



Abertillery
Learning Community



ADDITIONAL LEARNING NEEDS POLICY

Policy:	Additional Learning Needs
Age Range:	3-16
Type:	Statutory
Sub Committee:	Learning and Provision
Governing Body Approval:	March 2026
Review Date:	March 2027
Staff Lead:	ALN Co-ordinators

Version Control

Version	Key Changes	Sub Committee Approval (Date)	Full GB Approval (Date)	Review Date
1.0				May 2025
2.0	<ul style="list-style-type: none"> •Links added to associated documents. •Wording revised in aims/roles & responsibilities. •Reference to Statements of SEN removed •Appendices added 	4 th March 2026	25 th March 2026	March 2027

Review

Monitoring, Evaluation and Review

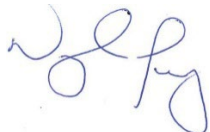
This policy will be reviewed annually, with any proposed amendments submitted to the Governing Body for consideration.

The Governing Body will monitor the application of this policy and associated procedures in order to ensure its continued effectiveness and compliance.

Headteacher:



Chair of Governors:



Date: 25th March 2026

**“Every Child Matters and Every Child Matters Equally”
UNESCO 2017**

Associated documents

[ALNET Act \(2018\)](#)

[Equality Act \(2010\)](#)

[Additional Learning Needs Code for Wales \(2021\)](#)

[Local Authority ALN Strategy](#)

[Welsh Government Implementation Guidance \(2021\)](#)

N.B.ALN will be referenced in other school policy documents as appropriate including, Learning and Teaching, ARR

“Maintained schools in Wales have a key role to play in identifying ALN and in delivering ALP to support learners with ALN. They are directly responsible for identifying and meeting the needs of the majority of their pupils who have ALN.”

ALN Code (2021)

Definition of ALN

Definition of additional learning needs (ALN)

Additional Learning Needs

- (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 (c. 15) 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.**

Aims

Abertillery Learning Community prides itself on being a fully inclusive community for pupils of all abilities, challenges, race, gender, and social origin. The school recognises that many pupils throughout their full-time education will experience a time when they need targeted support from time to time, a few pupils will require provision which is 'additional to' or 'different from' the education provision made generally for pupils.

We aim to ensure that all pupils, regardless of their abilities or needs, receive equitable access to a high-quality education. This policy seeks to identify, assess, and support pupils with additional learning needs (ALN) in a timely and inclusive manner. It aims to provide a personalised learning environment that promotes the full participation and development of each pupil, fostering their academic, social, and emotional growth.

The policy will also ensure compliance with the Welsh Government's ALN legislation, guiding the provision of support that is holistic, person-centered, and integrated, with clear collaboration among school staff, families, and relevant external agencies. Ultimately, the aim is to remove barriers to learning, enabling children and young people to achieve their potential and prepare for successful futures in both education and life.

Abertillery Learning Community is committed to promoting high standards of appropriate achievements and progress for all pupils with additional learning needs.

We aim:

- To enable pupils with identified additional needs and challenges will be enabled to have full access to a broad, balanced, and relevant curriculum. The school will ensure that access to the curriculum includes physical, visual, auditory, emotional, behavioural social, cognitive, literacy and numeracy access and how to achieve well and make a valued contribution.
- To provide provision through universal, universal plus, targeted and specialist support and intervention to overcome barriers to learning for all.
- To meet the needs of all pupils with Additional Learning Needs requiring Additional Learning Provision as far as resources will allow at the school and with the support of the LA and outside agencies.
- To take a person-centred approach to ensure the wishes, views and opinions of the pupil are captured and considered. Parental engagement forms a critical aspect of the process. Parents and carers will be included fully as partners in the decision-making process in providing additional support. Their views and understanding of the pupils' needs will be taken fully into account.
- To establish a continuity of provision and expectation through consultation with feeder primary schools, the LA, and other partners.
- There will be communication and collaboration between all stakeholders, including agencies. Where appropriate a multi-disciplinary approach will be taken to devise additional learning provision and support dispute resolution.

- The whole school staff will be jointly responsible for implementing policy and practice. This policy will embed provision into everyday practice and systems, matched to the nature of pupils' needs. The school will maximise present best practice and policies to meet need.
- Pupils will be fully involved in transition phases, when entering the school, when transferring to Key Stage 4/5 and when moving on to college and work.

Roles and Responsibilities

Meeting the needs of pupils with ALN will be a whole school approach and embedded within the school curriculum and provision. The primary responsibility for provision lies with the class/ subject teacher who, using information from the IDP, one-page profiles, and intervention planning, will plan for, monitor and assess achievement and progress according to the needs of the pupil.

The Head teacher and school leadership team

- Advise the governors on policies to meet their statutory responsibilities under the ALN ET Act
- Work to agree the school ALN ethos and policy and to implement the agreed vision and policy.
- Oversee all aspects of strategic leadership and management.
- Ensure that the ALNCo has enough time and resources to carry out their duties.
- Ensure the curriculum is accessible and differentiated to meet the needs of all learners.
- Represent ALN priorities in leadership meetings and decisions.

ALNCo

At Abertillery Learning Community, there is an ALNCo based at each campus. ALNCo's work collaboratively to ensure there is a consistent approach across the school

- Ensure the daily implementation and review of the school Additional Learning Needs Policy.
- Ensure clear implementation of the Additional Learning Needs Code and statutory responsibilities are in place across the school.
- Ensure a clear process and system of identification, assessment, and review of pupils here there is a query around an ALN.
- Ensure clear systems around the development, review and quality assurance process in relation to identification, assessment, planning and reviewing one-page profiles (OPP), pastoral support plans (PSP) and Individual Development Plans (IDP).
- Monitor and evaluate the person-centred approach used across the school.
- Monitor and review the School Provision Map (appendix A), ensuring, alongside the SLT, appropriate and wide universal provision, universal plus provision and impactful targeted intervention.
- Liaise with and advise colleagues through the appropriate channels on additional learning needs matters.
- Oversee the co-ordination of the Additional Learning Provision (ALP - specialised support) for pupils with additional learning needs throughout the school.
- Ensure a clear process of appeal and dispute resolution in relation to ALN.

- Contribute to the in-service training of all colleagues in developing practice at the school with all matters concerning additional learning needs.
- Work alongside the cluster of primary schools and the local authority.
- Work with other agencies and professionals to ensure the school fully meets the needs of pupils with ALN.
- Analyse progress data for pupils within the campus with ALN and identify trends, gaps, or areas for improvement.

Class Teacher

- Provide high quality teaching and learning as part of the universal provision of the school.
- Implement any reasonable adjustments through universal provision.
- Implement the school's ALN Policy.
- Ensure that the resources, targets, and curriculum are appropriate to the needs of the pupil as set out in the pupil's One Page Profile and IDP.
- Ensure that achievement and progress are also appropriate to the needs of the pupil.
- Analyse progress data for pupils in their class with ALN and identify gaps or areas for improvement.
- Support the school processes around early identification, targeted intervention, and a graduated response to meet individual need.
- Work with Teaching Assistants in the planning and delivery of lessons to support and assess pupils when appropriate, gaining advice from the Additional Learning Needs Coordinator (ALNCo) where required.
- Differentiate learning and materials and set achievable goals to ensure that pupils experience success.
- Attend reviews and discussions on pupil progress, as required.
- Record and report any concerns on pupil progress to the middle leader, passing onto the ALNCo where appropriate.
- Contribute to the school's provision map for individual pupils, making use of this to identify where targeted provision is needed, tracking and monitoring progress.
- Contribute to the development of specific support through Additional Learning Provision where appropriate, in liaison with the ALNCo
- Communicate with parents, raising concerns and celebrating progress.
- Support the effective handover of information to ensure successful transitions between year groups, phases, and settings.

Middle Leaders

- Ensure high quality teaching and learning as part of the universal provision of the school.
- Ensure reasonable adjustments as part of universal plus provision are in place across the school.
- Implement the ALN Policy.
- Ensure that the resources, targets, and curriculum are appropriate to the needs of pupils with additional learning needs.
- Work with Teaching Assistants and involve them in the practice and pedagogy of the school.
- Review the attainment of pupils and alert the ALNCo of any concerns about a pupil's progress.

- Liaise with members of the additional learning needs team about Additional Learning Needs matters (ALNCo / Lead for the CNRB as relevant).
- Co-ordinate targeted intervention for pupils with additional learning needs in their department / faculty in liaison with the ALNCo.
- Contribute to the training of staff in their team / department / faculty on developing practice in relation to Additional Learning Needs, liaising with other professionals as required.

Pastoral Support Team

- Support middle and senior leaders in identifying, assessing, and monitoring the progress of all pupils.
- Liaise with teaching staff on pupil provision and progress.
- Oversee records of all pupils in their Year Group and liaise with the ALNCo/Inclusion Team to update One Page Profiles and Target Sheets when reviewed within the normal assessment cycle.
- Contribute to the annual reviews of IDPs.
- Attend reviews and discussions on pupil progress with parents and outside agencies, as appropriate.
- Work alongside the class teacher/Form tutor in ensuring that the day to day provision of pupils' learning needs are met.

Teaching Assistants

- Ensure the daily implementation of the school Additional Learning Needs Policy.
- Liaise and share information with teaching staff on additional learning needs matters.
- Have a full knowledge of the pupils' needs, provision and targets set out in the One Page Profiles and IDP's and implementing the agreed provision.
- Work with the teachers and the ALNCo to keep records on pupils with IDPs and their progress.
- Attend reviews and discussions on pupils' progress as appropriate.
- Provide administration support for ALN as required.
- Ensure the daily implementation of the school Additional Learning Needs Policy.
- Liaise with teaching staff to gather appropriate information and updates on pupils with additional learning needs at review points during the year.

Lead for the Specialist Resource Base

In relation to pupils within the CNRB:

- Work with the ALNCo to ensure the daily oversight and implementation of the school Additional Learning Needs Policy.
- Co-ordinate the work of Teaching Assistants
- Work in collaboration with other professionals to develop, monitor and track the Provision Map.
- Oversee pupil records, including the completion of appropriate referral forms.
- Contribute to the in-service training of staff.
- Liaise with parents / carers.

- Support staff and provide oversight to the timely and effective completion of referrals to external agencies.
- Work alongside external agencies and to ensure reports provided are incorporated into OPPs and IDPs with effective implementation of strategies, appropriate and provision agreed.
- Ensure IDP reviews are completed within statutory timescales.
- Provide oversight of information sharing at transition points within the setting and supporting the transfer of information between settings and agencies.
- Be involved in transition planning between schools and colleges.
- Identify the pupils requiring access arrangements and refer these to the named specialist teacher in-line with the JCQ Guidance (see Access Arrangements Guidance).

Governing Body

The Governing Body must have regard to relevant guidance in the ALN Code when exercising functions under Part 2 of the Additional Learning Needs Act (appendix B). The Governing Body, with the Senior Leadership Team (SLT), will maintain Individual Development Plans (IDPs) and ensure appropriate Additional Learning Provision (ALP) for pupils with Additional Learning Needs.

ALN Identification and Monitoring

Identification and monitoring of a pupil with Additional Learning Needs is carried out through the assessment and wellbeing processes at Abertillery Learning Community.

Teachers are involved in the on-going assessment of pupil needs and progress to determine need; monitoring and tracking systems support the identification of any progress concerns and the requirement for further assessment.

Pupils are assessed according to concerns under the following areas of need: cognition and learning; sensory and/or physical; behavioural, emotional and social development and communication and interaction.

The following are used in determining a Learner's level of need:

- Standardised assessment data
- Teacher assessment data
- Diagnostic testing assessments by class teacher, ALNCo and outside agencies
- Behaviour, wellbeing and relationship information, including Class Charts
- Transition information from previous setting / school
- Information provided from external professionals
- Discussions with parents/carers and pupils

Provision Mapping - Levels of Support

Meeting the needs of learners with ALN is part of a whole school approach to school improvement. The way in which a maintained mainstream school meets the needs of all children or young people has a direct bearing on the nature of the ALP required by learners with ALN, and the point at which ALP is required. Abertillery Learning Community provision map will be reviewed and updated annually to ensure that the current cohort of pupils have their needs met and have access to the appropriate level of support. (Appendix A).

Universal Provision

High-quality teaching and support that all pupils receive as standard in educational settings, designed to be inclusive and accessible to everyone, regardless of their needs.

Targeted Intervention

Support or interventions planned to meet the specific learning needs of a pupil or small group, designed to address identified difficulties and help them make measurable progress toward their outcomes.

Additional Learning Provision

A child/ young person who has been identified as having significant additional needs requiring additional learning provision This includes any teaching, support, or intervention provided beyond the universal classroom offer, designed to meet the additional learning needs of a pupil. ALP is planned and targeted to help pupils make progress toward their agreed outcomes and may involve specialist staff, resources, or approaches. Children/ young people requiring ALP, will have an IDP in place.

Monitoring and Evaluation

The success of the school's Additional Learning Needs Policy and Additional Learning Provision is evaluated through:

- analysis of pupil tracking data and test results and value-added data
- monitoring of procedures and practice by the Senior Leadership Team
- reviewing One Page Profile and IDP outcomes
- school self-evaluation, using a variety of approaches, including a self-evaluation of ALN and an action plan that relates to the School Development Plan (SDP)
- review of delegated spend
- ALNCo annual report to Governors
- reviewing the effectiveness of the school provision map
- the Additional Learning Needs moderation process
- Learning Reviews such as pupil progress and Holy Grail meetings

Appendix

- a) [School Provision Map](#)
- b) [ALNET Act \(2018\)](#)