Sketty Primary School
ALN Policy

September 2025

Article 6: Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.
Erthygl 6: Mae gan bob plentyn hawl i fyw. Dylai llywodraethau ofalu fod plant yn goroesi ac yn datblygu'n iach.

1. Introduction

At Sketty Primary School, we are committed to providing a fully inclusive learning environment where all pupils, including those with Additional Learning Needs (ALN), are supported to reach their full potential. We recognise that every child is unique and may require different levels of support to access the curriculum and achieve success.

This policy is in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales 2021, ensuring that pupils receive the appropriate support and resources to thrive in their education.

Definition of ALN

A pupil is identified as having ALN if they have:

- A learning difficulty or disability that calls for Additional Learning Provision (ALP).
- A significantly greater difficulty in learning than their peers of the same age.
- A disability that prevents or hinders them from accessing education in the same way as others.

ALN may include but is not limited to:

- Cognitive and learning difficulties (e.g. dyslexia, dyscalculia).
- Communication and interaction difficulties (e.g. autism spectrum condition, speech and language disorders).
- Social, emotional, behavioural and mental health difficulties.
- Sensory and physical difficulties (e.g. hearing or visual impairments, physical disabilities).

2. Aims and Objectives

Our ALN policy within school aims to:

- Identify and assess pupils with ALN at the earliest opportunity.
- Provide high-quality, inclusive teaching that meets the needs of all pupils.
- Ensure ALN pupils have access to a broad and balanced curriculum.
- Work collaboratively with parents, carers, and external professionals.
- Support pupils in developing independence and confidence.
- Regularly monitor progress and adjust support as needed.

3. Identification and Assessment

We follow a graduated approach to identifying and supporting ALN:

1. Universal provision – These are resources available to all pupils within the classroom, to help support their learning eg regulation station

2. Early Identification - Through teacher observations, class concern meetings, assessments, and discussions with parents/carers, children are identified as needing some level of support. Interventions help children to catch up, within a particular area of need.

3.Targeted Support - Additional interventions tailored to the pupils needs eg SALT Black Sheep activities bespoke to the child, POPAT.

4. Specialist Support - Involvement of external agencies if required.

ALN is identified by a Decision making panel in school made up of the Headteacher, Deputy head, ALNCo, other SLT members and the class teacher of the child. We follow a flowchart with set criteria for decision making meetings, and rationale and evidence provided by the classteacher and ALNCo, support the decision.

In order for the school to determine whether a child has ALN, the following tests must be applied.

(a) Does the child or young person have a learning difficulty or disability?
The key questions that need to be asked are:
i) Does the child or young person have a greater difficulty in learning than the majority of others of the same age?
ii) Does the child or young person have a disability (within the meaning of the Equality Act 2010) which prevents or hinders the child or young person 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 FEIs.

If the answer to either (or both) question is 'yes', it is necessary to proceed to apply the second test. If the answer is 'no' to both questions, the child or young person does not have ALN.

(b) Does the learning difficulty or disability call for Additional Learning Provision?

If the child or young person has a learning difficulty or disability which calls for Additional Learning Provision, (this is provision which is different from or in addition to what is generally available to other children of the same age), the child or young person has ALN for the purposes of the Act.

Once the school has been informed of the concern, this marks the start of a decision-making process. The school will make a decision and notify the parents/carers of the outcome before the end of 35 school days from it being brought to the attention of the school. In some cases, it may be impractical to

make a decision within 35 days due to circumstances beyond the control of the school. In such circumstances, the school will keep the parents/carers informed of the progress.

School decision that a child does not have ALN

In accordance with Chapter 12 of the ALN Code, when the school is required to decide whether a child has ALN, we will:

(a) Designate a person (the 'designated person') to be responsible for co-ordinating the actions required to make that decision and, if an IDP is required, to be responsible for preparing it. This could be, but need not be, the ALNCo;

(b) Record the date on which is it brought to its attention, or otherwise appears to it, that the child may have ALN;

(c) Record a summary of how the possibility that the child has ALN has been brought to its attention or why it otherwise appears to it that the child may have ALN;

(d) Notify the child and the child's parent that it is deciding whether the child has ALN;

(e) Consider offering an initial meeting with the child and the child's parent to discuss the process.

However, it is likely that a school decision that the child does not have ALN (as defined by the Code) will require further discussion between the school, parents and child in order to consider how the child's learning needs might be met through its universal provision and (for example) differentiated teaching strategies.

4. Preparing and Individual Development Plan (IDP)

If we decide that a child has ALN, we will prepare an IDP (subject to the exceptions given in Chapter 12 of the ALN Code). The school will take a person-centred approach to determining the ALP that is specified within the IDP. The pupil and their parents (together with any other relevant people) will be invited to be part of the process.

The Individual Development Plan (IDP) will be created, outlining:

Strengths and areas for development.

Targets and strategies for support.

The type of Additional Learning Provision (ALP) required.

Regular review dates to assess progress.

We expect to provide parents and the pupil with a draft copy of the IDP prior to it being finalised. In cases where it is not practicable or reasonable for the school to provide the necessary ALP, the school may refer the case to the Local Authority for consideration to be given to an IDP being prepared by the Local Authority.
In the case of Looked After Children, decisions about whether they have ALN will be referred directly to the Local Authority.

The IDP document will use the regional template, and/or created through Teachers Centre, ensuring consistency across the Local Authority.
Once an IDP has been issued, it will be subject to review every 12 months.

Ceasing to maintain an IDP
The school will no longer have a duty to maintain an IDP if the school decides that the child no longer has ALN and that decision is not successfully challenged. This would be considered as part of a person-centred approach to reviewing a child's needs.
The school's duty to maintain an IDP will end if the child ceases to be a registered pupil at the school.
In some cases, the duty to maintain the IDP may transfer to the Local Authority.

5. Teaching and Learning Strategies/Universal Learning Provision

The school will endeavour to provide a broad package of universal learning provision to support the learning needs of all pupils. Therefore, for some pupils who do not reach the threshold to be defined as having an additional learning need (as defined by the Code), the school will continue to support their learning through its package of Universal Provision. This will include classroom level differentiation.

Where a pupil's learning needs can be met through universal learning provision, but where the needs are still significant, the school will produce a Learning Plan' to outline teaching strategies and support needs to the individual child's teachers. The plan will incorporate the views of the pupil and their parents/carers. This is a non-statutory document, but will help to ensure that there is clear communication with the child's class teacher about any learning difficulties that they may face. Targets will be SMART and updated regularly. A schedule of universal learning provision available at Sketty School can be found in Appendix 1.

We use a whole-school approach to ALN by:

- Providing differentiated lessons to meet diverse learning needs.
- Using visual aids, assistive technology, and alternative resources to support learning when necessary.
- Encouraging small group work and one-to-one support if, when and where necessary.
- Creating structured and routine led classroom environments.
- Implementing a range of interventions, such as speech and language, dyslexia, reading, social skills, DCD etc.
- Supporting pupils in developing social and emotional skills through pastoral care.

6. Inclusion and Access to the Curriculum

All pupils with ALN have full access to the Curriculum for Wales. Reasonable adjustments are made if necessary, to ensure that pupils can participate in lessons, school trips, and extracurricular activities. Staff receive regular training on inclusive teaching practices, and how to help support different areas of need.

7. Working with Parents, Carers and External Agencies

We maintain open communication with parents/carers through regular meetings and reviews. Parents/carers are involved in person centred review meetings in order to determine their child's needs and areas for development. Outcomes are decided together with school and parents/ carers.

The school works closely with outside agencies such as:

- Educational psychologists
- Speech and language therapists
- Behaviour Support teachers
- Camhs In Reach support workers
- Specialist ALN advisory teachers
- Social services and health professionals

8. Staff Training and Development

All staff receive ongoing professional development in ALN. The ALNCo (Additional Learning Needs Coordinator) leads training on best practices. The school engages with external training providers for specialist workshops. All staff are supported by the ALNCo to ensure the provision is tailored to the needs of the child.

9. Roles and Responsibilities

Headteacher - Ensures compliance with ALN legislation and oversees provision.

ALNCo (Additional Learning Needs Coordinator) - Oversees the identification and assessment of ALN. Coordinates appropriate support and provision. Works with

teachers, families, and external agencies. Reviews progress of all learners alongside the SLT. Maintains and reviews Individual Development Plans (IDPs).

Senior Leadership Team – The SLT ensure there are inclusive practices embedded across the school, support staff development, support the ALNCo with decision making meetings and help monitor progress with ALN pupils across the school.

Class Teachers - Identify needs, implement strategies, monitor progress and ensure that IDP outcomes help support learners in their classrooms.

Teaching Assistants - Provide targeted interventions and support.

Parents/Carers - Work in partnership with the school to support their child.

Governors – There is a dedicated ALN governor, who works alongside the ALNCo and SLT to attend Decision making meetings, ensuring compliance with the ALN Act and ALN Code, as well as approving the ALN policy and monitoring its implementation.

Pupils - the pupil's (when appropriate) have the right to participate in decisions about their own learning and provisions**.** Children will participate in person centred meetings alongside their parents/ carers, and school staff.

10. Transition Support

We ensure smooth transitions for pupils:

- Within school (e.g. between year groups) through careful planning and termly information sharing class concern meetings.

- To secondary school through additional visits, transition meetings, and support plans and through detailed information sharing meetings with key staff for the comprehensive schools.

11. Disputes

The school hopes that through the person-centred approach to identifying the learning needs of its pupils, and strong communication between home and school, that disputes can be avoided. We seek to work in partnership with families in order to support the learning of our pupils.

However, should a dispute arise, the parents and carers should firstly raise their concerns with the Additional Learning Needs Co-ordinator. We welcome the involvement of parent advocacy services and will aim to support parents in raising any dispute. If the dispute is not resolved, parents/carers have the right to write to the Headteacher outlining the dispute.

When the Headteacher receives a dispute, she may appoint an investigating officer to consider the situation and make a decision.

If the dispute is not resolved at school level, the parents/carers and/or pupil may raise their concern with the Local Authority.

12. Complaints

In the event of parents/carers or a pupil wishing to make a complaint in relation to ALN or ALP, the first point of contact is the ALNCo. If the ALNCo is not able to resolve the complaint at an informal level, parents/carers and pupils may follow the school's formal complaints procedure. A copy of the Complaints Policy is available on the school website.

13. Monitoring and Evaluation

This policy will be reviewed annually by the Senior Leadership Team and Governing Body. Feedback from pupils, staff, and parents will inform updates.

Contact Information
For any questions or concerns regarding this policy, please contact:

School Name: Sketty Primary

Address: Llwyn Mawr Close Sketty SA2 9HJ

Phone: 01792 206655

Email: skettyprimaryschool@sketty.swansea.sch.uk

Appendix 1 - Examples of Universal Learning Provision available at Sketty Primary School

This is not exhaustive, but illustrates some examples of universal provision that is embedded across the curriculum at our school.

Cognition and Learning ● Literacy support groups ● Numeracy support groups ● Dyslexia support groups ● Classroom differentiation ● Writing frames, vocabulary lists, word mats etc. ● Variety of teaching approaches to cater for mixed ability classes ● Assessment for Learning approaches embedded within classroom pedagogy	**Communication and Interaction** ● Differentiated curriculum ● Increased visual aids / modelling ● Language Link ● Regulation stations ● Access to quiet spaces ● Access to a nominated adult ● Prompt cards and/or defined roles for group discussion ● Word walls / vocabulary lists and sentence starters
Emotional, Behavioural and Social ● Pastoral support through Well-being lead ● Access to counselling (The Exchange) ● Positive play ● Clearly communicated behaviour policy, applied consistently ● Restorative practise ● Rewards and praise ● Consistent adult behaviour ● Check ins/out	**Sensory and Physical** ● Access to Sensory room/ sensory circuits ● Coloured overlays ● Use of assistive technology (e.g. laptop / tablet) ● Flexibility and sensitivity (e.g. sensory/ rest breaks) ● Writing slopes / pen grips ● Wobble cushions

Appendix 2 – Our equity model at Sketty Primary School

