

# Additional Learning Needs Policy

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RESPONSIBLE LEAD	GAVIN CASS, HEAD OF EDUCATION
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VERSION NUMBER	DOCUMENT AUTHOR/ REVIEWER	AMENDMENTS HISTORY
3	GAVIN CASS, HEAD OF EDUCATION	<p>Updated to ensure full compliance with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales (2021), replacing legacy SEN/EHCP-focused terminology with Wales-specific ALN and IDP frameworks.</p> <p>Strengthened governance and accountability arrangements by clarifying the statutory role of the designated ALNCo, alongside defined responsibilities for the Head of Education and Management Committee.</p> <p>Enhanced person-centred and co-produced planning processes, embedding pupil voice, strengths-based approaches, and trauma-informed practice throughout ALN provision.</p> <p>Clarified procedures for managing cross-border placements, including alignment of</p>

		<p>English EHCPs with Welsh ALN systems and statutory review requirements.</p> <p>Expanded sections on safeguarding, data protection, and information sharing to reflect current Welsh Government guidance and GDPR expectations.</p> <p>Improved monitoring, review, and quality assurance arrangements, ensuring statutory timescales, impact evaluation, and continuous improvement are clearly embedded.</p>
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### Statement of Intent

Ysgol Tan y Gaer is committed to providing a high-quality, inclusive, and personalised education for all learners, regardless of their individual needs, background, or prior experiences.

As an Alternative Provision supporting predominantly Looked After and care-experienced young people with Social, Emotional and Mental Health (SEMH) needs and associated additional learning needs, we recognise that many learners have experienced significant disruption to their education.

Our approach to ALN is relational, trauma-informed, and person-centred. We focus on creating safe, predictable, and nurturing learning environments that enable pupils to **belong, learn, and grow**.

With high expectations, consistent support, and strong partnership working, we believe that all learners can achieve meaningful outcomes and positive adult futures.

### Legal and Statutory Framework

This policy operates in accordance with:

- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Additional Learning Needs Code for Wales (2021)
- Independent School Standards (Wales) Regulations 2024

- Equality Act 2010
- Children Act 1989 and 2004
- Welsh Government: *Keeping learners safe*
- Wales Safeguarding Procedures

This policy should be read alongside:

- Safeguarding Policy
- Attendance and Engagement Policy
- Behaviour and Relationship Policy
- Inclusion Policy
- Supporting Pupils with Medical Needs Policy
- PEP and IDP Procedures
- Data Protection Policy

### **Context of Provision**

Ysgol Tan y Gaer provides specialist Alternative Provision for learners referred from across Wales and the UK, primarily due to:

- Looked After status
- SEMH needs
- Trauma and attachment difficulties
- Neurodevelopmental differences
- Communication and interaction needs
- Cognitive and learning needs
- Sensory and physical needs

Many learners arrive with disrupted education and complex multi-agency involvement.

Some pupils hold Education, Health and Care Plans (EHCPs) issued in England. The school works closely with placing authorities to ensure that EHCP provision is aligned with the Welsh ALN framework and Individual Development Plans (IDPs) wherever appropriate.

## Definition of Additional Learning Needs

A child or young person has Additional Learning Needs (ALN) if they have:

- A learning difficulty or disability, and
- A need for Additional Learning Provision (ALP)

A learning difficulty or disability exists where a learner:

- Has significantly greater difficulty in learning than most others of the same age, or
- Has a disability which prevents or hinders access to educational facilities

Additional Learning Provision means educational or training provision that is additional to or different from that generally available.

## Principles of ALN Provision

ALN provision at Ysgol Tan y Gaer is underpinned by:

- High aspirations for every learner
- Person-centred planning
- Co-production with pupils and carers
- Strengths-based approaches
- Trauma-informed practice
- Early identification and intervention
- Multi-agency collaboration
- Equity and inclusion
- Preparation for adulthood

## Areas of Need

The school recognises the following broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

At Key Stage 4 and Post-16, planning reflects Preparation for Adulthood:

- Employment
- Community participation
- Independence
- Health and wellbeing

### **Identification, Assessment, and Planning**

- **Initial Assessment**

On admission, learners undertake:

- Academic baseline assessments
- SEMH and wellbeing profiling
- Review of existing documentation
- Review and development of Individual Development Plans (IDPs)
- **Individual Development Plans (IDPs)**

Where required, the school:

- Contributes to IDP development
- Implements agreed provision
- Reviews outcomes regularly
- Shares progress with Local Authorities

IDPs are outcome-focused and co-produced with learners and carers.

- **Review and Monitoring**
- Progress is reviewed continuously
- Interim reviews may be requested
- Annual statutory reviews are held in line with the ALN Code for Wales
- Outcomes inform future planning

Where learners hold EHCPs from England, reports are shared with the placing authority in line with statutory requirements.

## **Person-Centred Practice and Pupil Voice**

All ALN processes are delivered through person-centred approaches, including:

- “All About Me” profiles
- Pupil participation in reviews
- Strengths and interests mapping
- Aspirations and goal-setting

Learners are supported to express their views in accessible and appropriate ways.

## **Provision and Support**

Provision may include:

- High adult-to-pupil ratios
- 1:1 and small group support
- Therapeutic interventions
- Sensory regulation programmes
- Specialist literacy and numeracy support
- Assistive and digital technologies
- Vocational and community learning
- Enrichment and blended learning

Provision is reviewed regularly to ensure impact and effectiveness.

## **Child Looked After and Corporate Parenting**

The school works closely with:

- Social workers
- Virtual Schools
- Independent Reviewing Officers
- Foster carers and residential staff

ALN planning aligns with:

- Personal Education Plans (PEPs)

- Care and Placement Plans
- Pathway Plans

Information is shared appropriately and in line with safeguarding and data protection requirements.

### **Reviews, IDPs, and EHCPs**

- **Annual Reviews**

The ALNCo coordinates reviews and invites:

- Learners
- Parents, carers, and guardians
- Local Authority representatives
- Social care professionals
- External specialists

Review documentation is submitted within statutory timescales.

### **Roles and Responsibilities**

#### **ALNCo (Designated Lead) and Class Teachers**

The school has a designated ALNCo who oversees statutory ALN duties and compliance.

Responsibilities include:

- Strategic leadership of ALN provision
- Day-to-day coordination
- Staff guidance and support
- Record management
- Liaison with Local Authorities
- Quality assurance
- Contribution to professional development

All teachers share responsibility for implementing agreed provision.

## **Head of Education**

The Head of Education

- Provide strategic oversight of ALN provision
- Ensure statutory compliance
- Monitor resourcing and impact
- Review policy and practice annually
- Ensure accountability and governance

## **Support Staff**

Support staff:

- Implement agreed provision
- Record observations
- Support emotional regulation
- Contribute to review processes

## **Staff Training and Development**

Staff receive ongoing training in:

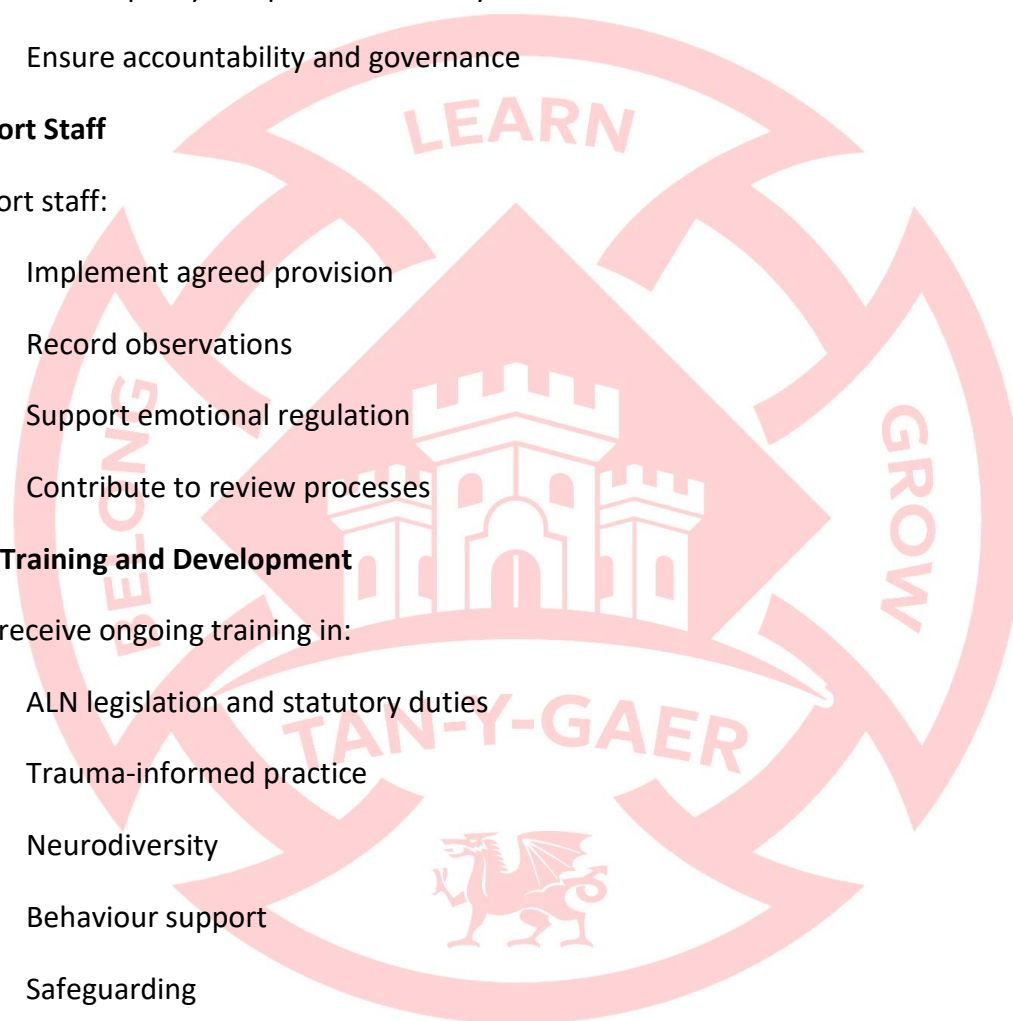
- ALN legislation and statutory duties
- Trauma-informed practice
- Neurodiversity
- Behaviour support
- Safeguarding
- Assistive technologies

Training needs are reviewed annually through appraisal and professional development processes.

## **External Agencies**

The school works with:

- Educational Psychology



- CAMHS
- Speech and Language Therapy
- Occupational Therapy
- Health services
- Youth services
- Social care

Professional advice informs planning and review.

### **Partnership with Parents and Carers**

The school:

- Promotes transparent communication
- Supports carer involvement where appropriate
- Respects diverse family circumstances
- Provides information about IASS and advocacy services

### **Dispute Resolution and Appeals**

Parents and carers are informed of their rights to:

- Local Authority dispute resolution services
- Independent advocacy
- The ALN Tribunal for Wales

Information is provided in accessible formats.

### **Data Protection and Record Management**

ALN records are:

- Stored securely
- Shared lawfully
- Managed in line with GDPR
- Retained in accordance with statutory guidance

## **Monitoring and Evaluation**

The school evaluates ALN provision through:

- Progress and attainment data
- Engagement and wellbeing measures
- Review outcomes
- Stakeholder feedback
- Inspection findings

Findings inform school improvement planning.

## **Allocation of Resources**

Resources are allocated based on:

- Learner need
- Statutory duties
- Professional advice
- Evidence of impact

Decisions are reviewed regularly.

## **Complaints Procedure**

Concerns should be raised initially with:

- Class teacher
- ALNCo
- Head of Education

Formal complaints follow the Complaints Policy.

