

# Polisi Anghenion Dysgu Ychwanegol Additional Learning Needs Policy

Ysgol Gymraeg Ffwrnes

Medi 2025 / September 2025



## **Ysgol Gymraeg Ffwrnes Additional Learning Needs (ALN) Policy**

(Aligned with the Additional Learning Needs and Education Tribunal (Wales) Act 2018, the ALN Code for Wales 2021, Carmarthenshire County Council guidance, and the Equality Act 2010)

### **1. Introduction**

Ysgol Gymraeg Ffwrnes is committed to providing an inclusive education where all pupils are supported to achieve their potential. This policy outlines our approach to identifying, assessing and supporting learners with Additional Learning Needs (ALN) in accordance with:

- The **Additional Learning Needs and Education Tribunal (Wales) Act 2018** (hereafter “the ALNET Act”)
- The **Additional Learning Needs Code for Wales 2021**
- **Carmarthenshire County Council ALN guidance and procedures**
- The **Equality Act 2010**

This policy should be read in conjunction with the school’s Equality Policy, Safeguarding Policy and Accessibility Plan.

### **2. Aims**

Ysgol Gymraeg Ffwrnes aims to:

- Identify and meet the additional learning needs of all pupils as early as possible.
- Provide a high-quality, inclusive learning environment where every child is valued and supported.
- Ensure that pupils with ALN have equitable access to the full curriculum and wider school life.
- Work in partnership with parents, carers, and external agencies to provide coordinated support.
- Comply fully with statutory duties under the ALNET Act 2018, the ALN Code for Wales 2021, and the Equality Act 2010.

### **3. Legislative Framework**

#### **3.1 The Additional Learning Needs and Education Tribunal (Wales) Act 2018**

The ALNET Act 2018 establishes a single, unified system for supporting children and young people aged 0–25 with ALN in Wales. The key principles underpinning the Act are:

- A **rights-based approach** placing the child and their parents/carers at the centre.
- A **single statutory plan** — the Individual Development Plan (IDP) — replacing Statements and IEPs.



- A **unified system** for schools, further education and local authorities.
- A **focus on inclusion and early intervention**.
- A **right to appeal** to the Education Tribunal for Wales if disagreements arise.

Relevant sections of the ALNET Act referenced in this policy include:

- **Section 2** – Definition of ALN
- **Sections 10–12** – Duties of governing bodies of maintained schools
- **Sections 18–21** – Individual Development Plans (IDPs)
- **Sections 68–73** – Rights of appeal and the role of the Education Tribunal for Wales

### **3.2 The ALN Code for Wales 2021**

The ALN Code (statutory guidance) sets out detailed duties and procedures for schools and local authorities. This policy follows those requirements, particularly regarding the creation, review and maintenance of IDPs, person-centred planning, and collaboration.

### **3.3 Carmarthenshire County Council Guidance**

The school works in partnership with Carmarthenshire County Council to implement the ALN system. The local authority:

- Provides advice and training to schools;
- Maintains oversight of learners with complex ALN;
- Provides access to specialist services (Educational Psychology, Speech and Language Therapy, Behaviour Support, Sensory Services, etc.);
- Offers a **Parent Partnership Service** to support families.

### **3.4 The Equality Act 2010**

Under the Equality Act 2010, Ysgol Gymraeg Ffwrnes must:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations between those with protected characteristics and those without.

Disability is a protected characteristic, and many learners with ALN may also meet the definition of disability. The school must make *reasonable adjustments* to ensure these pupils are not disadvantaged.

## **4. Definition of ALN (from the ALNET Act 2018, Section 2)**

A pupil has **Additional Learning Needs (ALN)** if they have a learning difficulty or disability which calls for **Additional Learning Provision (ALP)**.

A pupil has a learning difficulty or disability if:

- a) They have significantly greater difficulty in learning than the majority of others of the



same age, or

b) They have a disability that prevents or hinders them from making use of the facilities generally provided for others of the same age in mainstream schools.

**Additional Learning Provision (ALP)** means educational or training provision that is *additional to, or different from,* that made generally for others of the same age.

## **5. Roles and Responsibilities**

### **Governing Body**

- Ensures the school fulfils its duties under the ALNET Act and Equality Act.
- Monitors the effectiveness of ALN provision.
- Appoints a link governor for ALN.
- Reviews and approves this policy annually.

### **Headteacher**

- Ensures compliance with all statutory duties.
- Oversees strategic leadership of ALN within the school.
- Ensures adequate resources, staffing and training.
- Works closely with the ALNCo and governing body.

### **ALNCo (Additional Learning Needs Coordinator)**

- Leads the strategic development and operational management of ALN provision.
- Maintains the ALN register and oversees IDPs.
- Coordinates identification, assessment, planning and review processes.
- Liaises with parents/carers, staff and external professionals.
- Ensures staff are aware of their responsibilities and receive relevant CPD.

### **Class Teachers**

- Are responsible for the progress of all pupils in their class, including those with ALN.
- Deliver high-quality, differentiated teaching (Quality First Teaching).
- Identify and refer pupils who may have ALN.
- Implement strategies and support plans agreed in IDPs.

### **Support Staff**

- Deliver targeted interventions as directed by the teacher/ALNCo.
- Monitor and report on pupil progress.
- Promote independence and inclusion for pupils with ALN.



## **6. Identification, Assessment and Provision**

### **6.1 Early Identification**

- The school uses ongoing teacher assessment, standardised tests, observations and information from parents to identify concerns.
- Early intervention is prioritised in line with ALN Code principles.
- The ALNCo is consulted when staff have concerns about progress, development or well-being.

### **6.2 Assessment**

- If a pupil may have ALN, the school will gather information through observation, assessment and discussion with parents/carers and relevant professionals.
- A *Decision-Making Meeting* may be held to determine whether the pupil has ALN as defined by Section 2 of the ALNET Act.
- Where appropriate, the school will liaise with Carmarthenshire's Educational Psychology Service or other specialists.

### **6.3 Individual Development Plans (IDPs)**

- Where a pupil is identified as having ALN that requires ALP, the school will prepare and maintain an **Individual Development Plan (IDP)** as set out in Sections 18–21 of the ALNET Act.
- IDPs will:
  - Record the pupil's ALN and required ALP.
  - Include the views of the pupil and parents/carers.
  - Set clear outcomes and review dates.
- IDPs are reviewed at least annually, or sooner if required.
- For more complex cases, Carmarthenshire County Council may maintain the IDP.

### **6.4 Provision**

- ALN support is delivered primarily within the classroom through differentiation and reasonable adjustments.
- Targeted interventions may be provided individually or in small groups.
- External specialists may support delivery of ALP where necessary.
- Progress is monitored regularly and provision adapted as needed.

## **7. Working in Partnership**

### **Parents and Carers**

- The school recognises parents and carers as equal partners in the ALN process.



- They will be involved at all stages — identification, planning, delivery and review.
- The school will signpost families to Carmarthenshire’s **Parent Partnership Service** for independent advice.

#### **Pupil Voice**

- Pupils will be involved in person-centred planning and review of their IDPs wherever appropriate.
- Their views, interests and aspirations will be central to decision-making.

#### **Multi-agency Collaboration**

- The school works closely with health, social care and specialist services.
- Referrals to external professionals will be made with parental consent.
- Recommendations from agencies will be integrated into IDPs.

#### **8. Transition**

- Transition arrangements are planned carefully in partnership with parents and receiving schools/settings.
- The ALNCo liaises with nurseries, secondary schools and the local authority to share relevant information and ensure continuity of support.
- Pupils and families are supported to visit new settings and meet key staff prior to transition.

#### **9. Equality, Accessibility and Inclusion**

- In accordance with the Equality Act 2010, Ysgol Gymraeg Ffwrnes ensures that no pupil is treated less favourably because of disability or ALN.
- Reasonable adjustments are made to enable access to education and participation in school life.
- The school’s Accessibility Plan sets out physical and curriculum adaptations.
- Staff receive training on inclusive practice, differentiation, and disability awareness.

#### **10. Disagreement Resolution and Appeals**

- The school aims to resolve concerns or disagreements with parents/carers at the earliest opportunity through discussion and review meetings.
- If disagreements cannot be resolved, parents/carers have the right to use the **Carmarthenshire County Council Disagreement Resolution Service** or **Parent Partnership Service**.



- Under Sections 68–73 of the ALNET Act, parents/carers and young people have the right to appeal to the **Education Tribunal for Wales** regarding decisions about ALN or IDPs.
- The school will cooperate fully with any Tribunal process and implement its decisions.

### **11. Staff Development and Training**

- The ALNCo ensures all staff receive regular training on ALN processes, the ALN Code, and inclusive strategies.
- Whole-school CPD focuses on early identification, differentiation, and supporting specific needs such as ASD, ADHD, and speech and language difficulties.
- The school engages with Carmarthenshire’s ALN training programme and cluster-based moderation.

### **12. Monitoring and Evaluation**

- The ALNCo maintains an ALN Register and records of interventions and outcomes.
- Progress of pupils with ALN is tracked termly.
- The ALNCo and Headteacher report annually to governors on:
  - Number of pupils with ALN;
  - Types of need and provision;
  - Impact and outcomes;
  - Staff training undertaken;
  - Priorities for development.
- Governors monitor the effectiveness of this policy through link visits, reports and data reviews.

### **13. Resources**

- The Headteacher and governing body allocate sufficient funding, staffing and resources to support ALN provision.
- The ALN budget is reviewed annually.
- Where appropriate, the school accesses additional support from Carmarthenshire County Council.

