

# **Cogan Primary School**

## **Ysgol Gynradd Cogan**



# **Additional Learning Needs**

## **Policy**

**Cogan Primary School     Ysgol Gynradd Cogan**  
**ADDITIONAL LEARNING NEEDS POLICY**

At Cogan Primary School we aim to ensure that all learners make good progress from their individual starting points and we are committed to support them with the best possible environment for learning.

**The ALN Aims of the School**

- To ensure the identification of all learners with additional learning needs (ALN), as early as possible in their school career.
- That within access to a broad and balanced curriculum, learners with ALN are appropriately supported with additional learning provision (ALP) that affords them the opportunity to achieve their personal potential.
- That learners with ALN benefit from inclusion in all areas of school life and equality of opportunity.
- That learners with ALN, their parents or carers are involved in the decisions affecting their educational provision and kept informed of progress.
- To work effectively with outside agencies and professionals in the planning of, and delivery of ALP.
- To raise staff awareness and expertise in matters relating to ALN.

**Definition of Additional Learning Needs**

The Additional Learning Needs and Education Tribunal Act (ALNET 2018) defines Additional Learning Needs thus:

(1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty/disability arises from a medical condition or otherwise) which calls for additional learning provision (ALP)

(2) 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.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

(4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

The school recognises that ALN can be broadly classified into the following four areas:

- Cognition and learning
- Behaviour, emotional and social development

- Sensory and/or physical
- Communication and Interaction

## **Admissions**

The Governing Body believes that the admissions policy should not discriminate against learners with ALN and holds best practice advocated in the Code of Practice for Wales (2002), that pupils with ALN must be treated as fairly as all other applicants for admission.

## **Inclusion**

This policy recognises the need for teaching that is inclusive. In accordance with the Equality Act (2010), the school makes reasonable adjustments and takes positive actions for learners with protected characteristics to ensure equal access to education provision in all activities.

## **Allocation of Resources**

The Governing Body ensures that resources are allocated to support appropriate provision for all learners in meeting the aims set out in this policy.

## **Criteria for Evaluating the Success of the School's ALN Policy**

The policy is reviewed with any change in circumstances. ALN needs are reviewed regularly and outcomes of these reviews inform the school development plan. The Governing Body report annually to parents on ALN.

Learner progress will provide evidence for the success of the ALN policy and this will be analysed carefully through:

- Consideration of each learner's success in achieving learning outcomes
- Use of diagnostic and standardised assessments, as appropriate
- Evidence generated by IDP review meetings

## **Identification, Assessment and Provision**

At Cogan Primary School, early identification of learners with ALN is a priority. The school uses appropriate screening and assessment tools for early identification through:

- Screening/diagnostic tests (see Assessment Policy)
- Standardised tests
- Notes from transition meetings (from class to class; from Nursery to Reception; from Early Years to Lower Primary; from Lower Primary to Upper Primary).
- Parental information or/and information from outside professionals
- Evidence obtained by teacher observation/assessment
- Learner progress in their learning journey through the Curriculum for Wales

If a child transfers to our school from another school, they will be monitored, allowing an appropriate length of time for the child to 'settle in'. Previous records and assessments will be used to provide help in designing differentiated learning, where necessary and help with identification of ALN, if this has not already happened and is appropriate.

If a class teacher has a concern about a learner, the class teacher will normally raise this with the parent/carers in the first instance. The pupil will be added to the school's 'Monitoring List' and the class teacher will keep parents/carers informed of progress. At this stage the kinds of interventions listed in Appendix 2 may be put into place by the class teacher, in consultation with the ALNCo if

appropriate. Appearing on the Monitoring List for a particular length of time does not necessarily mean a learner will move on to be formally identified as having ALN. However, if 'adequate progress' is not shown within that given time, it may be appropriate to begin considering whether or not the learner has ALN.

Assessment is continuous and for children identified as having ALN, parents will be given regular opportunity to be kept informed of progress by class teachers e.g. at parents' evenings. More formal review of progress will be held regularly, at least annually, to update Individual Development Plans (IDPs).

Please see Appendix 1 for the range of assessments commonly used at school to identify ALN

### **Following the 'Seven Week Process'**

In accordance with The Additional Learning Needs and Educational Tribunal Act (ALNET 2018), if a concern is raised by a child, parent, carer or the school, that the child in question may have ALN, it will trigger a process known as the 'seven-week process'. This will be further explained to relevant parties at that time by the ALNCo.

The first four weeks is a process of information gathering, so by the end of the four weeks the school will decide whether or not it considers that the child has ALN.

If the decision is YES, a date is set for a meeting for all parties concerned, to develop an Individual Development Plan (IDP), highlighting the child's area(s) of need and a description of the Additional Learning Provision (ALP) to be provided. This document is drafted and finalised over the next three weeks.

If the decision is NO, the school will explain how the child will continue to be supported at our school, inform parents and carers of their right to appeal and signpost to advocacy services.

### **Universal Provision**

Universal provision, available to all pupils allows for differentiation of the curriculum in class, in small groups or at an individual level as well as provision of wellbeing support that cultivates positive emotional health and wellbeing for all. Pupils who require differentiation of work or many interventions (such as Catch-Up Literacy) are not necessarily identified as having ALN, nor do they need to be identified as having ALN in order to access the support.

Please see Appendix 2 for the range of interventions that can be used as part of Universal Provision.

### **Additional Learning Provision (ALP)**

Additional Learning Provision (ALP) is additional to and/or different from Universal Provision for those pupils identified as having ALN. ALP differs from the support available to all pupils in its frequency and intensity. It may involve specific strategies, adult-led interventions and specialised equipment as necessary. It may be shaped by the recommendations from outside, suitably qualified professionals. It may involve individual or small group support or more likely, a combination of these. School may decide it is appropriate to apply to the Local Authority for additional monies to fund the ALP necessary, in order for a child to make progress.

At Cogan Primary School we recognise that all teachers are teachers of ALN. ALP will be therefore be delivered by a range of staff as appropriate in the case of each learner, including teachers and school-based or additionally-funded learning support assistants who have received appropriate training, overseen by the school's ALNCo.

A child identified with ALN may require a learning support plan in addition to their IDP, in order to record SMART targets and smaller steps of progress.

### **The ALN Register**

All learners identified as having ALN are recorded on the School's ALN Register, maintained by the ALNCo.

In addition, learners who are being monitored for different concerns are recorded on a school 'monitoring list'.

### **Monitoring Learner Progress**

In the ongoing monitoring of progress for learners with ALN, we look for progress that is adequate or better. Adequate progress is that which:

- Narrows the attainment gap between the learner and their peers. The attainment gap as shown, for example, in standardised tests should not be widening.
- Equals or improves on the previous rate of progress
- Shows an improvement in the learner's independence skills, social skills or emotional regulation.
- Shows an improvement in the learner's behaviour.

### **English as an Additional Language**

Particular care is taken over determining ALN with children who are learning English as an Additional Language (EAL). Teachers follow closely their progress across the curriculum to ascertain whether difficulties arise from their stage of English language development, as monitored and supported at school, or if there is a potential additional barrier to learning. EAL Learners should not be disadvantaged in being able to access processes which determine whether ALN may be present, but the impact of their stage of English language acquisition must be taken into account.

### **Record Keeping**

Class teachers are kept well informed of information relating to learners with ALN, including information from outside agencies, through regular ongoing communication and the mechanism of the class ALN File, in which is stored documentation necessary to deliver ALP, including IDPs, learning support plans and recommendations or reviews from outside professionals as appropriate.

### **Complaints Procedure and Dispute Resolution**

The school's complaints procedure is outlined in the school prospectus and can be found on the school website. Additional information relating to ALN is highlighted on the school website and can be explained to parents if required.

The school is keen to try and address any concerns, worries or issues as soon as possible and this should be done by raising any issues with us, as a school, in the first instance. As a school, we aim to adhere to the following good practice principles (WG, 2017):

- Support to ensure parents can attend and contribute to meetings
- Ensure communication is inclusive and sensitive so parents feel like equal partners so concerns and misunderstandings are dealt with early on

- Face to face meetings to plan the way forward
- All parties have the same information from the same trusted source
- Timely and consistent communication so trust is built
- Positive, open and constructive dialogue
- Explanation of the legislation underpinning decisions and signposting to further information
- Decisions are properly explained in inclusive language to parent and child/Young Person
- Supporting the examination of the IDP so decisions are transparent and all evidence has been considered

### **The Role of the ALNCo**

The Additional Learning Needs Co-ordinator at Cogan Primary School is Miss L Gillingham. The main responsibilities of her role are as follows:

- Working with the Headteacher, Senior Managers and Governing Body to determine the strategic development of the ALN policy which may feature in the School Development Plan
- Managing the day-to-day operation of the policy
- Co-ordinating provision for learners with ALN
- Liaising with and giving advice to class teachers and LSAs
- Liaising with the Specialist Teacher in the Hearing Resource Base
- Liaising with parents
- Liaising with external agencies, LA support services, Health and Social Services and other external bodies
- Making referrals to LA support services, including the ANF Funding Body, and external services on behalf of learners and their families
- Co-ordinating the identification of ALN through the 'seven-week process' and overseeing development of IDPs through person-centred meetings
- Co-ordinating person-centred IDP review meetings
- Managing ALN record-keeping including class ALN files
- Contributing to INSET, to build staff capacity in relation to ALN

### **The Role of the Governing Body**

The Governor responsible for Additional Learning Needs at Cogan Primary School is Mrs C Downton

The Governing Body's responsibilities to learners with ALN include:

- Ensuring that provision of a high standard is made for learners with ALN
- Ensuring full inclusion of learners with ALN
- Full involvement in the development and review of the ALN policy
- Reporting to parents on the school's ALN Policy including the allocation of resources from the school's budget
- Having regard to the ALNET Act (2018) when carrying out these responsibilities

### **The Role of the Headteacher**

The Headteacher's responsibilities to learners with ALN include:

- Ensuring that provision of a high standard is made for learners with ALN
- Ensuring full inclusion of learners with ALN
- Working closely with the ALNCo and all staff delivering ALP
- Full involvement in the development and review of the ALN policy

- Keeping the Governing Body well informed about ALN within the school
- Reporting on ALN matters to the Local Authority
- Ensuring that the school has clear and flexible strategies for communicating with parents in a way that encourages involvement in their child's education
- Having regard to the ALNET Act (2018) when carrying out these responsibilities

## **The Role of the Class Teacher**

The Class Teacher's responsibilities to learners with ALN include:

- Provide high quality, differentiated class teaching (universal provision).
- Develop constructive relationships with parents and keep parents informed of progress.
- Communicate concerns about a learner to ALNCo, for inclusion on school Monitoring List. Communicate concerns to parents. Monitor and give feedback on progress over time. Implement any extra support necessary within universal provision, and deploy LSA support to accommodate this (also see Appendix 2).
- Awareness of the school's procedures for the identification and assessment of, and subsequent provision for, learners with ALN.
- Collaborate with the ALNCo in developing the IDP and deciding upon the ALP required to assist a learner to progress
- Co-operate in implementing ALP for pupils with ALN and deploy LSA support necessary to deliver ALP.
- Work with the ALNCo to collect information about a learner for possible identification of ALN or review purposes.
- Be involved in the development of the school's ALN policy

## **Appendix 1**

### **Assessments commonly used at our school to identify ALN**

Screening tests include:

Local Authority Baseline Screening  
 Wellcomm Speech and Language  
 DEST Dyslexia Early Screening Test (Early Years)  
 Wellbeing: SELFIE Social and Emotional Learning for Improvements Elsewhere) from years 2 – 6

Standardised tests include:

New Salford Reading Test  
 SWST (Single Word Spelling Test)  
 National Test results

Diagnostic Tests can include:

Vale of Glamorgan Dyslexic Diagnostic Test  
 Motional (Wellbeing)

We make reference to:

Cardiff and Vale 'Best Practice Guide' for Speech and Language Development  
 Vale of Glamorgan SEN Indicators  
 P-steps and Small Steps Summative Assessment

## **Appendix 2**

### **Interventions and Apparatus that can be used as part of Universal Provision (not exhaustive)**

#### **Speech and Language**

Wellcomm

Chatterbox resources

#### **Literacy**

Catch-Up Literacy

Precision Teaching (e.g. of key words for reading or spelling)

Giglets

Reading Eggs

Coloured reading rulers

Pencil grips

Writing slopes

Alphabet cards/ spelling banks

Toe-by-Toe primer

Extra group reading resources (e.g. 'Rapid Reading')

#### **Maths**

'Plus One' and 'Power of Two' maths primers

Springboard Maths

#### **Organisation**

Visual Timetable

Now/Next board

Pack of equipment that stays in place for a child

#### **Sensory**

'Fiddle toys' including Tangles

#### **Gross Motor Skills**

'Smart Moves' (Early Years)

#### **Fine Motor Skills**

Sprung scissors

Pencil grips

'Speed Up' intervention (book)

Advice from 'Handwriting Motorway'

Letter formation practice cards

#### **Wellbeing**

ELSA work (Emotional Literacy Support)

Range of social skills games

Range of emotional literacy games

CERT (Cardiff Emotion Recognition Training)

Calming Boxes

Feelings Scales

#### **Behaviour**

Home-school book



## **Policy – Additional Needs/Special Educational Needs**

This is to confirm that the Governing Body of

**Cogan Primary School**  
**Ysgol Gynradd Cogan**

has accepted the attached policy at the Governing Body meeting held on

February 2026

Signed: K John

**Chair of Governing Body**

Date: 04/02/25