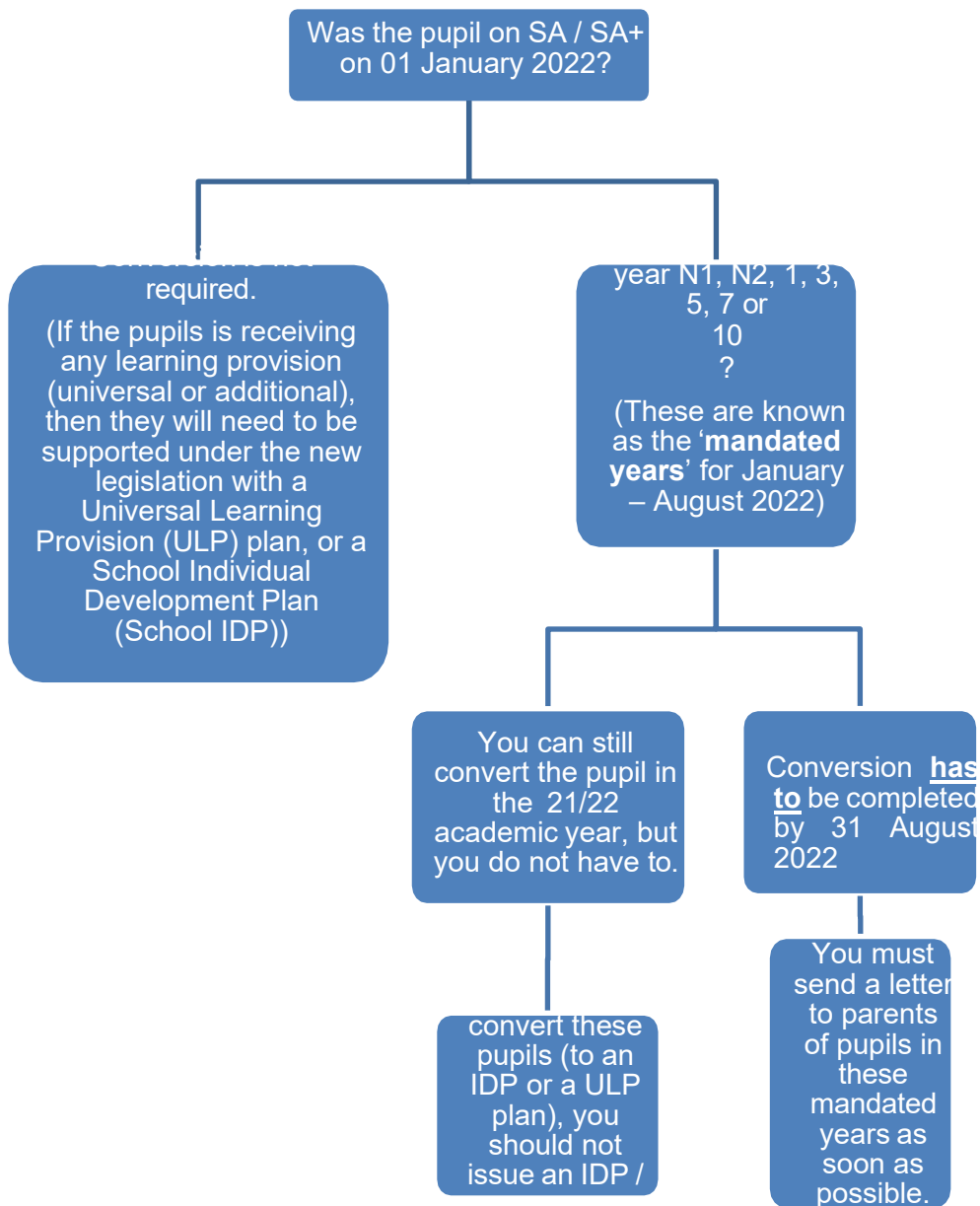
In line with the new ALN Code, we will ensure that a revised copy of any IDPs will be issued before the end of the review period (i.e. before the end of the year in review), regardless

of when the review is carried out. Any amendments agreed following a review carried out at the request of the child / young person parents will be issued within 35 school days of the review.

Where a child is looked after by the Local Authority, we will endeavour to synchronise IDP reviews with social care reviews.

Conversion

The roll out across all schools will take place from September 2020 and will take three years, until Summer 2023 when all the Statements and IEPs will be converted to IDPs. School may convert to IDPs before the conversion date.



Partnership working

Local authorities are required under Section 332A of the Education Act (1996) to arrange for the parent, guardian or carer of any child with ALN residing in their area to be provided with advice and information about matters relating to their child's needs.

Parent/carer and learner

If you think that your child has ALN the first step is to talk to your child's teacher or ALNCo.

They are trained to provide information, advice and guidance on ALN.

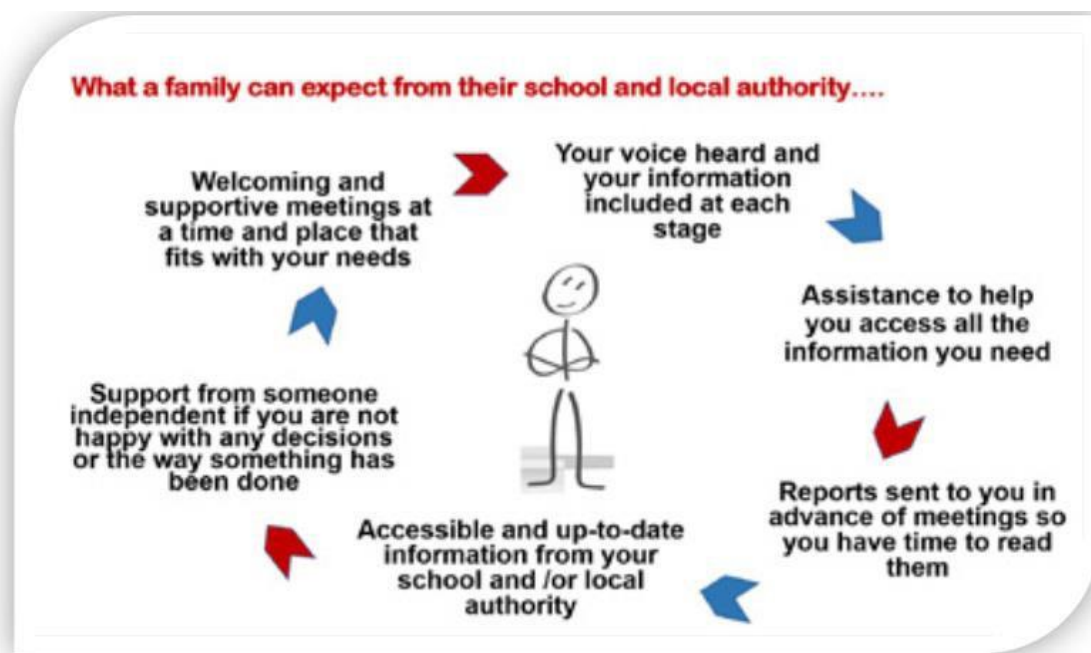
When a learner is placed on the school ALN register, the school's ALNCo must seek the parents' permission. Learners with ALN should be actively involved, at an appropriate level, in discussions about their education plans including target setting and a review of their progress in achieving those targets.

Learners will be encouraged to formally review their progress and be involved in setting their new targets. The school will, where appropriate, include pupils in their individual annual review meetings by seeking and recording their views. This will always be completed using a Person-Centred Practice approach.

School transition

Our school ALNCo works closely with the secondary school ALNCo to ensure the transition process for all children is smooth. For those learners with ALN additional transition is put in place.

If a child or young person has an IDP, this will be reviewed and amended in sufficient time prior to moving between key phases of education. Professionals (normally the ALNCo) from any new school will be invited to the review and given access to the child or young person's Tyfu profile. The review and any amendments will normally be completed by the middle of February each year.



External Agencies

The school recognises the contribution of external agencies in improving outcomes for pupils with additional learning needs by enhancing teaching and support for all pupils, in accordance with the statutory requirements of the Additional Learning Needs and Education Tribunal (Wales) Act, Additional Learning Needs Code (2021), Special Educational Needs Code of Practice for Wales (2002) and Equality Act (2010).

In partnership with the local authority, the school may work with a wide variety of agencies, including:

- Health Service and associated therapy services, for example, Speech and Language Therapy (SALT)
- CAMHS
- Neuro-Developmental Service (NDS)
- Start Well Board
- Family and Behaviour Support Service
- Integrated Disability Service
- Children's Services
- Tros Gynnal
- SNAP Cymru

Where appropriate the above organisations are represented on PIP (Powys Inclusion Panel).

Disagreement and Resolution

If you or your child disagree with a decision about your child's ALN or about the content of their IDP, you have the right to raise a dispute.

The first step is to contact school to ask for the decision to be reconsidered, following the school's complaint procedure. The complaints policy can be found on our school website <https://www.cefnllys.powys.sch.uk/>

If you are still unhappy, you can ask the local authority to review it. To address these issues, the local authority currently commissions SNAP Cymru through which an Independent Disagreement Resolution Service is available. The local authority also recognises the needs and rights of eligible learners to have access to an independent person who will work in an open and accessible manner to promote and realise their rights. This service is provided by SNAP Cymru.

Inclusion – Including support for vulnerable and disadvantaged learners

We are committed to eliminating discrimination, promoting equality of opportunity, and fostering good relationships. Pupils with ALN engage in the activities of the school together with those who do not have ALN and are encouraged to participate fully in the life of the school and in any wider community activity. We are committed to ensuring our school celebrates and reflects our diverse community.

In addition, at Ysgol Cefnlllys we will always ensure that any child or young person, no matter what their past experiences, has the support to achieve their potential and overcome the barriers to learning that they may be facing. We will strive to implement diverse solutions and support targeted towards their individual needs.

Appendix a – Jargon Buster (glossary)

ADHD – Attention Deficit and Hyperactivity Disorder

ADHD is a range of problem behaviours associated with difficulties with attention span, including restlessness and hyperactivity.

ALN – Additional Learning Needs

ALP – Additional Learning Provision (the provision described in a learner’s IDP **Advocate – a person who speaks up for you and ensures your voice is heard **Appeal** - when you ask for a decision to be changed**

ASD – Autism Spectrum Disorder

Term used for a range of non neuro typical behaviours and a range of disorders affecting the development of social interaction, communication and imagination.

Equality Act

The Equality Act became law in October 2010, It replaces previous legislation (such as the Race Relations Act 1976 and the Disability Discrimination Act 1995) and ensures consistency in what you need to do to make your workplace a fair environment and to comply with the law.

IDP – Individual Development Plan

An IDP is the name for the new plan children and young people with ALN will have

LA - Local Authority

Local Authority is the council

ULP – Universal Learning Provision

Educational or training provision that is made generally available for all pupils in mainstream maintained schools in Wales.

Appendix B – One Page Profile (OPP)

My One Page Profile

What people appreciate about me:

What is important to me:

How best to support me:

Appendix C - Additional Learning Needs and Education Tribunal (Wales) Act factsheet



Llywodraeth Cymru
Welsh Government

A 0–25 age range

There will be a single legislative system relating to the support given to children and young people aged 0 to 25 years who have additional learning needs (ALN) and are receiving education and/or training.

A unified plan

Individual development plans (IDPs) will replace the existing variety of statutory and non-statutory plans for learners of compulsory school age and below, as well as for those learners over compulsory school age in school or further education.

This will ensure consistency and continuity, and that provision and rights are protected regardless of the severity or complexity of needs.

Welsh language

If a child or young person needs ALP in Welsh, this must be documented in the IDP and 'all reasonable steps' must be taken to secure the provision in Welsh.

A mandatory ALN Code

The ALN Code will ensure the new ALN system has a set of clear, legally enforceable parameters within which local authorities and governing bodies that are responsible for supporting children and young people with ALN must act.

Clear and consistent rights of appeal

All children, their parents/carers and young people up to the age of 25 will have the right to appeal to the Education Tribunal against decisions made by a local authority or further education institute (FEI) in relation to their ALN or their IDP.

Children and young people must be provided with access to independent advocacy services.

Increased participation of children and young people

Children, their parents/carers and young people will be supported to understand and participate in the decisions which are taken that affect them, provided with appropriate reassurance, and offered opportunities to raise concerns and have their questions answered.

Avoiding disagreements and earlier disagreement resolution

If a child, their parents/carers or a young person is not happy with decisions that have been made about their ALN or IDP by a school, they may request that a local authority reviews or reconsiders it.

Increased collaboration

Where necessary, IDPs will include additional learning provision (ALP) agreed by health services, social services and other services, as well as education. IDPs will contain an action plan that is clear about which agency is responsible for delivering the individual elements.

