

Waunarlwydd Primary School



Additional Learning Needs Policy

Autumn 2026

Additional Learning Needs (ALN) Policy

1. Purpose and Statutory Basis

Our school is committed to providing an inclusive learning environment in which all pupils are valued, supported and enabled to make progress from their individual starting points.

Our approach to Additional Learning Needs (ALN) is underpinned by the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET Act), the Additional Learning Needs Code for Wales 2021 (the Code) and associated regulations. Together, these provide the statutory framework for identifying and meeting the ALN of children and young people in Wales.

The school has regard to the statutory Code when exercising its ALN functions and recognises the importance of placing the views, wishes and feelings of children and their parents/carers at the heart of decision-making.

2. Principles and Aims

The school aims to:

- identify possible ALN early and respond promptly;
- provide high-quality, inclusive teaching and support for all learners;
- ensure that pupils identified as having ALN receive appropriate Additional Learning Provision (ALP);
- ensure ALP is recorded within an Individual Development Plan (IDP);
- use person-centred approaches so that pupils and their parents/carers participate actively in decisions;
- work collaboratively with families, the local authority, health services and other relevant professionals;
- remove barriers to learning, participation and wellbeing;
- regularly review provision and its impact on pupil outcomes; and
- take reasonable steps to provide ALP in Welsh where this is required.

These reflect the key principles of a rights-based approach, collaboration and integration, inclusive education, early identification and intervention, and a bilingual system.

3. Identification of ALN, ALP and IDPs

The school recognises that pupils may experience difficulties with learning at different stages and that not every difficulty in learning constitutes ALN.

When considering whether a pupil has ALN, the school will gather and consider relevant evidence to determine whether the statutory definition of ALN is met. Current Welsh Government guidance emphasises evidence-informed professional judgement, consideration of barriers to learning and whether a learner experiences significantly greater difficulty in learning.

Evidence may include:

- the pupil's views, wishes and feelings;
- parent/carer views;
- academic progress and attainment;
- classroom observations;
- response to appropriate teaching strategies and interventions;
- evidence from teaching and support staff; and
- relevant professional advice or assessments.

Where the school determines that a pupil has ALN, the ALP required to meet the identified ALN will be recorded within an IDP, together with appropriate outcomes.

The school will secure the ALP for which it is responsible and monitor its effectiveness.

4. Person-Centred Practice

The pupil will be placed at the heart of the ALN process.

Pupils and their parents/carers will be supported to understand and participate in decisions relating to ALN and IDPs. Their views, wishes and feelings will be considered meaningfully, and information will be provided in an accessible manner.

The school will work collaboratively with relevant professionals and agencies where their involvement is appropriate to understanding or meeting the pupil's needs. A rights-based and participative approach is a central feature of the Welsh ALN system.

5. Roles and Responsibilities

Governing Body

The Governing Body will:

- ensure the school fulfils its statutory ALN duties;
- provide appropriate oversight and challenge regarding the effectiveness of ALN provision; and
- ensure appropriate arrangements and resources are in place to support learners with ALN.

Headteacher

The Headteacher will:

- ensure the statutory ALN framework and this policy are implemented consistently;
- promote inclusive practice across the school; and
- work with the ALNCo and Governing Body to monitor the quality and impact of provision.

ALNCo

The ALNCo will:

- provide strategic leadership and coordination of ALN provision;
- support staff in identifying ALN and planning, securing and reviewing appropriate ALP;
- coordinate person-centred IDP processes;
- promote the participation of pupils and parents/carers;
- liaise with external professionals and agencies where appropriate; and
- monitor the effectiveness, impact and statutory compliance of ALN provision.

Teaching and Support Staff

All teaching and support staff will:

- take responsibility for meeting pupils' needs through high-quality, inclusive teaching;
- identify and respond to barriers to learning;
- implement agreed strategies and ALP consistently;

- contribute to IDPs and reviews where appropriate; and
- monitor and evaluate pupils' progress towards identified outcomes.

Pupils and Parents/Carers

Pupils and their parents/carers will be encouraged and supported to:

- participate actively in person-centred planning;
- contribute their views, knowledge and aspirations;
- participate in IDP reviews; and
- work collaboratively with the school towards agreed outcomes.

6. Monitoring Impact and Progress

The school will regularly monitor and evaluate whether provision is reducing identified barriers and enabling pupils to participate, learn and make appropriate progress from their individual starting points.

For pupils with IDPs, the school will consider progress towards individual IDP outcomes alongside academic progress and, where relevant:

- engagement;
- emotional regulation;
- independence;
- communication;
- wellbeing; and
- access to learning.

This enables the school to evaluate whether ALP is having the intended impact upon the needs for which it is provided.

7. Complaints, Disagreements, Reconsideration and Appeals

The school aims to work collaboratively with pupils and their parents/carers to avoid and resolve disagreements at the earliest opportunity.

Concerns and complaints

General concerns or complaints about school practice should initially be raised with the school and, where appropriate, considered through the school's complaints procedure.

Avoidance and resolution of disagreements

The school will seek to resolve disagreements through person-centred discussion and collaboration. The local authority has statutory responsibilities relating to information and advice, the avoidance and resolution of disagreements and independent advocacy.

Reconsideration

Where a child or their parent disagrees with certain decisions made by a maintained school about ALN, or with an IDP maintained by the school, statutory rights may include requesting that the local authority reconsider the matter.

The school will provide the required information regarding relevant rights of reconsideration and local authority services.

Appeals

Following relevant local authority decisions, statutory rights of appeal to the Education Tribunal for Wales may apply.

Children have rights within the ALN system and most of these rights are also afforded to their parents. The ALNET Act provides rights of appeal in connection with IDPs and related ALN matters.

8. Statutory Timescales

The school will act promptly and within the statutory timescales specified within the ALN Code and associated regulations.

School ALN Decisions

Where it is brought to the school's attention, or otherwise appears to the school, that a pupil may have ALN, the school will follow the statutory decision-making process.

Where the 35-school-day requirement applies, the school will act promptly and complete the required decision, notification and, where applicable, preparation of an IDP within the statutory period, unless the relevant statutory exception applies.

Local Authority Reconsideration

Where a local authority is reconsidering a relevant school ALN decision, the school will cooperate with the local authority and provide relevant information as required. The applicable statutory 7-week period will be followed by the local authority, subject to the provisions and exceptions contained within the Code.

Other Local Authority ALN Decisions

Where the local authority is responsible for determining whether a pupil has ALN outside the reconsideration process, the relevant statutory period may be 12 weeks, subject to the applicable provisions and exceptions within the Code.

IDP Reviews

IDPs will be reviewed within the statutory review period and earlier where this is required by the ALNET Act or Code.

The school will ensure that review arrangements remain responsive to changes in the pupil's needs, circumstances, progress or provision.

Delays

Where a statutory timescale cannot be met because the relevant statutory exception applies, the school will act in accordance with the Code, communicate appropriately with the pupil and their parent/carer and progress the matter promptly once the circumstances preventing compliance no longer apply.

9. Review and Related Documents

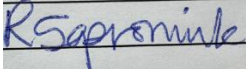
This policy should be read alongside:

- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Additional Learning Needs Code for Wales 2021
- Additional Learning Needs (Wales) Regulations 2021
- the school's complaints procedure;
- the school's safeguarding policy; and
- the local authority's ALN information, advice, disagreement-resolution and advocacy arrangements.

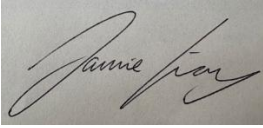
The ALNET Act, Code and supporting regulations together form the legal framework for the Welsh ALN system.

Policy review: Annually, or sooner following significant changes to legislation, statutory guidance or local arrangements.

Signed:

Chair of Governors: 

Date: 15/9/26

Headteacher: 

Date: 15/9/26

Date for Review: September 2027