



Additional Learning Needs Policy

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Please read this document in conjunction with any specific procedures as directed by the head teacher.

1. Supporting Documents

- Additional Learning Needs and Education Tribunal Wales Act (2018)
- The Additional Learning Needs Code for Wales 2021
- Curriculum and Assessment Wales Act 2021
- Section 19A of the Education Act 1996 (c.56)
- Social Services and Wellbeing Wales Act 2014 (amended)
- Reducing Restrictive Practices Framework 2024 Update: Welsh Government guidance on reducing restrictive practices in childcare, education, health and social care settings
- ESTYN: Guidance on reducing restrictive practices in childcare, education, health and social care settings 2024
 - Admission Policy
 - IEP and IDP Policy
 - Equal Opportunity Policy
- ALN Code of Practice 2022: Working together to improve school attendance August 2024

2. Introduction

Mynydd Haf School is dedicated to the promotion of social inclusion and the development of capable, caring, creative and confident people. It is our belief that every pupil is an individual and attends school in order to further his, her or their education. All pupils are entitled to a broad, balanced and differentiated education which encompasses the requirements of the Curriculum for Wales when appropriate. The Equal Opportunity Policy defines equal opportunities as the fair and equal treatment of all, regardless of gender, race, class, religion, age or ability. The issues related in the policy are pertinent to pupils with Additional Learning Needs.

The programmes of study and schemes of work within the school take account of a wide range of pupil abilities, aptitudes, interests and aspirations. In addition to this, due to the school being part of a wider therapeutic provision offered by Keys Group, there is a specific



emphasis on meeting the individual emotional regulatory and social needs that our children present with to support them to reduce their inappropriate behaviours which hinder them from becoming full, active, law-abiding and engaged citizens of Wales.

This policy has been written with due regard to the Additional Learning Needs Code for Wales 2021 which states; *“From September 2021, over a three year period, a new Additional Learning Needs (ALN) system will begin to replace the previous Special Educational Needs (SEN) system.*

All children with Additional Learning Needs will have an Individual Development Plan which will replace the current SEN Statement, Individual Education Plan or Learning and Skills Plan.

Learners with any level of Additional Learning Need who require Additional Learning Provision’ (ALP) to be made for them, will be entitled to an IDP outlining their support needs. This new system will protect the rights of all children, regardless of the extent of their additional learning needs” and Disability Code of Practice (2014, updated 2015 and 2020).

3. Aim/Scope

The overall aim of the Additional Learning Needs (ALN) Policy is to provide a system which allows the working implementation of the ALN Code for Wales in a form which promotes the fulfilment of Mynydd Haf School’s statement of purpose and mission statement. By recognising the continuum of need and range of provision required, following the identification of specific objectives:

- To create and implement an individual education plan (IEP) which includes an individual behaviour plan (IBP) to meet the needs of each pupil, through liaison with professionals and carers / parents, screening, assessment and observation.
- To identify and complete an individual development plan (IDP) in partnership with LEAs, starting in 2022-2023 with Year 11 pupils.
- To disseminate strategies for implementing a wide range of provision through regularly reviewed Individual Education Plans including Individual Behaviour Plans and Personal Education Plans.
- To co-ordinate these procedures through effective communication with school staff, relevant professionals, parents or guardians.

4. Definition

ALP – Additional Learning Provision. Mynydd Haf School is an additional learning provision which aims to support students who have been identified as having Behaviour, Emotional And Social Difficulties (BESD) additional learning needs. It is classed as an Additional Learning Provision (ALP) under the Additional Learning Code for Wales 2021. These students in addition to having an Education Statement (Year 11 pupils changing in 2022-



2023 to IDPs) based around Social, Emotional and Mental Health needs may also need additional support for the following reasons:

- Students with general learning difficulties or significant learning gaps, particularly in reading, spelling and mathematics.
- Students with specific learning difficulties in receptive language, communication, calculating, spelling and reading.

5. Content

Head teacher Accountability with Regard to the ALN Code for Wales

The Head Teacher has the responsibility for:

- ensuring the ALN Policy is up to date and implemented.
- providing facilities for pupils with BESD needs.
- ensuring that Mynydd Haf School has regard to the ALN Code.
- ensuring that the staff of Mynydd Haf School are informed of current issues and provision.

Additional Learning Needs Co-ordinator (ALNCo) - Overseeing the day to day running of the alternative learning provision for students with additional learning needs

- Understanding the relevant and changing perspectives of ALN as reflected in Government and legislative contexts, possessing a good working knowledge and understanding of any new terms and definitions;
- Chairing Annual Reviews (AR) and Education, Health and Care Plans (EHC) and attending LEA led Individual Development Plans (IDPs) for all students;
- Maintaining the whole school IDP/Statement data and providing summaries of student need and teaching strategies as appropriate;
- Supporting the writing of effective targets on Individual Education Plans and Individual Development Plans - developing criteria by which student progress can be judged;
- Overseeing the provision, support and curriculum of students with Statements, IDPs and EHCP's, liaising with each LEA over student needs and monitoring the quality of provision in school and ensuring that ARs are held within statutory time limits;
- Being familiar with assessment procedures applying to externally validated qualifications and curriculum assessments and knowing how to access prescribed special arrangements for pupils with ALN;



- Working collaboratively with specialist and non-specialist staff, carers, parents, students, teachers and learning support assistants, advisory and specialist agencies. Where appropriate working jointly with them on planning, programme implementation and report compilation.
- Supporting the development of the class teacher's knowledge and application of effective teaching methods relating to the teaching of literacy, ICT, speech and language, study skills, social and communication skills;
- Supporting the development of positive, consistent and non-confrontational approaches to disruptive behaviour, to implement where necessary a range of targets and strategies to aid progress, and to establish a timescale for review and evaluation in liaison with pastoral staff. To take account of the effects on learning and behaviour of therapeutic input, medications, medical treatments and absence from school;
- Supporting the class teacher in preparing students for further training opportunities post school; assisting them with the development of skills appropriate to adult life; working closely with the post 16 supporting agencies including Career Wales officer linked to school;

Teacher

The class teacher has the responsibility for teaching the range of pupils within their class effectively ensuring full pupil engagement through effective differentiation.

- Students with general learning difficulties particularly in reading, spelling and mathematics.
- Students with specific learning difficulties in spelling and reading.
- Using the information in the ALN Register to ensure awareness of which pupils have additional ALN including the educational objectives of pupils with Education, Health and Care plan, Statement or Individual Development Plan.
- Ensuring that individual Registers of Pupils with additional ALN are kept updated.
- Where further pupil need is identified in the classroom, ALN registers should be checked and where appropriate the ALNCo notified of any concerns.
- Completing internal monitoring forms necessary for monitoring pupil progress.
- Completing behaviour log books.
- Keeping accurate and detailed records.
- Reporting to carers / parents / relevant professionals in an informed and sympathetic manner appropriate to the pupil's learning difficulties, including any concerns and action taken.



- Informing colleagues and those concerned with the child of any concerns and actions to be taken.
- Implementing Individual Education Plans (IEPs) devised by the staff team.
- Informing any learning support assistants/support staff of programmes of study in advance of lessons.
- Regular liaison with ALNCo / Head Teacher.
- Understanding the changing perception of ALN as reflected in Government and legislative contexts, possess a good working knowledge and understanding of any new terms and definitions and the new Individual Development Plans currently being rolled out to Year 6 and 11 pupils in 2022-2023.
- Ensuring familiarity with the contents and outcomes of the IDP/EHCP/Statement(s) of their named student(s) including liaison with previous school/LEA.
- Making effective use of specialised assessment techniques to set SMART targets on Individual Education Plans.
- Writing appropriate Individual Education Plans to ensure the ALN outcomes are met.
- Providing strategies to allow maximum access to the curriculum for their named student.
- Reviewing student progress.
- Teaching the programme of study as specified on the IEP with regard to the academic, social and emotional development of the named student.
- Working collaboratively with specialist and non-specialist staff, parents and students, teachers and learning support assistants, advisory and specialist agencies. Where appropriate working jointly with them on planning, programme implementation and report compilation.
- Compiling reports for Annual Reviews.

Education Support Worker / Teaching Assistants

- Reporting to the class teacher.
- Assisting in the implementation of IEP targets.
- Assisting students with their individual learning whilst being sensitive to their individual or changing needs.
- Contributing to review meetings as appropriate



Carers / Parents / Social Workers and Guardians

Mynydd Haf School believes that the education of children is a partnership between carers / parents / social workers / LEA agencies and the school. Liaison and discussion with carers / parents is encouraged in the following ways:

- Carers / Parents have the right to expect a full and appropriate briefing from all staff with due regard to their child's Additional Learning Needs.
- Carers / Parents / Social Workers are invited to ring the Class Teacher at School whenever there is a concern and should there be no one available to speak to them every attempt will be made to contact them that day.
- Where possible carers / parents / social workers will be consulted on their contribution to the IEP, supporting the work at home. A copy of all IEPs will be sent to parents inviting comment and contribution.

Pupils and students

- Agree targets on the individual education plan, completing any additional tasks between sessions and have an awareness of their targets.
- Students will be encouraged to participate in establishing need and evaluating success of any action. Students will always be invited to attend IDP/Annual Review/EHC meetings and meetings with carers / parents as appropriate

Residential Carers

- Ensuring regular school attendance.
- Informing school of any problems/concerns
- Supporting school policies
- Helping their child to cope with school life e.g. bringing the necessary equipment and making satisfactory arrangements for homework.
- Supporting the individual learning programme at home.
- Ensuring the Class Teacher is informed of current issues.

6. Responsibilities



The roles and responsibilities of the ALNCo are identified in the Codes of Practice and are as follows;

- strategic direction and development of ALN provision nationally and regionally
- oversee the day-to-day operation of the schools ALN Policy
- identification, assessment and planning of ALN needs across the school(s)
- effective teaching, ensuring maximum access to the curriculum
- supporting staff with ALN provision and resources
- development of communication, literacy skills and ICT capability
- promotion of social and emotional development, positive behaviour and preparation for adulthood.
- overseeing all record keeping in relation to ALN in School
- liaise with external agencies in relation to broader support and intervention for ALN.

Admissions Policy

In cases of pupils without IDP/EHCP's/Statements school would expect to receive support from the placing LEA in producing a statement of ALN in order to appropriately meet their needs.

Individual Education Plans

Every student at School will receive an IEP. These will be reviewed and rewritten on a regular basis, to support the progression and development of our young people. Prior to each meeting with the Head Teacher or teacher in charge, the Class Teacher will be asked to review progress and evaluate targets. The Class Teacher is required to coordinate the IEP's for pupils in their groups, provide differentiated material and mark written work sympathetically with due regard to specific targets

Arrangements for Providing Access by Pupils with ALN to a Balanced and Broad Education Curriculum

These arrangements have regard to government policy on social inclusion. Pupils with additional ALN will be supported in lessons by the subject teacher / teaching assistants, as appropriate. This support will be in accordance with school teaching resources and LEA provision. Students with ALN will receive, according to their needs, support in some or all of the following:



- Individual learning support lessons to improve targeted skills as detailed in an Education Plan.
- Students will be offered a modified curriculum appropriate to their ability.

Making the curriculum accessible to a child with learning difficulties is the responsibility of all teaching staff. Careful attention should be given to the visual scaffolding available to the pupil, sequencing of the material or skill to be learnt, the pace of the presentation and the readability and legibility of materials. Differentiating teaching materials including homework is essential to pupils in order to maximise learning and maintain a positive self-image.

In class support is allocated in accordance with pupil need and within the efficient and effective use of resources of staff. In RSE lessons, pupils feeling uncomfortable learning topics alongside peers are provided 1:1 teaching to ensure equal access to essential learning and learning based on their individual emotional / developmental capacity.

Complaints Procedure

Parents / Carers who have a concern with the ALN educational provision their child is receiving should raise this with the Head Teacher. Further guidelines with regards to complaints procedure can be obtained from the School Complaints Policy.

7. Training Requirements / INSET

Head teachers / Line Managers (in offices) will ensure that familiarisation with this policy is a part of the induction process for all employees. Staff training needs are primarily identified through whole school and subject development plans and target setting for Performance Management.

9. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact your line manager. Mynydd Haf School will then actively respond to the enquiry.