

Brynnau Primary School

Ysgol Gynradd Brynnau



POLICY: Inclusion and Additional Learning Needs

2026-2028

‘Helping each other to succeed’
‘Helpu ein gilydd i lwyddo’



Inclusion and Additional Learning Needs Policy

Date	Review Date	Coordinator	Nominated Governor
March 2026	March 2028	Mrs Samantha Wilson	Mr Chris Parker

Vision Statement:

'Helping each other to succeed – Helpu ein gilydd i lwyddo'

At Brynnau Primary School we believe that each and every child is special and unique. For us, success means that each child believes in and achieves their potential.

General Statement

Brynnau Primary School has a strong policy of inclusion that ensures that all pupils have their individual needs met and are given the opportunity to achieve their full potential. The school focuses on providing educational experiences and opportunities that recognise pupils' individuality and celebrates their achievements. The policy recognises the pupils' right to a broad, balanced, relevant and challenging curriculum and provides the opportunity for each pupil to thrive in a positive learning environment.

Mission Statement

In order to fulfil our vision, we will strive to bring out the best from each child and provide opportunities for success for every one of them, while providing a high standard of education through a highly motivated and well-trained staff.

School Philosophy and Aims

In accordance with the vision and mission statement, Brynnau Primary School values the abilities and achievements of all its pupils.

Our aims are:

- To provide a happy, caring, safe environment where everyone feels secure and valued.
- To foster positive behaviour, self-discipline and a sense of responsibility.
- To develop a positive attitude towards learning, in a stimulating and challenging environment.
- To provide our children with sound academic foundations upon which to build.
- To develop our pupils into independent learners with the skills needed to support lifelong learning.
- To maintain strong links between home, school and the community.
- To give our children a sense of pride in their Welsh identity.
- To develop in our children, respect for the diversity in multicultural society in which we live.
- To recognise and nurture the potential in each and every person in our school.
- To offer equality of opportunity to everyone within the school.

Aims of the Policy

- Ensure implementation of LA procedures and ALN Code of Practice.
- Ensure that the inclusion policy is implemented consistently by all staff.
- Ensure that any discrimination or prejudice is eradicated.
- Identify barriers to learning and engagement and provide appropriate opportunities to meet diverse needs.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements, however small.
- Work in partnership with parents and carers in supporting their child's education.
- Support and guide all staff, governors and parents/carers in inclusion issues.

At Brynnau Primary School we are committed to promoting high standards of appropriate achievement and progress for all pupils

- Pupils 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, literary and numerical access, as well as how to achieve well and make a valued contribution.
- To provide provision through universal learning provision, targeted and specialist support and intervention to overcome barriers to learning for all.
- To meet the needs of all pupils with Additional Learning Needs requiring Additional Learning Provision as far as resources will allow at the school and with the support of the LA and outside agencies.
- To take a person-centred approach to ensure the wishes, views and opinions of the pupil are captured and considered. Parental/carer engagement forms a critical aspect of the process.
- To establish a continuity of provision and expectation through consultation with cluster 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 pupils' needs. The school will maximise present best practice and policies to meet need.
- Pupils will be fully involved in all transition phases, when entering the School and when transferring between year groups
- Parents and carers will be included fully as partners in the decision-making process in providing additional support. Their views and understanding of the pupils' needs will be taken fully into account.

Roles and Responsibilities

Brynnau Primary School believes that ALN and inclusion is everyone's responsibility. However, there are some key roles and responsibilities that must be undertaken. All staff in the school will ensure that this is

embedded within the school curriculum and provision. Below we explain the different roles within the schools and how they support our pupils.

The Head teacher and Senior Leadership Team

- Advise the governors on policies to meet their statutory responsibilities under the ALN.
- Work to agree the school ALN ethos and policy and to implement the agreed vision and policy.
- Oversee all aspects of strategic leadership and management.
- Ensure high quality teaching and learning as part of the universal provision of the school.
- Ensure that the ALNCo has enough time and resources to carry out their duties.

The Additional Learning Needs Coordinator (ALNCo)

Our ALNCo has day-to-day responsibility for the operation of the ALN policy and coordination of specific provision made to support individual pupils with ALN, including those who have an Individual Development Plan (IDP) or Statement of Special Educational Need. Our ALNCo provides professional guidance to colleagues and will work closely with staff, parents, and other agencies. Our ALNCo has a secure knowledge of the ALN Code and the duties that fall to the schools. They also liaise with other external agencies and professionals who provide support to families to ensure that our pupils with ALN receive appropriate support and high-quality teaching.

- Ensures that our school maintain an inclusive ethos for all pupils with ALN
 - Ensure the daily implementation and review of the school Additional Learning Needs Policy.
 - Ensure clear implementation of the Additional Learning Needs Code and statutory responsibilities are in place across the school.
 - Ensure a clear process and system of identification, assessment, and review of pupils where there is a query around an ALN.
 - Ensure clear systems around the development, review and the quality assurance process around identification, assessment, planning and reviewing the one-page profiles, (OPP), Target Sheets and IDPs.
 - Monitor and evaluate the person-centred approach used across the school.
 - Monitor and review the School Provision Map, ensuring, alongside the SMT, appropriate and wide universal provision, and impactful targeted intervention.
 - Liaise with and advise colleagues through the appropriate channels on additional learning needs matters.
 - Oversee the co-ordination of the additional learning provision (specialised support) for pupils with additional learning needs throughout the school.
 - Ensure a clear process of appeal and dispute resolution in relation to ALN.
 - Contribute to the in-service training of all colleagues in developing practice at the school with all matters concerning additional learning needs.
- Ensures that the schools meet their responsibilities according to the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Work alongside the cluster of primary schools and the local authority.

Class Teacher

- Provide high quality teaching and learning as part of the universal provision of the school.
- Implement any reasonable adjustments through universal provision.
- Implement the school's ALN Policy.
- Ensure that the resources, targets, and curriculum are appropriate to the needs of the pupil as set out in the pupil's One Page Profile, Target Sheets, and IDPs.
- Ensure that achievement and progress are also appropriate to the needs of the pupil.
- Support the school processes around early identification, targeted intervention, and a graduated response to meet individual need.
- Work with Learning Support Assistants (where relevant) in the planning and delivery of learning experiences in supporting learners and the assessment of learner progress when appropriate, gaining advice from the Additional Learning Needs Coordinator (ALNCo) where required.
- Differentiate learning and materials and set achievable goals to ensure that pupils experience success.
- Attend reviews and discussions on pupil progress, as required.
- Record and report any concerns on pupil progress to the Senior Management Team and the ALNCo where appropriate.
- Contribute to the provision map for individual pupils, making use of this to identify requirements for targeted intervention, tracking and monitoring progress through targeted intervention.
- Contribute to the development of specific support through additional learning provision where appropriate, in liaison with the Learning Support Service/ALNCo
- Communicate with parents, raising concerns and celebrating progress.
- Support the effective handover of information to ensure successful transitions between year groups, and settings.

Learning Support Assistants

- Ensure the daily implementation of the school Additional Learning Needs Policy.
- Liaise with and advise teaching staff on additional learning needs matters.
- Have a full knowledge of the pupils' needs, provision and targets set out in the One Page Profiles and Target Sheets (where relevant, the IDP Outcomes) and implementing the agreed provision.
- Work with the class teacher to keep records on pupils with IDPs and their progress.
- Attend reviews and discussions on pupils' progress as appropriate.
- Support the work of the pupil in the lesson by adapting work and providing support and confidence to the pupil.
- Provide administration support for ALN as required.
- Liaise with teaching staff to gather appropriate information and updates on pupils with additional learning needs at review points during the year.
- Ensure the organisational and administrative support supports the effective delivery of additional learning needs (including documentation for annual reviews in accordance with statutory timescales).

Governing Body

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. Governors have legal duties under the ALN Code (2021) SEN Code of Practice for Wales (2004) in relation to pupils with additional learning needs and disabilities, including:

- To be clear about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans should be addressed through the school Strategic Equality Plan.
- Ensures that our schools maintain an inclusive ethos for all pupils with ALN
- Has identified an appropriate person from the governing body to take responsibility, with the Headteachers, for ensuring that the schools maintain provision for pupils with ALN according to the ALN Code
- Has identified ALNCo who is part of the senior leadership team at the school
- Annually reviews the schools' ALN policy
- Ensures that the responsibility for meeting the needs of pupils with ALN is shared by all staff
- Ensures that delegated resources for ALN are allocated fairly, efficiently and address identified needs
- Ensures that systems are in place for the early identification, assessment, provision and monitoring of individual needs
- Ensures that the schools provide appropriately differentiated provision across all areas of learning to match the child or young person's needs
- Takes advantage of training opportunities provided, to develop ALN expertise throughout the school
- Ensures that arrangements are in place in the schools to support, where appropriate, pupils with medical conditions
- Ensures that the schools meet their responsibilities according to the Equality Act 2010, regarding reasonable adjustments and access arrangements
- Work in partnership with the Head Teacher and school leaders to ensure that the curriculum offered meets the needs of all learners and that there is a teaching and learning policy that is understood by all staff.
- Ensure that children and young people with ALN and/or disabilities engage in the activities of the school alongside all pupils.
- Meet with parents to hear their views and look at the annual questionnaires.
- Meet with the ALNCo regularly to ask searching questions about ALN provision and impact.
- Consider how changes to policies and practices across the school might impact on ALN pupils.

In addition, our governing body works with the ALNCo and Headteacher in determining the strategic development of ALN policy, additional learning provision (ALP) and universal provision (UP), including establishing a clear picture of the resources available in the school.

Aims and Objectives of the Addition Learning Needs team (ALN team)

Brynnau Primary School aims to provide a personalised educational provision that meets the needs of every pupil with additional learning needs. We recognise that pupils will flourish in a safe and secure environment which nurtures the individual potential of all, both academically and personally. Information regarding pupils with ALN is shared with all staff using Provision Mapping in the form of Individual Development Plans (IDPs), One page profiles (OPPs), Learning Plans, ALN updates, and regular meetings with relevant staff, always ensuring that protocol involving confidentiality is adhered to.

Our Philosophy

- To remove barriers to learning and engagement.
- To enable all pupils to reach their potential by providing a stimulating and nurturing environment where emphasis is placed on strengths rather than weaknesses.
- To develop motivation and resilience within pupils.
- To provide support for pupils with social and emotional difficulties.
- To improve functional levels of literacy, numeracy and life skills, which in turn will enhance attainment throughout the whole curriculum.
- To meet the needs of pupils with ALN by providing a suitable curriculum to meet their needs, by the most efficient use of available resources.
- To provide pupils with ALN with a suitable educational environment to meet their needs.
- Meet the requirements of the IDPs which apply to specific pupils.
- Identify and assess pupils with ALN as early as possible after their entry to the school, to ensure their needs are met.
- Ensure all staff are kept informed of the needs of the pupils they teach.
- Monitor and assess the progress of all pupils on the ALN register.

For all pupils with identified additional learning needs, One Page Profiles are created with pupils 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 Plans are stored securely on the School Server for all staff to assess as required (support and teaching staff); staff are prompted to access the relevant information by the ALNCo and Senior Management Team. Individual Development Plans are reviewed through person centred practice annually or where there is a significant change in need. Pupil, parental and other stakeholder engagement at each stage of the process is fundamental in the construction, review, and development of additional learning provision.

Support Agencies

Various external support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists, learning support services and medical staff will support and guide staff in providing appropriately for pupils in their assessment, learning experience planning, methods, strategies, and teaching styles. They may, if necessary, to the success of the pupil,

withdraw pupils for one to one or small group sessions where this can be shown to improve access to and achievement in the curriculum entitlement. All agencies supporting an individual are invited to attend and contribute to the person-centred review meeting held each year.

Implementation of the ALN Act

During the phased implementation of the ALN Act school will ensure that both the ALN and the SEN systems run effectively. 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.

The Types of ALN

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

- Communication and interaction – these include children and young people with speech, language, and communication needs, and those with autism spectrum disorder (ASD);
- 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 and young people may have disorders such as 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). Children and young

The Identification and Assessment of ALN

Brynnau Primary School follows a graduated approach to meeting the learning needs of all pupils. 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. Teachers are involved in the on-going assessment of pupil needs and progress to determine need. Monitoring and tracking systems support the identification of any progress concerns and the requirement for further assessment. Pupils are assessed according to concerns regarding learning, physical, medical, sensory conditions, social, emotional, behavioural challenges and communication and interaction. The following are used in determining a pupil's level of need:

- Observations
- Standardised assessment data
- Teacher assessment data
- Diagnostic testing assessments by class teacher, ALNCo and outside agencies

- Behaviour / relationship logs
- Pupil progress meetings
- PERMA
- 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 information on pupils that provide teachers, parents and most importantly the pupil 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.

The first response to less than expected progress will always be high quality teaching provision targeted at the pupil's identified needs. In identifying a pupil as needing support, the class teacher, working with the ALNCo, will carry out a clear analysis of the pupil's needs. Slow progress and low attainment do not necessarily mean that a pupil has ALN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has ALN.

At Brynnau Primary School we are alert to emerging difficulties and respond early. For some pupils, ALN can be identified at an early age. However, for other pupils, challenges become evident only as they develop. We recognise that parents know their children best, and we listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by the pupils themselves. Any decision will always involve parents and carers and the pupil where appropriate.

Provision Mapping

Meeting the needs of learners with ALN is part of our whole school approach to school improvement. The way in which our school meets the needs of all pupils has a direct bearing on the nature of the ALP required by our learners with ALN, and the point at which ALP is required. The key to meeting the needs of all pupils lies in the staff's knowledge of each learner's skills and abilities. The staff's capacity to then match this knowledge with identifying ways of providing appropriate access to the curriculum for every pupil is also critical (person centred planning).

Brynnau Primary School's provision map will be reviewed and updated termly to ensure that the current cohort of pupils have their needs met and have access to the appropriate level of support. Consequently, improvements in the teaching and learning of pupils with ALN cannot be isolated from improvements in the teaching and learning for pupils across the school. Improvement in one should be mutually supportive of improvement in the other.

- There will be no barriers to every pupil achieving.
- The majority of pupils will be able to study the full curriculum using only the aids which they use as part of their daily life.
- A minority of pupils will be provided with access to specialist equipment and different approaches to learning.

Definition of Inclusion

Inclusion is the on-going process that celebrates diversity and involves identifying and reducing the barriers to learning and engagement that may be experienced by pupils. Pupils are provided with educational experiences that meet their individual needs, irrespective of age, gender, ethnicity, ability or social background.

Coordinating Inclusion

The Inclusion Co-ordinator's role includes monitoring the policy and to report annually to the governing body on its effectiveness, to monitor and assess inclusive provision, to identify the barriers to learning and to provide staff with appropriate strategies to minimise these barriers. The Inclusion Co-ordinator will:

- Share good practice and support the professional development of staff.
- Monitor pupil progress and liaise with parents/carers.
- Coordinate transition.
- Coordinate external specialist provision.
- Develop suitable resources.
- Inform the Headteacher regarding inclusive provision in the school.

Child Protection and Children Looked After (CLA)

The Headteacher has overall responsibility for Child Protection. The ALNCo is responsible for pupil support and the Deputy Head teacher has the overall responsibility for children looked after (CLA). The pupil support team ensure that relevant staff at the schoolwork closely with external agencies to support individuals and groups of pupils.

Inclusive provision

Brynnau Primary School is dedicated to inclusive practices and offers a continuum of provision to meet individual pupils' needs. Pupils with Additional Learning Needs (ALN) are taught in mainstream classes and in mixed ability classes where they may receive additional support from a key worker depending on need. The class teacher will be fully aware of any additional learning needs within the class and will differentiate accordingly. These pupils access support in class or through intervention sessions, depending on their difficulty and/or the provision needed.

The ALNCo leads a team of specially trained staff who also deliver an extensive range of well-being and academic provisions to meet individual needs. These programmes include literacy provisions such as Wellcomm, Language Links and other literacy programmes such as Nessy. Our Emotional Literacy Support Assistants (ELSA) provisions ensure that we meet the needs of pupils with various emotional and social difficulties.

The Inclusion Pathway

Specific Additional Learning Provision

Where the needs of a pupil are complex, and a multi-disciplinary approach is required to maximise progress and develop and review additional learning provision, this is where provision needs to be different from that

which is provided through school resources and individual to the pupil's needs. Individual Development Plans are statutory documents created to demonstrate needs and provision to meet these needs. Individual Development Plans can be maintained by the school or the Local Authority, based on need. Where a pupil 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 pupil, and school staff. In all cases of an IDP, a review meeting will be held at least annually, and all stakeholders invited to contribute.

Targeted Intervention

Brynnau Primary 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 pupil 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 Provision

Reasonable adjustments can be required to overcome barriers to learning. For individuals who require reasonable adjustments within the classroom, a One Page Profile will provide detailed information to share with all stakeholders. All teaching and learning throughout the school is inclusive to meet the needs of nearly all pupils, including high quality differentiation.

The Curriculum and Learning

Our curriculum fully supports the needs of ALN pupils as it is a pupil influenced curriculum that meets the needs of all pupils through a thematic approach to learning. Our comprehensive inclusion policy ensures that we identify, support and review pupils with additional learning needs in line with the Additional Learning Needs Code of Practice. We follow a 'graduated response' in line with the revised Code of Practice, and work closely with outside agencies to ensure that our ALN provision and support is effective and that all pupils with ALN make progress and achieve their potential.

Assessment Procedures

The School ensures that all pupils have their progression monitored and their achievements recognised and we aim to provide a curriculum which reflects the different levels of attainment likely to be achieved. We use rigorous, nationally recognised diagnostic tests, which provide a baseline assessment for each pupil, enabling accurate placement into provisions and other support programmes. Brynnau Primary School has an effective rewards system which is linked to Class Dojo. Staff can award positive points for a range of agreed skills, attitudes and dispositions to individual pupils.

Professional Development

The ALNCo, as part of Brynnau Primary School's Leadership Team, coordinates and oversees the professional development of all ALN specialist staff. Staff will be kept fully informed about LA, national and

regional training opportunities which relate to inclusive educational practice. Staff attending training will be expected to disseminate information and share good practice with other members of the team.

Parent Partnership

The knowledge, views and first-hand experience parents and carers have regarding their children is valued greatly for the contribution it makes to their child's education. Parents are seen as partners in the educational process and are encouraged to contact the Headteacher if they have any concerns regarding inclusive educational provision at the School.

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 can discuss any specific ALN concerns with the ALNCo/Senior Management Team.

The Complaints Policy is accessible through the School Website.

Emotional and Social Development and Well-Being

Brynnau Primary supports the emotional health and wellbeing of children and young people with ALN by providing extra emotional support arrangements through the provision of Mindfulness, Thrive and ELSA. At our schools we have enabling adults who set the expectation for learning by creating emotionally safe environments that support learners to begin to express and regulate their feelings and behaviours in positive ways. They are consistent in their care, and model compassion and kindness. They support learners to cope with uncertainty and change, preparing them to manage transitions and changes in daily routines.

Evaluating the Policy

The policy will be reviewed annually at the end of the academic year. Policy evaluation will focus on establishing how far the aims and objectives of the policy have been met, how effective the provision has been in relation to the allocated resources and the attainment of individual pupils. In light of the findings, the policy will be reviewed and amended accordingly.

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

- Analysis of learner reviews, progress reviews and test results
- Wellbeing (PERMA, BOXALL) analysis
- Monitoring of procedures and practice by the Senior Management Team
- Reviewing targets and IDP outcomes
- School self-evaluation, using a variety of approaches, including a self-evaluation of ALN and an action plan that relates to the School Development Plan (SDP)
- Review of delegated spend
- Effectiveness of the school provision map
- The Additional Learning Needs moderation process

- School Development Plan/Inclusion Area Action Plan

Headteacher		Date:	March 2026
Chair of Governing Body:		Date:	March 2026