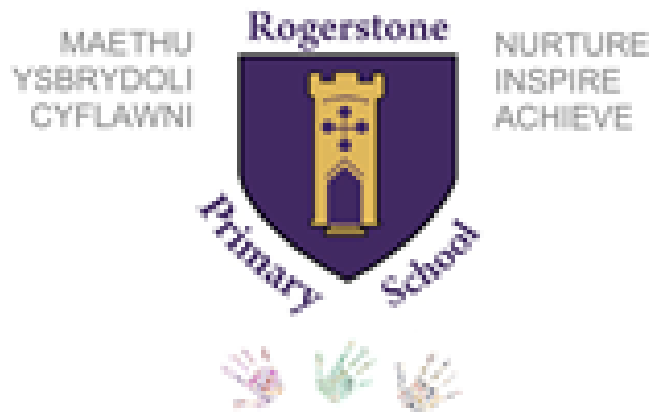


# Rogerstone Primary School

## Additional Learning Needs Policy



### Our vision

### **Nurture, Inspire, Achieve**

To achieve our vision statement, we will ensure a safe, secure, happy learning environment, that provides a variety of opportunities for all, making learning fun, that will allow every child to develop lifelong skills for the future and to  
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reach their full potential.

### **Our Aims**

- To ensure all pupils of all abilities and backgrounds achieve their full potential.
- To establish and maintain a caring and inclusive ethos, with the wellbeing of all a priority.
- To support all our learners in becoming ambitious, capable learners who are ready to learn throughout their lives.
- To enable our children to be enterprising, creative contributors who are ready to play a full part in their education, life and work.
- To support all children to become ethical, informed citizens who are ready to become citizens of Wales and the world, and who have respect for each other.
- To ensure children develop into healthy, confident individuals who are ready to lead fulfilling lives as valued members of our society.

### **To achieve our aims, we will:**

- Listen to our children and provide opportunities for pupil participation in school life
- Provide a stimulating, caring and safe environment, both inside and out
- Provide a versatile curriculum, that is challenging, creative and highly stimulating
- Equip our children with 'Learning Assets': collaborating, researching, communicating, self-managing, contributing and thinking. These skills and dispositions will act as important assets to them as learners across the curriculum, in school and beyond.
- Ensure a relevant 'Pupil Offer' of experiences and opportunities that is unique to the needs of our learners and learning community.
- Provide an open-door policy for parents and carers
- Provide high quality, caring, well trained staff
- Provide opportunities for pupils to work confidently, both independently and collaboratively
- Provide consistent and fair positive behaviour management strategies to ensure a calm working and learning environment
- Provide appropriate and good quality resources to aid teaching
- Provide strong, effective management and leadership
- Celebrate our learners' successes with our enthusiasm and smiles!

### **School Context:**

This policy outlines how Rogerstone Primary School identifies, supports, and reviews the needs of learners with Additional Learning Needs (ALN), in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales 2021. Our approach reflects our commitment to inclusion, person-centred practice, and high

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expectations for all learners.

Co-ordinator (ALNCo) (Emily Burden - mainstream, Danielle John - LRB)

“Maintained schools in Wales have a key role to play in identifying ALN and in delivering ALP to support learners with ALN. They are directly responsible for identifying and meeting the needs of the majority of their pupils who have ALN.” ALN Code (2021)

### **Definition of Additional Learning Needs (ALN).**

ALN

2.3 Section 2 of the Act defines the term ‘additional learning needs’ (ALN).

- a) 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.
- b) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she— (a) has a significantly greater difficulty in learning than the majority of others of the same age, or (b) has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.
- c) A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.
- d) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

### **Definition of additional learning provision (ALP)**

Additional Learning Provision

- (1) “Additional learning provision” for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age in—
  - (a) mainstream maintained schools in Wales,
  - (b) mainstream institutions in the further education sector in Wales,
  - (c) places in Wales at which nursery education is provided.
- (2) “Additional learning provision” for a child aged under three means educational provision of any kind.
- (3) “nursery education” means education suitable for a child who has attained the age of three but is under compulsory school age.

The presence of a diagnosis does not determine the need for ALP. Similarly, ALP can be identified and developed in cases where diagnosis is not appropriate.

### **Disability**

Disability According to legislation, children and young people are considered to be disabled if they are “blind, deaf or dumb or suffer[s] from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17 (11), Children Act 1989. A person has a disability for the purposes of this Act if he

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has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. Section 1(1), Disability Discrimination Act 1995.”<sup>3</sup>

## **Equality and Equity**

We are committed to creating an inclusive, equitable learning environment where all learners are respected, valued, and supported to thrive. In line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales 2021, our school ensures that every child, regardless of ability, disability, race, gender, language, religion, or socio-economic background, has access to high-quality education and the support they need to succeed.

We recognise that equity is not about treating all learners the same but about ensuring that each learner receives the appropriate support to overcome barriers and achieve their potential. This includes making reasonable adjustments, providing differentiated support, and promoting a culture of respect and high expectations for all.

Our approach is underpinned by the Welsh Government’s Rights, Respect, Equality guidance, which supports schools in promoting inclusive practice and tackling discrimination. You can access this guidance here: [Rights, Respect, Equality – GOV.WALES](https://gov.wales/rights-respect-equality)

We also align with the principles set out in the Additional Learning Needs Code for Wales 2021, which emphasises a person-centred, rights-based approach to supporting learners with ALN.

## **Principles and Aims**

The principles underpinning the ALN system in Wales are as follows:

- (a) A rights-based approach where the views, wishes and feelings of the children and young people, child’s parent or carers are central to the planning and provision of support; and the child, child’s parent or young person is enabled to participate as fully as possible in the decision-making processes and has effective rights to challenge decisions about ALN, ALP and related matters.
- (b) Early identification, intervention, and prevention where needs are identified, and provision put in place at the earliest opportunity and where possible interventions are put in place to prevent the development or escalation of ALN.
- (c) Collaboration and integration where services work together to ensure ALN are identified early, and appropriate co-ordinated support is put in place to enable children and young people to achieve positive expectations, experiences, and outcomes.
- (d) Inclusive education where the majority of children and young people with ALN are supported to participate fully in mainstream education and a whole setting approach is taken to meeting the needs of learners with ALN.
- (e) A bilingual system where all reasonable steps are taken to deliver ALP in Welsh for children and young people who require support through the medium of Welsh, with scope for increasing the delivery of ALP in Welsh over time.

## **Roles and responsibilities**

Meeting the needs of learners with ALN will be a whole school approach. All staff in the school will ensure that it is embedded within the normal school curriculum and provision. The primary responsibility for provision lies with the teacher who, using the information from the

IDP, one-page profiles, and intervention planning, will deliver and assess achievement and progress according to the needs of the pupil.

Governing Body will:

The Governing Body have responsibility for Additional Learning Needs and through the named Additional Learning Needs governor (Marc Batten) who will report back to the full governing body. Governors have legal duties under the ALN ET ACT 2018; Equality Act 2010, and the ALN Code in relation to pupils with additional learning needs and disabilities, including:

Be clear about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans should be addressed through the school Strategic Equality Plan.

There should be in place a Governor with specific oversight for the school's arrangements for ALN.

Use their best endeavours and provide reasonable adjustments to make sure that a child with ALN or a disability gets the support they need – this means doing everything they can to remove barriers to learning.

Work in partnership with the head teacher and school leaders to ensure the curriculum offered meets the needs of all learners and that there is a teaching and learning policy that is understood by all staff. It should reflect equalities legislation, accessibility requirements, and ALN Transformation.

Ensure that children and young people with ALN and/or disabilities engage in the activities of the school alongside all pupils.

Ensure information is provided to parents when ALP for a pupil is made and that the Provision made, is accurately recorded and kept up to date.

Ensure that arrangements are in place in schools to support pupils at school with medical conditions, including Individual Health Care plans.

Have a clear approach to identifying and responding to pupils with ALN and determine their approach to using their resources to support the progress of pupils with ALN.

Ensure that a member of staff is designated as the ALNCo and that the ALNCo's key responsibilities are outlined and monitor how effectively they are carried out

Ensure that the school's budgetary priorities reflect the needs of children with ALN, and they should assist staff in evaluating the strengths and weaknesses of ALN resourcing decisions within the school.

The Head teacher and school leadership team will:

Advise the governors on policies to meet their statutory responsibilities under the ALN ET Act.

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Work to the agreed vision of nurture, empower and achieve. Oversee aspects of strategic leadership and management and ensure that the ALNCo has enough time and resources to carry out their duties.

ALNCo will:

Ensure the daily implementation and review of the school Additional Learning Needs Policy. Ensure clear implementation of the Additional Learning Needs Code and statutory responsibilities are in place across the school.

Ensure a clear process and system of identification, assessment, and review of pupils where there is a query around an ALN.

Review the process around identification, assessment, planning and reviewing the onepage Profiles, (OPP), Target Sheets and IDPs.

Monitor the person-centred approach used across the school.

Monitor and review the School Provision Map, ensuring, alongside the SLT, appropriate and wide universal provision, universal plus provision and impactful targeted intervention.

Liaise with and advise colleagues through the appropriate channels on additional learning needs matters.

Liaise with teaching staff to gather appropriate information and updates on pupils with additional learning needs at review points during the year.

Oversee the co-ordination of the additional learning provision (specialised support) for pupils with additional learning needs throughout the school.

Ensure a clear process of appeal and dispute resolution in relation to ALN.

Contribute to the in-service training of all colleagues in developing practice at the school with all matters concerning additional learning needs.

Work alongside the cluster of primary schools and the local authority.

Class Teacher will:

Provide high quality teaching and learning as part of the universal provision of the school.

Implement any reasonable adjustments through universal provision.

Implement the school's ALN Policy.

Ensure that the resources, targets, and curriculum are appropriate to the needs of the pupil as set out in the pupil's One Page Profile, Target Sheets, and IDPs / Statements of SEN.

Ensure that achievement and progress are also appropriate to the needs of the pupil.

Support the school processes around early identification, targeted intervention, and a graduated response to meet individual need.

Work with Teaching Assistants (where relevant) in the planning and delivery of lessons in supporting learners and the assessment of learner progress when appropriate, gaining advice from the Additional Learning Needs Coordinator (ALNCo) where required.

Differentiate learning and materials and set achievable goals to ensure that pupils experience success.

Contribute to or attend reviews and discussions on pupil progress, as required.

Record and report any concerns on pupil progress to the ARR Coordinator/ ALNCo/ SLT where appropriate).

Contribute to the learning provision for individual pupils, identify requirements for targeted intervention, tracking and monitoring progress through targeted intervention.

Contribute to the development of specific support through additional learning provision where appropriate, in liaison with the ALNCo

Communicate with parents, raising concerns and celebrating progress.

Support the effective handover of information to ensure successful transitions between year

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groups, phases, and settings.

Ensure the daily implementation of the school Additional Learning Needs Policy.

Liaise with and advise support staff on additional learning needs matters.

Have a full knowledge of the pupils' needs, provision and targets set out in the One Page Profiles and additional learning plans and implementing the agreed provision.

Work with the class teacher to keep records on pupils with ALNs and their progress.

Attend reviews and discussions on pupils' progress as appropriate.

Support the work of the pupil in the lesson by adapting work and providing support and confidence to the pupil.

Provide administration support for ALN as required

Ensure the organisational and administrative support supports the effective delivery of additional learning needs (including documentation for annual reviews in accordance with statutory timescales).

Teaching Assistants will:

Ensure the daily implementation of the school Additional Learning Needs Policy.

Liaise with and advise teaching staff on additional learning needs matters.

Have a full knowledge of the pupils' needs, provision and targets set out in the One Page Profiles and additional learning plans and implementing the agreed provision.

Work with the class teacher to keep records on pupils with ALNs and their progress.

Attend reviews and discussions on pupils' progress as appropriate.

Support the work of the pupil in the lesson by adapting work and providing support and confidence to the pupil.

Provide administration support for ALN as required

Liaise with teaching staff and ALNCo to gather appropriate information and updates on pupils with additional learning needs at review points during the year.

Ensure the organisational and administrative support supports the effective delivery of additional learning needs (including documentation for annual reviews in accordance with statutory timescales).

Support Agencies will:

Various external support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists, literacy and numeracy basic skills staff and medical staff will support and guide staff in providing appropriately for pupils in their assessment, lesson planning, methods, strategies and delivery style.

They may, if necessary, to the success of the pupil, withdraw pupils for one to one or small group sessions where this can be shown to improve access to and achievement in the full curriculum entitlement.

All agencies supporting an individual are invited to attend and contribute to the person centred review meeting held each year.

As a school we encourage parents to:

The ALN Code recognises that effective engagement with parents and carers has a clear impact on children reaching their potential.

Embedding parental involvement is based on extensive but often ignored evidence that greater parental involvement has a dramatic impact on progression, attainment and wider

outcomes as well as improved attendance and behaviour. This is especially relevant for children and young people with ALN who already vulnerable learners are.

The ALNCo and key pastoral staff should act as a communications bridge between their school, colleagues and parents and carers. Providing accurate and updated information from parents is an absolute pre-requisite. This is most effective in the context of a mutually trusting relationship between school and home.

To create the best partnerships there needs to be:

A commitment to joint working and building the relationship between school staff and parents  
Opportunities for parents to communicate with the key staff on a regular basis- open channels of communication, whether that is face-to-face, phone or email

## **The Graduated Response**

### **Universal Provision**

Universal Provision at Rogerstone Primary School is the responsibility of all teachers and staff within the mainstream school to make learning and the environment as accessible and inclusive as possible for all learners. It is support for the entire school population. This means whole class or whole setting/ school. We must ensure all children have the appropriate support provided through good teaching and learning. This extends into identifying emerging needs that may require additional support.

Reasonable adjustments can be required to overcome barriers to learning, these can be associated with seating position, timings, resources etc. For individuals who require reasonable adjustments within the classroom, a One Page Profile may be developed to share this information with all stakeholders.

### **Targeted Provision**

School has a range of targeted provision in place which can be short or long term to meet an identified barrier to learning. This can also include support from staff with specific training, accessed through school resources or externally. Within the targeted provision, there will be set targets of focus, through which school staff will continue to track and monitor progress.

'Where progress is not adequate, it will be necessary to take some additional or different action to enable the learner to learn more effectively. The first response to inadequate progress would often be teaching targeted specifically at a learner's areas of weakness. All education settings are expected to put in place differentiated teaching or other targeted interventions designed to secure better progress where appropriate, for all learners'.

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### **Specific Additional Learning Provision (ALP)**

The needs of a pupil are severe and complex, and a multi-disciplinary approach is required to maximise progress and develop and review additional learning provision. This is where provision needs to be different from that which is provided through school resources and individual to the pupil's needs.

Individual Development Plans are statutory documents created to demonstrate needs and provision to meet these needs. Individual Development Plans can be maintained by the

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school or the Local Authority, based on need.

IDP's will be reviewed at least annually or where there is a significant change in need and all stakeholders invited to contribute.

### **Funding**

Provision will be via the delegated school budget. It is the responsibility of the school and governing body to evidence impact and pupil progress with monitoring by the Authority.

### **Local Authority Individual Development Plan**

In a very few cases, if a young person continues to demonstrate significant cause for concern despite Specialist Provisions implemented, a request may be made to the Local Authority for them to write and manage the IDP.

This will decide the nature of the provision necessary to meet the young person's ALN. If this cannot reasonably be met by the school, then this will be referred to the LA for consideration of a specialist provision.

### **Monitoring and Evaluation**

The success of the school's Additional Learning Needs Policy and Additional Learning Provision is evaluated through:

Analysis of pupil tracking data and test results

Value added data

Monitoring of procedures and practice by the Senior Leadership Team

Reviewing target sheets and IDP outcomes

School self-evaluation, using a variety of approaches, including a self-evaluation of ALN and an action plan that relates to the School Development Plan (SDP)

Review of delegated spend

ALNCO annual report to Governors

Effectiveness of the school provision map

The Additional Learning Needs moderation process

Year Group Learning Reviews

School Development Plan/Inclusion Area Action Plan

One Page Profiles Individual Development Plans are stored securely on the School EduKey system for all staff to access as required.

### **Continuous Professional Development (CPD) for ALN**

Rogerstone Primary School is committed to the persistent and consistent upholding of the highest teaching standards, and as such, staff are given multiple opportunities for CPD throughout the year. The ALNCO and other members of the Senior Leadership Team (SLT) may provide CPD to other staff in school in specific aspects of meeting the needs of pupils with ALN; or staff may be released to go on specialised training courses. The progress of all pupils, including those with ALN, is a core aspect of the staff appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary. Teaching Assistants are provided with training opportunities that enhance their skills in meeting the needs of pupils with ALN. External trainers may be periodically invited to provide training on more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions.

## **Working with Families and Learners**

At the heart of our ALN approach is a commitment to meaningful collaboration with parents, carers, and learners. We believe that inclusive education is most effective when families and learners are active, respected partners in the decision-making process.

Parents/carers and learners are central to the ALN process:

We recognise that parents and carers know their children best, and we value their insight, experiences, and contributions. Learners, regardless of age or ability, are encouraged and supported to express their views about what matters to them and what support helps them to learn and thrive. Their voices inform all key decisions.

Person-centred practices are embedded in every stage:

From the initial identification of needs through to the planning and review of Individual Development Plans (IDPs), person-centred approaches are used to ensure that the support provided reflects the aspirations, strengths, and preferences of the learner and their family. This includes using accessible tools to gather views, holding person-centred review meetings, and agreeing outcomes together.

Transparent, respectful, and ongoing communication:

We are committed to building trust through open, honest, and two-way communication. Staff maintain regular contact with families, providing updates on progress and being available to discuss concerns or changes in need. Meetings are arranged at mutually convenient times, and support is offered to ensure all families can participate fully (e.g. translation services, advocate involvement, simplified documentation).

### **Support for families:**

We provide guidance and signposting to external services, charities, and resources that may benefit families navigating the ALN system. Workshops, information evenings, and coffee mornings may also be offered to help parents better understand ALN processes and how to support their child at home.

Right to challenge and appeal:

Parents/carers and learners are informed of their rights under the ALN Act, including the right to request an IDP, request a review, or appeal to the Education Tribunal for Wales if they disagree with decisions made about ALN provision.

Our school values strong home-school relationships and works to ensure that learners with ALN, and their families, feel heard, supported, and empowered throughout their educational journey.

## **Partnership**

Rogerstone Primary School is committed to working in partnership with parents /carers and values the contribution they can make to enable children and young people with additional learning needs achieve their potential. A parent independent partnership service is currently provided by SNAP Cymru. The helpline is available via telephone: 0808 801 0608

SNAP Cymru aim is to ensure families have access to information, advice and guidance in relation to the Additional Learning Needs of their children and young people so they can make appropriate, informed decisions. SNAP Cymru will make sure that the views and wishes of children and young people are listened to and taken into consideration and that,

along with parent's views, can inform and influence the development of local additional learning needs policy and practice. This service also has in place processes for avoiding and resolving disagreements (Dispute Resolution).

The LA also provides information and advice about Additional Learning Needs and the Additional Learning Needs IDP process. The information and advice is provided in an impartial manner.

<https://www.newport.gov.uk/schools-and-learning/support-schools/additional-learning-needs-aln>

In addition to working with parents / carers and SNAP, effective collaboration will be secured through active involvement with;

- LA teams
- The Educational Psychology Service
- Inclusion Enrichment Team
- Outreach from specialist provision- Maes Ebbw, Ysgol Bryn Derw and Bridge Achievement Centre.
- Early years manager and associated services
- CLA coordinator
- Safeguarding coordinator
- Head of provision for vulnerable learners
- Youth Justice service
- Gwent-wide Sensory and Communication Support Service (SenCom).
- Careers Wales
- Local Health Board
- Social Services
- Specialist Child and Mental Health Service (CAMHS);
- Speech & Language Therapy Services;
- Occupational Therapists
- GEMS
- Families First
- Preventions

### **Transition Planning**

The school recognises that transitions can be a particularly vulnerable time for learners with Additional Learning Needs (ALN). As such, robust and carefully planned transition arrangements are in place at every key stage to ensure continuity of support and a smooth progression for all learners.

#### **Entry into the school:**

For learners joining from early years or other settings, the ALNCo liaises closely with feeder nurseries, primary schools, and parents/carers. Information is gathered early, including IDPs, individual support strategies, and any external agency involvement. Where appropriate, transition meetings and visits are arranged, and additional support is offered during the settling-in period.

#### **Transition between year groups:**

Internal transitions are planned in advance, with class teachers, support staff, and the ALNCo working collaboratively to ensure a consistent approach. Learners with ALN are given

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opportunities to visit new classrooms, meet key staff, and gradually adjust to changes.

Updated pupil profiles and IDPs are shared with receiving staff to maintain support without disruption.

Key Stage transitions (e.g. KS2–KS3, KS4–Post-16):

For major educational transitions, such as moving to secondary school or into further Education, planning begins well in advance—often up to a year before the move. The ALNCo communicates regularly with receiving ALN teams to share detailed information about the learner’s needs and current provision. Additional visits, transition booklets, and keyworker introductions are arranged where needed. The learner’s voice and parent/carer input are central to planning.

Transfer of IDPs and support documentation:

All Individual Development Plans (IDPs) and relevant documents are transferred securely and promptly to the new setting to ensure no gap in provision. Where a learner’s needs are more complex, a transition meeting involving both settings, parents/carers, and professionals may be held to co-produce the next phase of support.

These carefully structured transition processes reflect the school’s commitment to inclusive practice and ensure that learners with ALN are supported to thrive in their next phase of education.

### **Complaints**

Concerns regarding ALN provision should be raised initially with the ALNCo or Headteacher. If unresolved, the school’s complaints procedure should be followed.

Learners and families have the right to appeal to the Education Tribunal for Wales.