

YSGOL MAES Y MYNYDD



ADDITIONAL LEARNING NEEDS POLICY

Approvals	
Approved by Governing Body on	Date: 14/6/2022
Signed by Chair of Governors: <i>K Hughes</i>	
To be reviewed annually	Date: SUMMER TERM 2023
Reviewed	Date: 7/11/2023
Signed by Chair of Governors: <i>K Hughes</i>	
To be reviewed annually	Date: AUTUMN TERM 2024
Reviewed	Date: 10/12/2024
Signed by Chair of Governors: <i>K Hughes</i>	
To be reviewed annually	Date: AUTUMN TERM 2025
Reviewed	Date: 9/12/2025
Signed by Chair of Governors: <i>K Hughes</i>	
To be reviewed annually	Date: AUTUMN TERM 2026

Additional Learning Needs Policy

Date:	<i>June 2021 adopted by YMYM Governing Body on 14/6/2022</i>
Reviewed date: Next Review date:	<i>AUTUMN TERM 2025</i> <i>AUTUMN TERM 2026</i>
Version:	<i>V3</i>
Signed (Chair of Governors):	<i>K Hughes</i>

Introduction

This school policy has been written to embrace the principles underpinning the ALN system in creating a fully inclusive school ethos where all learners in Ysgol Maes-y-Mynydd are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.

The principles underpinning our approach to ALN are adherent to the statutory regulations of the Additional Learning Needs Code (ALN Code 2021).

These principles are:

- A rights-based approach where the views, wishes and feelings of the child, child's parent or young person are central to the planning and provision of support. We have due regard to the requirements of the United Nations Convention on the Rights of the Child (UNCRC) and also the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Early identification, intervention and prevention
- Collaboration and integration
- Inclusive education

The new ALN Code takes effect from September 2021, but the implementation period will be for three years. During this time, pupils with existing Statements of Special Educational Needs and pupils who have already been identified as having additional learning needs will continue to be supported under the previous SEN Code of Practice. We will gradually migrate to the new system in line with the implementation period specified by Welsh Government. However, we will strive to embrace the spirit and ethos of the new Code in everything that we do from September 2021.

Requirements of the ALN code 2021.

The Governing Body has prepared this policy in order to outline how the school will address the requirements of the ALN Code in respect of:

- The decision-making process about whether a child or young person has ALN,
- The preparation, content, form, review and revision of individual development plans (“IDPs”), and
- Ceasing to maintain IDPs.

This school policy should be read in conjunction with the ALN Code. It is intended to provide a concise description of the working arrangements of the school in meeting the requirements of the Code. However, the school policy is not a replacement for the Code. In the event of any disagreements, the wording of the Code will always have greater authority

Context

This policy complies with the statutory requirement laid out in the ALN Code (2021) and has been written with reference to the following related guidance and documents:

- Equality Act 2010:
- Safeguarding Policy
- Admissions Policy
- Relationships Policy (formerly Behaviour Policy)
- Attendance Policy
- Social Services and Wellbeing Act (Date 2014)

Ethos

For children and young people with Additional Learning needs:

- All children and young people are valued as individuals and their varying needs are dealt with sensitively and effectively. We believe that each child receives a broad, balanced and differentiated curriculum ensuring self-esteem and confidence are enhanced and a positive attitude is developed.
- We are committed to the successful inclusion of pupils with Additional Learning Needs (ALN). Within our school, every teacher is a teacher of all pupils, including those with ALN incorporating children and young people with social, emotional and mental health needs.
- 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 which 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 strive towards achieving the four purposes of the Curriculum for Wales.
- 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.

Aims and Objectives

As a school, we will;

- develop effective whole school provision for children and young people in all areas of need; ([Appendix 1-areas of need outlined in the ALN code 2021](#))
- take into account the views, wishes and feelings of children and young people and ensure their full participation through representing themselves or having the support from a familiar adult.
- recognise the views of parents/carers to ensure they are fully engaged in decision making;
- communicate and share 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 to engage all children and young people at all levels and 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;
- provide and access advice and support for all staff working with children and young people with ALN.

Partnership with Parents/ Carers

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. Pupils with ALN are fully supported to be involved in decision making and to be able to express any concerns.

Parents/Carer participation

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/carers 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.

Parents/carers with concerns about their child should discuss these first with the class teacher who will inform the Additional Learning Needs Coordinator. ([Appendix 2](#))

Parents/carers are fully involved in the review process and any decisions that are made regarding their child's provision are fully discussed. Written information is in

accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

Definition of ALN

At our school we use the definition of ALN from the Code 2021.

Additional learning needs ALN

(1) 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.

(2) 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.

(3) 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.

(4) 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 definition of additional learning **provision (ALP)** (ALN Code 2021)

(1) '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.

(2) "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. School Decision Making Process in order for the school to determine whether a child has ALN, the following tests must be applied. (a) Does the child or young person have a learning difficulty or disability?

The key questions that need to be asked are: i) Does the child or young person have a greater difficulty in learning than the majority of others of the same age?

ii) Does the child or young person have a disability (within the meaning of the Equality Act 2010) which prevents or hinders the child or young person 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 FEIs. If the answer to either (or both) question is 'yes', it is necessary to proceed to apply the second test.

If the answer is 'no' to both questions, the child or young person does not have ALN.

(b) Does the learning difficulty or disability call for ALP? If the child or young person has a learning difficulty or disability which calls for ALP, the child or young person has ALN for the purposes of the Act.

The decision-making process

Where a parent/carers is concerned that their child may have an additional learning need, the school should be informed. This may be through a meeting, telephone call or email. It is most helpful if this concern can be raised with the ALNCo. In most cases, this will only be necessary following a period of school-based intervention support. If a parent/carers has a general concern about progress in learning, the class teacher should be involved in the first instance to establish whether intervention support can resolve any difficulties. It is only when a learning difficulty is identified as being ongoing and existing interventions have not resulted in any improvement that a pupil would normally be considered for further exploration of whether there are underlying additional learning needs.

Once the school has been informed of the concern, this marks the start of a decision-making process. The school will make a decision and notify the parents/carers of the outcome before the end of 35 school days from it being brought to the attention of the school. In some cases, it may be impractical to make a decision within 35 days due to circumstances beyond the control of the school. In such circumstances, the school will keep the parents/carers informed of the progress.

In accordance with Chapter 12 of the ALN Code, when the school is required to decide whether a child has ALN, we will:

(a) Designate a person (the 'designated person') to be responsible for co-ordinating the actions required to make that decision and, if an IDP is required, to be responsible for preparing it. This could be, but need not be, the ALNCo;

(b) Record the date on which it is brought to its attention, or otherwise appears to it, that the child may have ALN;

(c) Record a summary of how the possibility that the child has ALN has been brought to its attention or why it otherwise appears to it that the child may have ALN

(d) Notify the child and the child's parent/carers that it is deciding whether the child has ALN;

(e) Consider offering an initial meeting with the child and the child's parent/carers to discuss the process.

Schools decision that a child does not have ALN

If the school decides that a child does not have ALN (as defined by the ALN Code), we will notify the child and their parents of the decision and the reasons for that decision.

When we give our decision, we will provide:

- (a) Contact details of the school;
- (b) Information about how to access the Local Authority's arrangements for providing people with information and advice about the ALN system;
- (c) Details of the Local Authority's arrangements for the avoidance and resolution of disagreements and its independent advocacy services;
- (d) Information about the right to request the Local Authority to reconsider the matter and relevant contact details.

However, it is likely that a school decision that the child does not have ALN (as defined by the Code) will require further discussion between the school, parents/carers and child in order to consider how the child's learning needs might be met through its universal provision and (for example) differentiated teaching strategies. Preparing an Individual Development Plan (IDP) if we decide that a child has ALN, we will prepare an IDP (subject to the exceptions given in Chapter 12 of the ALN Code). The school will take a person-centred approach to determining the ALP that is specified within the IDP. The pupil and their parents/carers (together with any other relevant people) will be invited to be part of the process. We expect to provide parents/carers and the pupil with a draft copy of the IDP prior to it being finalised.

In cases where it is not practicable or reasonable for the school to provide the necessary ALP, the school may refer the case to the Local Authority for consideration to be given to an IDP being prepared by the Local Authority

Role and Responsibilities

Governors will ensure that:

- the necessary provision is made for any pupil with ALN;
- all staff are aware of the need to identify and provide for pupils with ALN;
- pupils with ALN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- parents/carers are notified if the school decides to make additional learning provision for their child;
- they are fully informed about ALN issues, so that they can play a major part in school self-review;
- there are termly meetings between the ALNCo;

- the ALN Policy is subject to a yearly cycle of monitoring, evaluation and review led by Senior Leadership Team including the Link Governor and approval by the Full Governing Body.
- The ALNCo will also share monitoring information with the local authority every Autumn term.

Link Governor for Additional Learning Needs: Mrs Ann Ireland

Head Teacher/ Senior Leadership Team

The ALNCo has a clear line of communication to the Head Teacher and Senior Leadership Team who support them in their role. This will enable our school to plan, manage and deliver its duties and responsibilities in identifying and meeting the needs of children and young people with ALN.

Additional Needs Co-ordinator (ALNCo)

The Role of the Additional Learning Needs Co-ordinator (ALNCo)

The designated ALNCo for Ysgol Maes-y-Mynydd School is: Ms Kay Pritchard (Deputy Headteacher). We recognise the outline of the role of the ALNCo that is given in Chapter 8 of the ALN Code.

The role of the ALNCo has been statutory since January 2021. As identified in Chapter 8 of the ALN Code (2021), the ALNCo is responsible for;

- overseeing the day to day operation of the school's ALN policy;
- co-ordinating the Additional Learning Provision (ALP) for pupils with additional learning needs;
- ensuring all learners who have ALN in our school have an IDP;
- identifying a pupil's ALN and co-ordinating the making of ALP that meets those needs;
- identifying a designated person to co-ordinate the actions in order to make an ALN decision and, if an IDP is then required, to be responsible for preparing it;
- securing relevant services that will support a pupil's ALP as required;
- keeping records of decisions about ALN and IDPs;
- promoting a pupil's inclusion in our school community and access to the curriculum, facilities and extra-curricular activities, having regard to the views, wishes and feelings of the child and the child's parent;
- monitoring the effectiveness of any ALP, review and adjust accordingly;
- advising teachers about differentiated teaching methods appropriate for individual pupils with ALN;
- supervising and arranging training of learning support workers who work with pupils with ALN;
- contributing to in-service training for teachers;
- keeping up to date on the latest guidance, support and evidence of best practice available for ALN.

Other ALNCo responsibilities

In addition to the mandatory tasks above, ALNCo **should** also:

- oversee the providing of documents, notifications, or information to a child or a child's parents/carers
- oversee the day-to-day operation of the education setting's arrangements for ALN;
- oversee the ALP across the education setting to meet the needs identified within IDPs.
- ensure that regular reviews of the ALP made for learners in their setting are undertaken and, where appropriate, lead the review process to ensure provision continues to meet identified needs;
- ensure IDPs are developed and reviewed appropriately;
- learners with an IDP are supported with their transition between education settings;
- oversee the appropriate transfer of information between education settings about the learner's ALN and ALP;
- liaise with exams officers and specialist teachers when seeking reasonable adjustments for examinations;
- contribute to the development and implementation of appropriate ALN procedures and systems within the education setting, including strategic financial planning, effective deployment of resources and data collection and analysis, with a view to improved outcomes for learners with ALN;
- become a source of expertise on ALN by developing specialist skills and knowledge;
- keep up-to-date on the latest guidance and support available for ALN;
- enhance their own professional learning by liaising with the local network of ALNCoS (which local authorities **should** consider establishing and facilitating) and, where appropriate, special schools to develop and share experience and best practice;
- ensure the record of their roles and professional learning as part of their registration with the Education Workforce Council is up-to-date record in respect of ALN;
- provide professional support to all staff to enable the early identification, assessment and planning for learners with ALN, this might include supporting staff to undertake whole school/FEI tracking and supporting staff to manage good target setting;
- ensure that the arrangements put in place by the local authority in relation to avoiding and resolving disagreements are fully utilised as appropriate;
- act as the key point of contact with the relevant local authority's inclusion and support services, external agencies, independent/voluntary organisations, health and social care professionals, educational psychologists, etc.;
- liaise with careers specialists to ensure that learners with ALN receive appropriate careers advice;
- work strategically with the senior leadership team and governors to ensure the education setting is meeting its responsibilities under the Act, this Code and the Equality Act 2010.

Class teachers are responsible for:

- providing high quality teaching for all children setting high expectations which inspire, motivate and challenge pupils
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with ALN in the classroom, through providing an appropriately differentiated curriculum
- retaining responsibility for the child, including working with the child on a daily basis
- making themselves aware of the school's ALN policy and procedures for identification, monitoring and supporting pupils with ALN
- directly liaising with parents/carers of children with ALN
- managing behaviour effectively to ensure a good and safe learning environment

Learning Support Assistants (LSAs) and Teaching Assistants (TAs) are responsible for:

- supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher and/or the ALNCo
- providing feedback to the class teacher regarding children's progress in class lessons.
- providing feedback to the class teacher and/or the ALNCo as appropriate, regarding children's progress in achieving individual targets
- delivering (and reporting back on) specific intervention programs under the direction of the ALNCo and/or class teacher

Provision for children with ALN

Every educational/ school practitioner is a teacher of every child and young person. Teaching therefore a whole school responsibility.

See Appendix 3-The Maes-y-Mynydd Matrix outlines what we can offer children at each level of provision:

Universal Level, Targeted Universal Provision, Additional Learning Provision.

Universal Provision

We adopt a 'high quality teaching' approach. High quality teaching, differentiated for individual pupils, is available to all pupils who have or may not have ALN. Reasonable adjustments will be made to support our pupils.

The key characteristics of high quality teaching are:

- A broad, balanced and relevant curriculum with high engagement of pupils
- High quality teaching that is differentiated
- High expectations of every pupil
- Appropriate use of teacher questioning, modelling and explaining

Targeted Universal Provision

There may be times where some of our pupils will require more support with their learning through a targeted approach. Where it is decided a pupil will have Targeted Provision, we will talk to the parents/carers and their child. We will agree what intervention will be put in place, set small step targets, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The class teacher will remain responsible for working with the child. If a pupil continues to make progress accessing targeted provision this can continue as required.

ALN Determination

If a pupil does not make progress according to the outcomes described over a sustained period of time school will seek specialist expertise following consent/discussion with the parents/carers. This will initially be through 'ITAS'-The Inclusion Team around the School'. This involves the Local Authority Inclusion Officer, Education Psychologist, Education Social Worker and ANEW (Behaviour Support). This will inform future provision. School may liaise with the following services - Educational Psychology Service, School Health, Physiotherapy Service, Occupational Therapy Service, and, when appropriate, Social Services and Looked After Children Team.

The appropriate processes as documented in the statutory ALN Code will then be followed. If deemed appropriate, an Individual Development Plan (IDP) will be formulated.

Review

The effectiveness of the provision and interventions and their impact on the pupil's progress will be reviewed on an agreed date. Person centred reviews will be carried out in accordance with person centred processes through a collaboration, placing the child/young person and their family at the centre.

The class teacher or subject teacher, working with the ALNCo, will revise the provision in light of the child's progress. Outcomes created from the person centred review will take account of the aspirations of the child/young person and their family.

The Individual Development Plan

All children who have met the definition of ALN as outlined in the code ALN code 2021 will require an Individual Development Plan (IDP) The IDP will outline the Additional Learning Provision (ALP) that the child requires for his/her needs to be met.

Preparing an Individual Development Plan (IDP)

If we decide that a child has ALN, we will prepare an IDP (subject to the exceptions given in Chapter 12 of the ALN Code). The school will take a person-centred approach to determining the ALP that is specified within the IDP. The pupil and their parents/carers (together with any other relevant people) will be invited to be part of the process.

We expect to provide parents/carers and the pupil with a draft copy of the IDP prior to it being finalised. In cases where it is not practicable or reasonable for the school

to provide the necessary ALP, the school may refer the case to the Local Authority for consideration to be given to an IDP being prepared by the Local Authority.

The IDP document will use the regional template, ensuring consistency across the Local Authority. (Appendix 4) Once an IDP has been issued, Following the ALN code requirements, it will be subject to review every 12 months.

Formal person-centred review meetings for children and young people with an IDP will take place, where parents/carers and children and young people will be involved in reviewing progress and setting new person-centred outcomes.

School practitioners are responsible for evidencing progress according to the outcomes described in the child's plan (IDP). IDP outcomes will be reviewed on an annual basis.

Ceasing to maintain an IDP

The school will no longer have a duty to maintain an IDP if the school decides that the child no longer has ALN and that decision is not successfully challenged. This would be considered as part of a person-centred approach to reviewing a child's needs. The school's duty to maintain an IDP will end if the child ceases to be a registered pupil at the school. In some cases, the duty to maintain the IDP may transfer to the Local Authority.

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.

Looked after children (LAC)

In the case of Looked After Children, decisions about whether they have ALN will be referred directly to the Local Authority. The ALNCo and designated teacher meet on a **termly** basis to ensure that arrangements are in place for supporting pupils that are looked after who also have ALN. This will generally be in the context of Pupil Progress meetings. LAC children will also have PEP reviews that are the responsibility of the child's social worker to organise.

Early Dispute Resolution

As a school we endeavour to include parents/carers in all decision making processes that involve their child's provision. However, disagreements can occur.

Initially an attempt will be made to resolve a dispute about **ALN provision** at school level. Parents/carers who are dissatisfied with the school's provision for additional learning needs should in the first instance report this to the senior leadership team including the ALNCo. The ALNCo/SLT will further seek advice from the Local Authority Inclusion officer.

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/carers 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.

If dispute is regarding **ALN determination**, parents/ carers should follow the process stated within the determination letter. Information leaflets for ALN and the Local Authority and Snap Cymru (Parent Advocacy) are shared throughout the process.

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 Senior Leadership Team 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 staff are informed of local and national developments in relation to ALN and Inclusion.

Monitoring and Evaluating ALN

Provision for pupils with ALN is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with additional learning needs. It is a statutory obligation of the school to keep their provision under review to ensure that the needs of all pupils are being met effectively.

The Maes-y-Mynydd matrix outlines the provision that the school are able to offer our pupils. ([Appendix 3](#))

Non-statutory reviews of progress are *termly or when appropriate* for children on Targeted Universal Provision. These will be through the context of Pupil Progress Meetings and further discussions with parents/carers and outside agencies. Children who meet the definition of ALN as set out in the Code 2021 will also be entitled to an Annual Review of their IDP outcomes as well as termly reviews of their progress.

Admission Arrangements

Please refer to the information contained in the school's Admissions Policy, which can be accessed on the school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of ALN.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition both within school and from setting/school/college to setting/school/college, the young person, parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about ALN provision will be shared with the next setting/school /college through the review process.

How is this policy evaluated?

This policy is subject to a yearly cycle of monitoring, evaluation and review by the Senior Leadership Team, ALNCo and ALN Governor, and is approved by the Full Governing Body.

The ALNCo, Headteacher and Governing body annually evaluate the effectiveness of the policy against the principles and objectives set out in the policy.

References

The ALN Code: <https://gov.wales/sites/default/files/publications/2021-03/210326-the-additional-learning-needs-code-for-wales-2021.pdf> Implementation Statement (February 2021)

<https://gov.wales/written-statement-implementation-additional-learning-needs-and-education-tribunal-wales-act-2018-0>

ALN Transformation Guidance Documents:

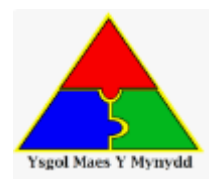
<https://gov.wales/additional-learning-needs-transformation-programme>



Appendix 1-Areas of Need

Areas of Need as defined in the Additional Learning Needs Code (2021) Wales.

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical
- Behaviour, Emotional and Social Development



Appendix 2

‘I am a parent and I am concerned about my child’s progress.’

Step 1	<p>Is my child making expected progress? Are they where they should be with their learning?</p> <p>First of all, speak to your child’s class-teacher. This can be informally or ask for a meeting. The teacher will be able to go through progress your child is making and explain any support they could be having in class.</p> <p><i>Please ask to speak to the senior teacher, deputy head teacher/ALNCO if you feel your child has additional learning needs.</i></p>
Step 2	<p>The senior teacher or deputy head teacher will organise a formal meeting to discuss your concerns further. We have 35 days to gather evidence, collect information and consult with outside agencies to determine if your child has additional learning needs. This phase of 35 days is called the ‘ALN consideration phase’. We will ensure you and your child are communicated with throughout this process through pupil centered reviews and planning of outcomes. Further consent may also be sought for outside agencies/referrals.</p>
Step 3	<p>Following the ALN consideration phase we will notify you of the outcome.</p> <ul style="list-style-type: none"> • If yes, further planning will take place to write your child’s Individual Development Plan (IDP). The IDP will describe your child’s areas of need and the barriers that are having an impact on their progress. The IDP will also outline the Additional Learning Provision (ALP) that the school has a legal responsibility to provide to meet the needs of your child. • If no, we will continue to meet the needs of your child as appropriate. If you disagree, further discussion will take place and the school will seek advice from the Local Authority.
Step 4	<p>If your child has ALN as defined in the Additional Learning Needs Code (Wales 2021) we will review the IDP on an annual basis. Your child will also be reviewed on a termly basis with yourself and the child present if appropriate.</p>

Appendix 3-Provision

Updated May 2025



ALN code	Teaching which recognises and responds to the needs of individual learners is a key component of all high quality education, and is something which is generally made available in schools. Most children and young people will require a differentiated approach in some aspect of their education at some point. (ALN Code 20.14)		All education settings are expected to put in place differentiated teaching or other targeted interventions designed to secure better progress where appropriate, for all learners. This is a fundamental element of high quality – but routine – teaching. (ALN Code 20.14)	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. (ALN Code 2.3)
Area of need	Teaching and learning (Universal Provision)	Enhanced Universal Provision (EUP)	Targeted Universal Provision (TUP) This provision is further enhanced by outside agency recommendations where barriers to progress are evident.	Additional Learning Provision (ALP)
	Provision available to all learners Provision available to individuals or groups of learners who have been identified as needing additional targeted intervention. Learners have agreed additional learning provision (ALP).		Provision available to all learners Provision available to individuals or groups of learners who have been identified as needing additional targeted intervention. Learners have agreed additional learning provision (ALP).	Provision available to all learners Provision available to individuals or groups of learners who have been identified as needing additional targeted intervention. Learners have agreed additional learning provision (ALP).
Cognition and Learning	<ul style="list-style-type: none"> maintains a consistent focus on the overall purposes of the curriculum. challenges all learners by encouraging them to recognise the 	<ul style="list-style-type: none"> Teaching assistant support in class/boost support Literacy/Numeracy fluent support 	<ul style="list-style-type: none"> Noddfa Resource Support Education Psychologist recommendations 	Individualised targeted sessions Specialised curriculum Specific individual literacy provision in line with severity and

	<p>importance of sustained effort in meeting expectations that are high but achievable for them.</p> <ul style="list-style-type: none"> • means employing a blend of approached including direct teaching. • means employing a blend of approaches including those that promote problem-solving, creative and critical thinking. 	<p>Catch up (RRS)</p> <ul style="list-style-type: none"> • Specific software to support learning-IDL or Dynamo Maths • Specific target intervention-numeracy or literacy 		<p>complexity of need Specific individual numeracy provision in line with severity and complexity of need</p> <p>Individualised curriculum based on individualised need Specific resources to support individual need, e.g. IT based recording</p>
Communication and Interaction	<ul style="list-style-type: none"> • sets tasks and selects resources that build on previous knowledge and experience and engage interest. • creates authentic contexts for learning • means employing assessment for learning principles. • ranges within and across Areas of Learning and Experience. • regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them. • encourages children and young people to take increasing responsibility for their own learning 	<ul style="list-style-type: none"> • Speech and language support (ELKLAN trained staff) • Narrative Therapy • Bucket time-trained Attention-Autism staff • Talk-boost • Non-verbal cue cards • Inclusive communication strategies 	<ul style="list-style-type: none"> • Speech and Language Outreach (ELKLAN) • Speech and language support (ELKLAN trained staff) • Narrative therapy • Bucket time-trained Attention-Autism staff • Noddfa Resource Support • Education Psychologist recommendations 	<p>Individualised long-term interventions Targeted individual sessions AAC-alternative/ augmentative communication systems, e.g. including visual resources, IT and specialist equipment</p> <p>Individual social stories</p> <p>Individual social skills One-to-one support to access the curriculum</p>
Behaviour, Emotional and Social Development	<ul style="list-style-type: none"> • encourages collaboration Check In sessions Meet and Greet Quiet spaces for access throughout the day. 	<ul style="list-style-type: none"> • Nurture intervention-e.g. Lego Therapy, Unearthing Project, Draw and Talk sessions. Trauma Informed support resources/interventions • Forest Schools provision Nature/nurture group • ELSA trained staff (to support emotional development) 	<ul style="list-style-type: none"> • CAYPS/TAC • Noddfa Resource Support • Education Psychologist recommendations • Weekly trauma Informed sessions • Regular support from Well-being manager • CAMHS outreach support 	<p>Individualised long-term interventions Individualised social skills support</p> <p>Individualised emotional literacy support</p> <p>Individualised Nurture support</p>

	Forest school Outdoor spaces	<ul style="list-style-type: none"> • SAP-Student Assistance Programme • School counsellor • Review sheets, Home-school books, review sheets. Trauma Informed Intervention		
Sensory and/or Physical	Outdoor provision Quiet spaces	'Walk this way' group. Physical well-being group WOW sessions Enhanced transition for Y6	<ul style="list-style-type: none"> • Daily access to sensory circuits/sensory time • OT recommendations • Noddfa Resource Support • Education Psychologist recommendations 	Individualised programmes One-to-one support to access curriculum. Bespoke timetable Individualised programmes/ strategies/ resources to aid significant sight and hearing impaired. Specialised equipment provided by OT/ physio/ sensory services
General Considerations	Attainment profile to establish a baseline and identify areas of need e.g on-entry for nursery and new pupils. Use of LNF data Tracking RWI data Pupil Progress meetings-tracking of progress Parent meetings Attendance tracking EAL support Traveller support		Ongoing review and evaluation of progress Refer and consult with the relevant outside agencies Termly TUP reviews with parents/carers	One Page Profile Person Centred Approaches involving child/parent. SCHOOL based Individual Development Plan (IDP) Annual review with LA inclusion officer.



Individual Development Plan (IDP): Mandatory form

Standard Form- March 2021

Part 1.**Section 1A: Basic biographical information about the child or young person¹ and contact details**

1A.1) Full name:	
1A.2) Likes to be known as:	
1A.3) Date of birth:	
1A.4) Gender and preferred pronouns:	
1A.5) Current education setting(s):	
1A.6) Home address and telephone number:	
1A.7) Name of parents ² :	
1A.8) Email address (only where child/ parent/ young person is willing to receive notifications and documents electronically):	
1A.9) Parents' telephone number(s) (if Different, and only where parent(s) consent to their details being included) ² :	
1A.10) Communication requirements and preferences:	
1A.11) For a young person, details of consent to IDP being prepared/ maintained:	
1A.12) Capacity issues:	

Section 1B: Responsibility for the IDP

1B.1) Organisation responsible for maintaining the IDP:

1B.2) Date before which the IDP must be reviewed:

1B.3) Proposed review date:

1 A young person is someone over compulsory school age but under the age of 25

2 For young people, only to be completed with their consent and if they agree to information being shared with parents

Section 1C: Profile (About me)

23.22 This section of the IDP is primarily aimed at setting out a summary about the child or young person. There is no one way to develop and present a profile, but it is helpful if the style and language used reflects the individuality of the child or young person. However, for a profile to operate effectively, it is important that everything included within it is focussed on the positives, whilst being clear, concise, and accurate.

23.23 The profile should provide key information, such as describing the child or young person's character, their gifts and talents, what is important to them, and the best way to support them. This could include: their likes and dislikes; details about play, health, independence, communication; the people that the child or young person considers important to them (family, friends or personal support staff, for example a carer or personal assistant); aspirations about, for example, their education and career, independent living and community participation.

23.24 It may also be helpful if the information gathered is organised under headings, for example:

- What is important to the learner;
- What is important for the learner;
- What is working and should be built on;
- What is not working and needs to change.

23.25 The profile, as with the IDP as a whole, should be developed and revised with the active involvement of the child or young person to ensure that their voice is heard; not only when preparing the IDP, but also by those that will be directly involved in their education and support. For children of compulsory school age, parents might also be involved in developing the profile and, for younger children, parents will likely provide the majority of information about the child's interests and support needs. Parents may also be involved in developing a young person's profile, provided the young person consents to their parent's involvement.

23.26 The views, wishes and feelings of a child, their parent, or young person in relation to their ALN, ALP and education and training should also be discussed and recorded. However, the body preparing the IDP **should** record the views, wishes and feelings of the child or young person separately from that of their parents and others who work closely with them, such as a carer or personal assistant. The IDP **should** make clear where the child, child's parent or young person is being quoted directly, either from something they have said or written.

Part 2.

Part 2 includes those elements of the IDP in relation to which appeals to the Tribunal can be made.

These elements are underlined, bold and red.

Section 2A: Description of the child or young person's additional learning needs (ALN)

23.27 The description of the child or young person's ALN **should** be as clear and comprehensive as possible and include the impact of the need on the child or young person's learning in as much detail as possible. Where there is a relevant diagnosis this **should** be included as part of the description. Although the definition of ALN is that the learning difficulty or disability calls for ALP, it is the identified need, i.e. the learning difficulty or disability which is to be captured in this section, as the ALP will be detailed in the next section. Those responsible for drafting the IDP ought to ensure that they do not confuse the description of ALN with the ALP necessary to meet those needs. The description of ALN might develop as referrals and advice/assessments are made.

23.28 This section could include the reasons for deciding that the child or young person has ALN, and **should** do so where there are particular reasons for a decision that might not be obvious to someone considering the case in future, or where there was a difference of opinion as to the ALN. This might be a difference of opinion between professionals, or a difference of opinion between the child, child's parent or young person and professionals, or any other difference of opinion. It could explain how different opinions have been taken into consideration before a particular decision was reached.

Please include the following headings:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Behavioural Development
- Sensory, Physical and/or Medical

Section 2B: Description and delivery of the child or young person's additional learning provision (ALP)

2B.1) Intended outcome:

23.30 The intended outcomes **should** have a strong focus on enabling children and young people to move towards long-term aspirations, be that employment or further or higher education, independent living and/or community participation. To this end, it is essential to consider what is important to the child or young person and what they want to achieve. IDPs can also include outcomes with a wider focus, such as positive social relationships and emotional resilience and stability. For some

23.33 In order to determine the progress towards achieving the intended outcome(s), it may be helpful to set interim or short-term targets or milestones, and to monitor the impact of the ALP on the child or young person's progress. This could include a continuing process of tracking or any assessments that might take place in the educational setting on a regular basis. If such targets or milestones are required, **these should be recorded in an appendix to the IDP.**

Small step targets **should not** sit within the IDP, but in a separate document.

children and young people, an intended outcome can be about minimising the impact of an impairment on their learning.				
23.31 Outcomes should be “SMART” (Specific, Measurable, Achievable, Realistic and Time-bound).				
<u>2B.2) ALP to be provided:</u>	<u>2B.3) Should the ALP be provided in Welsh?</u>	2B.4) Organisation/ service to provide the ALP, and contact details (where different to body maintaining the plan):	<u>2B.5) Start date:</u>	<u>2B.6) End/ review date:</u>
<p>23.34 Include details of how regularly the ALP is to be provided (for example, whether it will be provided daily, weekly, at weekends, school days only, term time only or once each term, etc.)</p> <p>23.35 The ALP recorded could include a range of activities or types of support, for instance:</p> <ul style="list-style-type: none"> • a professional providing a strategy or training which other professionals with a day-to-day role with the child or young person will deliver; • guidance or support provided by the education setting or others, for the child or young person. <p>23.36 The ALP that best meets the ALN of the child or young person may be different depending on the type of institution they attend.</p> <p>23.37 The information recorded in relation to ALP will be more useful the clearer it is. It should be detailed, specific and quantifiable. This clarity might result from describing the specific tasks or actions that will be undertaken; it could also detail the training or qualifications any staff will require. Simply stating that support will be provided will not meet the need for clarity; describing the tasks any staff will undertake or facilitate, what they will be responsible for, and, if necessary, what qualifications or training they will require is important.</p> <p>Evidence of disapplication process and agreed access arrangements MUST be appended</p>	<p>23.39 A body preparing or maintaining an IDP has a duty to consider whether ALP should be provided in Welsh and if it decides that it should, this must be specified in the IDP and the body maintaining the IDP then has a duty to take all reasonable steps to secure that the ALP is provided in Welsh.</p>	Where different to body maintaining the plan.	the date the IDP is finalised OR following a transition point during the forthcoming year	the date until which the particular ALP will be provided or that date on which it will be reviewed
2B.7) Rationale for the ALP listed above	23.41 Where there is no difference of opinion, nor other need to explain a decision, this section of the IDP might just refer to the record of information used to develop the IDP as set out under section 3A of the IDP.			

	23.42 However, where there has been a difference of opinion about the ALP to be made, this section should provide an explanation as to why certain decisions have been taken. This might be a difference of opinion between professionals, or a difference of opinion between the child, child's parent or young person and professionals, or any other difference of opinion. The section could explain how different opinions have been taken into consideration before a particular decision was reached.
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2B.1) Intended outcome:				
<u>2B.2) ALP to be provided:</u>	<u>2B.3) Should the ALP be provided in Welsh?</u>	2B.4) Organisation/ service to provide the ALP, and contact details (where relevant):	<u>2B.5) Start date:</u>	<u>2B.6) End/ review date:</u>
2B.7) Rationale for the ALP listed above				

2B.1) Intended outcome:				
<u>2B.2) ALP to be provided:</u>	<u>2B.3) Should the ALP be provided in Welsh?</u>	2B.4) Organisation/ service to provide the ALP, and contact details (where relevant):	<u>2B.5) Start date:</u>	<u>2B.6) End/ review date:</u>
2B.7) Rationale for the ALP listed above				

Section 2C: Description and delivery of ALP to be secured by an NHS body

23.43 This section is for recording the description of any ALP that **must** be secured by an NHS Body, having been identified by that body as a relevant treatment or service that is likely to be of benefit in addressing the child or young person's ALN. This section only applies in cases where there has been a referral to an NHS body for consideration as to whether there is a relevant treatment or service.

23.44 Where no referral has been made, the section **should** be marked "referral not required". Where a referral has been made but the NHS body has not identified any relevant treatment or service, this section **should** be marked as "Referral made. No relevant treatment or service identified.", and ensure any difference of opinion is recorded.

2C.1) Intended outcome:				
<u>2C.2) ALP to be provided:</u>	<u>2C.3) Should the ALP be provided in Welsh?</u>	2C.4) Organisation/ service to provide the ALP, and contact details (where relevant):	<u>2C.5) Start date:</u>	<u>2C.6) End/ review date:</u>
23.45 The body responsible for preparing the IDP must check that the health body is content with the description of any ALP to be secured by that health body before finalising the IDP				
2C.7) Rationale for ALP listed above				

2C.1) Intended outcome:				
<u>2C.2) ALP to be provided:</u>	<u>2C.3) Should the ALP be provided in Welsh?</u>	2C.4) Organisation/ service to provide the ALP, and contact details (where relevant):	<u>2C.5) Start date:</u>	<u>2C.6) End/ review date:</u>

2C.7) Rationale for ALP listed above				

Section 2D: Places at a named school/ institution or board/ lodging

23.48 This section **should** only be used in very specific circumstances.

23.49 Where the body preparing or maintaining an IDP is the local authority, the local authority has functions which relate to where the child or young person is to be educated or trained and receive ALP. The local authority might need to consider where they should be educated or trained.

23.54 For maintained mainstream schools, this section should be marked as 'not applicable', but **should** also record the reasons for the decision.

2D.1) The name of a maintained school in Wales that is being named for the purpose of securing the admission of the child to the school.

2D.2) The name of any particular school or other institution which must be secured

2D.3) Board and lodging provision which must be secured

Part 3.

Section 3A: Record of information used to develop the IDP

If information is included as an annex to the IDP, please list it here.

- 23.75 The record of discussions held in relation to the preparation or revision of the IDP need not be a verbatim record; rather a summary of what was discussed and by whom.
- 23.76 The advice or evidence would include any recent reports and assessments undertaken by the school, FEI or local authority responsible for the IDP and by other agencies or professionals, such as relevant health and social care reports. It might also include any data which supports the identification of ALN, such as attainment data. The full report(s) can be provided in an annex.
- 23.77 For those IDPs which have been in existence for some time, it would also include information arising from the recent monitoring of the ALP and the tracking of data and targets where this has led to a revision to the IDP.
- 23.78 Where professionals, children, children's parents or young people have different opinions, these **should** be recorded. This **should** be recorded using generic terms such as parents, teachers or senior leadership team. Specific names or titles **should** be used only if the individual that holds that view requests it to be recorded as such.
- 23.79 Where parents have secured advice from professionals directly, this **should** be clearly recorded, appropriately considered and can be provided in an annex.

Section 3B: Timeline of key events

3B.1) Significant events or information relevant to understanding the child or young person's ALN and planning the necessary ALP:

23.80. Section 3B of the IDP **must** include a summary of key events in the child or young person's life relevant to their ALN (and if necessary, further or more detailed information can be provided in an annex)

23.81 Should include all events that are significant and relevant to understanding the child or young person's ALN, planning the necessary ALP and informing when reviews should be conducted. Examples of such events include:

- the name of the school, FEI or local authority which prepared the IDP (if different to the body currently maintaining it);
- any school, FEI or local authority which has previously maintained it (if different to the body currently maintaining it);
- significant decisions previously taken in relation to the child or young person's IDP, including instances where a review has taken place following a request from a child, child's parent or young person, or where a local authority has reconsidered an IDP maintained by a school, and a decision has been taken not to revise the IDP;
- a referral for assessment/examination by a professional;
- any assessment with results and/or advice;
- a test or observation by a professional and/or outside agency or advisor;
- a diagnosis of a condition;
- an illness;
- starting to use new equipment or implants to help access education;
- an event that has had an emotional, behavioural or attainment impact.

23.82 The events do not need to be recorded in detail, but the following information **should** be noted—

- an indicator of what happened or the nature of the event,
- the organisation/service/individual responsible for the event, such as a diagnosis, or undertaking a screening or test, where appropriate, and
- the date of the event.

23.83 Events that occurred prior to the development of the first IDP **should** also be included, where they relate to the child or young person's ALN and required ALP.

23.84 Events that are expected to take place within the next year which could inform when the next review should take place **should** also be included. The information **should** include what is expected to happen, and why it might be necessary to review the IDP in light of it.

3B.2) Education settings previously attended (and dates):

This should record education settings, including settings that provide non-maintained nursery education or childcare settings attended since they were first identified as having ALN.

Section 3C: Transition

23.85. The aim of transition planning is to prepare the child or young person for a significant change in their educational journey. Section 3C of the IDP provides space to set out any information or arrangements which might be considered necessary or appropriate for that transition planning. Information on the different types of transition, the point at which they may occur and how to plan for and support transitions is set out in Chapter 27, which **should** be read when completing this section of the IDP.

23.86. The section can be used to record:

- any information which might be relevant to the child or young person's transition and which would be helpful to those involved in delivering the child or young person's education or training to know, and any arrangements considered desirable for facilitating the child or young person's transition,
- other support for a forthcoming transition which is not ALP,
- anything which might affect any of the ALP identified in section 2B of the IDP following a transition in the forthcoming year – this can include suggestions on matters which may need to be considered or re-considered following a transition, as the effects may not be identifiable at the time of preparing or reviewing the IDP, and
- any ALP that may already be identified but that which is not required until the following year (after a review) or later, and therefore not classed as ALP for the current version of the IDP (and therefore not recorded in section 2B), but would be useful to note for future planning.

23.87 However, where ALP can be determined for the forthcoming year, even if it is to continue after a transition, it **must** be included in section 2B of the IDP rather than this section.

23.88 Where any information or arrangements to support a child or young person's transition are planned, the body responsible for preparing the IDP **should** set out them out in this section. This could include information about:

- the transition(s) expected to be made;
- any individual responsible for co-ordinating the transition arrangements;
- the agreed actions of all the professionals and/or the agencies involved in supporting the transition(s);
- the objectives and outcomes the transition is intended to support.

Section 3D: Travel arrangements

23.90. Those preparing or reviewing an IDP for a child or young person **should**, where relevant, record in the IDP any arrangements for the child or young person's travel between their home and the education institution. This may be relevant in some cases, for example, if it informs the delivery of ALP or the child or young person's placement is dependent on specific travel arrangements. However, in many cases there will be no additional benefit in recording travel arrangements in an IDP.

23.95. Where a school, FEI or local authority decides to record travel arrangements in an IDP, it **must**³⁹ record them in section 3D.