



YSGOL LLYWELYN

ALN AND INCLUSION POLICY

School: Ysgol Llywelyn

Responsible: Headteacher & Governing Body

Last Reviewed: March 2025

Next Review Date: March 2026

Review Period: 1 Year



Be Brave, Risk Being Exceptional



Ysgol Llewelyn is committed to embedding the principles and values of the United Nations Convention for the Rights of the Child (UNCRC).

This policy enables our pupils to access and enjoy the following articles of the convention:

- Article 3: All organisations concerned with children should work towards what is best for each child.
- Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.
- Article 23: Children who have any kind of disability should have special care and support so that they can lead full and independent lives.
- Article 28: Children have a right to an education.
- Article 29: Education should develop each child’s personality and talents to the full.

www.childrensrights.wales

“Fairness is not giving everyone the same thing. Fairness is giving each person what they need to succeed”.

This policy will be reviewed annually or earlier if legislation and/or guidelines change and will be taken to staff.

Position	Name	Signature	Date
Chair of Governors	Suzanne Fox		
Headteacher	Nathan Jones		

Date of next review:	Spring 2026
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Additional Learning Needs and Inclusion:

Introduction

How was this protocol created?

- This protocol was created in partnership with the Senior Leadership Team, Additional Learning Needs Coordinator (ALNCo) Cluster Leads, the Additional Learning Needs (ALN) Governor, representative staff, parents / carers and children / young people. It reflects the statutory guidance set out in the ALN Code (2021).

How is this protocol evaluated?

- This protocol 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 evaluates effectiveness against the principles and objectives set out in the protocol.

How can parents access this protocol?

- Parents can see a copy on the school website or a hard copy can be requested from the school office. (Please inform the school if you need the it to be made available to you in a different format).

Context

This protocol 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: **for example**

- Equality Act 2010:
- Safeguarding policy
- Admissions policy

Vision

Ysgol Llywelyn provides a stimulating learning environment where everyone is involved, and everyone's contribution is valued. Children have the opportunity to develop intellectually, emotionally, socially, morally and spiritually, as well as physically. Our aim is to ensure that whatever their needs, whenever they occur, we can meet them appropriately.

At Ysgol Llywelyn all learners are valued as individuals and their varying needs are addressed sensitively and effectively. We aim to ensure that each learner receives a broad, balanced and differentiated curriculum ensuring self-esteem and confidence are enhanced and a positive attitude is developed.

Ysgol Llywelyn is committed to the successful inclusion of all learners including those with Additional Learning Needs. At our school, every teacher is a teacher of all learners, including those with ALN.

At Ysgol Llywelyn every learner is equal, valued and unique. We aim to provide an environment where all learners feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

Ysgol Llywelyn is committed to providing an education that enables all learners to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood

At Ysgol Llywelyn we adopt a "high quality teaching" approach. High quality teaching, differentiated for individual learners, is the first step in supporting learners to reach their potential .

The key characteristics of high quality teaching are:

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

Ysgol Llywelyn Aims and Objectives

- To develop effective whole school provision
- To ensure a clear process for identifying, assessing, planning, providing and reviewing for all learners including those who have ALN with learners and their families at the centre.
- To provide a curriculum that is broad and balanced to engage all learners at all levels and to promote an inclusive culture of learning
- To ensure equality of provision for all learners including those with ALN
- To enable all learners including those with ALN to achieve their potential
- To ensure the learner is fully engaged in decision making with the support of their family (where appropriate)

- To take into account the views, wishes and feelings of learners supported by their families (where appropriate)
- To provide advice and support for all staff working with learners including those with ALN

How pupils with Additional Learning Needs engage in the activities of the school

Ysgol Llywelyn has an Inclusive Education Policy. This allows all children to have access to the curriculum and to the facilities of the school. Each child is included in a mixed ability class according to his or her age.

The school has three different departments:

- Explorers – Nursery -Year1
- Adventurers- Year 2 – 4
- Discoverers – Year 5 – 6.

Provision for additional support is available in all three departments and is accessed by all children, as and when the need arises.

Tyfu and The Cwtch provides small group provision for children with social, emotional and behavioural difficulties across both Foundation Phase and KS2 as well as providing a daily lunch club for groups of children and emotional literacy support. Its purpose is to accommodate and support children across the school who may be experiencing short- or long-term difficulties. These children are very much a part of the school and have access to learning opportunities as appropriate to their individual needs. This allows children to have access to the mainstream class work whilst addressing their specific learning priorities.

ACCESS, provides small group provision for children across the primary age range and supporting a variety learning needs including children who may be experiencing social communication difficulties, literacy difficulties as well as supporting children' emotional wellbeing. The ACCESS building is a multi-functional space, that can support different groups of children throughout the day. It also has a capacity to support visiting professionals who need a quiet space to work and assess children, as well as providing a private meeting room to meet with parents and other professionals.

We make full use of all the opportunities that school life presents, to give the children a chance to make friends and feel happy. All children have access to the playgrounds, which are organised into departmental areas, we also share the dining area. Assemblies, school concerts and celebrations, visits, residential trips, parties, and social event e.g. disco and film nights, are occasions for all the children to be included.

Where it is felt appropriate to offer a child some extra support, this is handled very sensitively. Every effort is made to ensure a smooth transition for the child between members of staff.

The objectives of the Governing Body in making provision for pupils with Additional Learning Needs.

It has been estimated that, nationally, some 20 % of the school population will have special educational needs at some time during their time in school, (Warnock Report 1978). The range of additional needs is vast including Communication and Interaction, Cognition and Learning, Social, Emotional & Mental Health and Sensory and/or Physical (including co-ordination). Therefore, there will need to be a range of provision to deal with each child accordingly.

Within the classroom, the planning and teaching caters for a wide range of abilities and aptitudes and this will include the provision for children with Additional Learning Needs (ALN). The objectives of the Governing Body in making provision for pupils with special educational needs are:

- to help all children make progress,
- to access the National Curriculum and the desirable outcomes in the foundation phase.
- enjoy all the opportunities that school life presents, as a valued member of their class/school.

Definition of ALN

2.3. Section 2 of the Act defines the term 'Additional Learning Needs' (ALN), as set out below (ALN Code, 2021, p. 28):

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.*

Roles and responsibilities

Governors will ensure that:

- The necessary provision is made for all learners.
- All staff are aware of the need to identify and provide early intervention to support learners who may be experiencing difficulty.
- All learners with ALN join in school activities alongside other learners, so far as is reasonably practical and compatible with their needs and the efficient education of other learners.
- Parents are notified if the school decides to put in support for learners.
- They are fully informed about ALN issues, so that they can play a major part in school self-review
- Termly meetings between the ALNCo
- The Inclusion Protocol is subject to a yearly cycle of monitoring, evaluation and review by the Inclusion governor and approval by the Full Governing Body

The Headteacher is responsible for:

- The management of all aspects of the school's work, including provision for all learners.
- Keeping the governing body informed about Inclusion issues.
- Working closely with the ALNCo.

Additional Learning Needs Co-ordinator (ALNCo)

The role of ALNCo is carried out by Mrs Emma Parry. All decisions regarding additional learning needs and provision are discussed with the Head Teacher, and Deputy Head Teacher. Further discussions are arranged with the class teachers, support staff and outside agencies on a regular basis.

The role of the ALNCO includes the responsibility for:

A full description of the role of the ALNCo is in the ALN Code (2021). The below is an high level overview:

The role of the ALNCo

8.7. While all teachers and education staff are educators of children and young people with ALN, the ALNCo is the individual who at a strategic level ensures the needs of all learners with ALN within the education setting are met. The role is a strategic one within the education setting and should, therefore, either form part of the senior leadership team or have a clear line of communication to the senior leadership team⁴. This will support the education setting to plan, manage and deliver

its duties and responsibilities in identifying and meeting the needs of children and young people with ALN.

8.8. To support the ALNCo, the senior leadership team should advise, support and challenge the systems and processes of the education setting to identify and meet the needs of the learners. The local authority may support the role of the ALNCo, including providing guidance where appropriate.

8.9. The ALNCo will need to be involved in the strategic co-ordination of ALN resources, such as in deploying and supporting staff and working with colleagues on the senior leadership team to plan and decide on the appropriate resources required to support staff within the setting. ALNCos should be actively involved in decisions around budgets and resources to help plan appropriate provision.

8.10. ALNCos are not expected to be directly involved with the day to day process of supporting every learner with ALN. This is the responsibility of the class teacher, however learning support staff can aid the ALNCo in ensuring that teachers are supported and the needs of all learners are met.

In addition to the role and responsibilities set out in the ALN Code (2021) in Ysgol Llywelyn the ALNCo also coordinates:

- reference to supporting learners at the universal level.
- guidance on who to contact in the school if there are any concerns of ALN or learners in need of support. This could be for parents and/or staff
- *Overseeing the day to day operation of the school's Inclusion protocol.*
- *Co-ordinating the provision for learners who may need support.*
- *Supporting class teachers in devising strategies, setting targets appropriate to the needs of the learners, and advising on appropriate resources and materials for use with learners who may need support and on the effective use of materials and personnel in the classroom.*
- *Liaising closely with parents of learners who may need support.*
- *Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents*
- *Maintaining the school's provision records register and records*
- *Liaising with the ALNCos in receiving schools and/or other settings to help provide a smooth transition from one school to the other*
- Attending courses and meetings to keep up to date with good practice.
- Liaising with the Educational Psychology, the local authority's Additional Learning Needs Team, Advisory Services such as ASD and Behaviour Support Outreach teams, Medical and Social Services and voluntary bodies.

Class teachers are responsible for:

- Providing high quality teaching for all children setting high expectations which inspire, motivate and challenge learners.

- Assessing learner's level and planning appropriate adjustments, interventions and support to match the outcomes identified for the learner.
- Regularly reviewing the impact of these adjustments, interventions and support, including learners with ALN in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the learner.
- Making themselves aware of the school's Inclusion Protocol and procedures for identification, monitoring and supporting learners who may need support
- Directly liaising with parents of learners who may need support
- Managing behaviour effectively to ensure a good and safe learning environment

Teaching Assistants (TAs) are responsible for:

- Supporting groups or individual learners in accessing the curriculum under the direction of the class teacher and/or the ALNCo.
- Providing feedback to the class teacher regarding progress.
- Providing feedback to the class teacher and/or the ALNCo as appropriate, regarding learners' progress in achieving targets.
- Delivering (and reporting back on) specific intervention programs under the direction of the ALNCo and/or class teacher.

Admission Arrangements

These are based on the LA guidance and form part of our School Prospectus.

Admission Policy

Please refer to the information contained in the school's Admissions Protocol which can be accessed on the school website.

Arrangements for co-ordinating educational provision for pupils with ALN

ALN provision is established throughout the school, from Nursery to Year 6 and is available as needs arise. These needs are identified as early as possible by the class teacher. Through discussion with the ALNCo the appropriate pathway for the individual child is decided. The class teachers are responsible for ensuring that needs are identified, and provision made within their classes through a tiered Response (figure 1). The ALNCo will keep records of all children on the monitoring register as well as those on ALN register pathway.



Figure1: Provision triangle

The ALNCo is responsible for arranging and monitoring the pattern that the support will take in consultation with the head teacher. This will be reviewed on a regular basis.

The ALNCo, Head Teacher and Deputy Head Teacher are responsible for monitoring the implementation of any provision and this is done through regular reviews for all children who are accessing additional provision, together with full Annual Reviews for those with a statement /IDP. The review of the IDP will be a pupil centred review and that includes the views of the pupil, parents, staff within school and outside agencies.

Provision for children

At the present time there are four Specialist Intervention groups within the school, for children with specific speech, language and communication difficulties and children with emotional and behavioural difficulties. These children are included in their mainstream classes whenever appropriate, with the intervention supporting their development of individual skills and strategies to support their area of need.

The building is on ground level and wheelchair access is provided. The accessible toilet and changing facilities are fitted with a hoist to ensure the safety of children who need to use the area. We currently have four members of staff who have Manual Handling training, this is refreshed annually. All intimate care is provided discreetly and respectfully and follows procedures and guidance set out in the school's 'Toileting and Intimate Care' policy which complies with Local Authority guidance.

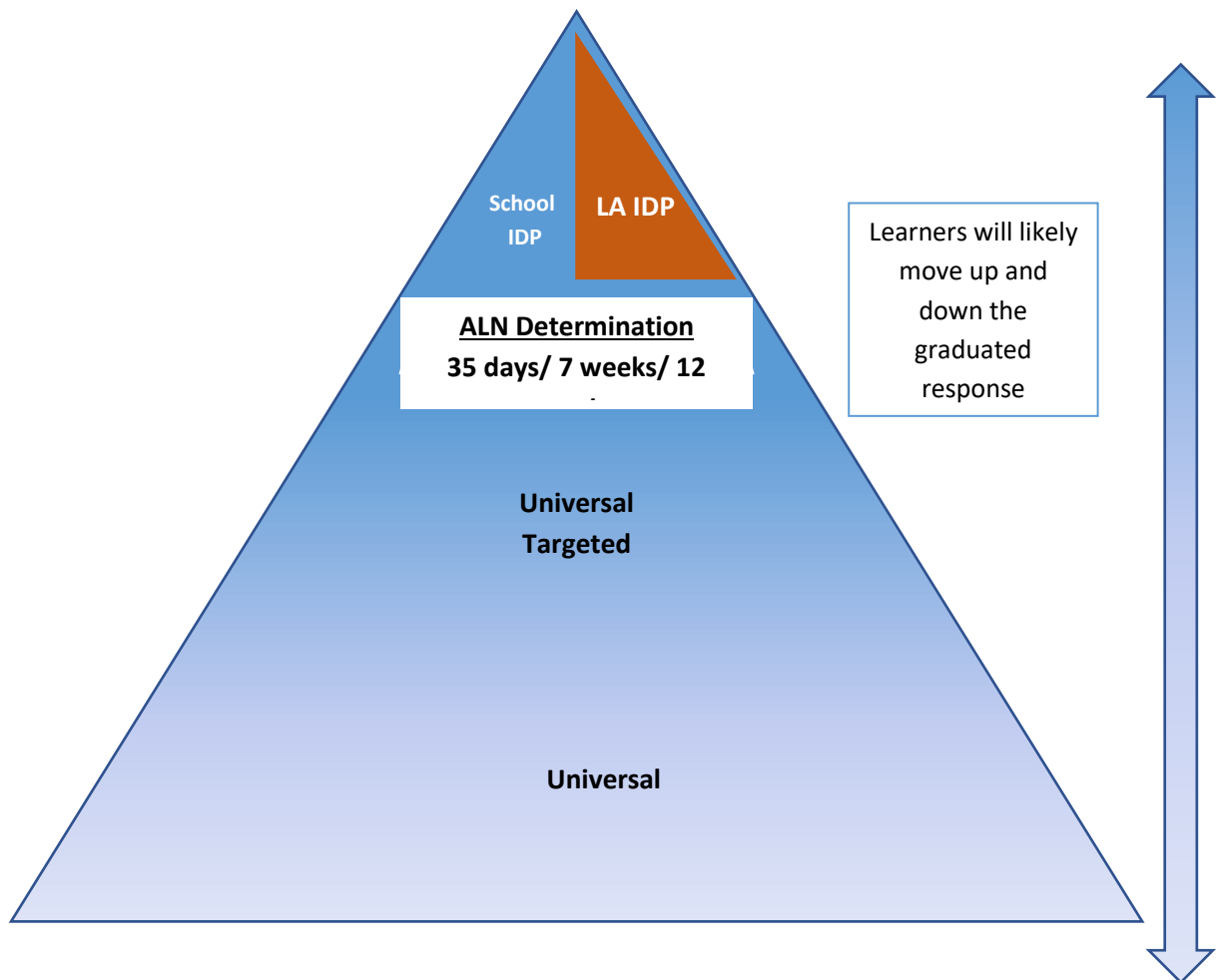
How pupils with Additional Learning Needs are identified, have their needs determined and reviewed

1. Observation
 - Formal, based on classroom observations of ability, behaviour, co-operation
 - Informal, e.g. playground observation, diary notes.
2. Discussion with parents
 - It is important to meet with to parents within agreed timescales (7 weeks/35 working days) after the initial concern was raised and collating the relevant information and deciding what action is necessary. (Draft ALN Code 2018 1.31)
 - The ALNCo will be responsible for contacting parents either by telephone or letter to make the necessary arrangements.
3. Comparison with peers.
 - To check the child's overall development and work against criteria provided by the National Curriculum or Foundation Phase Outcomes.
4. Review of their work
 - In addition to the above, specific tasks could be given to help pinpoint difficulties -: developmental checklists e.g. early years: reading checklists.
5. Medical Information
 - Should a medical condition such as a hearing or vision problem be picked up in school, parents would be notified, and an appropriate test arranged.
 - Pupils with potentially life-threatening conditions, e.g. asthma or allergies requiring an epi-pen, will have a Health Care Plan/IDP (2020), completed and signed by the parents, and also signed by the head and the relevant health professionals. These are reviewed annually or when there is a change to a child's condition or medication. The medication that is kept in school is kept in accordance to the school's 'Managing Health Care Needs' policy and reflects Local Authority guidance.

The additional learning needs of most of our children will met within the mainstream setting through Initial concerns, and the good practice of reasonable adjustments and universal provision. These learners will keep on a monitoring register and reviewed regularly.

If the learners' needs are more complex and their needs cannot be met through universal provision and Individual Development Plan (IDP) will be created.

In a small number of cases we may approach the Local Authority (LA.) to create an IDP.s



Universal Support

It is expected that the majority of learners will be supported at the Universal level and this will be primarily classroom based and could include differentiated work

Universal Targeted

Where there is an identified lack of expected progress, there may be the need to put in place some interventions / strategies that target the child or young person's area of weakness.

Additional Learning Provision

Where it is deemed that a learner has ALN and needs Additional Learning Provision (ALP), and Individual Development Plan will be put in place. As part of the ALN consideration process, the type of ALP will be determined.

ALN Stages:

1. **Initial Concerns** raised by the class teacher or parent and discussed with the ALNCo to decide whether an IDP is to be written or whether the learner is to be monitored on universal provision.
2. **Universal provision – Quality First Teaching.** At this stage a detailed One-Page Profile would be written by the class teacher using information gathered from the learner and their parents of how best to support the child. The implementation of the provision within the universal approach is the responsibility of the class teacher. The progress of the child should be monitored consistently and reviewed regularly.
3. If a child is not making progress with Universal provision, then it may be necessary to create an **Individual Development Plan (IDP)**. It is the ALNCO's responsibility to contact the appropriate outside agencies for additional support and guidance to address the individual child's needs. At this stage an Individual Development Plan (IDP) would be written and may also include advice from outside agencies. Any strategies or work programmes given by outside agencies would be the responsibility of the class teacher.
4. In a small number of complex cases we approach the **Local Authority (LA.)** to create the **IDP**.

Evidence of the above stages would be gathered and a referral to the relevant professionals or Local authority would be made. The ALNCo would consider the evidence provided and make a decision as to whether the child needs an IDP.

The ALNCO and Head teacher currently keep an overview of all children. This will convert to those who are on universal provision, those with IDP created and held by the school and those with IDP created and held by the LA. (figure 2)

All documentation regarding individual pupils will be kept on file. All agencies working with the individual child will have access to all information.

These interventions form part of our school's cycle of planning, action and review, which enables all children to learn and progress. They are not usually steps on the way to statutory assessment. If the interventions work successfully, some children will need less, rather than more additional, help.

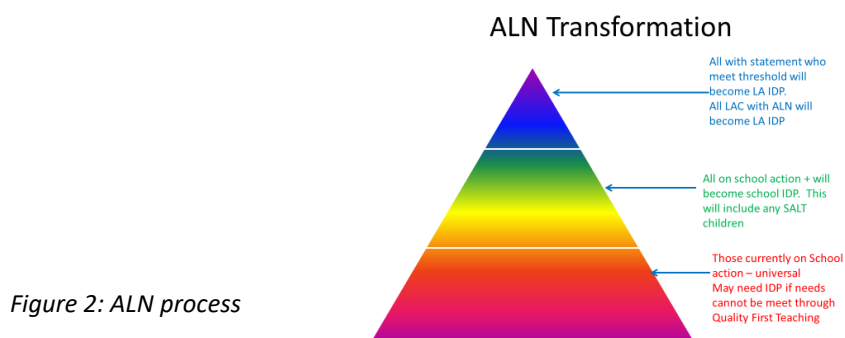


Figure 2: ALN process

Assess, Plan and Do

Where it is decided to provide a learner with support, we will talk to the parents and child. We will agree what adjustments, interventions and support will be put in place, 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 on a daily basis.

Review

The effectiveness of the support and interventions and their impact on the learner's progress will be reviewed on the agreed date. The class teacher or subject teacher, working with the ALNCo, will revise the support in light of the learner's progress. If a learner does not make expected progress over a sustained period of time school will seek specialist expertise and may require an ALN consideration. This will inform future provision. School liaises with the following services - Educational Psychology Service, School Health, Physiotherapy Service, Occupational Therapy Service, when appropriate, Social Services and Looked After Children Team.

Transition

Transition is carefully planned. In order to ensure successful transition both within school and from setting/school to setting/school, learners, and families will be fully involved in the planning for the transfer to the new setting. Key information will be shared with the next school /setting through the review process.

These arrangements apply for transition between year groups within school and between Year 6/7.

- Cross phase links: Children have the opportunity to visit their new class in the summer term (moving up day), additional visits are arranged if staff feel they would benefit individual pupils. Staff meet to discuss pupil profiles and pass on One-Page profiles.
- Pupils' records (Taith 360) are passed on and discussed.
- The ALNCO attending reviews and Annual Reviews, information-sharing meetings with representatives from other settings including secondary schools and Pre-school settings. Parents, the child and any appropriate outside agencies are included in transition process and involved in decision making and sharing of information.

How the Governing Body evaluate the success of the education which is provided at the school to pupils with Additional Learning Needs

The ALN Code for Wales (2021) Chapter 2 highlights the 'Principles of the Code'.

2.1 The principles underpinning the ALN system aim to support the creation of a fully inclusive education system where all learners 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.

2.2 The principles underpinning the ALN system, as reflected in the Code and the Act, are:

a) 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; and the child, child's parent or young person are enabled to participate as fully as possible in the decision-making processes.

b) Early identification, intervention and effective transition planning where needs are identified and provision put in place at the earliest opportunity, and transitions are planned in advance.

c) Collaboration where all those involved in planning and providing support to children and young people with ALN should work together in the best interests of the child or young person.

d) Inclusive education where children and young people are supported to participate fully in mainstream education, wherever feasible, and a whole setting approach is taken to meeting the needs of learners with ALN.

e) A bilingual system where all reasonable steps are taken to deliver ALP in Welsh for children and young people who require support through the medium of Welsh, with scope for increasing the delivery of ALP in Welsh over time¹. Factors' as follows:

It will be through the reviews that everyone will be able to evaluate the success of the provision. Parents and children will be a part of the process and their involvement will also be reflected when work is evaluated.

The Governing Body's Annual Report to Parents also provides an opportunity for the effectiveness of the school's ALN provision.

Learner Participation:

The views of all learners are valued and are supported to be involved in decision making and to be able to express any concerns.

Supporting learners with a medical condition

Each case will be discussed on an individual basis to ensure appropriate and personalised care is in place.

Staff development

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all learners, 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 to plan appropriate CPD. The ALNCo ensures staff are informed of local and national developments in relation to ALN and Inclusion. Where appropriate, specialists are used to deliver the training.

Key people within the school

ALN Governor: Dawn Quilter

Designated Staff with specific Safeguarding responsibility: Nathan Jones, Stuart Jones, Emma parry, Lianne Jones, Rachael Evans, Ben Cox

Member of staff responsible for Looked After Children (LAC): Nathan Jones, Emma Parry

ALNCo name: Emma Parry

ALNCo contact details: 01745 353392

Complaints Procedure

Complaints follow the appropriate complaints procedure.