All Saints Church in Wales Primary School

Additional Learning Needs Policy 2026

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This policy explains how the school identifies and supports learners who may have additional learning needs, how Individual Development Plans are prepared and reviewed, and how learners and families participate in decisions. It should be read alongside the school's Teaching and Learning, Equality, Safeguarding and Child Protection, Supporting Learners with Healthcare Needs, Behaviour and Relationships, Accessibility and Complaints policies.

Our Christian ethos recognises the dignity, strengths and potential of every child. Guided by our values - Be Ready, Be Respectful, Be Responsible - we aim to remove barriers so that all learners belong, participate and make progress. "As many hands build a house, so many hearts make a school."

Policy information	Current position
Policy owner	Headteacher
Additional Learning Needs Coordinator	Mrs Emma Evans.
Governor oversight	Chair of Governors
Approved by	Governing Body
Policy period	Academic year 2026-27
Review cycle	Annual, or sooner following significant statutory or local guidance
Next review	Autumn 2027

This policy reflects the Additional Learning Needs and Education Tribunal (Wales) Act 2018, the Additional Learning Needs Code for Wales 2021, the Additional Learning Needs (Wales) Regulations 2021 and the Equality Act 2010.

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1. Purpose and aims

All Saints Church in Wales Primary School values the abilities and achievements of every learner. We aim to identify barriers early, secure appropriate support promptly and ensure that learners with ALN participate fully in school life.

The school will:

- provide an inclusive curriculum and high-quality teaching for all learners;
- identify possible ALN early and make evidence-informed decisions;
- distinguish between needs that can be met through universal provision and ALN that calls for additional learning provision;
- prepare, maintain and review statutory Individual Development Plans where the school has the duty to do so;
- secure the additional learning provision described in each school-maintained IDP;
- involve the learner and their parent or carer meaningfully in decisions;
- work constructively with the local authority, health services and other partners;
- support successful transitions into, through and beyond the school;
- build staff knowledge and evaluate the impact of provision.

2. Principles

Our practice is guided by the principles underpinning the Welsh ALN system:

Principle	What this means at All Saints
Rights-based approach	The learner's rights, dignity and best interests inform decisions.
Early identification	Concerns are explored promptly and support is not delayed while evidence is gathered.
Person-centred practice	The learner's views, aspirations, strengths and preferred ways of communicating shape planning.
Inclusive education	Barriers are reduced through appropriate teaching, curriculum design, reasonable adjustments and ALP.
Collaboration	Families, staff and relevant professionals share evidence and agree clear outcomes.
High aspirations	ALN does not lower expectations; progress is considered from the learner's individual starting point.
Avoiding disagreement	Decisions and reasons are communicated clearly, sensitively and in accessible language.

3. Statutory definition of ALN

A child has additional learning needs if they have a learning difficulty or disability, whether arising from a medical condition or otherwise, which calls for additional learning provision.

A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability for the purposes of the Equality Act 2010 which prevents or hinders them from making use of education or training generally provided for others of the same age in mainstream maintained schools.

A child under compulsory school age has a learning difficulty or disability if they are likely to fall within that definition when of compulsory school age if no additional learning provision were made.

A learner is not regarded as having ALN solely because the language or form of language used at home differs from the language in which they are taught. A medical diagnosis, disability, low attainment, slow progress, behaviour, attendance difficulty, disadvantage or a need for short-term support does not automatically mean that a learner has ALN. The statutory test is whether a learning difficulty or disability calls for ALP.

4. Universal provision and ALP

Provision	Description
Universal provision	Inclusive, adaptive teaching, reasonable adjustments, wellbeing support and ordinarily available interventions accessible without a learner being identified as having ALN.
Additional learning provision	Educational or training provision that is additional to, or different from, that made generally for others of the same age in mainstream maintained schools in Wales. For a child under three, this includes educational provision of any kind.
Individual Development Plan	A statutory plan for a learner determined to have ALN. It describes the learner's ALN, intended outcomes and the ALP that must be secured.

The use of an intervention, adapted task, adult support or specialist advice does not by itself establish ALN. The school considers the nature, intensity, frequency, duration and individualisation of provision, and whether it goes beyond what is generally available through universal provision.

ALP may include specialist teaching approaches, targeted and sustained interventions, communication support, specialist equipment, environmental adaptations or provision informed by suitably qualified professionals. It is delivered by appropriately trained staff and monitored for impact.

5. Roles and responsibilities

Role	Core responsibilities
Governing Body	Have regard to the Act and Code; ensure appropriate arrangements, resources and oversight; review policy and anonymised information about provision and impact.
Headteacher	Provide strategic leadership; ensure statutory duties and timelines are met; deploy resources; support the ALNCo; report to governors.
ALNCo	Coordinate the ALN system and provision; advise staff; oversee decisions, IDPs, reviews and records; liaise with families, the local authority and partners; monitor impact; lead professional learning.
Class teacher	Remain accountable for each learner's progress; provide high-quality universal provision; notice and record concerns; work with families and the ALNCo; implement and evaluate ALP; contribute to IDPs and reviews.
Learning support staff	Deliver agreed provision under appropriate direction; support independence and inclusion; observe, record and report progress.
All staff	Promote inclusion, follow agreed approaches, make reasonable adjustments and share concerns promptly.
Learners	Share views and aspirations in ways appropriate to age, understanding and communication; participate in planning and review.
Parents and carers	Share knowledge and evidence, participate in decisions and reviews, and work with the school to support agreed outcomes.

All teachers are teachers of learners with ALN. The ALNCo coordinates and advises; responsibility for inclusive teaching and the implementation of agreed provision remains shared across the school.

6. Identification and evidence-informed decision-making

A concern may be raised by the learner, parent or carer, member of staff, another setting, the local authority, a health professional or another person. The school also acts when information or observation otherwise suggests that a learner may have ALN.

Before and during the statutory decision process, staff will continue to adapt teaching and provide appropriate support. Evidence may include:

- the learner's views, strengths, aspirations and experience of barriers;
- parental or carer knowledge and concerns;
- progress over time from the learner's starting point, rather than comparison alone;
- responses to inclusive teaching, reasonable adjustments and targeted support;
- work samples, observations and curriculum assessments;
- communication, independence, participation, wellbeing and functional impact across contexts;
- attendance or behaviour information where relevant to understanding barriers;
- information from previous settings and transition records;
- advice from health, educational psychology or other specialists where available and necessary.

The school considers possible needs across communication and interaction; cognition and learning; behaviour, emotional and social development; and sensory and/or physical development. These areas help organise evidence but are not labels or a checklist. More than one area may be relevant.

The school will consider whether other factors better explain the concern, including interrupted learning, limited prior educational opportunity, language acquisition, trauma, health, attendance, disadvantage or the suitability of teaching and curriculum access. These factors may coexist with ALN and will not be used to deny appropriate consideration.

7. The school decision and 35-school-day period

When it is brought to the school's attention, or otherwise appears to the school, that a registered pupil may have ALN, the Governing Body must decide whether the pupil has ALN unless a statutory exception applies. The school will record the date on which the matter came to its attention and notify the child and parent or carer that it is considering the matter.

The school has up to 35 school days to decide whether the child has ALN and, where ALN is identified and the school is responsible, prepare and issue the IDP. The statutory period is not divided into a fixed "four weeks plus three weeks" sequence. The school will act as promptly as the evidence allows. Limited exceptions may apply where circumstances beyond the school's control make compliance impractical, and the reasons will be recorded and communicated.

Possible outcomes are:

Outcome	Action
The learner does not have ALN	The school issues its decision and reasons, explains the support that will continue through universal provision, and provides information about reconsideration and disagreement routes.
The learner has ALN and the school can determine and secure the ALP	The school prepares and maintains an IDP with the learner, family and relevant professionals, and secures the ALP described.
The matter must be referred to the local authority	The school refers the case where it considers that the child may need ALP it would not be reasonable for the school to secure, or it cannot adequately determine the nature or extent of the ALN or the ALP required. Evidence gathered is shared securely.

8. Individual Development Plans

An IDP is a statutory document. It is developed through person-centred practice and uses the mandatory form and content required by the ALN Code and regulations. It will clearly describe:

- the learner and the people contributing to the plan;
- the learner's views, wishes, aspirations, strengths and important contextual information;
- the ALN identified through evidence;
- measurable intended outcomes;
- the ALP required, written with sufficient detail and specificity to be understood, delivered and reviewed;
- the organisation responsible for securing each element of ALP;
- relevant transition, placement, health or social care information where required;
- the arrangements and date for review.

The school will give the child and parent or carer a copy of the IDP and decision notice. Staff who teach or support the learner will have access to the information necessary to implement the plan. The ALP written into a school-maintained IDP will be secured.

School support plans, one-page profiles or short-term intervention records may be used to support implementation and break outcomes into manageable steps. They do not replace the statutory IDP or reduce the duty to provide the ALP recorded in it.

9. Reviewing and ceasing an IDP

Every IDP must be reviewed at least once in every 12-month period. A review may take place earlier where needs or circumstances change, progress indicates that provision should be amended, a transition is approaching, or the learner or parent asks the school to consider an earlier review.

The review will:

- seek and record the learner's views and support meaningful participation;
- consider progress towards outcomes and the effectiveness of each element of ALP;
- review current evidence, strengths, needs, wellbeing, independence and participation;
- decide whether the description of ALN, outcomes or ALP should change;
- consider transition and whether responsibility for the IDP should transfer;
- record decisions, reasons, actions, responsibilities and timescales.

The school will cease to maintain an IDP only where it decides that the learner no longer has ALN, or where another statutory basis requires responsibility to end or transfer. The learner and parent or carer will be informed of the decision, reasons and relevant rights. Support will be planned carefully so that provision does not end abruptly.

10. Participation and partnership with families

The learner is central to the ALN process. Staff will make reasonable arrangements to help the learner understand, communicate and participate, taking account of age, maturity, capacity, communication method and any need for advocacy or support. Person-centred meetings will focus on what is important to and for the learner, what is working, what is not working, and what should happen next.

Parents and carers have unique knowledge of their child. The school will:

- communicate early and in accessible, respectful language;
- provide reasonable notice and practical support to enable participation in meetings;
- share relevant information so that contributions are informed;
- explain evidence, decisions and legal processes clearly;
- record differences of view accurately and work to resolve concerns early;
- provide copies of decisions and plans within required timescales.

11. Welsh language

The school will ask about the learner's and family's preferred language and consider whether the learner needs ALP in Welsh. Where an IDP specifies that ALP should be provided in Welsh, the responsible body must take all reasonable steps to secure it in Welsh. Communication, person-centred practice and documents will be offered in Welsh or English in line with statutory requirements and available arrangements.

12. Equity, inclusion and related needs

Admissions arrangements will not discriminate against a learner because of ALN or disability. The school will make reasonable adjustments under the Equality Act 2010 and promote participation in the full curriculum, collective worship, visits, clubs and wider school life.

Particular care will be taken where evidence may be affected by:

- English or Welsh as an additional language;
- cultural or linguistic difference;
- care experience, mobility or interrupted education;
- healthcare needs or disability;
- social, emotional or mental health needs;
- attendance, trauma, disadvantage or family circumstances.

These circumstances may create barriers or require support without meeting the statutory definition of ALN; they may also coexist with ALN. Decisions will be based on the individual evidence and functional impact, not assumption.

A healthcare need does not automatically constitute ALN. Where it calls for ALP, it will be addressed through the ALN system; otherwise it will be supported through the school's arrangements for learners with healthcare needs. Safeguarding concerns are managed under safeguarding procedures and are not delayed by the ALN process.

13. Admissions, transition and continuity

The school will seek relevant records before entry, work with early years settings and other schools, and plan support so that known provision is ready as soon as reasonably possible. During transitions between classes or settings, information will be shared securely and proportionately with the learner, family and receiving staff.

For learners with IDPs, transition planning will begin early enough to review outcomes, provision, independence, communication and practical arrangements. When a learner arrives with an existing IDP, the school will follow statutory arrangements for transfer and continuity rather than starting the identification process again unnecessarily.

For a looked-after child, the local authority has particular duties under the ALN Act. The school will work with the responsible local authority and contribute education evidence and provision as required.

14. Working with other services

The school may work with the Vale of Glamorgan ALN service, educational psychology, speech and language therapy, occupational therapy, physiotherapy, sensory services, specialist teachers, health professionals, social services, early years settings and other relevant partners. Involvement will be proportionate to need, consent and statutory responsibilities.

External advice contributes to, but does not replace, the school or local authority's statutory decision. Recommendations will be considered alongside the learner's and family's views, classroom evidence, universal provision and the definition of ALN and ALP.

15. Records and confidentiality

The ALNCo maintains the ALN register and oversees secure records. A separate monitoring record may be used for learners whose progress or access is being reviewed but who have not been determined to have ALN. Inclusion on a monitoring record is not an ALN decision and will not be used to delay the statutory process once it appears that the learner may have ALN.

Records may include decision notices, IDPs, one-page profiles, school support plans, professional reports, meeting notes, parental and learner views, assessment evidence, provision and impact records, correspondence and transition information. Records will be accurate, relevant, stored securely, retained in line with the school's schedule and shared only where there is a lawful and necessary basis.

16. Disagreement resolution and rights

The school aims to prevent disagreement through early conversation, person-centred practice, clear written reasons and timely follow-up. A parent or carer should normally raise a concern with the class teacher or ALNCo, then the Headteacher if it remains unresolved. The school's Complaints Procedure is also available.

The Vale of Glamorgan provides information, advice and arrangements for avoiding and resolving disagreements. Children, young people and parents may obtain impartial information and support from SNAP Cymru. Depending on the decision and the body that made it, statutory routes may include asking the local authority to reconsider a school decision and appealing a local authority decision to the Education Tribunal for Wales. The relevant decision notice will explain the applicable right and timescale.

Using disagreement resolution or making a complaint does not remove statutory reconsideration or appeal rights. The school will not treat a learner or family less favourably for raising a concern.

17. Resources, professional learning and quality assurance

The Governing Body and Headteacher will deploy staffing and resources with regard to identified need, statutory duties, effectiveness and equity. Access to provision is based on need and the IDP, not solely on the availability of additional funding or an individual adult.

The ALNCo will identify professional learning needs through monitoring, changes in guidance, staff feedback and learner profiles. Training may include inclusive teaching, person-centred practice, specific areas of need, communication, assistive technology, ALP implementation and statutory processes.

Quality assurance will consider:

- whether statutory decisions and IDPs are timely, clear and compliant;
- whether provision described in IDPs is delivered;
- learner and family participation and satisfaction;
- progress towards outcomes, wider wellbeing, independence and participation;
- the effectiveness and value of interventions and support;
- attendance, exclusion, participation and attainment patterns for learners with ALN;
- transition quality and feedback from receiving settings;
- staff confidence and the impact of professional learning.

18. Monitoring and review

The Headteacher and ALNCo will evaluate implementation through record checks, provision monitoring, learning visits, progress and outcome information, learner voice, parent and staff feedback and transition evidence. The Governing Body will receive anonymised assurance information and challenge leaders about compliance, inclusion, impact and resource use.

This policy will be reviewed annually and sooner if legislation, the ALN Code, Welsh Government or local authority guidance changes, or evaluation identifies a need to amend practice.

Appendix A: School process

Stage	School action
Notice	Concern is raised or otherwise becomes apparent. Continue support; record the date; notify the learner and parent or carer that the school is considering ALN.
Gather	Bring together learner and family views, progress, teaching and intervention evidence, functional impact, previous records and relevant professional advice.
Decide	Apply the statutory definition: is there a learning difficulty or disability that calls for ALP? Record the evidence, decision and reasons.
Act	No ALN: explain universal support and rights. School-maintained ALN: prepare and issue the IDP within the overall 35-school-day period. Complex/uncertain case: refer to the local authority.
Deliver	Share the plan with relevant staff, secure the specified ALP, monitor fidelity and impact, and keep communication open.
Review	Review at least every 12 months and earlier where needed; revise, continue, transfer or cease in accordance with the Act and Code.

Appendix B: Evidence and review checklist

- What matters to the learner and what they want to achieve.
- Strengths, interests, communication preferences and successful strategies.
- Nature, duration and context of the difficulty or disability.
- Progress over time from the learner's starting point.
- Inclusive teaching, reasonable adjustments and universal support already tried.
- Frequency, intensity, duration and impact of targeted provision.
- Functional impact on learning, communication, independence, participation and wellbeing.
- Family evidence and relevant information from other settings.
- Professional advice and whether further advice is necessary.
- Whether provision required is ALP and who can reasonably secure it.
- Clear outcomes, specific ALP, responsibilities, review measures and timescales.
- Welsh-language preference and whether ALP is required in Welsh.
- Transition, safeguarding, healthcare or social care matters that need coordinated planning.

Appendix C: Key information for families

If you think your child may have ALN, speak to the class teacher or Mrs Emma Evans, the school's ALNCo. You can contact the school office on 01446 745726 or at office@allsaintspsbarry.co.uk. Tell us what you have noticed, what is working, what your child says and any relevant information from other professionals.

The school will listen, continue appropriate support and decide whether the statutory ALN process is required. Where it appears that your child may have ALN, the school normally has up to 35 school days to make the decision and, if responsible for the plan, prepare and issue an IDP. You and your child will be involved. If the school decides that your child does not have ALN, it will explain the reasons, the support that will continue and the available rights.

An IDP is a legal plan. It describes the ALN, the outcomes sought and the ALP that must be provided. It is reviewed at least every 12 months and can be reviewed sooner when circumstances change.

If you disagree with a decision, please speak to the ALNCo or Headteacher promptly so that we can try to resolve the concern. The Vale of Glamorgan can provide advice and disagreement-resolution arrangements, and SNAP Cymru provides impartial information and support. Your written decision will explain any right to local authority reconsideration or appeal.

Key references

- Additional Learning Needs and Education Tribunal (Wales) Act 2018.
- Additional Learning Needs Code for Wales 2021.
- Additional Learning Needs (Wales) Regulations 2021.
- Equality Act 2010.
- Welsh Government guidance and parent/carer toolkit on the ALN system.
- Vale of Glamorgan information, advice and disagreement-resolution arrangements.