



NEWBRIDGE-ON-WYE CHURCH-IN-WALES SCHOOL
ADDITIONAL LEARNING NEEDS (“ALN”) POLICY

Policy for
Educating Children and Young People with
Additional Learning Needs
(“ALN Policy”)

Adopted by the Governing Body

2022

P Hobbs
Chair of Governors
H.A. Nixon
Head Teacher

Review annually - January.

Additional Learning Needs Co-ordinator (ALNCo): Mrs H.A. Nixon
(Head Teacher)

Additional Learning Needs (ALN) Link Governor: Miss J. Rees

Our Vision:

To work together to be a successful child-centred school at the heart of our community where learning is exciting, innovative, and imaginative and where minds are inspired to succeed and thrive. We strive to equip children with the skills, Christian values and mindset which allow them to flourish and reach their full potential, not only in school but in later life now and in the future.

Name of School	Newbridge-on-Wye Church-in-Wales School
Address	Newbridge-on-Wye, Llandrindod Wells, Powys LD1 6LD
Telephone number	01597860208
Email and web addresses	office@newbridge.powys.sch.uk www.powys.sch.uk
Head teacher	Mrs Nixon
ALNCo	Mrs Nixon

Chair of Governors	Mr P. Hobbs
ALN Link Governor	
Safeguarding Link Governor	Mr D.J. Gibson-Watt
Designated Teacher for looked after children	Mrs Nixon
Designated Child Protection Lead	Mrs Nixon

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NOTE, (1) The use of abbreviations or acronyms (such as “ALN” or “IDP”) is unavoidable in documents concerning Additional Learning Needs. There is a list of commonly used abbreviations in Appendix 1 near the end of this Policy.

(2) In this Policy “parent” includes anyone who has care of a child, whether or not they are related to the child.

1. Introduction

1.1 This policy sets out our approach to supporting pupils with Additional Learning Needs (ALN). It follows a model policy created by Powys County Council, adapted for our school

1.2 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.

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

1.4 Further information can be found on our school website:

www.newbridge.powys.sch.uk

1.5 Information about the support which Powys County Council and other services provide is on the Council website.

- www.powys.gov.uk/ALN

1.6 Other school policies on our school website include information which may be important for pupils with ALN. They include

Safeguarding Policy

Equal Opportunities Policy, Equality Plan and Disabled Access Plan

Behaviour and Discipline Policy

Anti-Bullying and Anti-Cyberbullying Policies

2. Leadership and Management of ALN

2.1 We believe that ALN and Inclusion are the responsibility of everyone at the school. However, there are some key roles and responsibilities, explained below.

The Additional Learning Needs Co-Ordinator (“**ALNCo**”)

[At Newbridge the Head Teacher (Mrs Nixon) is also the ALNCo]

2.2 The ALNCo has day-to-day responsibility for the operation of ALN policy and coordination of the specific provision made to support individual pupils with ALN, including those who have an Individual Development Plan (IDP) / Statement of Special Educational Need. The ALNCo

- is aware of the ALN Code and the school’s statutory obligations.
- provides professional guidance to colleagues and will work closely with staff, parents, and other agencies.
- liaises with external agencies and professionals who provide support to families to ensure that our pupils with ALN receive appropriate support and high-quality teaching.

Mrs Nixon as ALNCo can be contacted through the School Office by letter or by email office@newbridge.powys.sch.uk

The Governors

2.3 Our Governing Body fulfils or seeks to fulfil its statutory duty towards children and young people with ALN in accordance with the guidance set out in the ALN Code (2021) . In particular, the governing body:

- Seeks to ensure that the school maintains an inclusive ethos for all pupils including pupils with ALN
- Has designated a governor to take responsibility, along with the Head Teacher, for ensuring the school maintains provision for pupils with ALN according to the ALN Code
- Has designated the Head Teacher as ALNCo
- Develops, seeks to implement, reports on, and annually reviews the school’s ALN policy
- Believes and seeks to make clear to the school community that the responsibility for meeting the needs of pupils with ALN is shared by everyone.

- Takes appropriate action to ensure that delegated funding for ALN (whether or not it is adequate) is spent on ALN resources, allocated fairly and efficiently and addresses identified needs
- Seeks to ensure that
 - (i) systems are in place for the early identification, assessment, provision and monitoring of individual needs in line with the Powys Inclusion Pathway
 - (ii) the school provides an appropriately differentiated curriculum across all areas of learning to match pupils' needs
 - (iii) arrangements are in place in school to support, where appropriate, pupils with medical conditions
 - (iv) the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements
 - (v) Staff take advantage of training opportunities provided to develop ALN expertise throughout the school

2.4 In addition, the governing body works with the ALNCo / 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.

2.5 Our Link ALN Governor is identified on page 1 They can be contacted by emailing the clerk to the governing body or the school office (email addresses on page 1) or by letter to the school.

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

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

- 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 hyperactive 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)

3.2 Children with any of the above needs have been and will be included in our school community. However, the school may not be able to provide the best education and support for children with severe disabilities or difficulties. The Head Teacher will (if relevant) discuss this with parents before admission.

4. Partnership with Parents and Involving the Child

4.1 Our School regards parents/carers as having a key role in educating and supporting their child and values the information which they can provide. We try to secure the greatest possible degree of partnership between ourselves, children and their parents/carers. We take account of the wishes and feelings of parents/carers at all stages. Professional help can seldom be wholly effective unless they are involved.

4.2 If a child appears to have ALN, the School will consult the parents/carers, meet with them by appointment, keep them informed of steps being taken and seek their consent to any significant step in addressing their child's needs. The School would be reluctant to take any significant step without their consent.

4.3 Parents/carers of ALN children with ALN are expected to

- (a) participate in the process of addressing their child's needs, attending meetings when pre-arranged, sharing information and offering constructive comment on the School's proposals
- (b) support their child, encourage them in learning and assist with any homework or use of special equipment at home
- (c) follow and reinforce at home any appropriate programme shared with the School, for instance to address behavioural difficulties

4.4 Our School involves all pupils (in ways appropriate to their age and abilities) in planning their education and setting individual targets and this includes pupils with ALN. Children have a right to express an opinion on matters affecting them and to have that opinion given due weight (see UN Convention on the Rights of the Child, Articles 12/13).

5. Identification and Assessment of ALN

5.1 The school follows a graduated approach to meeting the learning needs of all pupils. This approach follows the Powys County Council [Inclusion Pathway](#). (see section 5 below) The Pathway has the following stages:

- Emerging Needs
- Universal Learning Provision (ULP)
- School IDP
- LA IDP

5.2 A pupil has ALN where their learning difficulty or disability calls for Additional Learning Provision (ALP), namely provision different from or additional to that normally available to pupils of the same age.

5.3 Staff will assess each pupil's current skills and level of attainment on entry to the school and will make regular assessments of progress for all pupils throughout the academic year. These assessments will seek to identify pupils making less than expected progress given their age and individual circumstances. "Less than expected progress" means progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress

5.4 The first response to less than expected progress will usually be high-quality teaching directed at the pupil's area or areas of weakness – these fall into the category of 'emerging needs' on the Inclusion Pathway.

5.5 In identifying a pupil as needing support, the class/subject teacher, working with the ALNCo, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers, national data and their individual baseline.

5.6 Accurate diagnosis is essential because slow progress and low attainment do not necessarily mean that a child or young person has ALN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. For example, difficulties related solely to limitations in Welsh or English as an additional language are not ALN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has ALN.

5.7 Staff need to be alert to emerging difficulties and to respond early, because for some children and young people, ALN can be identified at an early age. However, for other children difficulties become evident only as they develop.

5.8 When it is decided to provide a pupil with support, the decision will be recorded on the pupil's Tyfu Profile (see section 6.7 below)

6. The Inclusion Pathway

6.1 We follow the Powys County Council Inclusion Pathway. This is a graduated approach to meeting the learning needs of children and young people. Many pupils find that their difficulty is successfully addressed or improved at an early stage of the Pathway.

Emerging Needs and Universal Learning Provision (ULP)

6.2 ULP forms the foundation for all support or provision in our school and involves good teaching and learning which is made available to all. It is based on inclusive approaches to teaching and learning which benefit all learners, whilst being essential for those with ALN. To support learners with emerging identified needs, the school will put in place targeted teaching strategies/ and interventions to enable the learner to make progress. By definition, if a learner's needs are being met under ULP, they do not have ALN. A ULP plan will be completed.

Additional Learning Provision (ALP) – School IDP

6.3 Where ULP is not sufficient to meet a pupil's needs, they are identified as having Additional Learning Needs (ALN) and the school will take additional or different action to secure progress. For any learner identified as having ALN, the school will create and maintain an Individual Development Plan (IDP) and take all reasonable steps to ensure that the necessary additional learning provision (ALP) is secured.

School and Local Authority ALP - Referral to Powys Inclusion Panel (PIP)

6.4 The school will provide specific strategies and staff-led interventions to address typical barriers to learning; these will be delivered via ULP or a School IDP. However, there may be occasions where a child has a school IDP but there is specific ALP which the school cannot provide. In such circumstances the school will ask Powys County Council ("PCC") to provide the ALP, on a short-term basis, via one of its central resources. While a pupil receives this ALP from the Council, they continue to have a School IDP (PIP). The responsibility for maintaining the IDP remains with the school, but the Council will provide the specified ALP. Examples of such ALP for a pupil are:

- Targeted work with one of PCC specialist teachers (SPLD/S&L/CLA/EAL)
- Targeted work with one or more of PCC Sensory Service specialist team (Vision/Hearing/Multi-Sensory Loss and Physical Disability)

- Outreach support from one of the council's specialist teaching facilities (Specialist centre/PRU/Nurture provision)

A pupil's support may shift between a School IDP and a School IDP (PIP) on several occasions. This does not impact on the learner's/parent's/carer's right of appeal.

Local Authority ALP - LA IDP

6.5 Where a pupil has not made expected progress, despite relevant action to identify, assess and meet their ALN, consideration will be given to requesting an LA IDP. This request can be made by the school or by parents. In most cases an IDP will be maintained by the school. However, where the complexity of the additional provision required to meet the needs of a learner is unreasonable for the mainstream school to provide, this will be maintained by the Local Authority (Powys County Council). The Local Authority will also maintain the IDPs for pupils below and above statutory school age and where a child or young person is looked after by the LA.

6.6 In considering whether an LA IDP is necessary, Powys County Council will consider the evidence of the action already taken by the school and parents to meet the child or young person's ALN.

Tyfu – Powys County Council Inclusion Platform

6.7 Tyfu is an online system that enables all settings, schools and the Council to create one-page profiles 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 by the Council. 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 restricted - it is by invitation and a two-step verification process. We will only invite professionals to have access to a pupil's Tyfu profile if we have parental consent.

7. Assessing and reviewing outcomes

7.1 For each pupil at the school, staff record evidence of pupil progress. This includes a focus on outcomes and a rigorous approach to the monitoring and evaluation of any ALN support provided. with details of additional or different provision made under ULP and ALP.

We expect and intend this to form part of regular discussions with parents about the child's progress, anticipated outcomes from the support and planned next steps.

7.2 Support and provision provided for pupils who demonstrate emerging ALN learning needs or who have ALN takes the form of a four-part cycle--- Assess, Plan, Do and Review. Our intention is that 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".

7.3 Firm dates for reviewing progress will be agreed and the ALNCo will seek to ensure that parent/carer, pupil and teaching staff are clear about how they will help the pupil to 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

7.4 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 (as appropriate to age), their parents or carers and any other relevant professional working with the child and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the IDP. The review will also consider whether these outcomes and supporting targets remain appropriate and if the ALP is still relevant and appropriate.

7.5 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

7.6 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 or parents will be issued within 35 school days of the review.

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

8. Transition

8.1 If people with ALN are given the right support, the great majority of them can find work, be supported to live independently, and participate in their community.. Our ALN support therefore includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another. We will agree with parents and pupils the information to be shared as part of this process.

8.2 If a child 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's Tyfu profile. The review and any amendments will normally be completed by the middle of February each year.

9. Our approach to teaching children with ALN

Our school sets 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 most children. Some children need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

10. Curriculum and Learning Environment

10.1 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)

10.2 Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We aim do whatever is necessary to enable children to develop, learn, participate, and achieve the best possible outcomes irrespective of whether that is through

reasonable adjustments for a disabled child and young person or additional learning provision for a child or young person with ALN.

11. Training and Continuing Professional Development (CPD) for staff

11.1 The Senior Management Team (the Head Teacher and Deputy Head Teacher) regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes identifying patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the ALN most frequently encountered.

11.2 Where interventions are required, we intend that staff should 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.

12. 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.

13. Inclusion – Including support for vulnerable and disadvantaged learners

13.1 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 with those who do not have ALN and they are encouraged to participate fully in the life of the school and in any wider community activity. Our school celebrates and reflects our community, and seeks to demonstrate this in all aspects of its life and activities. We actively seek involvement from community members in fostering this.

13.2 It is central to our commitment that we provide any pupil, no matter what their past experiences, with 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 under-achieving. It is a wide-ranging list and is not limited to learners who are in one or more of these groups:

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

14. Emotional and social development and well-being

The school Wellbeing Team (one of 4 Teams of staff, governors and pupils) has oversight of the emotional and social health and wellbeing of all pupils and staff and also for the provision of ALN. We support the emotional health and wellbeing of pupils with ALN by providing extra pastoral support, by our arrangements for listening to their views and by implementing measures to deal with and prevent bullying. Staff set the expectation for learning by creating emotionally safe environments which support and enable learners to begin to express and regulate their feelings and behaviours in positive ways. They are committed to consistency in care, compassion and kindness. They support pupils to cope with uncertainty and change, preparing them to manage transitions and changes in daily routines. One or more staff are trained as ELSAs (Emotional Learning Support Assistants)

15. Involving specialists and external agencies

15.1 The School will always seek to involve a specialist where a child or young person makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based ALN support, following the Inclusion Pathway and delivered by appropriately trained staff. We will always seek to involve parents in any decision to involve specialists. 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.

15.2 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.

15.3 Where a child is looked after by the Local Authority, we will work closely with other relevant professionals involved in the child's life.

16. Disagreement Resolution and Complaints

If you or your child disagree with a decision that the school has made concerning the child's ALN (for example a decision about the content of the IDP), please

- (A) contact the Head Teacher (Mrs Nixon-- who is also the ALNCo) to discuss your concerns.
- (B) If it proves impossible to find a solution, you have the option of asking PCC to review the school's decision. PCC 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 or 01597 827108.
- (C) Alternatively, you could use the school's Complaint's Procedure to make a complaint. Your complaint will be investigated, probably by a governor, and if you wish you can present it to a hearing of the school's Complaints Committee of 3 governors. The Complaints Procedure is available from the school office or on download from the school website.

17. Data Protection

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, except for specified purposes or in the interests of the child . Please see our Data Protection Policy for more details (obtainable from School Office or download from school website).

ALN Terminology

The list below is not exhaustive, but explains the meaning of key phrases and abbreviations which are used when talking about ALN.

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.

ALP – Additional Learning Provision – The provision additional or different to that provided to fellow pupils and described within a pupil's IDP. If a child or young person is receiving ALP, they have an ALN.

ULP – Universal Learning Provision – This is provision that is provided by a school or setting to all children of that age or year-group, 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 ALN, 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, or dual registered, or detained or in non-statutory education.

School IDP – This is a version of the IDP that is maintained by the school..

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 for whom an ULP Plan is sufficient 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.

One-Page Profile - 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.

Appendix 2

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](#) (and see Factsheet 5 (next page))

[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 \(gov.wales\)](#)



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.

