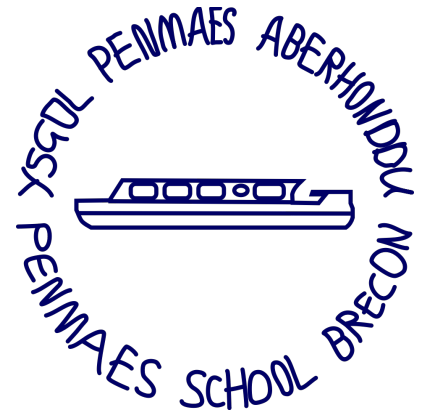




# Ysgol Penmaes


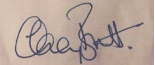


## Educating Children and Young People with Additional Learning Needs Policy

This is a Powys adopted policy

### Policy Review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Ratified by Governing Body	Signature	Date
Headteacher: Angharad Bryn-Jones		19.4.23
Chair of Governors: Clancy Brett		19.4.23
Next review date: April 2024		

**Additional Learning Needs Co-ordinator (ALNCo): Luci Clark**

[luci.clark@penmaes.powys.sch.uk](mailto:luci.clark@penmaes.powys.sch.uk)

**Additional Learning Needs (ALN) Link Governor: Jenny Miller and Dorcas Slaney**

## Additional Learning Needs and Inclusion Policy

### Our Mission Statement is clear:

Successful Healthy Individuals Nurturing Excellence (SHINE)

### Our Vision is simple:

At Ysgol Penmaes we continually strive to do more than just educate, it is our aim to offer every pupil the opportunity to achieve their full potential in a safe, secure and enriching environment. It is our intention to offer a curriculum that promotes ambitious, capable and informed pupils at a developmentally appropriate level. Penmaes places a strong focus on the well-being of all, facilitated through highly effective communication processes. Learning is delivered in a way that facilitates an immersive multi-sensory curriculum that is fun and provides real life authentic experiences which help to build resilience; positively impacting development, whilst ensuring the promotion of collaboration and independence. We as a special school ensure a common language for learning along with celebrating and embracing Cynefin/place whilst planning, teaching and learning ensures a broad, balanced and creative curriculum promoting the 4 purposes of the Curriculum for Wales and encouraging pupils to be the best they can be.

### Our School Values are fundamental:

- Friendship and kindness
- Resilience and perseverance
- Empathy and trust
- Communication and respect
- Responsibility and teamwork
- Positivity, creativity and tolerance

All of our values promote healthy, positive relationships. By modelling the values we aim to raise pupils' self-esteem and confidence in learning, whilst creating a positive school community environment for all

Name of School	Ysgol Penmaes
Address	Canal Road Brecon Powys LD3 7HL
Telephone number	01874 623508
Email and web addresses	<a href="mailto:office@penmaes.powys.sch.uk">office@penmaes.powys.sch.uk</a>
Headteacher	Angharad Bryn-Jones
ALNCo	Luci Clark
Chair of Governors	Clancy Brett
ALN Link Governor	Jenny Miller and Dorcas Slaney

Safeguarding Link Governor	Clancy Brett and Jenny Miller
Designated Teacher for looked after children	Angharad Bryn-Jones/Lucy Morgan
Designated Child Protection Leads	Angharad Bryn-Jones, Luci Clark and Lucy Morgan

## Contents

1. Introduction
2. Leadership and Management of SEN
3. The kinds of special educational needs that are provided for in our school
4. Identification and Assessment of SEN
5. Tyfu
6. Working in partnership with parents
7. Involving children/young people
8. Assessing and reviewing outcomes
9. Transition
10. The approach to teaching children with ALN
11. Curriculum and learning environment
12. Training and continuing professional development (CPD) for staff
13. Evaluating the effectiveness and impact of ALN provision
14. Inclusion
15. Emotional and social development and well-being
16. Involving specialists
17. Disagreement Resolution
18. Data Protection
19. ALN Terminology
20. Welsh Government Guidance Document

### 1. Introduction

This policy sets out our approach to supporting children/young people with additional learning needs (ALN).

In addition, this policy and guidance is in line with Powys County Council's framework for meeting the needs of all children and young people from birth to 25 years of age and aligns with the Powys Vision 2025 Plan in ensuring that all children and young people are supported to achieve their potential.

The advice and guidance set out within this document consider all the current legislation and guidance, including the Additional Learning Needs and Education Tribunal (Wales) Act 2018, Education Act (1996) and Equality Act (2010).

Further information can be found on our school website:

- <http://www.penmaes.powys.sch.uk>

There is information about the support that Powys County Council and other services provide on the council website.

- [www.powys.gov.uk/ALN](http://www.powys.gov.uk/ALN)

Other school policies that include information that may be important for children and young people with ALN are:

- Pupil discipline and Behaviour Policy
- Strategic Equality Plan/Policy
- Anti-bullying Policy
- Safeguarding Policy
- Curriculum and Assessment Recording and Reporting
- Sexuality and Relationships Education
- Total Communication Policy
- Thrive Policy

#### Aims

- To ensure that all pupils have their ALN needs met through the provision of trained staff, specialist resources, adapted equipment and differentiated curriculum.
- To ensure close working relationships with other agencies who support the pupils' ALN.

#### Objectives

- To meet individual needs through regular assessment, monitoring and review of their progress and achievement.
- To ensure high quality teaching and learning to meet pupils' ALN.

## **2. Leadership and Management of ALN**

At Ysgol Penmaes we believe that ALN and inclusion is everyone's responsibility. However, there are some key roles and responsibilities that must be undertaken. Below we explain the different roles within the school and how they support our pupils.

### **The ALNCo**

Our ALNCo has day-to-day responsibility for the operation of ALN policy and coordination of specific provision made to support individual pupils with ALN, including those who have an Individual Development Plan (IDP)/ Statement of Special Educational Need. Our ALNCo provides professional guidance to colleagues and will work closely with staff, parents, and other agencies. Our ALNCo is aware of the ALN Code and the duties that fall to us as a school. They also liaise

with other external agencies and professionals who provide support to families to ensure that our pupils with ALN receive appropriate support and high-quality teaching.

Our ALNCo is Luci Clark and her email address is:

[luci.clark@penmaes.powys.sch.uk](mailto:luci.clark@penmaes.powys.sch.uk)

## **The Governors**

Our Governing Body fulfills its statutory duty towards children and young people with ALN in accordance with the guidance set out in the ALN Code (2021) SEN Code of Practice for Wales (2004). In particular, the governing body:

- Ensures that our school maintains an inclusive ethos for all pupils with additional learning needs
- Identified an appropriate person from the governing body, to take responsibility, along with the Headteacher, for ensuring the setting or school maintains provision for pupils with ALN according to the ALN Code
- Identified an ALNCo who is part of the senior leadership team at the school
- Develops, implements, reports on, and annually reviews the school's ALN policy
- Ensures that the responsibility for meeting the needs of pupils with ALN is shared by all staff
- Ensures that delegated resources for ALN are allocated fairly, efficiently and address identified needs
- Ensures systems are in place for the early identification, assessment, provision and monitoring of individual needs in line with the Powys Inclusion Pathway
- Ensures the school provides an appropriately differentiated curriculum across all areas of learning to match the child or young person's needs
- Takes advantage of training opportunities provided, to develop ALN expertise throughout the school
- Ensures arrangements are in place in school to support, where appropriate, pupils with medical conditions
- Ensures that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements

In addition, our governing body works with the ALNCo and Headteacher in determining the strategic development of ALN policy, additional learning provision (ALP) and universal learning provision (ULP), including establishing a clear picture of the resources available in the school.

Our Link ALN Governors are: Jenny Miller and Dorcas Slaney. They can be contacted by emailing the clerk to the governing body [zoe.burgess@powys.gov.uk](mailto:zoe.burgess@powys.gov.uk)

### 3. The types of ALN that are provided for within our school

There is a wide range of learning difficulties or disabilities, but the ALN Code (2021) broadly places them into the following four areas:

- Communication and interaction – these include children and young people with speech, language, and communication needs, and those with an Autism Spectrum Condition (ASC)
- Cognition and learning – these include children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning disabilities (PMLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia.
- Behaviour, emotional and social development (BESD) – these difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other children/young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.
- Sensory and/ or physical these include children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD)

#### Provision, Curriculum and Staffing

- Ysgol Penmaes promotes inclusion and to this effect there are eleven classes where pupils with a wide range of learning difficulties are grouped primarily by year group, however there may be more than one year group in each class. Of these eleven classes one is a specialist class for pupils with Autistic Spectrum Disorder.
- All pupils have access to a broad, balanced, relevant and differentiated whole school curriculum that is currently based on:
  - The Foundation Phase Framework;
  - The Curriculum for Wales
  - Routes for Learning;
  - The Literacy and Numeracy Framework
  - The Digital Competency Framework
  - The 14-19 Learning Pathways.
  - WJEC Pathways Accreditations
  - ASDAN
  - DofE Award
- All classes have one teacher and at least two teaching assistants.
- A few pupils may have their ALN needs met through an alternative curriculum/timetable where they are taught largely out of a class base. This is usually done as a short term measure.

- ALN More Able and Talented pupils may have their needs met through inclusion in mainstream school.

### **Resources**

- Whole school specialist resources include a hydrotherapy pool, specialist teaching rooms for Food Technology, Science, and Design Technology, a sensory room, a soft play room, ceiling track, outdoor learning areas and mobile hoists and fully adapted toileting facilities.
- Every class has at least one PC with specialist peripherals and software to enable switch access. Every class has access to an Interactive Whiteboard or a digital device in order to promote teaching and learning.
- The school has a bank of iPads as well as a set of Laptops and a large number of Chromebooks in order to promote digital competency.
- Communication aids and Eye-Gaze are available and are identified for individual use.
- Other technological aids such as Powerlink units and switch/battery operated toys are also available for use throughout the school.

### **Inclusion and Outreach**

- Pupils have opportunities for inclusion where it is considered appropriate and with parental consent.
- Inclusion may take place for part days, whole days or for specific subjects in primary and secondary schools, local to Penmaes or where possible in schools local to the pupil's home area. Pupils may integrate into Specialist Centres or mainstream classes.
- Any inclusion is supported by designated staff from Penmaes.
- Pupils from mainstream schools may also have inclusion into Penmaes where they might benefit from the specialist resources or specific teaching expertise. This requires agreement by the Local Authority through the PIP process.
- Penmaes works collaboratively with the Local Authority to provide an Outreach service offering support and advice to staff working with pupils with ALN in mainstream schools and/or specialist centres.

### **Admissions**

- Pupils are admitted to Penmaes through the Powys PIP panel . All pupils require an LA IDP to be awarded a place at Penmaes. All decisions regarding placements are made by Powys PIP panel.
- All parents of prospective pupils are invited to bring their child to visit the school and where applicable a pre-placement meeting takes place to ensure the correct support can be provided.

## **5. Tyfu – Powys County Council Inclusion Platform**

Tyfu is an online system that enables all settings, schools and the council to create Individual Support Plans (ISPs) for pupils, upload universal learning provision plans and monitoring details, create individual development plans for pupils with ALN, record meeting details and decisions

relating to individual pupils' emerging needs / ALN, make direct referrals into the council, and create personal education plans for children looked after. The platform also allows all people working with a child, young person and their family to have access to the information to ensure that there is a multi-agency approach to meeting the needs of all children and young people with ALN. Access to the Tyfu Platform is by invitation and two step verification process. We will only invite professionals to have access to a child or young person's Tyfu profile with parental or young person consent.

## **6. Working in partnership with parents**

At Ysgol Penmaes we are committed to working in partnership with parents and carers and will always work in a person-centred way. We will:

- Have regard to the views, wishes and feelings of parents
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Meet with the parents of children/young people as often as is necessary in the most convenient format for all parties
- Provide an annual report for parents on their child's progress

If there are any disagreements with parents about ALN support for their child, we will work with them to try to resolve these. If parents have a complaint, they can use the school's complaints procedure. Details about this are available from the school office:

- [office@penmaes.powys.sch.uk](mailto:office@penmaes.powys.sch.uk)

## **7. Involving children and young people**

We are committed to involving children and young people with ALN where applicable and appropriate in decisions about their learning and we will always work in a person-centred way.

We will:

- Have regard to the views, wishes and feelings of children and young people.
- Provide children and young people with the information and support necessary to enable full participation in decision making.
- Support children and young people to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood



## **8. Assessing and reviewing outcomes**

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any ALN support provided. We record details of additional or different provision made under ULP and ALP. This forms part of regular discussions with parents about the child and young person's progress, expected outcomes from the support and planned next steps. Support and provision provided for children and young people who demonstrate emerging ALN learning needs or who have ALN takes the form of a four-part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

### **Reviewing an IDP**

IDPs are used to actively monitor children and young people's progress towards their outcomes and longer-term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child or young person as appropriate, their parents or carers and any other relevant professional working with the child or young person, and will take account of their views, wishes and feelings. The review will focus on the child or young person's progress towards achieving the outcomes specified in the IDP. The review will also consider whether these outcomes and supporting targets remain appropriate.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- Use Tyfu to add additional reports submitted in advance of the meeting

Additions or amendments to the IDP will be made on Tyfu within two weeks of the person-centred review taking place. In line with the new ALN Code, we will ensure that a revised copy of any IDPs will be issued before the end of the review period (i.e. before the end of the year in review), regardless of when the review is carried out. Any amendments agreed following a review carried out at the request of the child / young person's parents or carers will be issued within 35 school days of the review.

Where a child is looked after by the Local Authority, we will endeavour to synchronise IDP reviews with social care reviews.

## **9. Transition**

Some children and young people with ALN, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our ALN support includes planning and preparation for the transitions between phases of education, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process.

We support children and young people so that they are included in social groups and develop friendships. This is particularly important when children and young people are transferring from one phase of education to another.

If a child or young person has an IDP, this will be reviewed and amended in sufficient time prior to moving between key phases of education. Professionals (normally the ALNCo) from any new school will be invited to the review and given access to the child or young person's Tyfu profile. The review and any amendments will normally be completed by the middle of February each year.

## **10. Our approach to teaching children and young people with ALN**

At Ysgol Penmaes we set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of nearly all children or young people.

Assessment: See ARR Policy.

- Teacher Assessments are carried out on all pupils annually using EvidenceMe app and external and Welsh Government Curriculum assessment materials are used. Some pupils in the senior department of the school are also assessed against ASDAN and WJEC Pathways criteria.
- Formative assessment is on-going and termly summative assessments are completed by all class teachers. All assessment data is captured and analysed termly by the curriculum lead for the school. This in turn feeds into the School Development Plan (SDP) and Self Evaluation Report (SER).
- Termly learner progression reports are produced to accompany the The Person Centred IDP Review documentation.
- The Person Centred IDP review meeting involves parents and all relevant personnel from Health and Social Services are invited to attend or contribute.
- When a pupil reaches 14 years of age, in Year 9, a Transition Plan is drawn up that outlines proposals for post-school provision. The Special Needs Careers Adviser from Careers Wales and the area Social Worker are statutorily invited to attend this and subsequent planning meetings.
- Penmaes seeks out and supports opportunities for More Able and Talented pupils to enter external examinations so that they can obtain relevant qualifications in recognition

of their talents and abilities. Pupils where applicable complete accreditations through WJEC Pathways and ASDAN.

## **11. Curriculum and learning environment**

Using the Curriculum for Wales (CfW) framework we adapt our curriculum and make it accessible for all pupils to ensure that it will:

- enable all learners to make progress towards the four purposes
- be broad and balanced
- be suitable for learners of different ages, abilities and aptitudes (including those with ALN)

Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children and young people to develop, learn, participate, and achieve the best possible outcomes irrespective of their needs.

## **12. Training and continuing professional development (CPD) for staff**

We regularly and carefully review the quality of teaching for all pupils. This includes, identifying patterns of need in the school, reviewing, and where necessary improving, teachers' and support staff understanding of strategies to identify and support pupils.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively. The quality of teaching for pupils with ALN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

## **13. Evaluating the effectiveness and impact of ALN provision**

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

## **14. Inclusion – Including support for vulnerable and disadvantaged learners**

We are committed to eliminating discrimination, promoting equality of opportunity, and fostering good relationships. Pupils with ALN engage in the activities of the school together and are

encouraged to participate fully in the life of the school and in any wider community activity. We are committed to ensuring our school celebrates and reflects our diverse community. Representation of this is evident throughout. Where appropriate we actively seek involvement from community members in fostering the above.

In addition, at Ysgol Penmaes we will always ensure that any child or young person, no matter what their past experiences, has the support to achieve their potential and overcome the barriers to learning that they may be facing. We will strive to implement diverse solutions and support targeted towards their individual needs. The Welsh Government defines children and young people that may be vulnerable or disadvantaged in the following list. Not all learners from these groups will face barriers to learning or be vulnerable to underachieving. It is a wide-ranging list and is not limited to pupils who are in one or more of these groups:

- pupils with special educational needs (SEN) or additional learning needs (ALN)
- pupils with learning difficulties and/or disabilities (LDD) who access further education and training
- pupils from minority ethnic groups who have English or Welsh as an additional language (EAL/WAL)
- care-experienced children, including looked after children
- pupils educated other than at school (EOTAS)
- children of refugees and asylum seekers
- Gypsy, Roma and Traveller learners
- pupils eligible for free school meals (eFSM)
- young carers
- children at risk of harm, abuse or neglect

## **15. Emotional and social development and well-being**

At Ysgol Penmaes we support the emotional health and wellbeing of children and young people with ALN by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. At our school we have enabling adults who sets the expectation for learning by creating emotionally safe environments that support learners to begin to express and regulate their feelings and behaviours in positive ways. They are consistent in their care, and model compassion and kindness. They support learners to cope with uncertainty and change, preparing them to manage transitions and changes in daily routines. Ysgol Penmaes provides social and emotional support through interventions and approaches such as ELSA, Thrive, Xenzone and MIND counselling, Relationship Based Play, Lego Therapy and Mental Health First Aid.

## **16. Involving specialists and external agencies**

At Ysgol Penmaes we will always involve a specialist where a child or young person requires additional support. We will liaise with the local authority as appropriate through the Powys Inclusion Panel (PIP) for support and guidance, and we may involve specialists at any point to advise on early identification of ALN and effective support and interventions.

We will work with parents, the local authority through PIP and other appropriate agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies, and interventions to support the child or young person's progress. Together, we agree the needs of the child or young person, responsibilities, and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff via the child or young person's Tyfu profile.

Where a child is looked after by the local authority, we will work closely with other relevant professionals involved in the child or young person's life because of being looked after.

### **Ysgol Penmaes Links with other Professionals**

- Advisory teachers for Visual and Hearing Impairment from the Powys Sensory Service provide regular support to pupils with additional sensory impairments.
- There is visiting support from the Occupational Therapy Service, the Physiotherapy Service and the Speech and Language Therapy Service. Frequency is dependent on need as determined within pupil IDPs.
- Paediatric, feeding, orthotic and wheelchair clinics are held in school.
- A Local Health Board school nurse provides medical support for individual pupils with medical conditions requiring invasive procedures. Where the school nurse is unavailable, appropriate trained staff are equipped to deal with pupils' needs. The main office of the Local Health Board can also be contacted for advice if required.
- The Education Welfare Officer and Complementary Education Service (where applicable), supports a few pupils for whom education in school is difficult. Some pupils may attend school on a part-time basis for specific lessons or re-integration purposes. The Youth Intervention Service (YIS) also supports pupils when needed.
- The school has appropriate links with professionals in mainstream provision in order to support More Able and Talented pupils.

## **17. Disagreement Resolution**

If you or your child disagree with a decision that we have made regarding the content of an IDP, please contact Angharad Bryn-Jones to discuss your concerns. If an agreement cannot be reached, you have the option of asking the local authority to review the decisions. The local authority has a single entry for all advice and guidance. This is called the Tyfu Gateway, and it can be contacted on [tyfu@powys.gov.uk](mailto:tyfu@powys.gov.uk) or 01597 827108.

## **18. Data Protection**

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All documents relating to a child or young person's ALN will be kept on their Tyfu profile; this is a secure electronic repository; unauthorised persons do not have access to it. Plans will not be disclosed without the consent of the child's parents or carers, or the young person, except for specified purposes or in the interests of the child or young person. Please contact the school office to request a copy of our Data Protection policy.

## **19. ALN Terminology**

The list below is not exhaustive, but it does give some definitions to some key phrases and abbreviations that are used when talking about ALN. If you would like to discuss any of the terms below, please contact [NAME OF ALNCO].

ALN – Additional Learning Needs – A child or young person has ALN if they have a learning difficulty or disability that requires additional learning provision.

ALP – Additional Learning Provision – This is the provision that is described within a person's IDP. If a child or young person receives ALP, they are considered to have an ALN.

ULP – Universal Learning Provision – This is provision that is provided by a school or setting to all children and young people should they need it. If a child or young person receives ULP, they are not considered to have an ALN.

IDP – Individual Development Plan – This is the statutory document that describes a person's additional learning needs, the ALP required to help meet those needs and who will provide it.

LA IDP – This is a version of the IDP that is maintained by the local authority. An LA IDP is issued when it is unreasonable for a school to identify the level of ALN a child or young person might have or to specify or provide the type of ALP needed to help meet the child or young person's needs. The LA is also responsible for all IDPs if a child or young person is looked after by the LA, dual registered, detained or in non-statutory education.

School IDP – This is a version of the IDP that is maintained by the school. Most children and young people that have ALN will have their needs met with a school IDP.

ULP Plan - Universal Learning Provision Plan – A non-statutory document that details the support that children and young people will receive. Children and young people with a ULP Plan will not be considered to have ALN. The ULP plan is monitored and maintained by the school. Most children and young people's needs will be met with a ULP Plan.

Individual Support Plan (ISP) - A simple summary of what is important to someone and how they want to be supported. A one page profile can record how a child or young person would like people to help them, what is important to them and what people like and admire about them. All children and young people with ALN should have a one page profile.

Tyfu – This is Powys County Council's Inclusion Platform. It allows information about a child or young person's ALN to be securely stored and shared with the relevant people and agencies. It also allows electronic plans (including IDPs) to be created and shared electronically.

Tyfu Gateway – The single point of access for advice, guidance and support from the local authority.

PIP – Powys Inclusion Panel – The decision-making panel for all things related to ALN and Inclusion within the local authority

### Staffing and SEN Support Team

Head Teacher Deputy Headteacher/ALNco Assistant Head	Angharad Bryn-Jones Luci Clark Lucy Morgan
Principal Educational Psychologist Area Educational Psychologists	Dr Alun Flynn Simon Titley Becky Morgan
Sensory Service	Lyndsey John, Hearing Impairment Heidi Lorenz, Visual Impairment Martha Rees, Visual Impairment Louise Edwards, VI Mobility Officer
ALN Manager Senior EYALNCo Family Liaison Caseworkers	Simon Anderson Yvonne Hockley Jennifer Brockwell Olivia Ritson-Walton
Educational Welfare Officer	Katie Nutter
Paediatric Physiotherapists	Rebecca Randall Karen Gillespie Priya Ezhilarasu Isobel Martin
Occupational Therapist	Rhian Hicks/Cathy Hughes
Speech and Language Therapists	Tara Louviere-Cowan
Special Needs Careers Adviser	Sarah Bibbey/Kim Parker
Social Services	Louisa Rawstrone- Team Manager Steph Kinsey- Senior Practitioner Rhys Williams- Social Worker Laura Stokes- Social Worker Gareth Morgan- Adult Social Worker Karen Younger- Adult Social Worker Zoe Horne- Wellbeing Worker Muriel Gallan- Wellbeing Worker





## 20. Welsh Government Guidance Documents

### The ALN Act in Wales (2018)

[Implementing the Additional Learning Needs and Education Tribunal \(Wales\) Act 2018: practitioner guide](#)

[| GOV.WALES](#)

[Additional learning needs \(ALN\) system: parents' guide \[HTML\] | GOV.WALES](#)

### The ALN Code for Wales 2021

[210326-the-additional-learning-needs-code-for-wales-2021.pdf \(gov.wales\)](#)

### The Role of the ALNCo

[role-of-early-years-additional-learning-needs-co-ordinator.pdf \(gov.wales\)](#)

## Additional Learning Needs and Education Tribunal (Wales) Act

Factsheet 5



Llywodraeth Cymru  
Welsh Government

#### A 0–25 age range

There will be a single legislative system relating to the support given to children and young people aged 0 to 25 years who have additional learning needs (ALN) and are receiving education and/or training.

#### A unified plan

Individual development plans (IDPs) will replace the existing variety of statutory and non-statutory plans for learners of compulsory school age and below, as well as for those learners over compulsory school age in school or further education. This will ensure consistency and continuity, and that provision and rights are protected regardless of the severity or complexity of needs.

#### Welsh language

If a child or young person needs ALP in Welsh, this must be documented in the IDP and 'all reasonable steps' must be taken to secure the provision in Welsh.

#### A mandatory ALN Code

The ALN Code will ensure the new ALN system has a set of clear, legally enforceable parameters within which local authorities and governing bodies that are responsible for supporting children and young people with ALN must act.

#### Clear and consistent rights of appeal

All children, their parents/carers and young people up to the age of 25 will have the right to appeal to the Education Tribunal against decisions made by a local authority or further education institute (FEI) in relation to their ALN or their IDP.

Children and young people must be provided with access to independent advocacy services.

#### Increased participation of children and young people

Children, their parents/carers and young people will be supported to understand and participate in the decisions which are taken that affect them, provided with appropriate reassurance, and offered opportunities to raise concerns and have their questions answered.

#### Avoiding disagreements and earlier disagreement resolution

If a child, their parents/carers or a young person is not happy with decisions that have been made about their ALN or IDP by a school, they may request that a local authority reviews or reconsiders it.

#### Increased collaboration

Where necessary, IDPs will include additional learning provision (ALP) agreed by health services, social services and other services, as well as education. IDPs will contain an action plan that is clear about which agency is responsible for delivering the individual elements.



