Ysgol Gyfun Gŵyr Additional Learning Needs Policy

This policy is based on the Additional Learning Needs Act and Tribunal for Wales (2018). It corresponds with City and County of Swansea's ALN policy and the ALN principles in this policy are supported and reinforced by the general ALN aims and arrangements in place at Ysgol Gyfun Gŵyr. The policy reflects The ALN Code, Chapter 3 2021, *"To Support the creation of a fully inclusive education system, where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from and enjoy learning."*

1. Definition

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.

Children of a compulsory school age has a learning difficulty 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 them** 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 Further Education Sector.

"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 available for others of the same age in –

(a) mainstream maintained schools in Wales;
(b) mainstream institutions in the FES in Wales;
(c) places in Wales at which nursery education is provided.

P<u>rinciples of the Code:</u>

“Collaboration where all involved work together in the best interests of the child or young person.” The collaboration could be between:

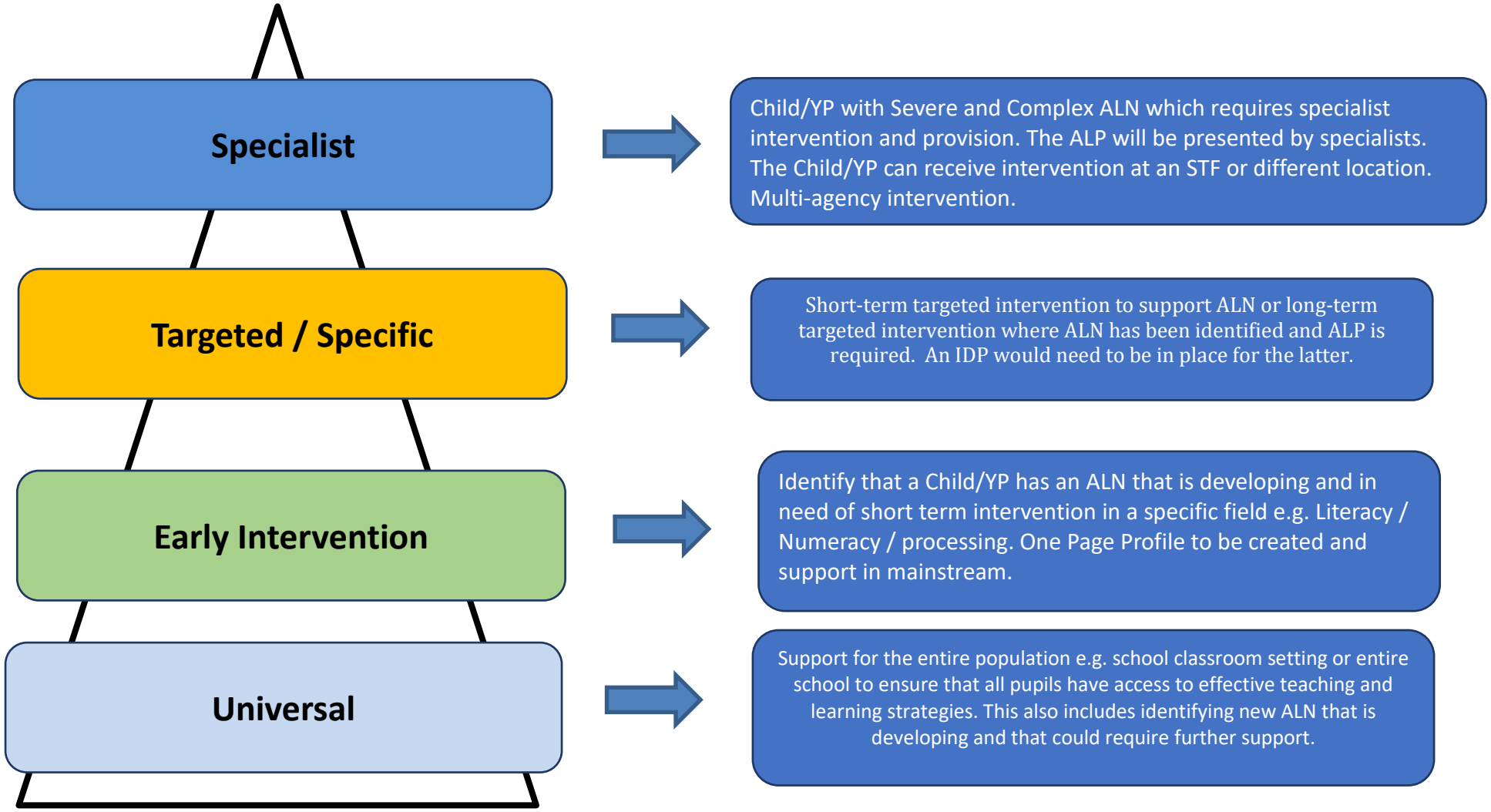
- LAs
- Education bodies: schools FEIs
- Parents / Carers
- Health Bodies inc LHBs, GPs, CAMHS
- Social Services

<u>Actions if ALN is identified and ALP is required as outlined in the ALNET:</u>

“If child/young person has ALN, GB (governing body) must prepare an IDP and maintain that plan (unless exceptions apply)” ALN Code, Chapter 12

IDPs will come into place from January 2022 and replace the three-tiered current system of SA / SA+ / Statements. A child currently on the ALN register who does not require ALP due to his/her ALN and is making progress by Universal Provision, will **<u>NOT</u>** require and IDP.

Universal Provision V
Additional Learning Provision



2. Aim

The school aims to ensure that all pupils are equally valued and to achieve this the school accepts that all individuals should have the opportunity to partake of a varied, balanced and differentiated curriculum, whatever their additional learning needs may be, and to develop to the best of their ability within this curriculum. This policy is based on the principle of inclusion and is reinforced by the school's inclusion policy. We shall ensure that we undertake a pupil cantered approach and consider parents and pupils thoughts in all decision making.

To achieve this the school will:

i) integrate pupils to ensure mixed ability classes in year 7 and encourage the use of appropriately differentiated tasks where necessary and wherever possible.

ii) from year 8 onwards, establish a procedure that enables pupils with difficulties to have the attention and support that they deserve, and to work at a suitable pace to enable them to achieve their potential.

iii) employ specialist assistants for literacy and numeracy, in order to work with individuals and small groups to support their specific difficulties.

iv) Employ a HLTA to oversee the daily runnings of the Encil to ensure targeted provision to those living with social communication needs. The Encil will ensure consistency and provision to those learners studying a different curriculum due tot their ALN e.g. French in KS3 / BAC in KS4.

v) employ an Additional Learning Needs Coordinator who will

- provide information, advice and training for teachers on specific pupils with various educational difficulties (please see the guidance on Various Difficulties).
- evaluate the educational experiences of pupils with learning difficulties and monitor the school's provision in this respect.
- be a link between the children, parents, school and all specialist professionals/agencies.
- prepare, create, maintain and review the Individual Development Plan system.

- Prepare the school for the new system entailed by the introduction of the new Additional Learning Needs Act from 2021 onwards.

v) maintain assessment tools across the curriculum that recognise strengths and weaknesses of pupils with special educational needs, track the progress of those pupils and set appropriate targets in order to promote further development.

vi) recognise that the individual pupil has a voice in discussing his/her educational needs.

vii) accept that all teachers are teachers of ALN and all members of staff have a vital contribution to make to the education of ALN pupils at the school.

For specific details of arrangements within the ALN Department, assessment tools, alternative provision, Individual Developments Plans; partnerships with external agencies, please see the ALN Handbook.

3. **The Additional Learning Needs Unit**

The ALN Unit was opened at the school in September 2009. This unit provides for a maximum of eighteen pupils with General Learning Difficulties.
The unit aims to offer specific, specialist provision to the pupils in a quiet, homely environment, whilst promoting pupils' confidence and independence. The unit has a strong integration policy, and pupils at the Unit are given every opportunity to attend mainstream lessons and activities.

Please see the ALN Unit handbook for further information about the curriculum, assessment, IEPs and collaboration with other agencies.

(Reviewed: July 2026)