

Additional Learning

Needs Policy



Author	Rebecca Chadwick
Consultees	OJJ, ABW, EJJ
Date of Policy	September 2025
Review date	September 2026
Name of school staff responsible for maintaining this policy	Rebecca Chadwick
Date policy formally agreed by school governing body / management committee	November 2025

Contents

[1. Opening Statement](#)

[2. Responsibilities](#)

[3. Objectives](#)

[4. Additional Education Provision](#)

[4.2 Admission Arrangements](#)

[4.3 Arrangements for Co-ordinating Educational Provision for Learners with ALN](#)

[4.4 Organisation of Teaching Groups](#)

[4.5 Statemented Learners](#)

[4.6 Literacy / Numeracy](#)

[4.7 Emotional, Social and Behavioural Difficulties](#)

[5 Identification, Assessment and Provision for ALN Learners](#)

[5.1 Identification of ALN Learners](#)

[5.2 Assessment of ALN Learners](#)

[5.3 Monitoring and Review Procedures](#)

[5.4 Progress](#)

[5.5 Documentation](#)

[5.6 Arrangements for Providing Access to the Curriculum for Learners with ALN](#)

[5.7 Integration](#)

[5.8 Incorporating Disability Issues into the Curriculum](#)

[5.9 The Allocation of Resources to and Amongst Learners with ALN](#)

[6 Arrangements for Considering Complaints about ALN Provision within the School](#)

[7 Information about the School's Staffing Policies and Partnerships with Bodies beyond the School](#)

[7.1 CPD for ALN staff](#)

[7.2 Use Made of Teachers / Facilities from Outside the School including Support Services](#)

[7.3 Links with Other Mainstream / Special Schools](#)

[7.4 Links with Health & Social Services, Education Welfare Service and any Voluntary Organisations](#)

[7.5 Arrangements for Partnerships with Parents](#)

[8 Evaluation of ALN Policy](#)

1

1. Opening Statement

1.1 Ysgol Gyfun Gwent Is Coed is committed to providing an appropriate and high-quality education to all our learners. We believe that all learners, including those identified as having special educational and/or additional learning needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and to be fully included in all aspects of school life.

1.2 We believe that all learners should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all learners can flourish and feel safe.

1.3 Ysgol Gyfun Gwent Is Coed is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties.

1.4 This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

1.5 We believe that educational inclusion is about equal opportunities and equity for all learners, whatever their age, gender, ethnicity, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:

- Girls and boys, men and women.
- Global Majority learners and faith groups.
- Travellers, asylum seekers and refugees.
- Learners who need support to learn English or Welsh as an additional language.
- Learners with additional learning needs.
- Learners who are disabled (see Strategic Equality Plan).
- Those who are more able and talented.

- Those who are looked after by the local authority.
- Others such as those who have long term conditions; those who are young carers; those who are in vulnerable families;
- Any learners who are at risk of disengagement and exclusion.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

At Ysgol Gyfun Gwent Is Coed we aim to identify these needs as they arise and provide teaching and learning contexts which enable every learner to achieve his or her full potential.

[Top of the Document](#)

2. Responsibilities

- Headteacher – Mrs E Jones
- Additional Needs Co-ordinator, Ms Rebecca Chadwick, overall management of ALN provision.
- Teaching Assistants, working with specific learners.
- Leadership Team member with responsibilities for ALN – Mrs A Williams (Deputy Headteacher).
- ALN Governor – Claire Hoey
- Leaders of wellbeing and progress for each year group - provide support and guidance, work closely with Additional Learning Needs Coordinator to meet the needs of ALN learners, attend meetings and reviews when appropriate.

[Top of the Document](#)

3. Objectives

3.1 To ensure the Additional Learning Needs Code for Wales 2021 and relevant Codes of Practice and guidance are implemented effectively across the school.

3.2 To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, learners with additional learning needs.

3.3 To continually monitor the progress of all learners, to identify needs as they arise and to provide support as early as possible.

3.4 To provide full access to the curriculum (except where disapplication arising from an Individual Development Plan occurs) through universal provision: high-quality teaching and inclusive strategies that are made available to all students to ensure everyone can access learning and the environment and differentiated planning by class teachers, ALENCo and support staff as appropriate, and individual support from TAs as appropriate.

3.5 To provide specific input, matched to individual needs, in addition to differentiated universal classroom provision, for those learners recorded as having ALN.

3.6 To ensure that learners with ALN are perceived positively by all members of the school community and that ALN and inclusive provision is positively valued and accessed by staff and parents / carers.

3.7 To ensure that we are able to meet the needs of all the learners who attend our school.

3.8 To enable learners to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of further or higher education, or to have attained sufficient skills to enter the workplace.

3.9 To involve parents / carers at every stage in plans to meet their child's additional learning needs.

3.10 To involve the learners themselves in planning and in any decision making that affects them.

[Top of the Document](#)

4. Additional Education Provision

4.1 Facilities

Facilities include The Tawelfan (Inclusion) an office, 2 small intervention rooms and the Hafren classroom.

4.2 Admission Arrangements

4.2.1 The Additional Learning Needs Coordinator attends Years 5 and 6 Individual Development Plans and certain OPP Reviews of learners from the catchment area and meetings regarding other Year 6 learners with complex ALN.

4.2.2 The Additional Learning Needs Coordinator attends regular cluster ALENCO meetings at which the needs of ALN learners and ALN matters are discussed. This ensures we are prepared to meet learner needs.

4.2.3 Learners are admitted to the school according to the LA and school Admissions Policies.

4.2.4 The Additional Learning Needs Coordinator along with AHL visit cluster primaries in the Spring term prior to transition to collect learner information and to talk to learners about Ysgol Gyfun Gwent Is Coed.

4.2.5 Information on learner needs is communicated to all members of staff via the ALN Drive, departmental files, Edukey and the staff website. This information is used to inform teachers to ensure transition is as smooth as possible.

4.2.6 Learner records and files are passed on by September each year.

4.2.7 Pre-visits are arranged to the school and the ALN team, as required, for individual learners / groups of learners who may need additional preparation for transition, for example those with A.S.D. This includes visual booklets, tours around the school, examples of timetables, risk assessments for identified learners. Some learners visit several times and special transition arrangements are in place.

4.3 Arrangements for Co-ordinating Educational Provision for Learners with ALN.

4.3.1 Learner needs are identified at transition, through baseline testing information from KS2 teacher assessments, personal assessment data, advice from external agencies and by referrals from subject teachers

/ Leaders of Wellbeing and Progress / parents.

4.3.2 Learners receiving extra or additional support will be placed on the ALN register and an OPP, OPP+ school or LA IDP will be produced. Those learners will be placed on the ALN register.

4.3.3 Information regarding ALN learners and strategies to support them are communicated through the ALN register (on Drive), Edukey, round robins and via staff email.

4.3.4 The Additional Learning Needs Coordinator works with departments to assist in planning for ALN learners. They communicate with AoLE leads and subject leads when appropriate.

4.3.5 The Additional Learning Needs Coordinator ensures that good practice is shared throughout the school and provides the whole school INSET.

4.4 Organisation of Teaching Groups

4.4.1 ALN Drive

To ensure that all staff have a good awareness and knowledge of individual ALN learners and their needs, the Additional Learning Needs Coordinator compiles and distributes relevant information through the staff Website, ALN Drive and Edukey. Implications for the classroom are made clear in this information and strategies are suggested. All staff know where to find this information and have received relevant training.

AoLE leads direct new members of staff in their departments to the information. This is reviewed at the beginning of every academic year.

4.4.2 Key Stage 3

All learners in mainstream are taught in mixed ability classes. There is also the school internal provision (Hafren) for learners across KS3 & 4 who are identified as having complex ALN needs.

4.4.3 Key Stage 4

By Year 10, core subjects operate a setting system where the lowest set generally has the smallest numbers. In option subjects, numbers are too small to allow for setting so there is, in effect, mixed ability teaching. Many departments offer a range of examination options at KS4 to cater for the range of ability.

4.5 Individual Development plans and those with One Page Profiles with Targets

The ALENCo is responsible for ensuring that the special provision laid out in the statements of learners is met.

4.6 Literacy / Numeracy

· Additional provision in the form of intervention to support some learners with literacy / numeracy skills is arranged.

· Both the ALENCo and RHE oversee interventions for learners in Years 7-9. They collaborate with the Welsh, English and Maths departments to identify learners in need of support.

· IDPs are set up according to the Code of Practice.

4.7 Emotional, Social and Behavioural Difficulties

Learners with difficulties of these kinds can be supported in a number of ways:

- Regular meetings and check ins for learners with Learning Support staff during registration period
- CAMHS In Reach
- BAC Outreach
- The Local Authority ALN Advisory Service - C. Leyshon Welsh Cluster
- Monitoring / mentoring by leaders of Wellbeing and Progress / ALENCo
- Talkabout/Mentoring and Daily Check ins
- Discussion with parents / Carers
- Referrals to SPACE/ Counsellor
- Meetings between Wellbeing and Progress leads/ pastoral staff / Additional Learning Needs Coordinator to discuss / provide support
- Pastoral staff also provide support (for example form tutors)

[Top of the Document](#)

5 Identification, Assessment and Provision for ALN Learners

5.1 Identification of ALN Learners

- Liaison with partner primary (and other) schools.
- Information from personal assessments and the ALN Consideration Tool
- Advice from outside agencies, for example the Educational Psychology Service
- Referral by parents.
- Referral by staff.

5.2 Assessment of ALN Learners

- Administration of diagnostic and other tests - Access Arrangements, Reading Assessments and Personal Assessments .
- Information from existing OPPs and IDPs.
- Information gathering from student records.
- Information seeking from subject teachers (where it is considered necessary) either directly or via Leaders of progress and wellbeing (round robins).
- Liaison with form tutor and Leader of Wellbeing and Progress.
- Liaison with parents.
- Liaison with outside agencies, as appropriate.
- If appropriate, the learner will be added to the ALN register and an OPP, OPP+ or IDP will be produced.
- Based on the school's observations and assessment data and following a discussion between the Additional Learning Needs Coordinator and parents, the learner may be recorded as needing either:
 1. Differentiated curriculum support within the class (universal provision).
 2. Additional support - identified on the OPP/OPP+/IDP.

5.3 Monitoring and Review Procedures

- Learner progress is monitored by class teachers as part of the whole school assessment system and may include observations of behavioural, emotional and social development.

Interventions are evaluated and reviewed using provision mapping and Edukey.

Heads of AoLEs and Leaders of Wellbeing and Progress monitor the organisation of teaching groups where classes are set according to ability in Key Stage 4. Any concerns raised are acted upon in liaison with the Additional Learning Needs Coordinator. Movements between mainstream and learning support groups are made on the recommendation of subject teachers, after discussion with the learner and the Additional Learning Needs Coordinator. Parents are sometimes involved in the decision and are always informed of the movements.

Movement into and out of Hafren is discussed and decided on a half termly basis according to the protocol, although this can be reviewed on a bespoke basis for individual learners, when necessary.

5.4 Progress

The school uses the definition of adequate progress as suggested in the Code of Practice, that is, that learners make good progress in relation to their starting points, that they have full access to the curriculum, that they demonstrate an improvement in self-help or social or personal skills and that they demonstrate an improvement in behaviour, where appropriate.

When adequate progress has not occurred, the school, through discussions with parents, may consider a referral for outside agency support.

5.5 Documentation

All documentation, including review procedures and requesting statutory assessment, follow the guidelines provided by Newport City Council.

5.6 Arrangements for Providing Access to the Curriculum for Learners with ALN

- All learners follow the National Curriculum or the Curriculum for Wales (depending on their age), suitably differentiated.
- There is a small class provision (Hafren) with smaller numbers of learners, in Years 7 – 11 (vertical) for those with complex ALN.
- There are groups with smaller numbers of learners in the lowest set in Years 10 and 11.
- Identified learners receive interventions linked to their learning needs.
- Examination support in Years 10 – 13 according to the criteria set down by the examination boards.
- In-class support.
- Supported re-integration to class for learners with emotional problems via the Wellbeing team (Tawelfan).
- Use of external agencies to provide advice / strategies to increase learner access where necessary.
- In exceptional circumstances a dis-application from a curriculum area can be arranged.
- Communication of learner needs and general information to inform teaching via Edukey, the ALN Drive and staff Website.

- Learners with sensory or mobility impairment or a specific learning difficulty may access the curriculum through specialist resources, such as Radio Aids, Speech to Text Programmes and Reading Pens, for example.
- Extra- curricular activities are open to all learners.

5.7 Integration

All learners are fully integrated into the school.

5.8 Incorporating Disability Issues into the Curriculum

- CAD lessons address issues of disability, difference and valuing diversity
- disabled people are encouraged to participate in the wider life of the school community
- school resources reflect the diversity of the wider community
- all learners are able to access visits, trips and after school activities

5.9 The Allocation of Resources to and Amongst Learners with ALN

Learners identified as having ALN are provided with appropriate support:

- interventions
- in-class support
- monitoring by ALN team, Leaders of Wellbeing and Progress and subject teachers
- support from external agencies
- guidance and support from the Additional Learning Needs Coordinator
- Governors and Headteacher allocate resources to ensure that the ALN team is able to meet the needs of learners in the school's care
- at the start of each year, the Additional Learning Needs Coordinator and the ALN team allocate support to learners in line with their needs. The Additional Learning Needs Coordinator is responsible for monitoring this support.

[Top of the Document](#)

6 Arrangements for Considering Complaints about ALN Provision within the School

- Staff via professional discussion with the Deputy Head.
- Parents – direct contact with the school - informal meeting with the ALENCo and/or Deputy Head in the first place, then as per the school complaints' procedures.
- Learners - learner voice during self-evaluation activities.

[Top of the Document](#)

7 Information about the School's Staffing Policies and Partnerships with Bodies beyond the School

7.1 Continuous Professional Development for ALN staff

- Training needs are identified in the School and Departmental Improvement Plan and through Performance Management meetings at the beginning of the year.
- INSET is arranged to match individual staff targets and the emerging needs of learners.
- The Additional Learning Needs Coordinator ensures that appropriate training is made available for NQTs and the staff as a whole.

7.2 Use Made of Teachers / Facilities from Outside the School including Support Services

7.2.1 ALENCOs from the cluster groups of schools meet once a term.

7.2.2 Cluster / phase ALN meetings are arranged by the LA.

7.2.3 A whole range of support services is available, although there may be significant waiting times for support:

- Educational Psychology Service
- Occupational Therapy
- Physiotherapy
- Outreach Services (CAMHS, BAC)
- Education Welfare Services
- Social Services
- Child and Adolescent Mental Health Services
- Specific Learning Difficulties Service
- Careers Wales
- Home Tuition

8

- H I Service
- V I Service
- Speech and Language
- Counsellor for the Deaf / Visual Impaired
- ALN Adviser and advisory teachers
- ALN Section of Newport City Council Inclusion Department
- Newport City Council's Disability Team
- Gwent Ethnic Minority Support Service

7.3 Links with Other Mainstream / Special Schools

- Good networking exists with cluster / secondary Additional Needs Coordinator. Sometimes learners from Ysgol Gyfun Gwent Is Coed may attend Bridge Achievement Centre (PRU). Close contact exists to attempt re-integration, whenever possible.
- The ALENCo will contact special schools for example. Maes Ebbw and Bryn Derw and specialist provision regarding training, support and facilities (for example hydrotherapy) where appropriate.

7.4 Links with Health & Social Services, Education Welfare Service and any Voluntary Organisations

- There are regular drop-in sessions held by the school nurse and a referral can be made by the Leaders of Wellbeing and Progress.
- Other health organisations such as Speech and Language services.

- Social Services are usually contacted through a named social worker for a particular child. A duty social worker is also available for advice / referral.
- The school has an allocated Education Welfare Officer who works with the Leaders of Wellbeing and Progress to promote good attendance.
- The ALN team is fully aware of the school's Child Protection Policy and guidance.
- Members of the ALN team regularly attend the EBSA, ALN and CAMHS clinics, as well as primary cluster meetings.

As stated in the ALN bill, the school aims to work with all external agencies for the benefit of the child. We aim to promote multi-agency working, whenever possible.

7.5 Arrangements for Partnerships with Parents

7.5.1 The school's policy is to establish good links with parents and carers.

7.5.2 The school operates an open-door policy for parents / carers. Parents / carers may telephone or write to discuss concerns; meetings are arranged at mutually convenient times. The Additional Learning Needs Coordinator ensures that parents/carers are involved at all stages of the education planning process. When a learner starts at the school, we ask parents/carers about their access needs.

7.5.3 Some examples of opportunities for staff and parents to work together are:

- Year 6 IDP/OPP with target reviews prior to entry
- IDP/OPP with target reviews throughout the year groups
- Year 6 primary transition parents' evenings
- Year 6 parent open day
- Parents' Evening

7.5.4 Parents are contacted:

- By email or telephone call.
- Any queries can be discussed in person.
- When IDPs are sent out to be signed (following in person agreement).
- When review comments are sent out.
- For internal meetings with ALENCo prior to choosing options.
- Visits from outside agencies.
- When Annual Reviews are imminent, parents are invited to attend.
- At all other times as necessary.

In review meetings, the Additional Needs Coordinator ensures that a learner's strengths, as well as areas for improvement, are discussed. IDPs may include targets to work towards at home and parents/carers are always invited and encouraged to contribute their views to the review process.

[Top of the Document](#)

8 Evaluation of ALN Policy

In order to evaluate the ALN Policy, the following criteria are reviewed:

- individual learner progress

- progress in reading / spelling ages
- behaviour
- ability to access the curriculum in subject areas
- departmental review
- learner/parent satisfaction
- impact of ALN intervention through the Key Stages

Glossary

ALN: Additional Learning Need(s)

OPP/OPP+: A one-page profile is a person-centred tool that captures essential information about an individual on a single sheet of paper, including their character, what's important to them, and how best to support them. This document may include specific targets (OPP+), depending on the level of ALN.

IDP: If your child has been identified as having an additional learning need requiring additional learning provision, they will receive an IDP. An IDP is a statutory document that will record details of your child including: A description of your child's ALN. The additional learning provision that has been agreed.

AoLE: Area of learning and experience (Subject Areas)