



Ysgol Cae'r Gwenyn

Additional Learning Needs Policy

Date:	October 2026
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Version:	2
Signed (Chair of Governors):	Martine Richards

How was this policy created?

This policy was created in partnership between the Acting Headteacher / ALNCo, ALN class teachers, ALN Governor, representative staff, parents / carers and children. The policy reflects the ALN Code (2021).

How can parents access this policy?

Parents can see a copy of this policy on the school website, or a paper copy can be requested from the school office. (Please inform the school if you need the policy to be made available to you in a different format).

Description of school and its community

Ysgol Cae'r Gwenyn (YCG) is a Local Authority primary special school maintained by Wrexham County Borough Council. The school specialises in meeting the needs of children aged three to seven years. Ysgol Cae'r Gwenyn (YCG) welcomes children from across Wrexham County Borough.

The majority of children are from English speaking families. For most children, Welsh is taught through song, rhyme, key routine phrases used alongside English. We take pride in the Welsh culture, stories and traditions and this is reflected in the day-to-day school curriculum.

Introduction

At Ysgol Cae'r Gwenyn (YCG) all learners have an Individual Development Plan (IDP). We are fully committed to meeting pupils' needs in accordance with the recommendations outlined in the Additional Learning Needs (ALN) code for Wales 2021 and the revised Disability Discrimination Act 2006.

The definition of Additional Learning Needs (ALN)

Additional Learning Needs meaning given by section 2 of the Act, namely:

(1) A person has Additional Learning Needs or "ALN" if he or she has a learning difficulty or a disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

(2) A) a child of compulsory school age or person over that age has a learning difficulty or disability if he or she 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 maintained mainstream schools or mainstream institutions in further education sector. 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. Section 99 [6] and [7] of the ACT 21 states children should not be regarded as having an ALN difficulty solely because of the language or form of language of their own is different from the language in which they

are taught. Additional Learning Provision means education that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA.

Our Ethos

For children with Additional Learning Needs:

- All children are valued as individuals and their varying needs are met sensitively and effectively. We believe that each child should receive a broad, balanced and differentiated curriculum ensuring their self-esteem and confidence is enhanced and a positive attitude is developed.
- We aim to promote and sustain a whole school approach to wellbeing, which gives recognition to the strong links between wellbeing and outcomes for our children and young people.
- Every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways that take into account their varied life experiences and particular needs.
- We are committed to providing an education that enables all pupils to make progress so that they achieve their best and become confident individuals living fulfilling lives.
- We are committed to promoting and providing all children and young people with a person-centred education, paying attention to what is important to and what is important for them.
- We will work in close partnership with parents and carers.
- We will work closely with the LA and a range of multi professional agencies to ensure that pupils additional learning needs continue to be met.
- We are committed to ensuring the rights of the child in accordance with the United Nations Convention on the Rights of the Child.

Our Aims and Objectives

As a school, we will; -

- Develop effective whole school provision for children and young people in all areas of need.
- Take into account the views, wishes and feelings of children and young people and ensure their full participation where possible.
- Recognise the views of parents / carers to ensure they are fully engaged in decision making.
- Ensure a clear process for identifying, assessing, planning, providing and reviewing for children and young people who have ALN with them and their parents / carers at the centre.
- Provide a curriculum that is broad and balanced and to engage all children to promote an inclusive culture of learning.
- Ensure equality of provision for all children and young people, including but not exclusive to, those with ALN.
- Enable children and young people with ALN to achieve their potential.

Partnerships

At YCG, we believe that meeting the needs of children with ALN requires strong partnership between all those involved - parents / carers, children, staff, LA and other agencies. We realise the importance of a clear understanding of roles and responsibilities, including clarity of information and good communication.

Partnerships with Parents / Carers

The child is at the centre of everything we do, and we will work with families to achieve the best outcomes for their child.

Our school is committed to establishing and maintaining good working relationships with the families of all our pupils and recognises the importance of a partnership between home and school. Parents are kept informed of children's progress and are encouraged to play an active part in their children's learning and to support targets set. We share progress regularly through phone calls, photographs and videos of learning and written reports. Families are encouraged to make this communication two-way by sharing news and views from home as well.

Parents are fully involved in the review process. Written information is in accessible formats and sufficient notice is given for meetings to enable parents / carers time to prepare. Meetings are held on a first name basis and in a comfortable setting to ensure all attendees are confident to contribute their views.

Pupil Participation:

The views of all pupils are valued. A person-centred approach is adopted throughout our school, placing the child / young person at the heart of everything we do. Inviting contributions from children on their learning such as videos, photos. Pupils with ALN are supported to be involved in decision making and to be able to express any concerns. Where a pupil does not have the capacity to express their 'pupil voice,' then their parents / carers will be asked to represent them within the person-centred approach.

Responsibilities

The Governing Body

The governing body has agreed to this policy and the procedures for meeting the needs of all pupils attending the school. The governors determine the staffing and the funding arrangements and generally oversee and monitor the work of the school. The governing body reports annually to parents on the school's policy and provision. The Headteacher informs the governing body of ALN issues through regular reports and scheduled meetings.

Headteacher and ALNCo

Currently the role of Acting Headteacher is held by Elizabeth Jones. The broad division of responsibilities should that change is as follows. The headteacher retains day-to-day management responsibility for all aspects of the schoolwork. The named ALNCo is a member of the senior leadership team who works in liaison with all teaching and support staff in the development of the school's ALN policy and the ALNCo takes responsibility for the operation of the ALN policy. In our school some of these responsibilities are delegated to the ALN teachers. The ALN teacher plays a key role in raising standards for all pupils who attend YCG. The role of ALNCo carries statutory responsibilities and the ALNCo must be a member of the senior Leadership Team.

ALN Teachers

1. ALN Class teachers are responsible for:

- Adaptive Learning: To plan, prepare, and deliver high-quality, inclusive lessons that cater to learners additional learning needs.
- Additional Learning Provision (ALP): To deliver specialised, targeted interventions and utilise multi-sensory equipment, assistive technology, or adapted learning materials as required by a learner's individual needs.
- Targeted Tracking: To monitor and record the progress, attainment, and well-being of learners with ALN, adjusting teaching strategies to deliver learning progression.

2. Individual Development Plans (IDPs) & The ALN Code

- Statutory Compliance: To operate strictly within the guidelines of the ALNET Act 2018 and the statutory ALN Code for Wales.
- IDP Contribution: To collaborate with the Headteacher / ALNCo to follow person-centred approach, draft, implement, review, and update Individual Development Plans (IDPs).
- Person-Centred Reviews: To lead or participate in Person-Centred Practice (PCP) reviews involving the learner, their parents / carers, the LA and external agencies. To write and circulate the Review documentation via Eclipse, and on paper and / or email with regards to parental preferences.

3. Collaboration & Leadership Support

- Multi-Agency Collaboration: To work closely with the school ALNCo, Educational Psychologists, Health Boards, and Social Services to maximize joint impact.
- Deploying Support Staff: To direct and deploy Teaching Assistants (TAs) effectively within the classroom to support targeted ALN interventions as well as day to day ALN provision.
- Parental Engagement: To build strong, trusting relationships with parents and guardians, offering actionable feedback and advice regarding supporting needs and learning at home.

Assessment, Recording and Reporting

Small step targets

All pupils registered at the school receive a small step target plan. It is the responsibility of the ALN class teachers to draw up, action, review and update these plans. At YCG these are written and updated at least three times a year in Autumn, Spring and Summer or following the annual review. Small Step Targets are monitored each term by the senior leadership team.

Specialist plans from professionals.

Individual Communication Plans (ICP)

Pupils who are experiencing specific difficulties with speech and language which affect their ability to communicate effectively will have an Individual Communication Plan written for them by their Speech and Language Therapist. This plan is then shared with the school and strategies suggested by the Speech and Language Therapist to implement the plan.

Individual Care Plans

Supporting children with a medical condition

Each case will be discussed on an individual basis to ensure appropriate and personalised care is in place. Where a pupil also has ALN, their provision will be planned and delivered in a coordinated way with their individual healthcare plan.

Annual review

All IDPs must be reviewed at least annually, at which parents, the LA, the school and other involved professionals, consider the progress made over the previous 12 months and whether any amendments need to be made to the child's Additional Learning Provision. The purposes of the review are:

- to assess the child's progress towards meeting the objectives specified in the IDP
- to review the additional provision made for the child
- to consider the appropriateness of the IDP considering the child's performance
- to consider if the IDP is to be maintained.

Annual review procedures

A separate document that provides detailed information of the school's annual review procedures is available for all staff. Further information related to record keeping and pupil progress is contained in the assessment recording and reporting policy. These documents should be read in conjunction with this policy statement.

Monitoring pupil progress

At YCG progress is monitored on a regular basis by the class teacher and any concerns about a child are shared with the senior leadership team as appropriate. Teachers and the Headteacher will meet three times per year to discuss the progress of pupils in their class. Following this a range of intervention strategies or support packages may be suggested to ensure effective learning is taking place. Parents are kept informed and encouraged to contribute their knowledge and understanding of the child and raise any concerns they may have at scheduled meetings or case review discussions.

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Pupils are considered to have made adequate progress where; -

- they demonstrate progress from their previous levels of attainment.
- There are identifiable improvements in self-help, social or personal skills
- There are identifiable improvements in their self-emotional regulation skills

Record keeping

At YCG, we acknowledge the importance of keeping records to monitor the needs and progress of individual pupils. Specific information about record keeping is contained in the assessment, recording and reporting policy. This policy will be monitored on a regular basis and reviewed and amended as necessary.

Children who are Looked After (CLA)

The Headteacher and ALN class teachers meet on a half termly basis to ensure that arrangements are in place for supporting pupils that are looked after who also have ALN.

Early Dispute Resolution

Initially an attempt will be made to resolve a dispute about ALN provision at school level. Parents who are dissatisfied with the school's provision for additional learning needs should in the first instance report this to the Headteacher / ALNCo. Should this fail to resolve the problem, the matter can be reported to the school's Governor for additional learning needs, who may be contacted through the School Office. If parents are still not happy after using the school's complaints procedure, they should then contact the Local Authority for advice, support and information. School will inform parents / carers of the local authority's commissioned independent disagreement resolution service, SNAPCYMRU.

If dispute is regarding ALN determination, parents / carers should follow the process stated within the determination letter.

Staff development

In order to maintain and develop the quality of teaching and provision to support the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The headteacher reviews the training needs of staff through Performance Management and pupil progress meetings to plan appropriate professional development in relation to ALN.

The ALNCo ensures that staff are informed of local and national developments in relation to ALN and Inclusion.

Related school documentation

Curriculum policy

Annual review guidance

Assessment recording and reporting policy