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YSGOL TREFFYNNON

Additional Learning Needs (ALN) Policy

School	Ysgol Treffynnon
Date this policy was approved by the School's Governing Body	1st October 2026
Review frequency	4 yearly unless there is a change to legislation
Review Date	1st October 2030
Chair of Governors Declaration	

Accessible Formats

This document is available in English and Welsh in Microsoft Word and pdf formats in Arial font size 12 as standard. This document is also available in large print. To request a copy of this document in an accessible format contact Miss Lynette Evans (01352 710011).

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1. Introduction

The ALN Policy defines Ysgol Treffynnon's approach, objectives and plans for supporting students with Additional Learning Needs (ALN) to overcome barriers and challenges that may prevent them from reaching their full potential.

Ysgol Treffynnon recognises that a learning difficulty or disability, as well as significant events in students' early years, such as poverty and exposure to Adverse Childhood Experiences (ACEs), can affect attainment. The school's focus is on improving the provision and outcomes for vulnerable groups of students; early intervention; reducing the rates of exclusions (as these impact upon student attainment and outcomes); securing excellence in student wellbeing; and ensuring that the school is fully compliant with the

Additional Learning Needs Code and Educational Tribunal Act 2018 (implementation date September 2021).

The duty outlined in the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and Additional Learning Needs Code, requires the school to identify whether a student has an Additional Learning Need, if so, identify and implement the Additional Learning Provision (ALP)required. All needs and provision will be recorded and monitored via an Individual Development Plan (IDP). The school will liaise with Flintshire Local Authority where, under exceptional circumstances, it is recognised and agreed that a student with severe and complex need requires alternative provision other than mainstream schooling.

2. Policy Statement

All students at Ysgol Treffynnon will be supported to be emotionally and physically ready to learn in a safe and supportive environment. All our students will be respected and challenged to maximise their potential, including our most able students, while being supported to overcome barriers that inhibit their learning. Students who have strong relationships and a positive sense of self, and who can understand and manage their own health and emotions, are in a better position to reach their full potential in the future.

Working in partnership with Flintshire Local Authority, Ysgol Treffynnon is determined that no challenge should prevent any student from reaching their potential, including those students who experience several Adverse Childhood Experiences (ACEs).

Ysgol Treffynnon will place the learners' views, wishes and feelings at the heart of the process ensuring that they learn effectively and reach their full potential. Ysgol Treffynnon takes a holistic view of education and recognises that challenges in students' early years, such as poverty and neglect can affect attainment. The school continues to develop links with a broad range of multi-agencies and continues to learn from relevant research, such as work on 'Adverse Childhood Experiences (ACEs).

3. Definitions

Additional learning needs

A student is said to have 'additional learning needs' if they require something additional to, or different from, the support that is normally provided to other students in the school of the same age. A student might need extra help to be able to take part in school or get the most from their education. This is assessed by considering whether:

- the student has significantly greater difficulty in learning than the majority of others of the same age

- the student has a disability (within the meaning of the Equality Act 2010) which prevents or hinders the student from making use of facilities for education or training of a kind generally provided for others of the same age within the school's mainstream curriculum.

The school is responsible for deciding whether a student has Additional Learning Needs (ALN), identifying the appropriate Additional Learning Provision (ALP) and for preparing and maintaining an Individual Development Plan (IDP).

Identifying whether a student may have Additional Learning Needs (ALN) and what those Additional Learning Needs are, will be based on evidence from a variety of sources, i.e. school staff, external services which have been involved with the student, the student and/or their parents/carers/guardians.

Disability

A person has a disability if the person has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities. Part 2, Chapter 1, Section 6, Equality Act 2010.

4. Principles and Aims

The principles underpinning the school's Additional Learning Needs provision are to support the creation of a fully inclusive environment where all students are given the opportunity to succeed and have access to learning and learning support that meets individual needs, and which enables all students to fully participate and enjoy learning.

Ysgol Treffynnon will facilitate the participation of students in decisions which affect them, and which will ultimately contribute to better outcomes for them. We will do this to ensure that:

- families are supported with their child's development
- staff supporting a student with additional learning needs have a better understanding of the student, including who they are and what is important to them
- there are increased expectations of the student based upon an understanding of the student's strengths and potential
- there is the development of personalised learning based on the identification of targets that build on the strengths of student with additional learning needs
- more effective planning and delivery of ALPs which support a student to work towards achieving positive outcomes based on their ambitions and aspirations

- the empowerment of students through celebrating their achievements and abilities and focusing upon the possibilities, rather than the challenges they face

5. Person Centred Practice

Person Centred Practice

Person centred practice puts the student, the student's parent/carer/guardian at the centre of decisions. The school will use a range of resources to gather relevant information and to inform actions to support students with an additional learning need.

Identifying additional learning needs and additional learning provision

Additional learning needs processes will be based on the premise that:

- the views, wishes and feelings of the student and the student's parent/carer/guardian are central to the process
- the student and the student's parent/carer/guardian should be enabled to participate as fully as possible in decisions
- appropriate information and support are provided to enable participation in decision making

The school's documentation will reflect person centred approaches and information collated through person centred reviews forms the focus of decisions about any and all additional learning needs.

6. Roles and Responsibilities

Ysgol Treffynnon is responsible for operating in accordance with legislation and adhering to the Additional Learning Needs Code for Wales 2021, recognising and responding to the diverse needs of our students, while also offering a continuum of support and services to match those needs.
When it is brought to the attention of the school that one of its students (who does not have an Individual Development Plan (IDP) or Education Health Care (EHC) Plan) may have an additional learning need, the school will:

- obtain the student's (or parent/carer/guardian's) consent to decide whether the student has additional learning needs
- prepare an Individual Development Plan, setting out the appropriate Additional Learning Provision, when the school considers the student has additional learning needs.
- where the school has determined that the student has additional learning needs which calls for Additional Learning Provision (ALP) and it would not be reasonable

for the school to secure the appropriate provision, we will refer the matter to Flintshire Local Authority for consideration.

The Governing Body

- The governing body must have regard to relevant guidance in the Additional Learning Needs Code when exercising functions under Part 2 of the Additional Learning Needs Act.
- The Governing Body with the Senior Leadership Team (SLT) will maintain Individual Development Plans and ensure appropriate additional learning provision for students with additional learning needs.

Senior Leadership Team

- The SLT will support the ALNCo in the development of systems and processes to identify and meet the needs of the students. The SLT and Governors will work strategically to ensure the education setting is meeting its responsibilities under the Additional Learning Needs and Educational Tribunal Act, the Additional Learning Needs Code and Equality Act 2010.

Additional Learning Needs Coordinator (ALNCo)

- The Additional Learning Needs Coordinator will take a strategic approach to ensuring the needs of all students with Additional Learning Needs are met within the school.
- The Additional Learning Needs Coordinator is also an Assistant Headteacher and therefore a member of the SLT in accordance with the Additional Learning Needs Code.
- The Additional Learning Needs Coordinator has responsibility for deploying and supporting ALN staff and will be involved in decisions around budgets and resources to plan appropriate provision.
- The Additional Learning Needs Coordinator will ensure IDPs and other associated records are maintained and kept up to date and will have regard to the views, wishes and feelings of the student and the student's parent/carer/guardian.
- The Additional Learning Needs Coordinator will secure relevant support for the student's ALP as required, which may the involvement of specialist external services.
- The Additional Learning Needs Coordinator must prepare and review information required to be published by the Governing Body pursuant to the Additional Learning Needs Code for Wales 2021.

Teachers

- Teachers are responsible for the day-to-day process of supporting every student with additional learning needs. The class teacher will work closely with the Additional Learning Needs Coordinator to assess any and all ALN students and to track students' progress in order to provide a differentiated learning programme.

- The class teacher will make effective use of teaching assistants deployed to support ALN students.

7. Transferring an IDP

- Where a student with an IDP maintained by Ysgol Treffynnon transfers to another maintained school in Wales or to an FEI in Wales, responsibility for maintaining their IDP will transfer with them. Similarly, where a student or young person with an IDP maintained by Flintshire LA moves to Ysgol Treffynnon, responsibly for maintaining their IDP will transfer with them.
- Where a student or young person with Additional Learning Needs becomes the responsibility of Flintshire LA, Flintshire LA will maintain the IDP.

8. Dispute Resolution

Disputes and appeals are dealt with under the Flintshire LA 'ALN Appeals Policy' [Still in LA Draft].

9. Safeguarding

Students with ALN may be more vulnerable to issues such as bullying, emotional, sexual and physical abuse and neglect. Ysgol Treffynnon's 'Child Protection and Safeguarding Policy' details the school's approach to safeguarding concerns (available on request).

10. Training

Ysgol Treffynnon is committed to ensuring all relevant staff are regularly update, and trained appropriately, to ensure all students regardless of need, receive the care, support and guidance necessary for them to flourish.

- Hwb – e-learning course: An introduction to the new additional needs system in Wales.