

Ysgol Y Foel



Policy for ALN and Inclusion

Approved:	February 2026
Next Review:	February 2027
Headteacher	Mrs E O'Neill
Chair of Governors	Ms Hannah Mitchell

Statement

Our school is committed to providing a fully inclusive learning environment in accordance with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the Additional Learning Needs (ALN) Code for Wales 2021. We will identify and respond to additional learning needs at the earliest opportunity, ensuring that learners, parents/carers, and relevant professionals work together through a person-centred approach. We are committed to ensuring that all learners can participate fully in school life, achieve their potential, and receive the additional learning provision required to meet their individual needs.

Key principles underpinning this policy include:

- A rights-based, person-centred approach.
- Early identification and intervention.
- Collaboration with families and external agencies.
- Inclusive education and participation for all learners.
- Access to appropriate bilingual provision where required

Aims

At Ysgol Y Foel we believe that all staff and pupils have the right to be respected and to feel secure and happy in their teaching and learning. We encourage all pupils to develop self-discipline together with a sense of self-worth, to respect the rights and feelings of others and to take responsibility for their own actions.

We believe in promoting equal opportunities to all pupils within a safe, secure and happy environment where pupils may realize their full potential.

This approach to the education of all pupils at Ysgol Y Foel, alongside the school's stated aims and objectives, are particularly relevant to those children who have some form of additional learning needs.

Ysgol Y Foel is committed to providing the very best for all its pupils, but those with special educational needs are given additional attention and support so that they too can achieve their full potential.

In conjunction with the LA views, Ysgol Y Foel actively promotes and facilitates the inclusion of these pupils with Additional Needs into mainstream classes, supporting them by providing delegated funding, appropriate training, I.C.T. support, equipment, adult support, adaptation to buildings and resourced facilities where necessary.

This policy outlines how this is planned, organised and delivered and should be read alongside other school documentation, e.g., the School Prospectus, Subject Curriculum and the Behaviour and Bullying policies.

Objectives

Our objectives for all pupils, including those with additional learning needs are:

- To be literate.
- To be numerate.
- To have a wide range of communicational skills.
- To develop effective social skills to enable them to work and play together.
- To develop appropriate behavioral skills and a sense of self-discipline.
- To become more independent as learners as they grow and mature.
- To have opportunities to work with a range of pupils and adults.
- To benefit from suitable resources and appropriate technology to support their areas of need.
- To have a positive attitude towards themselves, their peers, the staff and the school as a whole.

Our objectives for teaching and support staff who work closely with the pupils are:

- To ensure that all are trained to identify and support pupils with additional learning needs.
- To be familiar with resources and technology that can support pupils with additional learning needs.
- To have access to other specialists from a variety of agencies for expert advice and diagnosis.
- To use a range of teaching styles and learning opportunities to meet the needs of all pupils in the class.
- To foster effective lines of communication between class teacher, support staff, ALN coordinator to ensure the most appropriate provision and support for pupils with ALN.
- To work closely with parents of all pupils, but especially those with ALN, to ensure a partnership approach for the benefit of the pupil.
- To maintain effective links with the Learning Inclusion Service within the LA together with other agencies that supply support to pupils who have ALN.

Definition of Additional Learning Needs – taken from the ALN Code.

A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

A child of compulsory school age or person over that age has a learning difficulty or disability if he or she— (a) 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 mainstream maintained schools or mainstream institutions in the 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.

A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

The Additional Learning Needs Code (“the” or “this Code”) is issued under the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (“the Act”). The Act, together with this Code and regulations made under the Act, provides the statutory system for meeting the additional learning needs (ALN) of children and young people. It places the learners’ views, wishes and feelings at the heart of the process of planning the support required to enable them to learn effectively and achieve their full potential.

Additional learning provision

“Additional learning provision” for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age in—

- (a) mainstream maintained schools in Wales
- (b) mainstream institutions in the further education sector in Wales, or
- (c) places in Wales at which nursery education is provided.

“Additional learning provision” for a child aged under three means educational provision of any kind. (3) In subsection (1), “nursery education” means education suitable for a child who has attained the age of three but is under compulsory school age.

At Ysgol Yr Esgob we follow a 2 stage consideration “test” to decide does the child have ALN and do they require ALP:

- **Stage 1 – Does the child have a significant ‘learning difficulty or disability?’**
- Does the child have a significantly greater difficulty in learning than the majority of others of the same age? OR
- Does the child have a disability under the Equality Act of 2010, which prevents or hinders them making use of facilities for education or training of a kind generally provided for others of the same age, who are in a mainstream maintained school? *(A person has a disability if they have a physical or mental impairment which has a substantial long term effects on their ability to carry out normal day-to-day activities.)*

If YES to either question, child has a learning difficulty or disability – MOVE TO STAGE 2.

- **Stage 2 – Does the learning difficulty or disability call for an ALP?**
 - Definition of ALP – educational or training provision that is *additional to, or different from* that made generally to others of the same age in – mainstream maintained schools.

If YES, a child has an ALN and requires ALP.

Definition of Dyslexia

Taken from the British Dyslexia Association (2011):

“Dyslexia is a specific learning difficulty which mainly affects the development of literacy and language related skills.

It is likely to be present at birth and to be life-long in its effects. It is characterised by difficulties with phonological processing, rapid naming, working memory, processing speed and the automatic development of skills that may not match up to an individual’s other cognitive abilities.

It tends to be resistant to conventional teaching methods, but its effects can be mitigated by appropriately specific intervention, including the application of information technology and supportive counselling.”

The Role of the ALNCo

The Additional Needs Co-ordinator at Ysgol Yr Foel is Mrs Emma O’Neill

The responsibilities of the ALNCo include:

- The day to day operation of the school’s ALN policy.
- Coordinating provision for children with additional learning needs including the co-ordination of review meetings.
- Maintaining the ALN register and overseeing the records of pupils with ALN.
- Monitoring the progress of pupils with ALN and ALN provision.
- Liaising with and advising teachers and learning support assistants.
- Liaising regularly with parents of pupils with ALN.

- Liaising with external agencies including the LA's Learning Inclusion service, Educational Psychology services, Health and Social services, Speech and Language services and the School nurse.
- Liaising with the designated governor of Additional Needs.
- Organising the in-service training of staff.

Identification, Assessment and Provision

Pupils moving to Ysgol Y Foel during their school career from another school will have their records requested from their previous school. This can be transferred using the Eclipse system. Their new class teacher will make initial assessments during the first few weeks in their new class.

To identify pupils who may have Additional Educational Needs, pupil's progress is measured by:

- The class teacher as part of on-going observation and assessment.
- The outcomes of assessment results including standardised tests.
- Their progress in literacy and numeracy.
- Their performance against the progression steps.

At other times:-

The co-ordination of educational provision for pupils within the school may begin with the identification of a concern by:-

- The class teacher
- The parents
- Medical services
- Social services

Meetings are held between all of the relevant parties to discuss the nature of the problem and how the pupil can be best supported in school.

The graduated response to providing for these pupils is outlined in detail further on in this policy.

When a pupil reaches a certain stage within the graduated response they are then placed on the Additional Learning Needs Register (see below).

Targeted Provision or an IDP plan is drawn up for the pupil identifying targets, additional provision, special resources and relevant scores from standardised tests to measure future improvements.

This base of information is gathered from their test scores, class work, on-going assessment and observation by the class teacher. Targeted Provision or IDP is shared with parents and the pupil.

These are reviewed termly and parents are asked to contribute their comments to the formulation of the plan.

If a pupil has an IDP it is discussed with pupils and parents who are requested to sign it as a recognition that they are aware of, and agree with the targets for their child and the provision being made to enable him/her to meet those targets. There are further opportunities to discuss their child's progress through formal parent's evenings, which are held in the Autumn and Spring Terms.

Organisation

All pupils at Ysgol Y Foel are entitled to a broad and balanced curriculum and all children, regardless of their difficulties, are integrated into the overall life of the school. However, it is

appropriate that where necessary, pupils with particular difficulties are supported in a specific way, in order that their individual needs may be best met.

Children with additional educational needs are supported first and foremost by their class teacher who will provide differentiated work within the classroom to ensure that they have maximum access to the curriculum.

This will be done in a variety of ways that may include modified tasks, additional adult support, use of specific resources and extra time allocation. Appropriate teaching strategies are adopted on an individual basis to provide support across the whole curriculum. Pupils are monitored carefully and assessments made against their individual targets.

Premises and Resources

Ysgol Y Foel will constantly review and update its provision and resources to support pupils with ALN.

Staff Development

All teaching and support staff at Ysgol Y Foel are committed to their on-going and professional development. Training and development opportunities are actively encouraged. In order to enhance the provision for pupils with additional learning needs. This may take place in a number of ways:

- LA provide in-service training
- School provide in-service training
- Advice from related agencies e.g. Speech and Language, Educational Psychology, Occupational Therapy, Physiotherapy, School Nurse and Social Services.

The school culture is very much based on a team approach and sharing of ideas and good practice and this is particularly supportive of pupils who have additional educational needs. Ysgol Y Foel belongs to local Consortiums within the area - involving a number of schools that meet together on a regular basis as part of a group consultation process. This helps to provide a positive working relationship between the local schools – Secondary and Primary, encouraging the sharing of expertise for the benefit of all.

Recording Progress and Reporting to Parents

Class teachers keep detailed records of pupil progress, as outlined in the Assessment Policy, and these help to guide them in their planning for the next stage of learning. School based formal assessments are carried alongside standardised tests at national level. All of this information contributes to the termly progress reports.

All parents are invited to attend parent's evenings during the academic year. In addition to this, parents are invited into school on an informal basis if their child has been identified as having Additional Educational Needs to discuss what action will be taken and to find out how they are progressing. The school makes every effort to ensure that parents understand the nature of their child's difficulties, the role of the school in supporting them and what they can do at home to assist their child. Ysgol Y Foel has an 'open door' policy and positively encourages parents to work in partnership with the staff on the basis of mutual trust and respect.

All parents of pupils who have an IDP are invited to submit their comments to the class teacher in advance of the termly IDP review.

Parent Partners

All parents of pupils who have an IDP are advised to contact the Flintshire Parent Partnership service. They are able to provide independent support to parents. Parent partners are welcome to attend any in-school meeting arranged between parents and the ALNCo.

Transfer to High School

There is excellent communication between Ysgol Y Foel and the High Schools to aid the transition of all pupils, but especially those with Additional Learning Needs. An Annual review meeting is held by the school with parents, the High School and ALNCo. To outline the provision to be made for these pupils who are on the ALN register, especially if they have a Statement/Service Level Agreement.

All records relating to pupils are passed on to the High School including statements, IDP's medical information and reports by outside agencies via Eclipse and in paper form.

Year 6 pupils are visited by the High School ALNCOs. All pupils experience a number of induction days at their new Secondary school in the summer term. If a pupil is transferring to another school, the same efforts are made to ensure a smooth changeover for the pupil together with continuity of provision.

Organisation of provision

Class teachers are responsible for providing differentiated teaching and learning within the classroom, to ensure all pupils have maximum access to the curriculum and any physical or environmental aids that are required. This will be done in a variety of ways that may include modified tasks, additional adult support, use of specific resources and extra time allocation, small group opportunities, 1-1 interventions. Appropriate teaching strategies are adopted on an individual basis to provide support across the whole curriculum.

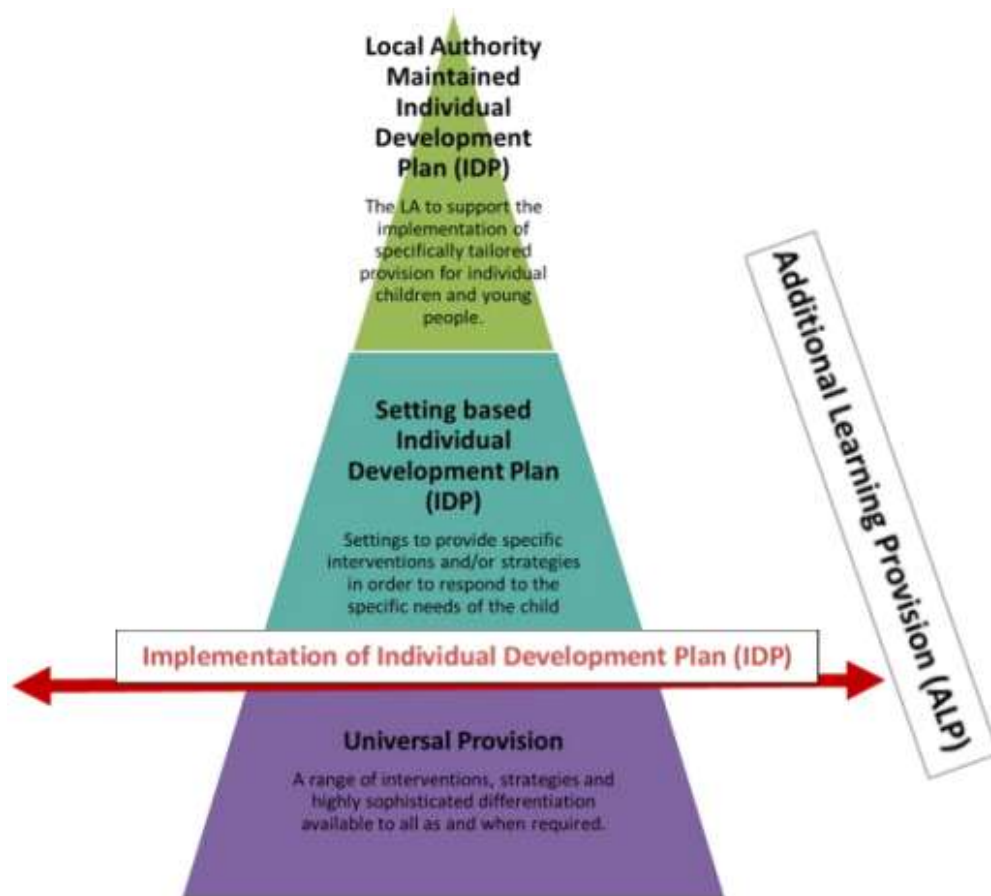
Universal Provision and Targeted Provision are reviewed termly. IDPs must be reviewed within 1 year, or sooner if this is felt helpful for the child. Pupils are monitored carefully and progress measured to their individual targets.

Some children may attend small group teaching groups for specific lessons or skills development. These provide an opportunity for focus on an area of learning at a level most helpful for the individuals. This maybe for literacy, numeracy, emotional development or social communication skills development to name a few. They also provide a quieter and more focused learning environment for pupils to concentrate and encourage greater interaction between the child and the teacher and a focus on wellbeing. The child's feelings about these groups are crucial to their success. Most children who are in our small group provisions love being a part of them. A few children may require 1-1 adult support. For these children the school seek advice and support from the LA to ensure the child is getting the very best support that is available for them.

We will discuss our thoughts with parents at the earliest opportunity, should any adult suggest that they feel a child has ALN. We have a timeline to follow in assessing and making a decision on whether a child has ALN or not. We work in partnership with parents to establish the strengths and areas of need for the child during this process. Identifying things that work well for the child and things that are not working well, from the child's, family and school perspective is vital to the information gathering process. The information gathered is stored on an online system, called Eclipse.

Provision may be at 3 different levels. Most children's needs will be met via the school's universal provision. Some will be identified as having Additional Learning Needs and therefore will require Additional Learning Provision and an IDP.

In most cases IDPs are written and maintained by Ysgol Y Foel where we can arrange for effective support to meet the child's needs. A few children will require the LA to maintain their IDP to ensure they get the educational placement and significant support they require.



It is for those children who are identified to have ALN that will have an IDP carefully planned. The child, the family, the school staff and any outside professionals in the child's life will all be encouraged to be equal contributors to the child's IDP.

The school also encourages multi-agency working and values the services of other professionals to offer advice and assessments.

The school works with the NHS Trusts and Health Authority which includes the School Nurse/Doctor, Health visitors, CAMHS, Speech and Language Therapists, Physiotherapists and Clinical Psychologists and Occupational Therapists. We also work with some voluntary organisations who are often identified via the Early Help Hub or our own partnerships with Children in Need, SNAP Cymru, Neo Community food charity and Young Carers.

Within Education the school draws upon the services of the Advisory Teacher for Hearing Impaired, the Advisory Teacher for the Visually Impaired, the school's LA Inclusion Learning Advisor, the Educational Psychologist, the LEA Behaviour Support Service, EAL (English as an Additional Language), Traveller Support Service, Inclusion Welfare Officer and Social Services.

Monitoring the Additional Learning Needs Policy

The ALN policy at Ysgol Y Foel School is formally reviewed annually and is continuously under review in the following ways:

- On-going discussions amongst all staff with regard to the provision arrangements for ALN within the school.
- Regular meetings between the ALNCo and staff to discuss the ALN register, resources, Individual Education plans and pupil progress.
- Regular reviews with staff of their professional development needs and in-service training opportunities.
- Development of successful and positive partnerships with outside agencies.
- Constructive discussions with pupils and parents through open evenings, AN Team Meetings, Annual Reviews and individual parent meetings.
- Detailed and measurable Individual Education Plans for pupils with ALN which are regularly reviewed.
- The implementation of recording and assessment systems which are meaningful and manageable including the specific tracking of ALN pupils using various formats.
- The ALN Governor reports annually to the Governing Body of the implementation of this policy.

Criteria for Evaluating the Success of the Additional Learning Needs Policy

The school will evaluate the success of its ALN Policy by considering the following factors: -

- The culture, practice, management and deployment of resources ensures that all children's needs are met.
- The school ensures that any child's additional educational needs are identified early.
- The school works in partnership with parents and additional education professionals.
- The views of parents and pupils are considered.
- Interventions for each child are regularly reviewed to assess their impact and the child's progress.
- Accurate records of pupils are kept on the Additional Learning Needs register.
- Realistic and well-defined Individual Education Plans are produced.

Dealing with Complaints

if a parent has a concern about the ALN provision for their child within the school they are initially invited to discuss their concerns with the appropriate class teacher/ALNCo. If the issue cannot be immediately resolved, the Head teacher/ALNCo will meet with the parents to establish the nature of their concerns.

The Head teacher will then decide upon the most appropriate course of action to be taken and may contact the Governing Body or the Local Education Authority. The ALNCo and class teacher will all be informed. After an agreed period of time, to allow any changes to be implemented, the Head teacher will invite the parent to school for another meeting to review the situation and agree any further action.

The Role of the Governing Body and the ALN Governor

The Governing Body at Ysgol Y Foel School fulfils its requirements under the Special Needs Code of Practice (2002) which requires them to:

- 'do its best to ensure that the necessary provision is made for any pupil who has special educational needs'

- 'ensure that, where the responsible person has been informed that a pupil has special educational needs, those needs are made known to all who are likely to teach them'
- 'ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs'
- 'ensure that the teachers in the school are aware of the importance of identifying and providing for those pupils who have a special educational need'.
- 'consult the LA and the Governing Bodies of the other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole'
- 'ensure that a pupil with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the pupils receiving the necessary special educational provision their learning calls for and the efficient education of other children in the school and the efficient use of resources'
- 'ensure that they are fully involved in developing and monitoring the school's ALN policy'
- 'are up to date and knowledgeable about the school's ALN provision, including how funding, equipment and personal resources are deployed'
- 'make sure that the ALN provision is an integral part of the school development plan'
- 'ensure that the quality of ALN provision is continually monitored'.

The ALN Governor liaises closely with the Head teacher and staff, to assist with the implementation of this policy and to monitor the effectiveness of the provision for pupils with Additional Learning Needs within the school.

Glossary:

ALN- Additional learning needs

ALNCO – Additional learning needs coordinator

IEP- Individual educational plan

IDP- Individual development plan

LA- Local Authority

ALP – Alternative learning provision