

Baden Powell Primary School



Additional Learning Needs Policy

Introduction

This policy is guided by the **Additional Learning Needs (ALN) Code for Wales 2021** and sets out the school's commitment to identifying and supporting pupils with **additional learning needs or disabilities** who require **additional learning provision (ALP)**. The school aims to provide a **fully inclusive environment** in which all pupils are able to **access a broad, balanced curriculum, participate fully in school life, and achieve their potential**. Through a **person-centred approach**, early identification, and effective collaboration with parents, staff and external agencies, the school ensures that pupils' individual needs are met and barriers to learning are reduced.

Section 1: Basic Information (The additional learning needs code for Wales, 2021)

Definition of Additional Learning Needs

Children have a learning difficulty if they:

- A person has Additional Learning Needs (ALN) if they have a learning difficulty or disability that requires additional learning provision (ALP).
- A child or young person (compulsory school age or older) has a learning difficulty or disability if they:
 - Have significantly greater difficulty in learning than others of the same age, or
 - Have a disability (under the Equality Act 2010) that prevents or hinders access to standard education or training.
- A child under compulsory school age has ALN if they are likely to have these difficulties in the future without additional provision.
- A person does not have ALN solely because of language differences (e.g. if the language spoken at home is different from the language of instruction).

Additional Learning Needs provision means:

- Additional Learning Provision (ALP) for children aged 3 and over is support that is additional to or different from what is normally provided for learners of the same age in:
 - Mainstream schools
 - Further education settings
 - Nursery education settings
- For children under 3, ALP means any form of educational provision.

- Nursery education refers to education for children aged 3 up to compulsory school age.

Inclusion and Support for Pupils with Disabilities and Additional Learning Needs

- Ensure **pupils' ALN needs are identified and met**
- Support inclusion within the **mainstream classroom**
- Provide **additional support where needed**
- **Involve pupils and parents** in decision-making
- Ensure access to a **broad, balanced curriculum**
- **Monitor provision** through regular ALNCo reporting

The school is committed to providing a **fully inclusive learning environment** in line with the **Additional Learning Needs (ALN) Code for Wales 2021** and the **Equality Act 2010**, ensuring that all pupils, including those with **disabilities and learning difficulties**, are able to participate, progress and achieve.

Key Duties

The school will:

- **Promote inclusion** by enabling all pupils, including those with disabilities and additional learning needs, to **participate fully in mainstream education wherever possible**
- **Identify needs early**, including learning difficulties and disabilities, and provide appropriate **Additional Learning Provision (ALP)** to support learning and wellbeing
- Adopt a **person-centred approach**, ensuring that the views, wishes and feelings of the pupil and their parents/carers inform all planning and decision-making
- Apply a **graduated and tailored approach to support**, recognising that pupils may require different strategies, interventions or adaptations to meet their individual needs
- Work **collaboratively with parents, carers and external professionals** to ensure coordinated and effective support

In accordance with the Equality Act 2010, the school will:

- **Not discriminate** against pupils on the basis of disability in admissions, provision, or access to school activities
- Make **reasonable adjustments** to teaching, resources, routines and the environment to reduce disadvantage and remove barriers to learning
- Take **proactive steps to ensure equal access** to the curriculum, facilities and wider school life for pupils with disabilities and learning difficulties

Roles and responsibilities

The school's acting **Additional Learning Needs Co ordinator (ALNCo)** is: Mrs Lisa Hill.
The ALNCo will:

- **Lead and coordinate ALN provision** across the school
- Ensure **early identification** of additional learning needs
- Oversee and support the delivery of **Additional Learning Provision (ALP)**
- Advise and support staff with **inclusive teaching and strategies**
- Ensure a **person-centred approach** involving pupils and families
- Work with **external agencies** to secure appropriate support
- Monitor and **review pupil progress and provision**
- Ensure compliance with the **ALN Code for Wales 2021** and relevant legislation

Responsibilities of the Headteacher

The Headteacher will:

- Ensure **legal compliance** with ALN and equality duties
- Provide **leadership for inclusion**
- Allocate **resources and staffing**
- **Support and oversee the ALNCo**
- Promote an **inclusive school ethos**
- Monitor the **quality of provision**

Responsibilities of Mainstream Teachers

Teachers will:

- Deliver **high-quality, differentiated teaching**
- **Identify and respond** to pupils' additional learning needs
- Implement **ALP and reasonable adjustments** in the classroom
- **Monitor progress** and adapt support accordingly
- Work with the **ALNCo, parents and other professionals**
- Promote an **inclusive and supportive classroom environment**

Responsibilities of Support Staff

Support staff will:

- **Support teaching and learning** for pupils with additional needs
- Deliver **targeted interventions and agreed ALP**
- Help implement **adaptations and strategies** set by the teacher/ALNCo
- **Promote independence and inclusion** of pupils
- **Provide feedback** on pupil progress to teachers

- Work collaboratively with **teachers and the ALNCo**

Responsibilities of the Governing Body

The Governing Body will:

- Ensure the school **complies with ALN legislation and equality duties**
- **Promote inclusion** and equal opportunities for all pupils
- Ensure appropriate **resources are allocated** for ALN provision
- **Monitor and evaluate** the effectiveness of support and outcomes
- Hold the Headteacher to account for **quality of provision**
- Ensure clear **policies and strategic direction** for ALN and inclusion

Special Facilities and Adaptations

- **Permanent ramps** are in place to ensure safe and easy wheelchair access throughout the school, with **mobile ramps available** where additional access is required.
- An **accessible washroom with adapted facilities, including a hoist**, is located within the Foundation Phase area and is suitable for wheelchair users.
- **Steps are clearly marked with white edges** to support pupils, staff and visitors with visual impairments.

Admissions Arrangements

The school's Admissions Policy is published in the **School Prospectus** and reviewed annually.

Where places are available within the school and relevant year group, **all children will be admitted**, provided that the school can **reasonably meet their needs**.

In the event that applications exceed the number of available places, **Local Authority admissions procedures will be applied**.

Specialist provision

The school has developed strong expertise in supporting pupils with a wide range of **additional learning needs**, including **specific learning difficulties, health and physical needs, and vision and hearing impairments**.

Teachers work closely with the ALNCo to **plan and deliver tailored support**, including individual support plans. Staff are trained in a range of specialist approaches, including:

- **Communication and language:** speech and language strategies, Developmental Language Disorder (DLD), Makaton, Cued Articulation, WellComm
- **Learning and cognition:** Monster Phonics, strategies for specific learning difficulties
- **Social, emotional and behavioural needs:** Thrive, SCERTS, ADHD awareness, positive handling strategies
- **Sensory and physical needs:** managing sensory differences, support for vision/hearing impairments, health needs including diabetes
- **Physical and medical support:** manual handling and eating, drinking and swallowing (EDS) training

This expertise enables staff to provide **targeted, inclusive support**, ensuring all pupils can access learning and achieve their full potential.

Specialist Provision (Resource Base)

The school hosts a **Local Authority-maintained Specialist Resource Base (Ty Calon)**, which provides a **high level of support through a small group setting** for pupils with **Social, Emotional and Behavioural Difficulties (SEBD)**. The provision benefits from a **high adult-to-pupil ratio**, enabling personalised and intensive support. Pupils attending Ty Calon may be **dual-registered**, with close collaboration between settings to ensure continuity and consistency of provision.

Pupil progress is monitored regularly through the **school tracking systems**, alongside **termly reviews of Individual Development Plans (IDPs)**. Staff work collaboratively to evaluate progress and adapt provision as needed.

Where it is agreed that a pupil's needs can no longer be fully met within the school's provision, the school will **work in partnership with parents/carers and the Local Authority** to request access to more **specialist provision**, ensuring that appropriate support is secured.

Allocation of resources for Additional Learning Needs

- Funding is **planned, monitored and used effectively** by governors and the Headteacher
- Resources are **allocated efficiently** to meet pupils' needs
- **Staff and equipment** are deployed strategically
- A **central resource base** and classroom-based resources support provision

Section 2: Identification Assessment and Provision

ALN Categories

Under the ALN Code for Wales, needs are often grouped into broad areas:

- **Communication and Interaction**
(e.g. speech, language and communication needs, autism)
- **Cognition and Learning**
(e.g. specific learning difficulties such as dyslexia)
- **Social, Emotional and Behavioural Difficulties**
(e.g. anxiety, ADHD, emotional regulation)
- **Sensory and Physical Needs**
(e.g. vision or hearing impairments, physical disabilities, medical needs)

General Information

- A general medical check is made during the reception year and vision and hearing also checked.
- Where there are concerns about hearing, a parental referral may be made to the audiology clinic, through the GP.
- A register is kept of all children with epilepsy, asthma, eczema or allergy related problems. Procedures for dealing with emergency situations relating to specific children eg. Diabetic coma, anaphalactic shocks are also posted in the main offices, and in class files.
- When children transfer to a new class or school, care is taken to ensure that relevant information for ALN or medical needs is passed on, and attention is drawn to this.

Identification, Monitoring and Referral Procedures

The school implements a clear, consistent approach to identifying, monitoring and supporting pupils with Additional Learning Needs (ALN):

- Class teachers participate in regular **Pupil Progress Reviews (PPR)** with the Headteacher and ALNCo, where pupils of concern are **identified, monitored and discussed**. Where high-quality differentiation is not sufficient, **targeted interventions** are put in place.
- Staff may **raise concerns with the ALNCo at any stage**, including those identified by parents/carers or the pupil. Following a referral, the ALNCo will **review all available information** and may recommend further assessments as appropriate.
- Where concerns remain, staff complete a **'Route to Referral'** process. While most needs are met through **classroom strategies and in-school support**, referrals to **external agencies** are made where specialist advice is required
- **Parents/carers are kept fully informed throughout the process** and are invited to discuss their child's needs and progress. In addition to parents' evenings, further meetings can be arranged with the class teacher and/or ALNCo as required.
- A range of **assessment methods** supports identification, including baseline assessments, Salford Reading Tests, benchmarking, National Reading and Numeracy Tests (Years 2–6), non-verbal reasoning tests and ongoing teacher assessment.
- **One Page Profiles** are developed and used within the classroom to support pupils with identified needs. The school also engages in **prioritisation meetings with Local Authority specialist services** to secure additional guidance where necessary.
- The ALNCo will **discuss potential ALN identification with parents/carers**, and where a need is agreed, an **Individual Development Plan (IDP)** is initiated.
- Where specialist teacher assessments are required (e.g. reading and spelling), **up-to-date hearing and vision checks** will be sought.
- Further information about ALN processes is available via the **school website** or through direct consultation with the ALNCo.

Accessing the curriculum

The school is committed to delivering the **Curriculum for Wales 2022** by providing a **broad, balanced and inclusive curriculum** that supports all learners to develop as:

- **Ambitious, capable learners**
- **Enterprising, creative contributors**
- **Ethical, informed citizens**
- **Healthy, confident individuals**

We aim to ensure that all pupils are **supported to progress, develop holistically and achieve their full potential** through a **flexible, learner-centred approach** that meets the needs of every child.

Whole School Approach to Additional Learning Needs

The school adopts a **whole-school approach** to supporting pupils with Additional Learning Needs (ALN), ensuring that all learners can access a broad, balanced and inclusive curriculum.

Teaching and Learning

Teachers provide **high-quality differentiated teaching**, adapting tasks to match pupils' abilities, learning styles, strengths and areas for development. Careful attention is given to **building self-esteem**, with pupils encouraged and praised for their achievements.

The school also promotes a consistent, whole-school approach to **emotional and behavioural development**, using **positive reinforcement** and shared expectations to support all pupils.

Planning

- Learning programmes are **carefully matched to pupils' levels of attainment**
- The curriculum is **flexible and inclusive**, enabling active participation and a sense of achievement
- A variety of **teaching and learning strategies** are used, with planned opportunities for reinforcement
- **Flexible grouping arrangements** (e.g. mixed ability, social, interest or ability groups) are used to maximise participation and collaboration
- Planning across year groups and key stages includes **appropriate differentiation**, including the use of targeted outcomes where required

Organisation and Resources

The school ensures that pupils can access learning through:

- **Adapted presentation methods**, including oral, visual and practical approaches
- **Flexible recording methods**, such as ICT, mind mapping or alternative formats
- **Appropriate and accessible resources**, including modified texts and specialist equipment (e.g. writing supports, reading aids and visual supports)

Inclusion

Pupils with ALN are fully included in all aspects of school life, including:

- Assemblies, celebrations and performances
- Educational visits and extracurricular activities
- Physical education, games and after-school clubs

Personal and Social Development

The school recognises that **self-esteem is fundamental** to pupils' personal, social and academic development, and actively promotes a supportive environment where all learners feel valued and included.

Pupil Involvement

Where appropriate, pupils with Additional Learning Needs will be supported to:

- Access **advice and emotional support**, for example through ENFYS or nurture provision
- **Participate in self-monitoring and evaluation**, contributing to their individual planning
- Take increasing **responsibility for their own learning and development**
- Be **aware of and involved in setting their own targets**
- Make progress through **small, achievable steps**
- Experience success through **differentiated and manageable tasks**
- Develop **confidence and positive peer relationships**, enhancing how they are viewed by others

Assessment

- Assessment procedures are **adapted where necessary** to enable pupils with ALN to demonstrate their achievements in line with their **individual programmes and targets**
- Assessment outcomes are used to **inform future planning**, ensuring that support and provision are continually refined to meet each pupil's needs

Section 3: Staff Development and Partnership

Staff Development, Support and Partnerships

The school is committed to **developing staff expertise** in meeting a wide range of Additional Learning Needs (ALN). Ongoing professional development builds on existing strengths and promotes the sharing of good practice. Training may be delivered **in-house by the ALNCo**, or through **external specialists**, including the Partnership Inclusion Officer and other relevant agencies.

Support Services

The school works closely with the **Local Authority Inclusion Service** and other external agencies to access specialist advice and support where required, particularly for needs beyond the school's in-house expertise (e.g. sensory impairments). Regular communication ensures that pupils are effectively supported throughout referral processes.

Partnership with Parents/Carers

The school recognises the **vital role of parents/carers** in supporting their child's learning, particularly for pupils with ALN.

- Parents are encouraged to **raise concerns** with the class teacher, ALNCo or Headteacher at an early stage
- They are **fully involved throughout the assessment and support process**
- Regular opportunities for communication are provided, including **parents' evenings, review meetings and informal discussions**
- Parents of pupils with an Individual Development Plan (IDP) are invited to **yearly reviews** with the ALNCo

Home–school collaboration is further supported through **home learning activities**, including reading, spelling and other reinforcement tasks, tailored where appropriate to the child's needs.

Links with Other Schools

Strong links are maintained with **partner schools**, particularly at transition points.

- Information, including reports and support plans, is **shared with receiving secondary schools** to ensure continuity of provision
- Transition meetings are held between staff to support a **smooth and effective transfer**
- When pupils join the school, **relevant information from previous settings** is sought and used to inform provision
- The school ensures a **smooth transition into Nursery** by working with parents/carers and previous settings, sharing information, and putting **early support in place** so all children settle confidently.

Links with External Agencies

The school establishes links with **external agencies** as required to meet individual pupils' needs, ensuring access to specialist advice and coordinated support.

Complaints Procedure

Any concerns regarding ALN provision should initially be raised with the **class teacher, ALNCo or Headteacher**. If concerns remain unresolved, parents/carers should follow the **formal complaints procedure** outlined in the School Prospectus.

Monitoring and Evaluation

The effectiveness of ALN provision is **monitored and evaluated annually** through the school's self-evaluation processes (SER), ensuring continuous improvement.

Reporting to Parents

The Governing Body provides an **annual report to parents** outlining the school's ALN policy and the provision in place to support pupils.

Monitoring and Review	
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