



Llanedeyrn  
Primary School

## Additional Learning Needs - #TheLlanWay

**Here at Llanedeyrn Primary School, we believe that delivering a fully inclusive education system for our children, a system where needs are identified early and addressed quickly, and where all learners are supported to reach their potential, is essential.**

### **What are Additional Learning Needs (ALN)?**

Additional Learning Needs, often referred to as **ALN**, is a new term used to describe learning difficulties or disabilities that make it harder for a child to learn compared to children of the same age. Approximately one in five learners in Wales have ALN.

All children may experience challenges with their learning at some point and for most children, these difficulties overcome with support from teachers and home. However, children with ALN are likely to need extra or different help to be able to learn.

Some children may have ALN because of a medical condition or disability, other children may have ALN without a diagnosis or disability. Children are not considered to have ALN just because their first language is not English or Welsh.

***The ALNET Wales Act 2018 (Part 2, Chapter 1) (Chapter 2 ALN Code) says:***

***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.***

Importantly, the definition of ALN covers learners whose learning difficulty or disability that arises from a medical condition. A child would not have ALN if their lack of progress or learning difficulties can be addressed through differentiated teaching of the kind that is usually available in our School.

ALN can affect a child or young person's ability to learn. For example, someone's ALN might affect their:

- reading and writing;
- ability to understand things;
- behaviour or ability to socialise and communicate;
- concentration levels;

- physical ability.

### **Why is inclusivity important?**

Children want to be respected for their uniqueness but treated equally. Teaching in an inclusive way means finding a balance between supporting those with additional learning needs while not singling out those who are different.

The issue is not just with those who have additional learning needs but it is about ensuring that certain practices that exclude children from achieving their full potential are addressed. Being inclusive means creating a level playing field.

Inclusivity is a journey. It is not about being all things to all people all of the time but about continually reflecting on teaching practice and asking how we can do better.

Teaching inclusively can be seen as just good teaching. It is about considering the needs of our audience, communicating knowledge clearly, giving children a voice to discuss ideas and treating all learners with respect.

### **What is the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET) about?**

- 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;
- Welsh language. If a child needs Additional Learning Provision (ALP) in Welsh, this must be documented in the Individual Development Plan (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 and 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 must be provided with access to independent advocacy services;
- A unified plan. 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;
- Increased participation of children. Children, their parents and carers 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 and carers, are 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.

### **What does ALN look like in our School?**

- 2 Special Resource Bases for children with complex needs;
- Specialist Staff working within the Bases;
- Currently running 2 systems with Statemented children and children with IDPs in this period of transition;
- Additional learning Needs Co-ordinator (ALNCO) supporting children across our School;
- Vulnerable Pupils' Administrator supporting ALN work;
- Register of Concern for those children who may need additional provision;
- ALN register for those children who have a statement or IDP;
- Programme of Interventions including:
  - CLIP,
  - Maths Factor;
  - Language Links;
  - Sound Discovery;
  - WellComm;
  - Handwriting Motorway;
  - Motional;
- Individual Intervention Tracker;
- Work is differentiated to support children in meeting their targets;
- Work is differentiated to the same outcome to support children in achieving the class outcomes;
- Specialist Training for identified and All Staff including:
  - Tracheotomy;
  - Feeding;
  - Epilepsy;
  - Makaton;
- Completing neuro-developmental forms;
- Well-being referrals;
- High levels of knowledge amongst staff;
- Enhanced transition for ALN pupils;
- Special Resource Base children access mainstream learning and vice versa;
- Inclusion across the School.

## **What are External Agencies?**

When the progress of a learner continues to cause concern despite additional support and intervention, or their learning needs are more complex and persistent than can be met by school interventions or support, School will engage with relevant specialist external services.

A request for support from external services will follow a decision taken jointly by School staff in consultation with Parents and Carers. The external support teams will establish which strategies, interventions and support have already been implemented and agree a way forward.

These agencies include:

- Educational Psychologist;
- Speech and Language Therapists;
- Occupational therapists;
- Physio Therapists;
- School Nurse;
- Emotional Health and Well-being Team;
- The Learning Team;
- Early Years Inclusion Team;
- The ASD Team;
- Health;
- CAMHS;
- Children's Services.

This list is not exhaustive.