Additional Learning Needs Policy
November 2026

Aims

At Trellech Primary School, we are committed to being a fully inclusive learning community where every child is valued and supported, regardless of ability, additional needs, race, gender, or social background. Our success is measured by our capacity to meet a diverse range of learning needs and ensure that all learners make meaningful progress. We recognise that, at different points in their educational journey, many pupils may require support that goes beyond the universal provision offered to all. Through reasonable adjustments and targeted interventions, we strive to remove barriers to learning and create an environment where every child can thrive.

Trellech Primary School is committed to promoting high standards of appropriate achievements and progress for all learners with additional learning needs:

- Leaners with identified additional needs and challenges will be enabled to have full access to their entitlement to a broad, balanced and relevant curriculum. The school will ensure that access to the curriculum includes physical, visual, auditory, emotional, behavioural, social, cognitive, literacy and numeracy access and the means by which to achieve well and make a valued contribution.
- To provide provision through universal, universal plus, targeted and specialist support and intervention to overcome barriers to learning for all.
- To meet the needs of all learners with Additional Learning Needs (ALN) requiring Additional Learning Provision (ALP), we work collaboratively with the Local Authority, Educational Psychologists, and other external agencies, as far as resources allow. This partnership approach ensures that every learner receives the appropriate support to achieve their full potential.
- To take a person-centred approach to ensure the wishes, views and opinions of the learner are captured and considered. Parental engagement forms a crucial aspect of the process.
- To establish a continuity of provision and expectation through consultation with feeder primary schools, the LA and other partners.

- There will be communication and collaboration between all stakeholders, including agencies. Where appropriate a multi-disciplinary approach will be taken to devise additional learning provision and support dispute resolution.
- The whole school staff will be jointly responsible for implementing policy and practice. This policy will embed provision into everyday practice and systems, matched to the nature of learners' needs. The school will maximise present best practice and policies to meet need.

  Learners will be fully involved in developing their One Page Profiles and where appropriate, setting targets within their Target Sheet or outcomes in their Individual Development Plan (IDP). This will involve agreeing the strategies, support, approaches and success criteria to achieve those targets.

- Learners will be fully involved in transition phases, when entering the School, when transferring to new class and schools.
- Children in Year 6 who have Additional Learning Needs will be offered an enhanced transition programme to support their move to secondary school. This process will be carefully planned and organised during the summer term, in collaboration with the receiving school, parents, and relevant professionals, to ensure continuity of support and a smooth transition.
- Parents and carers will be included fully as partners in the decision-making process in providing additional support. Their views and understanding of the learners' needs will be taken fully into account.
- The School's normal assessment system will ensure that all additional learning needs are identified early. In addition, there is a monitoring system whereby any significant difficulty with learning or behaviour, not previously identified, is brought to the attention of the SLT.
- The school is committed to staying informed about current best practice when planning interventions, support, and provision. We follow a graduated approach to address and overcome barriers to learning, ensuring that strategies are tailored to meet individual needs effectively.

- The intervention and provision set out in the One Page Profiles will be reviewed within the normal assessment cycle at the school through a person-centred review three times a year. IDPs will be formally reviewed through a person-centred review annually or where a significant change has been evidenced. Strategies and support will be reviewed at these times to assess their impact on a student's progress, taking into account the views of parents, teachers and child. Teachers, teaching assistants and any other key members will contribute to this review. The majority of IDPs will be kept under constant review in the planning, delivery and assessment of a student's progress and learning.

Roles and Responsibilities

The approach to providing for learners with Additional Needs will be whole school. All staff in the school will ensure that is embedded within the normal school curriculum and provision. The primary responsibility for provision lies with the class teacher who, using the information from

the OPP and where appropriate the IDP, plans, delivers and assesses achievement and progress according to the needs of the learner.

Class Teacher has responsibility

- To provide high quality teaching and learning as part of the universal provision of the school.
- To implement any reasonable adjustments through universal and universal plus provision.
- To implement the school's ALN Policy.
- To ensure that the resources, targets and curriculum are appropriate to the needs of the learner as set out in the student's One Page Profile, Target Sheets and IDPs / Statements of ALN.
- To ensure One Page Profiles are reviewed and updated on Edukey.
- To ensure that achievement and progress are also appropriate to the needs of the learner.
- To support the school processes around early identification and targeted intervention to meet individualised need.
- To 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 when required.
- To differentiate learning and materials and set achievable goals to ensure that the learners experience success.
- To attend reviews and discussions on learner progress, as required.
- To record and report any concerns on learner progress to the ALNCo / SLT.
- To contribute to the provision map for individual learners, making use of this to identify requirements for targeted intervention and track and monitor progress through targeted intervention.
- To contribute to the development of specific support through additional learning provision where appropriate, in liaison with the Inclusion Team.
- To communicate with parents, raising concerns and celebrating progress.
- To support the effective handover of information to ensure successful transitions between year groups, phases and settings.

Teaching Assistants have responsibility

- To ensure the daily implementation of the school Additional Learning Needs Policy.
- To liaise with and advise teaching staff on additional learning needs matters.
- Staff will maintain a thorough understanding of each learner's needs, the provision in place, and the targets outlined in their One Page Profiles and Target Sheets (and, where applicable, IDP outcomes). All agreed provision will be implemented consistently and recorded on Edukey to ensure accurate monitoring and review.

- To work with the class teacher to keep records on learners with IDPs and their progress.
- To attend reviews and discussions on learners' progress as appropriate.
- To support the work of the learner in the lesson by adapting work and providing support and confidence to the student.

ALN Teaching Assistants have responsibility

- For the daily implementation of the school Additional Learning Needs Policy.
- For liaising and advising teaching staff on additional learning needs matters.
- For having full knowledge of the learners' needs, provision and targets within target sheets (where relevant, the IDP Outcomes) and implementing the agreed provision.
- Work with the class teacher for keeping records on learners receiving targeted and specialised support and their progress (where relevant).
- Work with the class teacher to contribute to the development of appropriate short-term targets for individuals in receipt of targeted or specific support.
- To attend reviews and discussions on learners' progress where appropriate.
- When supporting in lessons, adapting work and providing support and confidence to the learner and setting appropriate short-term targets.
- Statutory responsibility for implementation of the Code.

ALNCo

Additional Learning Needs Co-ordinator has responsibility:

- For the daily oversight and implementation of the school Additional Learning Needs Policy.
- For liaising with and advising teaching staff and Teaching Assistants on additional learning needs and additional learning provision matters.
- For supporting early identification of need and overseeing reasonable adjustments within universal, targeted support and specialist support required to meet needs.
- Working with the class teachers and Senior Leadership Team to oversee the provision for learners with additional learning needs at a universal and targeted support level throughout the school.

- For the development, monitoring and tracking of the Provision Map for learners with additional learning needs.
- Liaising with and advising teachers and support staff in planning appropriate programmes of intervention.
- For overseeing the records of all children with additional learning needs, including the completion of appropriate referral forms.
- For contributing to the in-service training of staff.
- For identifying the learners requiring access arrangements and to ensure that these are in place at the appropriate time.
- For liaising with parents / carers.
- For supporting staff and providing oversight to the timely and effective completion of referrals to external agencies.
- Working alongside external agencies and to ensure reports provided are incorporated into OPPs and IDPs, with effective implementation of strategies, appropriates and provision agreed.
- Update ALN register, PLASC and SIMS.
- Meeting with and providing feedback to the ALN Governor.
- Contributing to the School Development Plan and the identifying resource needs.
- Ensuring the IDP reviews are completed within statutory timescales (as well as Statement until they are all transferred to IDP in-line with the Welsh Government schedule of transformation).
- Statutory responsibility for implementation of the Code.
- Oversight of information sharing at transition points within the setting and supporting the transfer of information between settings and agencies.

Headteacher has responsibility:

- For the daily implementation of the school Additional Learning Needs Policy.
- For liaising with and advising colleagues through the appropriate channels on additional learning needs matters.
- For managing the Additional Needs Co-ordinator, ensuring appropriate time allocation for completion of ALN matters.

- For co-ordinating, alongside the Additional Need Co-ordinator, the provision for learners with additional learning needs, overseeing the ALN budget; informing the governing body and Local Authority of financial planning and evaluation.
- For overseeing the records of all learners with additional learning needs.
- For contributing to the in-service training of all colleagues in developing practice at the school with all matters concerning additional learning needs.
- For liaising with parents and external agencies including the LAs support and Education Psychology Service, Health and Social Services and Voluntary Bodies.
- Statutory responsibility for implementation of the Code.

ALN Governor

The Governing Body have responsibility for Additional Learning Needs and through the named Additional Learning Needs Governor who will report back to the full governing body.

Support Agencies

Various support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists, literacy and numeracy basic skills staff and medical staff will represent the seventh tier of staffing provision (see appendix iii). Their role will be primarily to support and guide subject teachers in providing appropriately for learners in their assessment, lesson planning, methods, strategies and delivery styles. They may, if absolutely necessary to the success of the student, withdraw learners 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.

Identification and Provision

Trellech Primary School uses the definitions of ***additional learning needs*** and ***additional learning provision*** as recorded in the Additional Learning Needs Code for Wales 2021.

> 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.
>
> 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.

'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 mainstream maintained schools in Wales.

Both the ALN system and the Curriculum Framework are designed to deliver an inclusive and equitable education system in Wales. The Curriculum for Wales seeks to allow for a broadening of learning, ensuring that all learners with additional learning needs are supported to overcome barriers to learning and achieve their full potential.

Identification and monitoring of a learner with Additional Learning Needs is carried out through the assessment and wellbeing processes at Trellech Primary School.

Teachers are involved in the on-going assessment of learner needs and progress to determine need; monitoring and tracking systems support the identification of any progress concerns and the requirement for further assessment.

Learners are assessed according to concerns regarding cognitive and learning, medical, sensory and physical conditions, social and emotional and behavioural problems and communication and interaction.
The following are used in determining a Learner's level of need:

- standardised assessment data
- teacher assessment data
- diagnostic testing assessments by class teacher, ALNCo and outside agencies
- behaviour / relationship logs
- transition information from previous setting / school
- information provided from external professionals
- reference to previous concerns or discussions with parents

The assessment and wellbeing systems collate data on learners that provide teachers, parents and most importantly the learner with clear information to inform their learning. This data is used in the tracking and monitoring of learner progress and to determine their learning requirements.

Transition and Induction

On receipt of application for an in-year transfer from the LA, information is collected from previous settings as early as possible to determine whether the school can meet the needs. On transition between Foundation Phase and Key Stage 2, information is passed from one class teacher to the next.

On receipt of confirmation of Nursery (where application), Reception and Year 7 placements from the LA, transition arrangements are put in place. Pre-Nursey learners with an already identified additional learning need are visited within their existing setting. Within reason, preschools will be visited prior to learners joining the Primary School and the same process is in place for Secondary School placements.

Enhanced transition is in place for learners with Additional Learning Needs, based on need. For learners with Local Authority funded provision, additional meetings are held with the Local Authority and other stakeholders to determine whether need can be met within the preferred setting.

Where possible, Year 5 and 6 Annual Review meetings are attended by the Secondary Representative. This will then develop IDP to ALP for secondary setting. Learners with funded provision are discussed in a meeting between the LA and Secondary School in the December before the September of entry, to discuss needs and how these can be met.

Communication with the Local Authority, the associated Educational Psychologist and any external agencies involved with an individual supports the transition between all settings, whether in-year or a phase transition. One Page Profile and IDP information is passed on from feeder schools to the secondary provision at the point of transition.

Levels of Support

The school assessment and pastoral system allows for the collection of data early in each Key Stage and Year. Learners requiring support can then be identified and intervention strategies developed. Data is collected from Assessment, Recording and Reporting systems, Attendance data, Relationship Systems and the Pastoral System.

The level of support:

Specific Additional Learning Provision

The needs of a learner 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 student's needs. Individual Development Plans (or existing Statements) are statutory documents created to demonstrate needs and provision to meet these needs. Individual Development Plans can be maintained by the school or the Local Authority, based on need.

Where a student is newly identified as having an additional learning need calling for additional learning provision, an Individual Development Plan is established with the agencies, parents, the student and school staff.

Targeted Intervention

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. A One Page Profile is developed with all stakeholders which provides key information on the student to all working with the individual. This will be reviewed at least annually. Within the targeted intervention, there will be set targets of focus, through which school staff will continue to track and monitor progress.

Universal Plus Provision

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.

Universal Provision

All teaching and learning throughout the school is inclusive to meet the needs of nearly all learners, including high quality differentiation. Universal provision includes the MCS Waves of Intervention.

For all learners with identified additional learning needs, One Page Profiles are created with learners and families to gauge and record their views on approaches to support in making progress and achieving success. One Page Profiles are working documents accessible to all staff, which will be formally reviewed at least once each year, through person centred approaches.

Individual Development are stored securely on EduKey for all staff to assess as required (support and teaching staff); staff are prompted to access the relevant information by the ALNCo / SLT. Individual Development Plans are reviewed through person centred practice annually or where there is a significant change in need. A review of an IDP can be requested at any point by the student or the parent.

Student, parental and other stakeholder engagement at each stage of the process is fundamental in the construction, review and development of additional learning provision. The school welcomes and listens to parental concerns and acts with agreed actions to determine individual need and provision required to meet the needs identified through its systems and structures. Parents are able to discuss any specific ALN concerns with the Inclusion Team. The Complaints Policy is accessible through the School Website.

Monitoring and Evaluation

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

- analysis of student tracking data and test results
- value added data
- monitoring of procedures and practice by the Senior Leadership Team and the Directors of Learning
- reviewing target sheets and IDP outcomes
- school self-evaluation, using a variety of approaches
- the Additional Learning Needs moderation process
- Pupil Progress Meetings/Intervention monitoring sheets
- School Development Plan

This policy was approved by the Governors

Signed: …… Chair of Governors

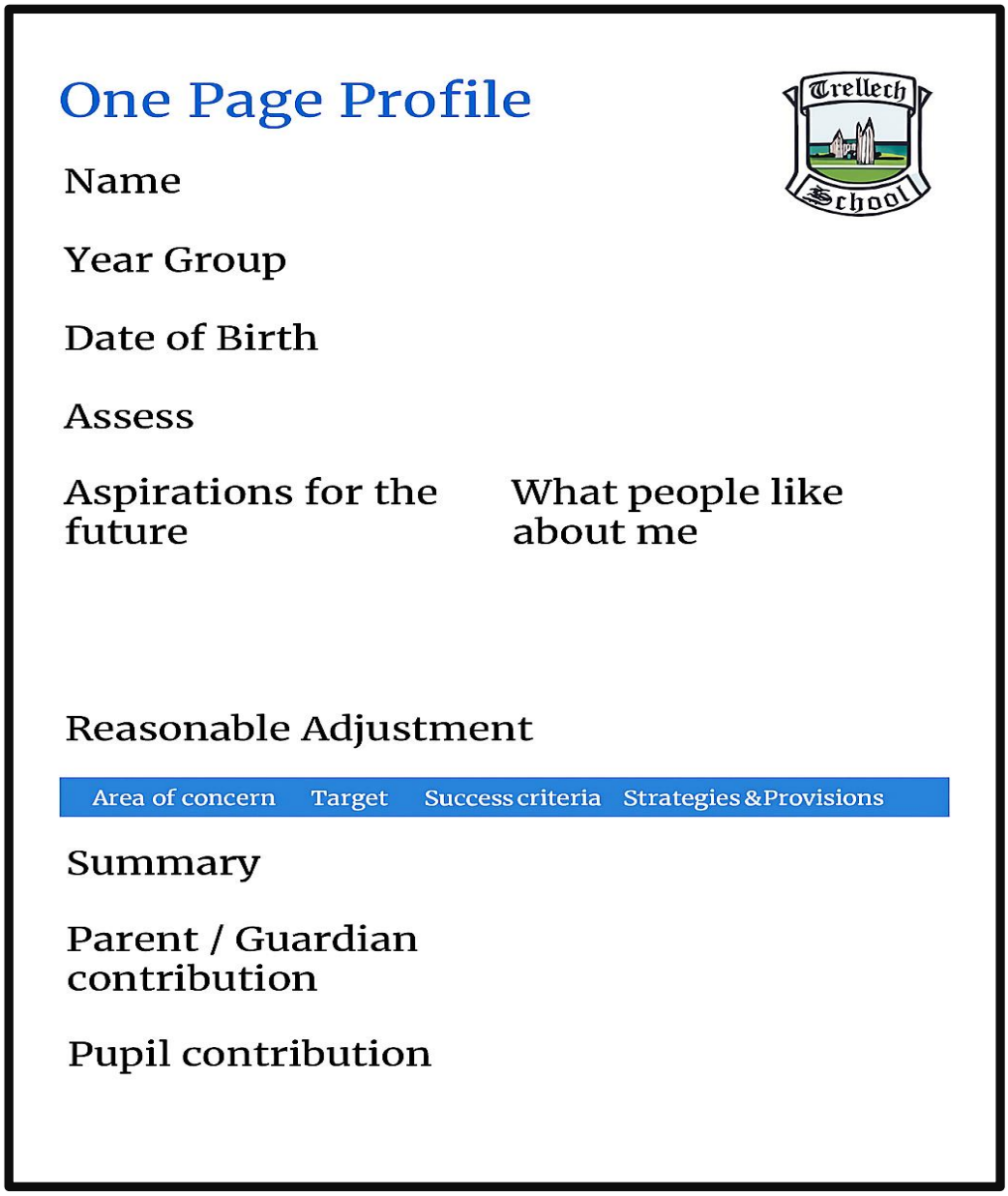
Date: ……

Signed: …… Headteacher

Date: ……

Appendix i – One Page Profile

One Page Profiles are created through person centred approaches for all learners with an identified additional learning need. These record reasonable adjustments required within the classroom. Class teachers are responsible for implementing the reasonable adjustments within the classroom.



One Page Profile

Name

Year Group

Date of Birth

Assess

Aspirations for the future

What people like about me

Reasonable Adjustment

Area of concern	Target	Success criteria	Strategies & Provisions

Summary

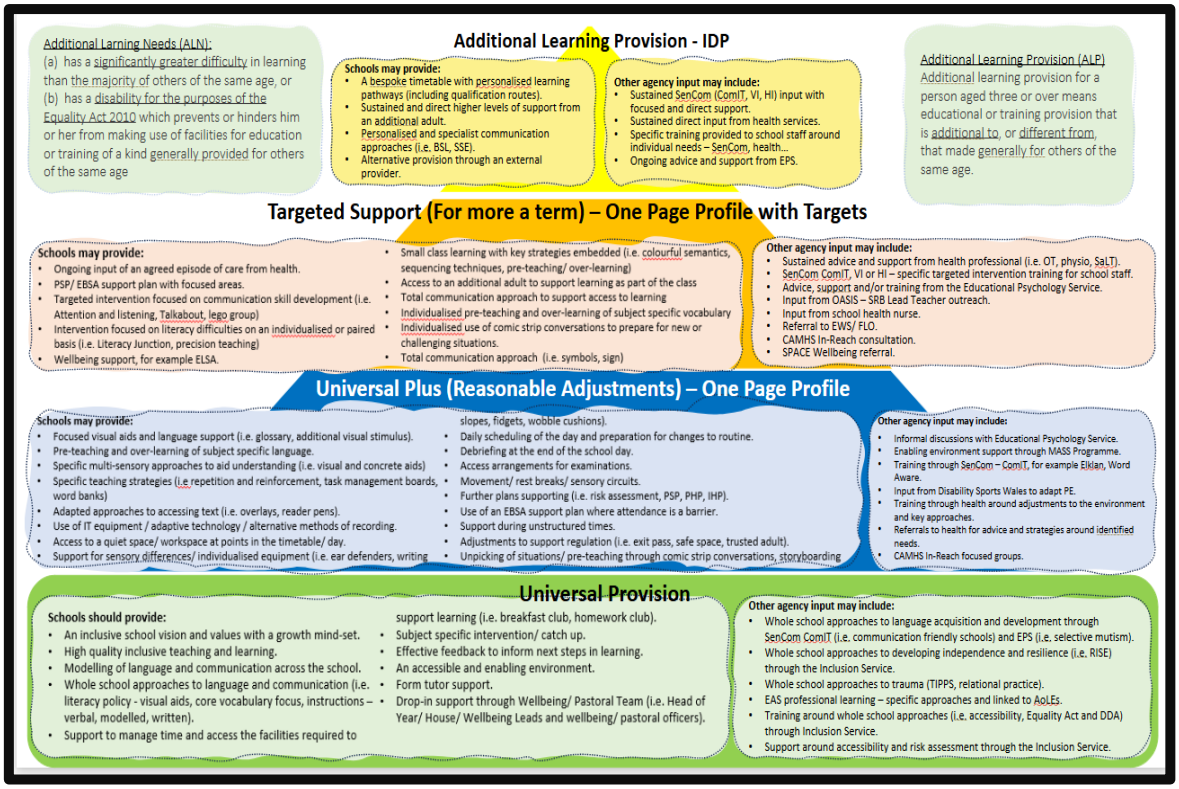
Parent / Guardian contribution

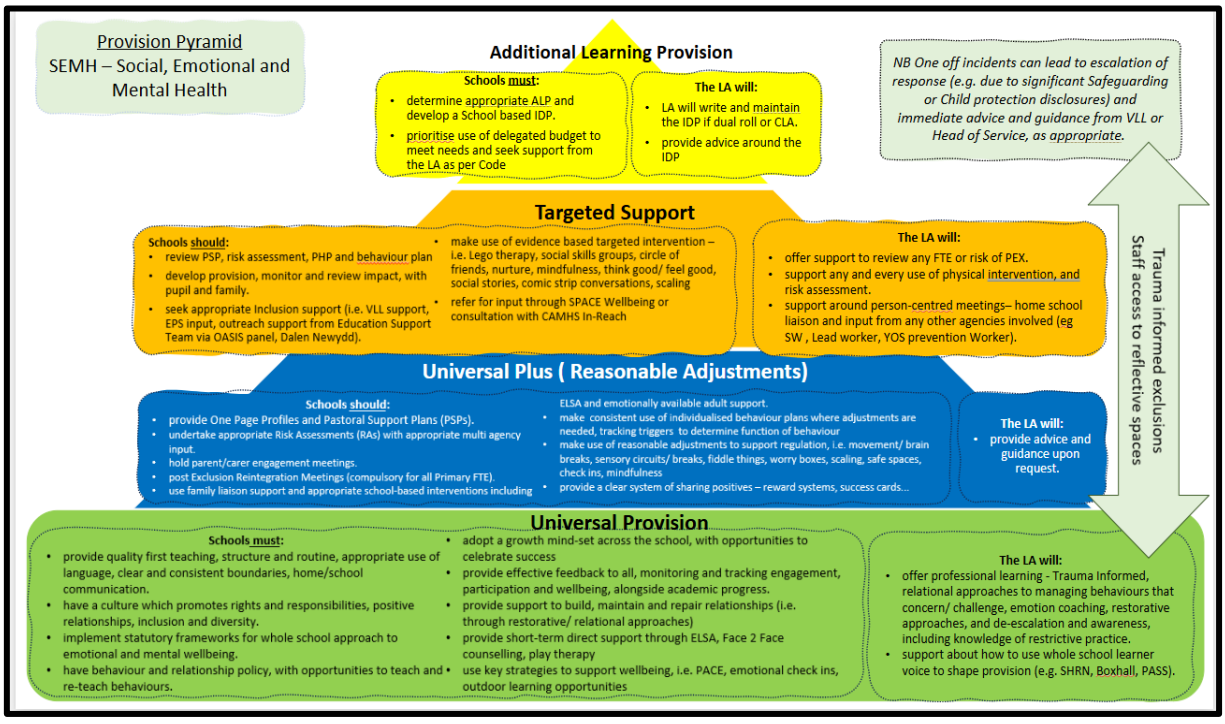
Pupil contribution

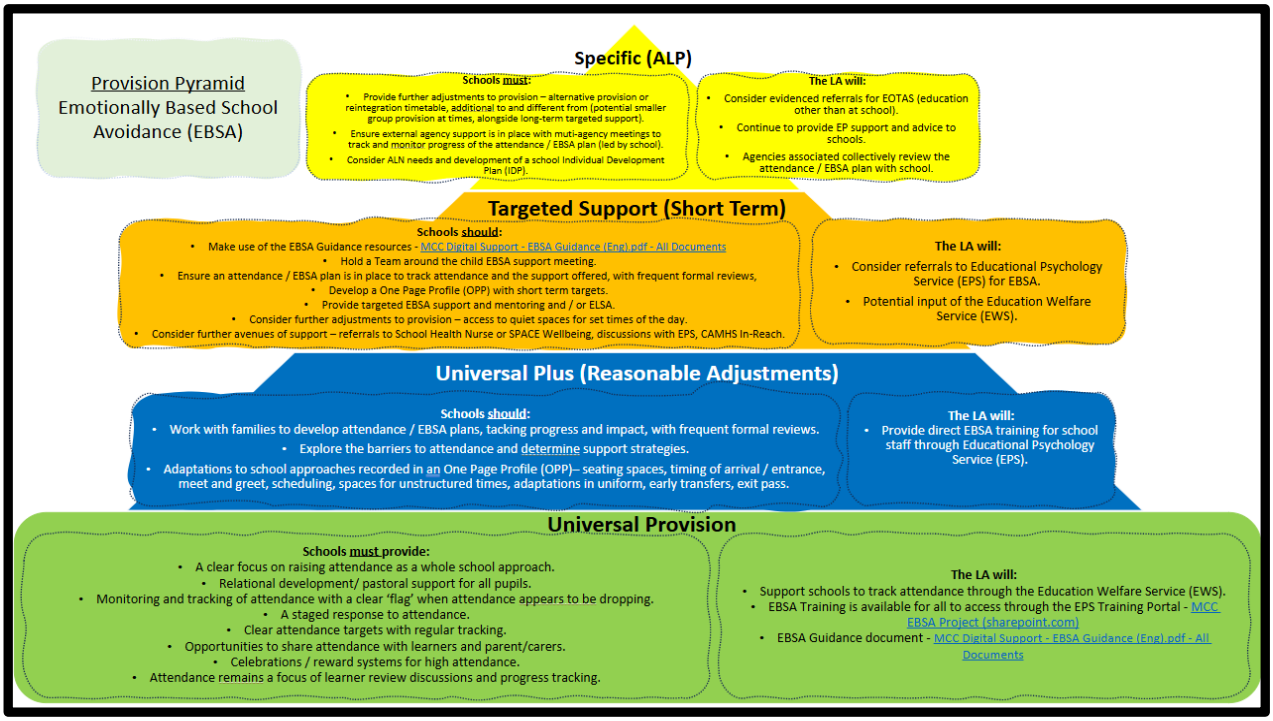
Appendix i – Support Structures

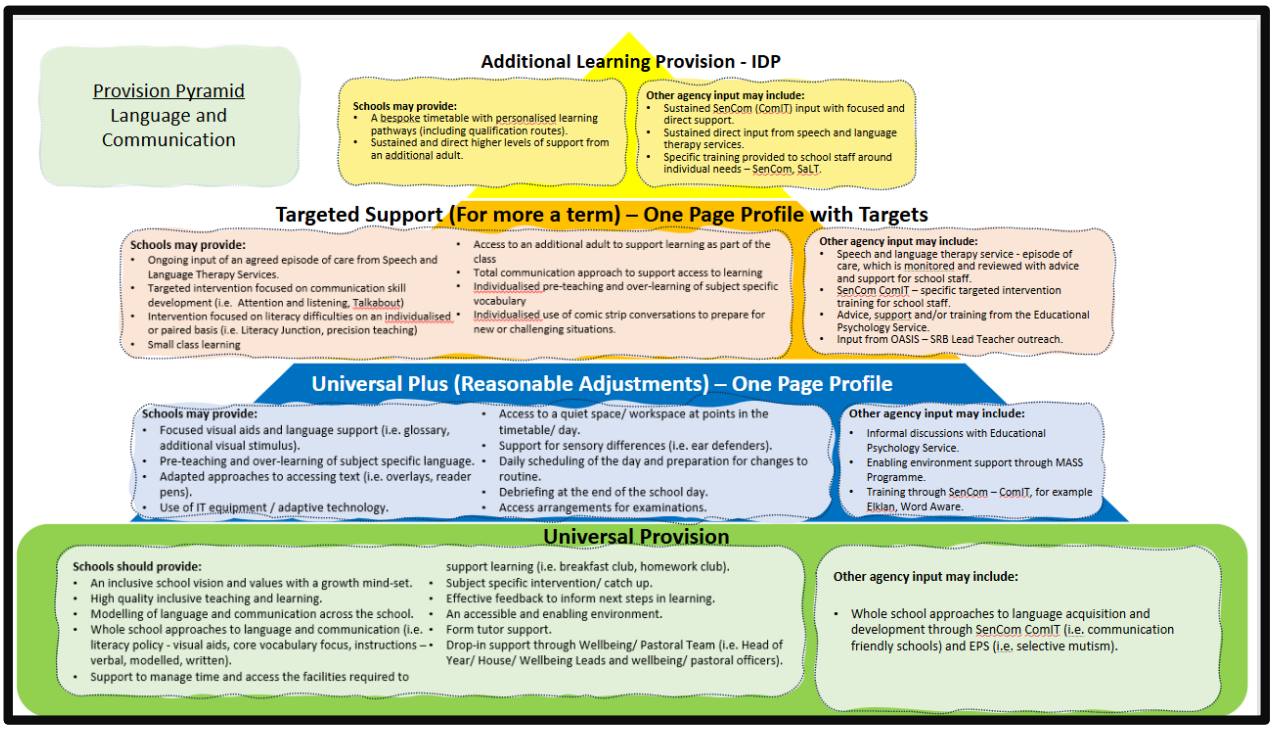
Overview of the areas of the Provision Map:

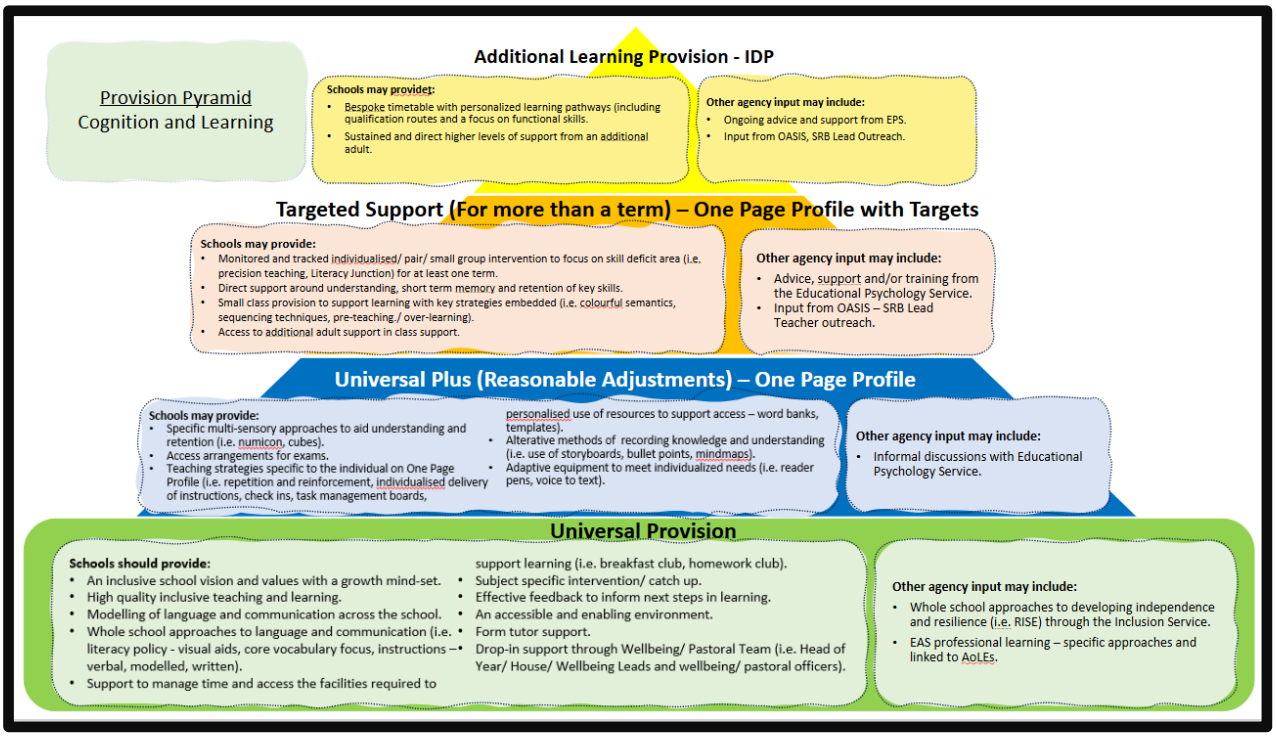
Overview of the Provision Maps we use at TP and share with all stakeholders.

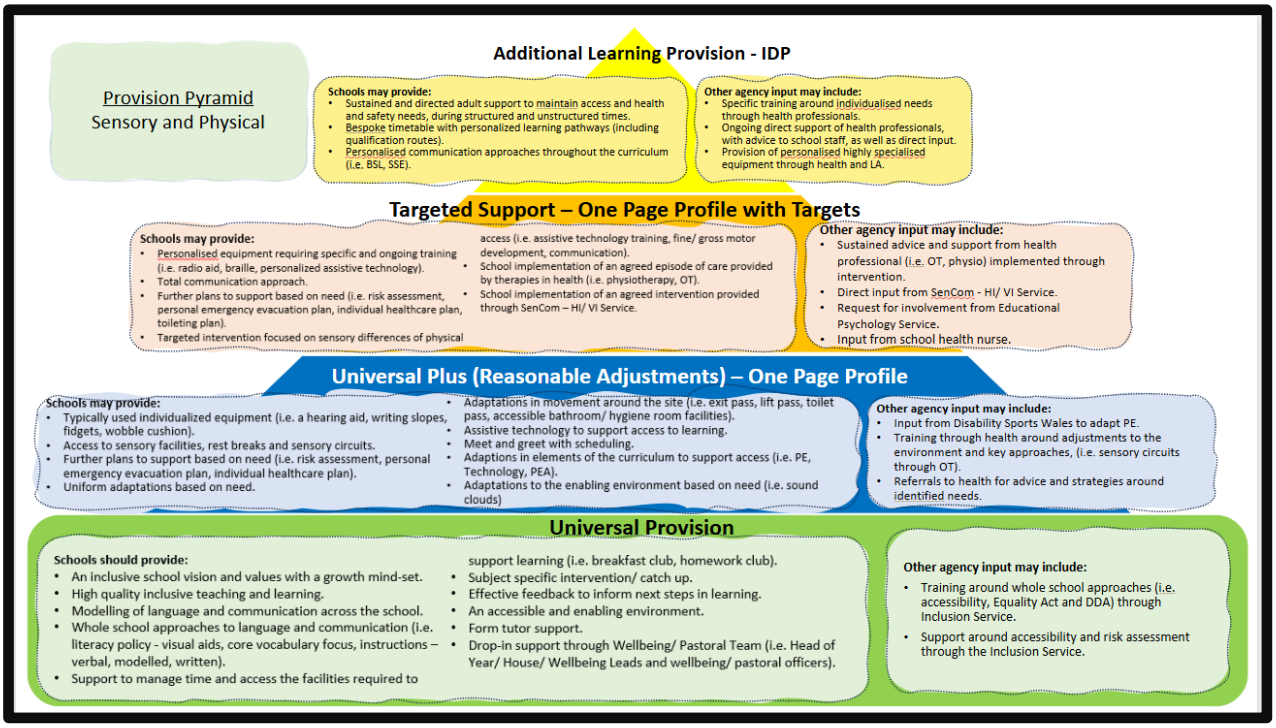


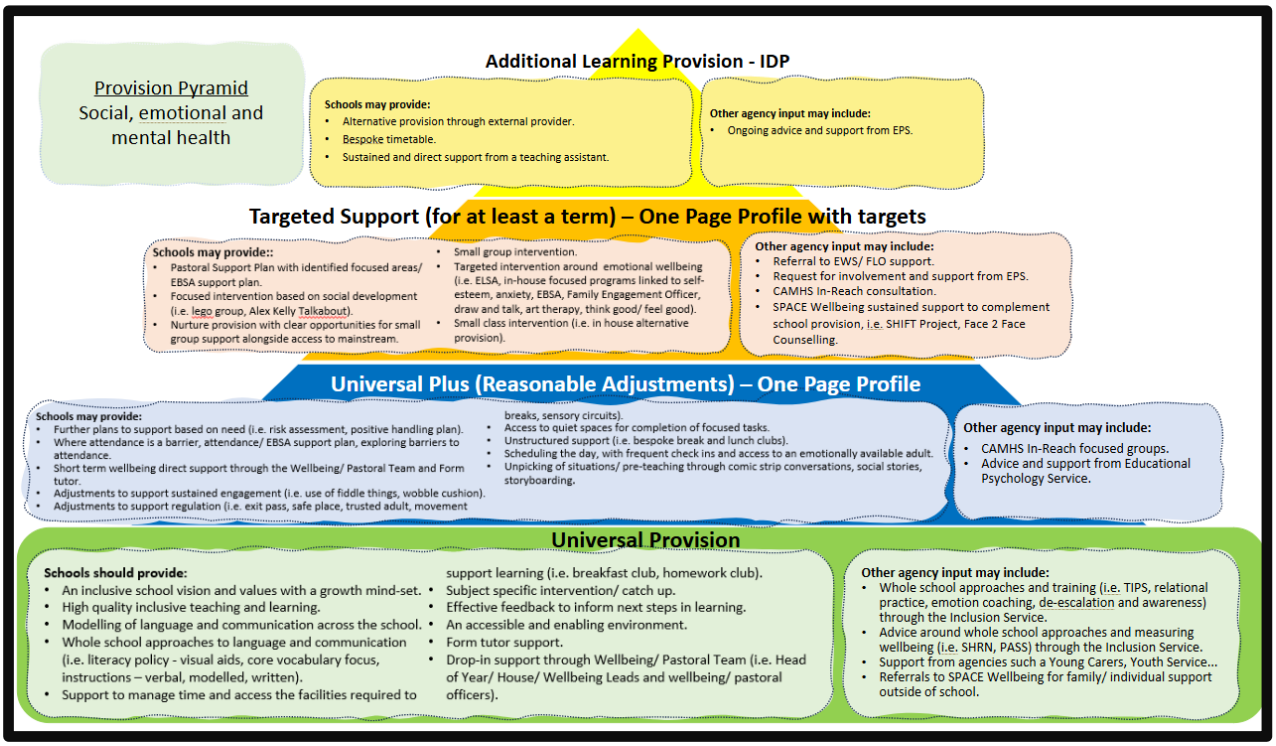



Provision Pyramid
Emotionally Based School Avoidance (EBSA)
Specific (ALP)
Schools must:
Provide further adjustments to provision – alternative provision or reintegration timetable, additional to and different from (potential smaller group provision at times, alongside long-term targeted support).
Ensure external agency support is in place with muti-agency meetings to track and monitor progress of the attendance / EBSA plan (led by school).
Consider ALN needs and development of a school Individual Development Plan (IDP).
The LA will:
Consider evidenced referrals for EOTAS (education other than at school).
Continue to provide EP support and advice to schools.
Agencies associated collectively review the attendance / EBSA plan with school.
Targeted Support (Short Term)
Schools should:
Make use of the EBSA Guidance resources - MCC Digital Support - EBSA Guidance (Eng).pdf - All Documents
Hold a Team around the child EBSA support meeting.
Ensure an attendance / EBSA plan is in place to track attendance and the support offered, with frequent formal reviews,
Develop a One Page Profile (OPP) with short term targets.
Provide targeted EBSA support and mentoring and / or ELSA.
Consider further adjustments to provision – access to quiet spaces for set times of the day.
Consider further avenues of support – referrals to School Health Nurse or SPACE Wellbeing, discussions with EPS, CAMHS In-Reach.
The LA will:
Consider referrals to Educational Psychology Service (EPS) for EBSA.
Potential input of the Education Welfare Service (EWS).
Universal Plus (Reasonable Adjustments)
Schools should:
Work with families to develop attendance / EBSA plans, tacking progress and impact, with frequent formal reviews.
Explore the barriers to attendance and determine support strategies.
Adaptations to school approaches recorded in an One Page Profile (OPP)– seating spaces, timing of arrival / entrance, meet and greet, scheduling, spaces for unstructured times, adaptations in uniform, early transfers, exit pass.
The LA will:
Provide direct EBSA training for school staff through Educational Psychology Service (EPS).
Universal Provision
Schools must provide:
A clear focus on raising attendance as a whole school approach.
Relational development/ pastoral support for all pupils.
Monitoring and tracking of attendance with a clear 'flag' when attendance appears to be dropping.
A staged response to attendance.
Clear attendance targets with regular tracking.
Opportunities to share attendance with learners and parent/carers.
Celebrations / reward systems for high attendance.
Attendance remains a focus of learner review discussions and progress tracking.
The LA will:
Support schools to track attendance through the Education Welfare Service (EWS).
EBSA Training is available for all to access through the EPS Training Portal - MCC EBSA Project (sharepoint.com)
EBSA Guidance document - MCC Digital Support - EBSA Guidance (Eng).pdf - All Documents


Provision Pyramid
Language and Communication
Additional Learning Provision - IDP
Schools may provide:
A bespoke timetable with personalised learning pathways (including qualification routes).
Sustained and direct higher levels of support from an additional adult.
Other agency input may include:
Sustained SenCom (ComIT) input with focused and direct support.
Sustained direct input from speech and language therapy services.
Specific training provided to school staff around individual needs – SenCom, SaLT.
Targeted Support (For more a term) – One Page Profile with Targets
Schools may provide:
Ongoing input of an agreed episode of care from Speech and Language Therapy Services.
Targeted intervention focused on communication skill development (i.e. Attention and listening, Talkabout)
Intervention focused on literacy difficulties on an individualised or paired basis (i.e. Literacy Junction, precision teaching)
Small class learning
Access to an additional adult to support learning as part of the class
Total communication approach to support access to learning
Individualised pre-teaching and over-learning of subject specific vocabulary
Individualised use of comic strip conversations to prepare for new or challenging situations.
Other agency input may include:
Speech and language therapy service - episode of care, which is monitored and reviewed with advice and support for school staff.
SenCom ComIT – specific targeted intervention training for school staff.
Advice, support and/or training from the Educational Psychology Service.
Input from OASIS – SRB Lead Teacher outreach.
Universal Plus (Reasonable Adjustments) – One Page Profile
Schools may provide:
Focused visual aids and language support (i.e. glossary, additional visual stimulus).
Pre-teaching and over-learning of subject specific language.
Adapted approaches to accessing text (i.e. overlays, reader pens).
Use of IT equipment / adaptive technology.
Access to a quiet space/ workspace at points in the timetable/ day.
Support for sensory differences (i.e. ear defenders).
Daily scheduling of the day and preparation for changes to routine.
Debriefing at the end of the school day.
Access arrangements for examinations.
Other agency input may include:
Informal discussions with Educational Psychology Service.
Enabling environment support through MASS Programme.
Training through SenCom – ComIT, for example Elklan, Word Aware.
Universal Provision
Schools should provide:
An inclusive school vision and values with a growth mind-set.
High quality inclusive teaching and learning.
Modelling of language and communication across the school.
Whole school approaches to language and communication (i.e. literacy policy - visual aids, core vocabulary focus, instructions – verbal, modelled, written).
Support to manage time and access the facilities required to support learning (i.e. breakfast club, homework club).
Subject specific intervention/ catch up.
Effective feedback to inform next steps in learning.
An accessible and enabling environment.
Form tutor support.
Drop-in support through Wellbeing/ Pastoral Team (i.e. Head of Year/ House/ Wellbeing Leads and wellbeing/ pastoral officers).
Other agency input may include:
Whole school approaches to language acquisition and development through SenCom ComIT (i.e. communication friendly schools) and EPS (i.e. selective mutism).


Provision Pyramid
Cognition and Learning
Additional Learning Provision - IDP
Schools may provide:
Bespoke timetable with personalized learning pathways (including qualification routes and a focus on functional skills.
Sustained and direct higher levels of support from an additional adult.
Other agency input may include:
Ongoing advice and support from EPS.
Input from OASIS, SRB Lead Outreach.
Targeted Support (For more than a term) – One Page Profile with Targets
Schools may provide:
Monitored and tracked individualised/ pair/ small group intervention to focus on skill deficit area (i.e. precision teaching, Literacy Junction) for at least one term.
Direct support around understanding, short term memory and retention of key skills.
Small class provision to support learning with key strategies embedded (i.e. colourful semantics, sequencing techniques, pre-teaching./ over-learning).
Access to additional adult support in class support.
Other agency input may include:
Advice, support and/or training from the Educational Psychology Service.
Input from OASIS – SRB Lead Teacher outreach.
Universal Plus (Reasonable Adjustments) – One Page Profile
Schools may provide:
Specific multi-sensory approaches to aid understanding and retention (i.e. numicon, cubes).
Access arrangements for exams.
Teaching strategies specific to the individual on One Page Profile (i.e. repetition and reinforcement, individualised delivery of instructions, check ins, task management boards,
personalised use of resources to support access – word banks, templates).
Alterative methods of recording knowledge and understanding (i.e. use of storyboards, bullet points, mindmaps).
Adaptive equipment to meet individualized needs (i.e. reader pens, voice to text).
Other agency input may include:
Informal discussions with Educational Psychology Service.
Universal Provision
Schools should provide:
An inclusive school vision and values with a growth mind-set.
High quality inclusive teaching and learning.
Modelling of language and communication across the school.
Whole school approaches to language and communication (i.e. literacy policy - visual aids, core vocabulary focus, instructions – verbal, modelled, written).
Support to manage time and access the facilities required to support learning (i.e. breakfast club, homework club).
Subject specific intervention/ catch up.
Effective feedback to inform next steps in learning.
An accessible and enabling environment.
Form tutor support.
Drop-in support through Wellbeing/ Pastoral Team (i.e. Head of Year/ House/ Wellbeing Leads and wellbeing/ pastoral officers).
Other agency input may include:
Whole school approaches to developing independence and resilience (i.e. RISE) through the Inclusion Service.
EAS professional learning – specific approaches and linked to AoLEs.


Provision Pyramid
Sensory and Physical
Additional Learning Provision - IDP
Schools may provide:
Sustained and directed adult support to maintain access and health and safety needs, during structured and unstructured times.
Bespoke timetable with personalized learning pathways (including qualification routes).
Personalised communication approaches throughout the curriculum (i.e. BSL, SSE).
Other agency input may include:
Specific training around individualised needs through health professionals.
Ongoing direct support of health professionals, with advice to school staff, as well as direct input.
Provision of personalised highly specialised equipment through health and LA.
Targeted Support – One Page Profile with Targets
Schools may provide:
Personalised equipment requiring specific and ongoing training (i.e. radio aid, braille, personalized assistive technology).
Total communication approach.
Further plans to support based on need (i.e. risk assessment, personal emergency evacuation plan, individual healthcare plan, toileting plan).
Targeted intervention focused on sensory differences of physical access (i.e. assistive technology training, fine/ gross motor development, communication).
School implementation of an agreed episode of care provided by therapies in health (i.e. physiotherapy, OT).
School implementation of an agreed intervention provided through SenCom – HI/ VI Service.
Other agency input may include:
Sustained advice and support from health professional (i.e. OT, physio) implemented through intervention.
Direct input from SenCom - HI/ VI Service.
Request for involvement from Educational Psychology Service.
Input from school health nurse.
Universal Plus (Reasonable Adjustments) – One Page Profile
Schools may provide:
Typically used individualized equipment (i.e. a hearing aid, writing slopes, fidgets, wobble cushion).
Access to sensory facilities, rest breaks and sensory circuits.
Further plans to support based on need (i.e. risk assessment, personal emergency evacuation plan, individual healthcare plan).
Uniform adaptations based on need.
Adaptations in movement around the site (i.e. exit pass, lift pass, toilet pass, accessible bathroom/ hygiene room facilities).
Assistive technology to support access to learning.
Meet and greet with scheduling.
Adaptions in elements of the curriculum to support access (i.e. PE, Technology, PEA).
Adaptations to the enabling environment based on need (i.e. sound clouds)
Other agency input may include:
Input from Disability Sports Wales to adapt PE.
Training through health around adjustments to the environment and key approaches, (i.e. sensory circuits through OT).
Referrals to health for advice and strategies around identified needs.
Universal Provision
Schools should provide:
An inclusive school vision and values with a growth mind-set.
High quality inclusive teaching and learning.
Modelling of language and communication across the school.
Whole school approaches to language and communication (i.e. literacy policy - visual aids, core vocabulary focus, instructions – verbal, modelled, written).
Support to manage time and access the facilities required to support learning (i.e. breakfast club, homework club).
Subject specific intervention/ catch up.
Effective feedback to inform next steps in learning.
An accessible and enabling environment.
Form tutor support.
Drop-in support through Wellbeing/ Pastoral Team (i.e. Head of Year/ House/ Wellbeing Leads and wellbeing/ pastoral officers).
Other agency input may include:
Training around whole school approaches (i.e. accessibility, Equality Act and DDA) through Inclusion Service.
Support around accessibility and risk assessment through the Inclusion Service.



Appendix iv – Other Vulnerable Groups

English as an Additional Language

Learners with English as an Additional Language are not classed as having additional learning needs, unless this has been identified through assessment in their home language.

Gwent Ethnic Minority Services (GEMS) work with school to assess any learners newly identified as EAL, to determine their competency levels in English. Based on this assessment, individuals may receive direct support from GEMS staff or specific support through school.

Ongoing support is provided through GEMS in relation to:

- communication with parents where language remains a barrier
- accessing home language qualifications
- advice and support regarding specific skill areas

General strategies to support learners with EAL:

- seat next to learners who are empathetic and helpful
- language should be presented in a meaningful context – use images and pictures
- English should be spoken clearly, using simplified language where possible in instructions
- encourage repetition and use of new words taught

- present learners with differentiated information, considering the language used
- identify key vocabulary and sentence structures, breaking down tasks
- encourage the use of glossaries at the back of books
- use Google Translate to provide instructions if required
- encourage peers to support with a language rich environment
- model the activities to be completed
- use time charts, timelines and writing frames to support written work
- use a variety of methods of recording to support in the written aspect of lessons
- make use of ICT where possible to support in learning
- learners carry dictionaries around with them, should they be required
- learners can continue to write the word in their home language and English to ensure understanding.

Healthcare Needs

There is a separate policy in place for Supporting the Needs of Learners with Healthcare Needs (in-line with Welsh Government Guidance). Information about learners with healthcare needs are located within SIMS. Where medical needs are complex and require modifications to provision, an Individual Healthcare Plan will be written by a member of the Inclusion and Wellbeing Team in collaboration with the student and parents.

Key considerations:

- where a student has an allergy, reasonable adjustments need to be made when engaging in any food based learning (the individual should be included in this planning)
- risk assessments for trips and visits need to include information about medical needs
- all medication must be stored in Healthcare
- epi-pens are stored within an accessible area – those staff epi-pen trained will be in receipt of all information required
- first aid kits are available in each faculty base
- Healthcare remains accessible during breaks, Wellbeing is to be contacted in a first aid emergency

Looked After Children

Children who are looked after (CLA) are identified through SIMS by a 'Y' in the 'Looked After' column within spreadsheets. Each student who is CLA will have a Personal Education Plan (PEP). If they are looked after by a Local Authority in Wales, the Social Worker will lead the process. If they are looked after by a Local Authority in England, the school will lead the process. A member of the Inclusion and Wellbeing Team will support this process and be a key liaison between school and home. Please be mindful of the past experiences these learners may have had and the impact this could have on learning. Where an individual has an additional learning need, there will be an ILP in place which provides important aspects of their background. Where there is an ALN calling for ALP, the Local Authority will take responsibility for the IDP. Please consider the information on Adverse Childhood Experiences when working with learners who are CLA.

Service Children

Learners who have parents currently or previously in the armed forces are identified through the admissions process. It is felt that many of these learners will have experienced a range of house moves and the relocations may have impacted their social and emotional development, as well as their learning. Learners are able to access support through school based provision or through the Partnership Officer for Service Children in Monmouthshire.

Document Control	
Document author	Anna Maguire
Statutory status	Statutory
Website status	On website
Approved by	Governing Body
Date approved	
Approval cycle	Annual
Next review date	

Associated documents

Additional Learning Needs Code for Wales
Welsh Government Transformation Guidance
Monmouthshire ALN Strategy