




Ysgol Hen Felin

Additional Learning Need Policy

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Signed:  Chair of Governors

Signed:  Head teacher

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Please note - where this document states the term "parent" it refers to any such person(s) or body that has legal responsibility.

Policy Statement

Ysgol Hen Felin is committed to providing an inclusive, supportive, and high-quality education for all learners with Additional Learning Needs (ALN). We aim to ensure every pupil achieves their full potential through a person-centred approach, in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET) and the Additional Learning Needs Code for Wales 2021.

Legal Framework

This policy complies with the following legislation and statutory guidance:

- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Additional Learning Needs (ALN) Code for Wales 2021
- Equality Act 2010 (Disabled School Pupils) (Wales) Regulations 2021
- Education Act 1996
- Social Services and Well-being (Wales) Act 2014
- Keeping Learners Safe Guidance (2021)
- UNCRC (Children's Rights Measure 2011)

Principles

- Every child has the right to an education that meets their needs and promotes well-being.
- ALN provision will be inclusive and person-centered.
- We will work in partnership with parents, local authority (RCT), health services, and other agencies.
- Equality of opportunity and non-discrimination are central to our practice.

Definitions

- Additional Learning Needs (ALN): A learner aged 0–25 who requires Additional Learning Provision (ALP) beyond what is generally available (Universal Provision).
- Individual Development Plan (IDP): A statutory plan for all learners with ALN, replacing previous SEN statements and IEPs.

Roles and Responsibilities

- Governing Body: Ensures compliance with ALNET Act and ALN Code.
- Headteacher: Oversees implementation of ALN policy and provision.
- ALNCo (Additional Learning Needs Coordinator): Maintains strategic oversight of ALN provision, coordinates IDPs and liaises with external agencies. In Ysgol Hen Felin this is managed by the two Deputy Head Teachers.
- Teaching Staff: Deliver inclusive teaching and contribute to IDPs.

- Support Staff: Provide targeted interventions and assist with monitoring progress.

Identification and Assessment

- Early identification through observation, assessment, and multi-agency collaboration.
- Person-centred reviews involving parents/carers and the pupil.
- Use of graduated response: universal provision → targeted support → ALP via an IDP.

Provision

- High-quality teaching adapted to individual needs.
- Specialist interventions (ALP) -Speech Therapy, Occupational Therapy, Physiotherapy, MOVE, Assistive Technology, Rebound Therapy, Hydrotherapy and Forest School.
- Access to a broad and balanced Curriculum for Wales.
- Support for emotional well-being and mental health (THRIVE, Eye to Eye Counselling)

Individual Development Plans (IDPs)

- Every learner with ALN will have an IDP, reviewed at least annually.
- IDPs will include: learner's views and aspirations, outcomes and targets, ALP details, named responsible persons.

Safeguarding

- All staff follow Keeping Learners Safe (2021) guidance.
- ALN provision integrates safeguarding and well-being measures.

Equality and Accessibility

- Compliance with Equality Act 2010: reasonable adjustments, accessible information, and inclusive practices.
- Accessibility plans reviewed annually.

Complaints

- Concerns should be raised with the ALNCo's (Deputy Head Teachers) or Headteacher.
- Formal complaints follow school's Complaints Policy.
- Learners and parents have the right to appeal to the Education Tribunal for Wales.

Monitoring and Review

- Policy reviewed annually by Governing Body.
- ALN provision monitored through self-evaluation, Estyn inspections, and RCT Local Authority audits.

Transition Planning (Post-16 to 19)

- Transition planning begins from Year 9 and is reviewed annually.
- IDPs will include preparation for adulthood goals, covering: further education or training, employment opportunities, independent living skills and community participation.
- Collaboration with careers advisers, RCT Local Authority, and health/social care services.
- Support for families during transition, including person-centred reviews and multi-agency meetings.

References

- Additional Learning Needs Code for Wales: <https://www.gov.wales/additional-learning-needs-code>
- Keeping Learners Safe Guidance: <https://www.gov.wales/keeping-learners-safe>
- Equality and Human Rights Commission: <https://www.equalityhumanrights.com>