



**CHEPSTOW  
SCHOOL**  
INSPIRING LEARNING

# **CHEPSTOW SCHOOL**

# **ADDITIONAL LEARNING**

# **NEEDS POLICY**

**Approved by:** Full Governing Body

**Last Reviewed on:** 04.06.2026

**Next Review Date:** June 2027

## **Associated Documents**

ALNET Act (2018)

Equality Act (2010)

Additional Learning Needs Code for Wales (2021)

Local Authority ALN Strategy

Welsh Government Implementation Guidance (2021)

SEN Code of Practice Wales (2004)

## Introduction

Chepstow School is committed to ensuring that every pupil receives an education that meets their individual needs and enables them to reach their full potential. Chepstow School prides itself as a fully inclusive community providing high-quality education for all pupils, including those with barriers to learning and additional learning needs (ALN). This Additional Learning Needs Policy outlines Chepstow School's approach to identifying and supporting pupils with barriers to learning and additional learning needs to provide the opportunity for them to thrive.

Chepstow School recognises that barriers to learning and additional learning needs can encompass a wide range of challenges, including but not limited to, learning disabilities, neurodevelopmental needs, sensory impairments, and social, emotional, and mental health needs.

This policy is guided by Chepstow School's commitment to:

- a. **Equality and Inclusion:** Ensuring that all pupils have equal access to opportunities provided in Chepstow School.
- b. **Person-Centred Approaches** Recognising the unique needs of each pupil and developing support around these.
- c. **Early Intervention:** Identifying and addressing barriers to learning and additional learning needs at the earliest possible stage to prevent difficulties from escalating.
- d. **Partnership Working:** Collaborating with parents/carers, and external agencies to provide the identified support and services for pupils with barriers to learning and additional learning needs.
- e. **Continuous Improvement:** Regularly reviewing and evaluating our practices to ensure they are effective, responsive, and reflective of best practice.
- f. **A bilingual system:** *Ensuring that specialist training, interventions, and resources are available in Welsh for pupils in Welsh medium schools and settings.*

## Definition and Scope

This policy will refer to pupils who are experiencing barriers to learning as well as additional learning needs as defined by the Additional Learning Needs (ALN) and Educational Tribunal Act<sup>1</sup>, 2018 and associated Code<sup>2</sup>. Chepstow School has a responsibility to follow a graduated response in order to identify and support pupils to make appropriate progress.

## Roles and Responsibilities

Meeting the needs of learners with additional learning needs is part of whole school improvement. A focus is placed on whole school improvements to teaching and learning, wellbeing and progress to enable all pupils to feel valued and to succeed. Therefore, a whole staff approach is taken to identifying and supporting pupils with barriers to learning and additional learning needs. Reasonable adjustments are embedded in whole school planning, curriculum development and environmental design. The ALNET Act 2018 places a legal requirement on schools to have an additional learning needs co-ordinator (ALNCo) in post, who will take a strategic lead for additional learning needs across the school. The class teacher takes primary responsibility for the planning, delivery and assessment of learning for their class.

**Headteacher** has responsibility for:

- The daily oversight and implementation of the Additional Learning Needs Policy, aligned with the Equality Act 2010, ALNET Act 2018 and the Additional Learning Needs Code for Wales 2021.
- Liaising with and advising colleagues through the appropriate channels on barriers to learning, additional learning needs, inclusion and equality matters.
- Ensuring an ALNCo is in post, either as part of the senior leadership team (SLT) or with a direct line of communication to SLT, and ensuring appropriate time allocation for completion of ALN matters.
- Co-ordinating, alongside the ALNCo, the support aligned to the provision pyramid and the additional learning provision, overseeing the ALN budget; informing the governing body and Local Authority of financial planning and evaluation.
- Identifying and ensuring the delivery of effective professional learning for all colleagues in developing practice in relation to barriers to learning and additional learning needs.
- Liaising with parents and external agencies including the LAs support and Education Psychology Service, Health and Social Services and Voluntary Bodies.

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**Additional Learning Needs Co-ordinator** has responsibility for:

- The daily oversight and implementation of the Additional Learning Needs Policy, aligned with the Equality Act 2010, ALNET Act 2018 and the Additional Learning Needs Code for Wales 2021.
- Liaising with, advising and signposting teaching staff and teaching assistants on matters associated with barriers to learning and additional learning needs.
- Ensuring a robust provision pyramid is in place and used across the school, which is monitored, tracked and evaluated to meet cohort needs.
- Effective deployment and evaluation of resources allocated to barriers to learning and additional learning needs.
- Supporting early identification of need and overseeing reasonable adjustments within universal, universal plus, targeted support and additional learning provision required to meet needs.
- Working with the class teachers and Senior Leadership Team to ensure appropriate the provision for learners with barriers to learning and additional learning needs, which is monitored and tracked to ensure impact.
- Overseeing the records of all children with barriers to learning and additional learning needs.
- Liaising with external agencies/ professionals and overseeing the referrals/ requests for involvement for children, ensuring recommendations are embedded in One Page Profiles and/ or IDPs.
- Contributing to the professional learning for all staff in relation to inclusive practice, barriers to learning and ALN.
- Identifying the learners requiring access arrangements and to ensure that these are in place at the appropriate time.
- Liaising with parents / carers in relation to additional learning needs.
- Meeting with and providing feedback to SLT and the ALN Governor to demonstrate progress and ways forward.
- Contributing to the School Development Plan and self-evaluation/ quality assurance processes around whole school improvement, aligned with barriers to learning and additional learning needs.
- Oversight of all One Page Profiles and quality assurance of the documents and their implementation.
- Ensuring appropriate and timely responses to any new requests for exploration of additional learning needs requiring additional learning provision, in line with the statutory processes.
- Ensuring person-centred annual reviews take place within the statutory timescales and effective quality assurance of paperwork.
- Following the Protocol Document, in line with the Act and Code, to make appropriate referrals to the local authority in relation to providing additional learning provision and maintaining IDPs.
- Oversight of information sharing at transition points within the setting and supporting the transfer of information between settings and agencies.

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*More information around the roles and responsibilities of the ALNCo can be found in Chapter 8 of the Code.*

**Class teachers** have a responsibility for:

- Providing inclusive, high quality and adaptive teaching and learning as part of the universal provision of the school.
- Implementing the Chepstow School's ALN Policy, aligned with implementation of the Additional Learning Needs Code for Wales 2021.
- Ensuring the development, implementation and review of high quality and impactful One Page Profiles.
- Ensuring that the resources, targets and curriculum are appropriate to the needs of the pupils as set out in the pupil's One Page Profile and/ or Individual Development Plan (IDP).
- Supporting the school processes around early identification and contribute to the individual provision maps for pupils, including identification, implementation and tracking of targeted intervention to meet individualised need.
- Contributing to the development of additional learning provision where relevant, in liaison with the ALNCo.
- Ensuring that achievement and progress are also appropriate to the needs of the pupil.
- Working with Teaching Assistants (where relevant) in the planning and delivery of lessons in supporting pupils and the assessment of progress when appropriate, gaining advice from the Additional Learning Needs Coordinator when required.
- Adapting teaching and learning resources and set achievable goals to ensure that the pupils experience success.
- Contributing to and attending person centred meetings, as required.
- Communicating effectively with parents.
- Supporting the effective handover of information to ensure successful transitions between year groups, phases and settings.

**Teaching Assistants** have a responsibility for:

- The daily implementation of the Additional Learning Needs Policy, aligned with the aligned with implementation of the Additional Learning Needs Code for Wales 2021.
- Following the inclusion, high quality, adaptive teaching and learning planned for by the class teacher.
- Liaising with teaching staff around support, provision and progress for pupils with barriers to learning and additional learning needs.
- Having knowledge of the pupils' needs, provision and targets within target sheets (where relevant, the IDP Outcomes) and implementing the agreed provision.
- Working with the class teacher for keeping records on learners receiving targeted and additional learning provision and their progress (where relevant).

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- Working with the class teacher to contribute to the development of appropriate short-term targets for individuals in receipt of targeted support or additional learning provision.
- Contributing to and attending person centred meetings, where appropriate.
- Providing support and confidence to the pupil during lessons and working with the teacher to adapt learning to support access and progress.

### **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. The Governing Body should have an awareness of ALN systems and processes. Relevant training is available for ALN linked governors and the wider Governing Body through the LA.

### **Support Agencies**

Various support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists and school nurse will represent an additional tier of staffing provision. Their role will be primarily to support and guide support and teaching staff in providing appropriately for learners in their assessment, lesson planning, methods, strategies and delivery styles. They may, if necessary to the success of the learner, 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.

### **Designated Education Clinical Lead Officer**

The designated education clinical lead officer or DECLO is the person in the Aneurin Bevan University Health Board, who has responsibility for co-ordinating the Board's functions in relation to children and young people with ALN. More information about the DECLO's roles and responsibilities can be found in Chapter 9 of the ALN Code 2021.

## Inclusive Practice

Chepstow School takes an inclusive approach to education, where our pupils, regardless of their abilities or differences, feel valued, supported and empowered to succeed. We work in collaboration with parents/ carers, healthcare professionals and local authority services to aim to develop a culture of inclusivity and support.

Meeting the needs of learners with ALN and barriers to learning takes a whole school approach (ALN Code 3:18 and 3:19) and is part of whole school improvement.

We are committed to:

- **Person-Centred Practice:** Person-centred practice (PCP) puts the pupil at the centre of decisions around their education and includes parent/ carer participation. The views of all are meaningfully taken in account (ALN Code 3.5). Our pupils and parents/ carers are included in the development of One Page Profiles and where relevant the development of Individual Development Plans (IDPs).
- **Graduated Response:** The importance of timely identification and of providing appropriate provision as soon as possible for a pupil with barriers to learning or ALN cannot be overemphasised (ALN Code 3.13.). This may include reasonable adjustments or targeted intervention to support progress.
- **Training and Support:** Ongoing training and support will be provided for teaching and support staff to continue to develop approaches to adaptive teaching and learning, creating inclusive learning environments, and meeting the diverse needs of pupils with barriers to learning and additional learning needs in our School.
- **Equality and Accessibility:** Chepstow School aim to create a supportive and welcoming environment by prioritising equality and accessibility. Chepstow School provides equal opportunities for all, including those with disabilities, as part of our legal obligation under the Equalities Act (2010)<sup>1</sup>. This includes a commitment to ensuring that pupils with disabilities are not subjected to discrimination or harassment based on their disability and have the opportunity to full participation in the educational experiences available for all.

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<sup>1</sup> <https://www.gov.uk/guidance/equality-act-2010-guidance>

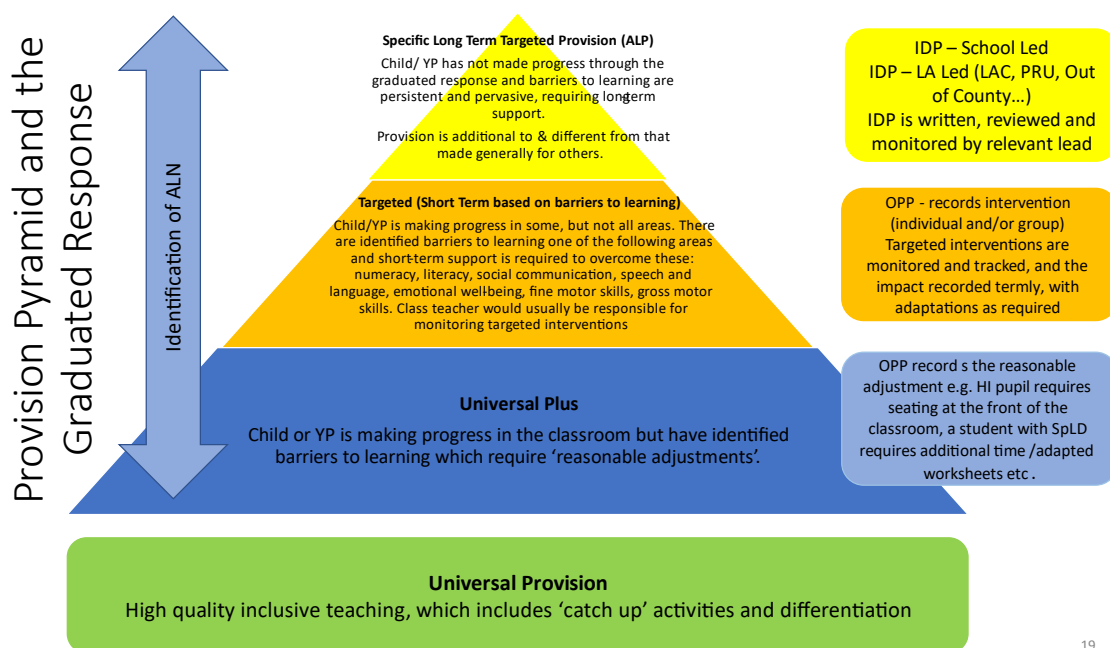
# The Legal Framework

## Barriers to Learning

Chepstow School takes a graduated response to supporting all pupils to make progress and be successful in school. This approach focuses on a needs-led approach and is not reliant upon any diagnosis. Whole school assessment and tracking processes will be utilised to identify any pupils with a barrier to learning in order to identify any support requirements.

The ALN Code recognises that pupils will inevitably progress at different rates so the fact that a pupil is apparently underperforming by comparison with others of the same age is not, on its own, proof of ALN. Where progress is not adequate, it will be necessary for the school to take some additional or different action to enable the learner to learn more effectively. Section 20.14 of the ALN Code states that;

*'The first response to inadequate progress would often be teaching targeted specifically at a learner's areas of weakness. All education settings are expected to put in place differentiated teaching or other targeted interventions designed to secure better progress where appropriate, for all learners. Indeed, most children and young people will require a differentiated approach in some aspect of their education at some point. This is a fundamental element of high quality – but routine – teaching.'*



There will be pupils in our school who require reasonable adjustments in order to access the learning and make progress. These are recorded on the One Page Profile and applied across the curriculum.

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Where progress is not evident as part of a barrier to learning, suitable evidence-based targeted intervention will be implemented, for an agreed period of time. A clear baseline will be completed in order to set specific, measurable, achievable, relevant and time-bound (SMART) targets to monitor and track progress against these. The key information around the identified barrier to learning and support in place will be recorded through a One Page Profile with targets.

For pupils where progress remains minimal, Chepstow School will consider whether there is an additional learning need requiring additional learning provision is needed.

### Additional Learning Needs: Legal Definition

Section 2 of the ALNET Act, 2018 defines the term 'additional learning needs' (ALN), as,

*(1) 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.*

*(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. (ALN Code 2.3)*

### Identification and Assessment

The ALN Code describes the duties on maintained schools to decide whether a child or young person has ALN, which requires additional learning provision (ALP). ALP encompasses additional or different educational or training provision, which goes beyond that generally made available. Chepstow School will decide whether to prepare and maintain an Individual Development Plan (IDP) in nearly all cases, unless a pupil is a child looked after (CLA).

School will use the ongoing assessment cycle and information available to them to identify those pupils who require an IDP. It is also possible for a parent/ carer, the pupil or another person/

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professional working with the individual to request exploration of whether a pupil has ALN and thus requires an IDP. Requests around children looked after (CLA) must be made to the pupil's home authority by Chepstow School, parents/ carers, pupil or any other professional working with the pupil.

Once a request is made to the school, Chepstow School must follow a statutory 35-day process, outlined in the ALN Code. The process can be extended for reasonable grounds, for example information from external professionals is essential for decision making/ drafting an IDP and there is a delay in this being provided.

Parent/ carer consent is essential in order to follow this process. As part of the process to identify whether there is an additional learning need, Chepstow School will capture the views of the family and the pupil, as well as seeking further information from all professionals working with the pupil.

Chepstow School will work with parents/ carers as part of this process and provide the reasons for the decision made. Where there is a disagreement around the decision, we will offer opportunities for a person-centred meeting to explore the concerns.

An Individual Development Plan (IDP) will be provided for a pupil identified as having ALN requiring ALP; this statutory document will include a description of the pupil's needs, their one-page profile (OPP) and additional learning provision deemed necessary to meet their needs. Once an IDP is issued, it should be reviewed on at least an annual basis or if there is a significant change in ALN. Parents/ carers or the pupil can request a review at any time.

### Statutory Responsibilities of the Local Authority

The local authority (LA) is responsible for identifying whether a child or young person may have ALN and the subsequent decision as to whether requires an IDP for the following groups of children/ young people:

- Children attending non-maintained Nursery settings.
- Children or young people looked after (CLA)
- Children or young people who are dual registered
- Children or young people attending Monmouthshire's Specialist Resource Base Provision (SRBs)
- Children or young people attending out of county maintained special schools, independent schools or independent special post-16 institutions (ISPIs).

The LA has 12 weeks to complete an IDP Assessment.

The LA can, in certain circumstances, take responsibility for IDPs for children and young people attending maintained schools. **Monmouthshire's Principles Document** is available via the

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website (<https://www.monmouthshire.gov.uk/MCC-Principles-Document-2022.>) and describes the process that maintained schools would need to follow to request that the LA takes responsibility for a child or young person's IDP.

For all referrals or appeals to the Local Authority, all decisions will be made by the ALN Statutory Panel, this includes decisions relating to commencing an IDP assessment or agreeing to an IDP being written. The ALN Statutory Panel is part of a wider Inclusion Panel, which takes place every three weeks. This Panel comprises of Statutory Officers, a Senior Inclusion Officer, an Educational Psychologist, a representative of the independent parent partnership and where appropriate, a school representative.

### Provision and Professional Learning

A school wide provision pyramid has been constructed, which is reviewed annually, taking into account cohort needs, what support has had a positive impact on pupil progress and the resources available to deploy.

Chepstow School recognises the Monmouthshire LA view of the 'team around the child' approach which provides a pupil with a small group of adults, who can provide support as necessary, throughout a school day. This recognises the importance and value of trusting relationships with key adults, particularly for those with attachment and trauma related difficulties. This approach aims to develop independence, resilience and friendships in a modelled, scaffolded and supported way.

Monmouthshire LA **does not endorse using 'one-to-one support'** terminology in IDPs or one-page profiles. The reason for this is that identifying direct support from a named adult can make children feel separated from their peers and can make them feel stigmatised or singled out. Additionally, some pupils may get very attached or dependent on their named adult, usually a teaching assistant (TA), which can have a negative impact on a child should the TA be absent, leave their post or be allocated to another pupil. Over-dependence on one TA can also be a significant barrier to a pupil becoming independent and resilient in the school setting.

For some pupils, a risk assessment may identify times during a school day when individual support may be necessary e.g. individual supervision during lunchtime due to risk of choking. Where a risk assessment identifies the need for individual support, this should be reviewed regularly and a 'step-back' approach taken, where progress has been made.

In addition to school-based provision, Chepstow School has access to services and specialist teams who sit within the LA, Chepstow School are able to request advice and support from:

- [Educational Psychology Service \(EPS\) - Monmouthshire](#)
- [Monmouthshire Specialist Teaching Service \(MoSTS\)](#)
- Outreach, Autism Support and Inclusion Service (OASIS)
- Education Support Team (EST)
- [Monmouthshire Autism in Schools and Settings](#)

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Monmouthshire LA works with partners with the region and nationally to develop training, resources and provision for schools and settings, which Chepstow School is able to access. This includes:

- SENCOM - [Sensory & Communication Support Service](#)
- CALDS - [Child and Adolescent Learning Disability Service](#)
- AET- [Autism Education Trust](#)

Chepstow School is committed to the on-going professional learning of staff to ensure they are equipped to support the identified barriers to learning and ALN within cohorts. This includes input from LA Services and health professionals on an individual, small group and whole school basis.

The LA has a duty to keep additional learning provision under review (ALN Code Chapter 7). Chepstow School work effectively with the cluster and the LA to participate in key quality assurance processes and a bi-annual supported self-evaluation review.

### Transition Support

Chepstow School works effectively with the cluster of primary schools. This ensures appropriate information sharing and planning ahead for transitions from Year 6 to 7. Where an IDP is in place, the secondary school are invited to the Year 5 (Spring Term) and 6 (Autumn Term) person-centred annual review, to ensure consideration of ALP for secondary transition can begin. On confirmation of placement (Spring Term), enhanced transition meetings will be set up for those pupils identified as requiring this support. Enhanced transitions are developed based on individual pupil need. Where IDPs being maintained by the primary school will transfer to the secondary school, the secondary school will issue a notice to confirm they will maintain the IDP following transition.

Person centred annual reviews for pupils with ALN will take place in the Autumn Term of Year 10 and 11 in order to begin planning for transition to Post 16. Based on pupil and family views, where appropriate local college providers will be invited to the reviews as part of the consultation process to secure suitable Post 16 provision. During the Year 11 review decisions will be made around next steps and consent requested from the young person to determine whether the IDP will continue to be maintained beyond Year 11 (whether remaining in the School's Sixth Form or making a transition to a college provider). Enhanced transition will be agreed following confirmation of placement for Post 16.

Should the pupil not consent to the IDP continuing or it be agreed that they will not transition to an education placement, the body maintaining the IDP will issue a letter to cease the IDP at the end of their compulsory schooling.

Chepstow School work with MCC Access Team around all in-year transfers. Where an IDP is in existence, there must be a consultation around whether the school are able to provide the ALP outlined in Section 2. It is vital that Chepstow School are in receipt of the most up to date

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information in order to determine the support requirements. Information will therefore be collated from the previous setting as soon as possible to support any agreed transition.

## Dispute Resolution

Wherever possible every effort will be made to resolve any disputes relating to ALN identification and provision at the earliest opportunity.

SNAP Cymru is the regional independent parent partnership service provider (see website [Home - Snap Cymru](#)).

Where disagreements cannot be resolved, parents/ carers and young people can appeal a school decision with the Local Authority. These would typically be the school's decision not to write and maintain an IDP or where the content of Section 2 cannot be agreed.

Appeals against decisions around the IDP made by the LA can be lodged with the Education Tribunal for Wales (ETW). The ETW deals with disputes to do with Individual development plans (IDP). They also deal with claims of disability discrimination made specifically against schools. Their website provides detailed guidance on both these areas for appeal - [Welcome to the Education Tribunal for Wales](#).

### Complaints Procedure

Parents /carers or young people wishing to make a complaint about matters relating to ALN that have been managed by the school, should follow the Chepstow School's complaints procedure.

Parents /carers or young people wishing to make a complaint about matters relating to ALN that have been managed by the local authority should follow the local authority complaints procedure - [Complaints, Comments, Feedback and Compliment - Monmouthshire](#).

A copy of Monmouthshire's Complaints and Compliments Policy is available via their website (link here - [Whole Authority Complaints and Compliments Policy, 2016](#)).

## Monitoring and Evaluation

This ALN Policy will be monitored and evaluated on an annual basis to ensure its effectiveness and to identify areas for improvement.