



YSGOL CWM  
BROMBIL



# Additional Learning Needs Cluster Policy

September 2025-2026

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Policy Review Date:	October 2026
Additional Comments:	
Signed:	<i>Mair John</i>
(Chair of Governors)	

## Glossary

ALN – Additional Learning Needs

ALNCo – Additional Learning Needs Coordinator

PCP – Person Centred Planning

KS – Key Stage

PDG – Pupil Deprivation Grant

SEG – School Effectiveness Grant

## Introduction

The development of the Additional Learning Needs Policy is fundamental to pupils' learning. The schools within the Ysgol Cwm Brombil Cluster recognise that the implementation of ALN provision is of the highest priority.

It is the intention of the cluster that individual schools may contribute to the policy to reflect their individual practice, and information that is specific to these schools is included in their own Appendix. Practices will be shared with the cluster through the ALNCO meetings and effective practice will be embedded throughout the whole cluster, becoming written into the policy.

The policy is a statement that will ensure systematic and consistent practice and provision of ALN throughout the cluster. In this manner, the ALN provision in the cluster will be constantly evaluated and improved.

The implementation of this policy is the responsibility of all staff within individual schools.

## Aims

All pupils have skills, talents and abilities and as a cluster we have a responsibility to develop these to the full.

We aim to:-

- Provide a broad, balanced, relevant and differentiated curriculum for all pupils in the context of a secure and stimulating environment.
- Give every pupil, irrespective of sex, race, culture, disability, language or special educational need, the opportunity and encouragement to succeed to reach his or her full potential.
- Support pupils as early as possible when identified with an ALN.
- Facilitate a range of methods to support pupils in accessing the whole school curriculum as far as possible, using skilled staff, specialist agencies, specialised equipment and resources.
- Ensure that the views of the pupil are sought and taken into account, and that the pupil participates as fully as possible throughout decision making processes.
- Enable individual pupils to participate fully in society, contributing to and benefitting from it.

Successful inclusive education is a combination of effective school leadership, providing the conditions for an inclusive and innovative environment to flourish, along with teachers having the right skills and knowledge to create inclusive classrooms.

### [The Additional Learning Needs and Education Tribunal Wales \(ALNET\)](#)

The Additional Learning Needs and Education Tribunal Wales (ALNET) 2018 Act provides new legislation for supporting children and young people with ALN, and is accompanied by a mandatory Code. The new statutory framework is underpinned by the following key principles and aims:

**A rights-based approach** where the views, wishes and feelings of the child, young person and their parents / carers are central to the planning and provision of support; and the child,

young person and their parents / carers are enabled to participate as fully as possible in the decision-making processes. This can be achieved through the implementation of Person-Centred Practice (PCP).

**Early identification, intervention and effective transition planning** where needs are identified and provision put in place at the earliest opportunity.

**Collaboration** where services work together to ensure ALN are identified early, and appropriate co-ordinated support is put in place to enable children and young people to achieve positive expectations, experiences and outcomes.

**Inclusive education** which supports full participation in mainstream education, wherever feasible, and a whole setting approach to meeting the needs of children and young people with ALN.

**A bilingual system** where all reasonable steps are taken to deliver Additional Learning Provision (ALP) in Welsh.

The starting point of the decision-making processes in Neath Port Talbot, in respect of Additional Learning Needs and Additional Learning Provision will be the aims and principles described above.

The ALN system is supported by a person-centred process of collaboration and co-production, which facilitates discussion about needs, outcomes and provision, with disputes and disagreements avoided, or resolved at an early stage.

Consequently, the decision-making process in respect of ALN in Neath Port Talbot will be determined by the extent to which schools have made sufficient efforts to apply these principles and Person-Centred Practices.

*The term Additional Learning Needs (ALN) is used to identify pupils whose learning needs are additional to the majority of their peers.*

## **2.0 Definition of ALN**

For the purposes of the Act, the use of the term ALN relates to individual children and young persons who have “Additional Learning Needs” i.e. they have a **learning difficulty or disability** (whether the learning difficulty or disability arises from a medical condition or otherwise) **which calls for Additional Learning Provision.**

Many children and young people are likely at some point to experience short term issues with their learning, for example because of a period of absence from an education setting caused by a temporary illness, or because they have suffered a bereavement or some other trauma. In these circumstances, schools may need to take action to help the child or young person catch up and / or to prevent the issue from escalating. These situations would not ordinarily amount to ALN on their own; but it is possible that in some cases, this could result in a difficulty in learning which calls for ALP.

For those children and young people who do not have an identified disability, in the first instance, observing and assessing their progress will provide information about areas where they are not progressing satisfactorily ([ALN Code 20.4](#)).

On the basis of this evidence, including the data collected, it should be possible to identify learners making less than expected progress. This can be characterised as progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's or young person's previous rate of progress; or
- fails to close, or widens, the attainment gap between the child or young person and their peers, despite the provision of support aimed at closing that gap (such as differentiated teaching) ([ALN Code 20.8](#)).

## 2.1 Definition of ALN – a 2 step approach

To establish whether a child of compulsory school age or young person has ALN, the following tests must be applied.

### **Test 1 - Does the child or young person have a learning difficulty or disability?**

**A child or young person of *compulsory school age* or above 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.

If the answer to either (or both) question is '**yes**', it is necessary to proceed to apply the second test. **If the answer is 'no' to both questions, the child or young person does not have ALN.**

### **Test 2 - Does the learning difficulty or disability call for ALP?**

The second test is whether the child or young person's learning difficulty or disability calls for ALP. ALP can take many forms; it might include any support that takes place inside or outside the mainstream classroom, where it is additional to, or different from, that made generally for others of the same age. ALP might also be delivered in settings outside of the school or in some circumstances and/or by external professionals.

**“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:

- (a) mainstream maintained schools in Wales;
- (b) mainstream institutions in the further education sector in Wales; or
- (c) places in Wales at which nursery education is provided.

**If the child or young person has a learning difficulty or disability which calls for ALP, the child or young person has ALN for the purposes of the Act. Where it has been agreed that a child or young person has ALN and ALP is to be secured, an Individual Development Plan (IDP) will be drafted and maintained.**

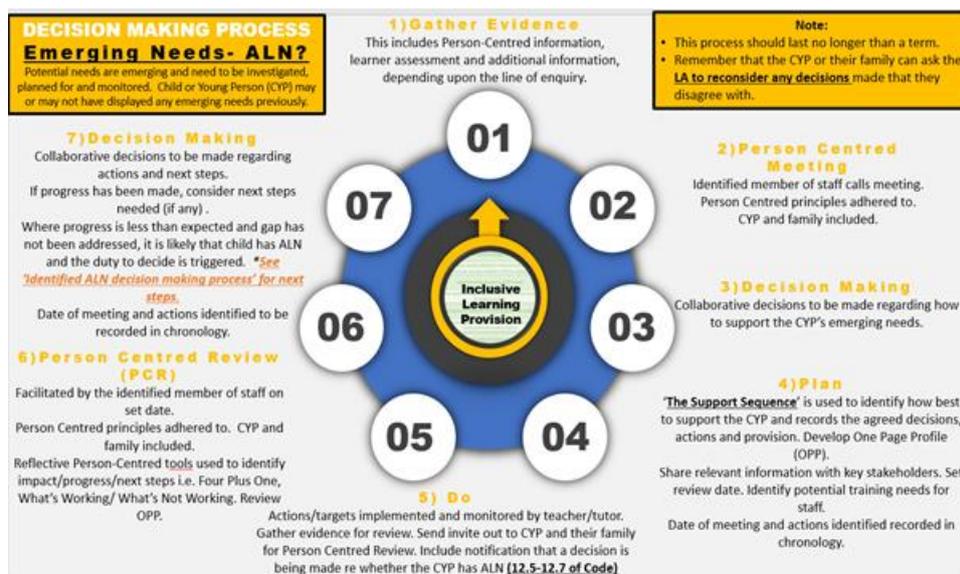
### **Inclusive Learning Provision (ILP)**

All education settings are expected to put in place differentiated teaching strategies and /or other targeted interventions designed to address an attainment gap and therefore secure better progress for learners. These strategies and interventions form part of the high-quality teaching and learning provision made generally available to all learners within the setting and are termed ‘Inclusive Learning Provision’. Further information regarding the expectations on schools to provide Inclusive Learning Provision can be found in the *Neath Port Talbot Additional Learning Needs Expectations* Document.

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

If a learner does not make appropriate progress in their learning and /or any barriers to learning are not addressed through Inclusive Learning Provision, or they present with significantly greater difficulties in their learning than the majority of others the same age, then an enhanced targeted package of support may be needed so that they can make progress and achieve their potential. This may include intervention and support using school-based expertise or through external agency support.

In order to help with the decision-making process in relation to whether a child or young person has ALN, Neath Port Talbot LA, in collaboration with the South West Region, have developed the following staged process which is based upon Person Centred Practices:



### 3.0 Additional Learning Provision – LA or School Maintained IDP?

Section 12.44 of the Code states that:

*Local Authorities **should**, in consultation with schools they maintain, and any other persons they consider appropriate, establish and publish a set of principles they will apply when determining whether it is reasonable for a school to secure the Additional Learning Provision (ALP) required by a pupil or whether the authority ought to do so. Principles **should** relate to:*

- a. *The **extent and duration of advice from external specialists** that is likely to be unreasonable for a school to secure;*
- b. *The **equipment** that it is likely to be unreasonable for a school to provide;*
- c. *The **intensity and duration of support** and scale of internal engagement of staff (including the ALNCo) at the school that it is likely to be unreasonable for a school to provide.*

### School Maintained IDP

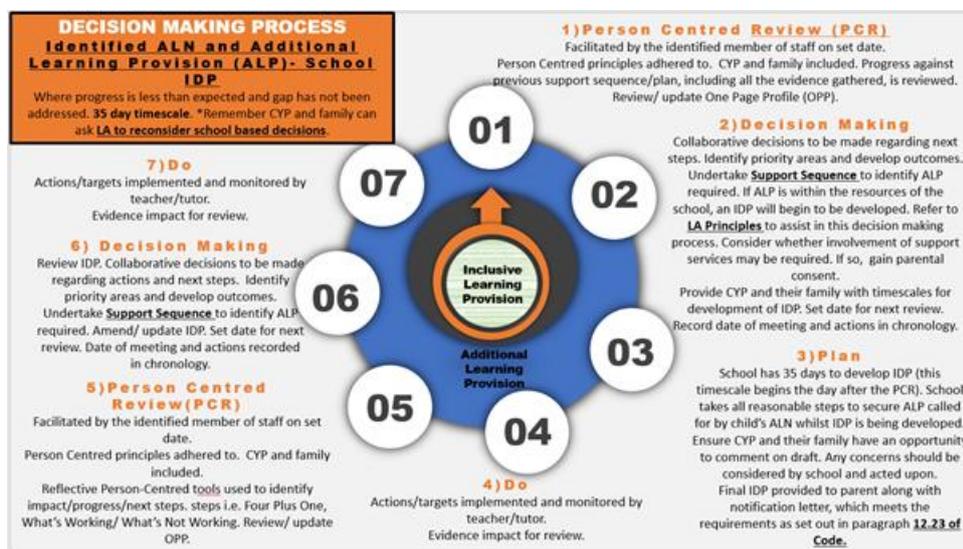
If a decision has been made that a child or young person has ALN, then an Individual Development Plan (IDP) needs to be prepared. **In most cases**, the decision whether a pupil has ALN and for preparing and maintaining an IDP, is made by the maintained school through the delegated budget. Schools will also therefore be responsible for securing the Additional Learning Provision needed for the majority of learners with ALN. Any decision regarding whether a maintained school can be reasonably expected to secure the ALP will be based upon the principles outlined below.

In its decision making around whether a school or the LA should develop and maintain the IDP, the LA will be mindful of circumstances outlined in [section 12.43 of the ALN Code](#), where it may be unreasonable for the school to secure ALP.

These include instances where the learner:

- Has a low incidence condition / rare condition which requires specialism that the school cannot provide (for example profound and multiple learning difficulties);
- Requires regular advice and support from external agencies which is over and above that which can be reasonably arranged and accessed by the school (for example weekly specialist input from a Brailist or Qualified Teacher of the Deaf);
- Requires equipment that can only be used by one pupil or cannot be re-used or is beyond the reasonable resources of the school; **or**
- Requires very intensive daily support which cannot be reasonably funded or secured by the school's budget (25 hours TA support or above).

In order to help with the decision making in relation to whether a child or young person requires a School Maintained IDP, the LA has developed the following staged process.



## Local Authority Maintained IDP

In some cases the decision whether a pupil has ALN and for preparing and maintaining an IDP is either referred and /or completed by the Local Authority. There are two instances in which a maintained **school is required to refer a child's case to a local authority** rather than decide for itself whether the child has ALN:

- Where the pupil is dually registered ([paragraph 12.37 of the ALN Code](#))
- If the child is looked after ([chapter 14 of the ALN Code](#))

In these cases, Neath Port Talbot LA will have the duty to decide and develop the IDP and will maintain the IDP through the delegated resources to the school.

[Chapter 12.39 of the ALN Code](#) also states that a maintained school can choose to refer a child's case to a local authority but should only do so if it considers that the child has ALN:

- a) that may call for ALP it would not be reasonable for the school to secure;

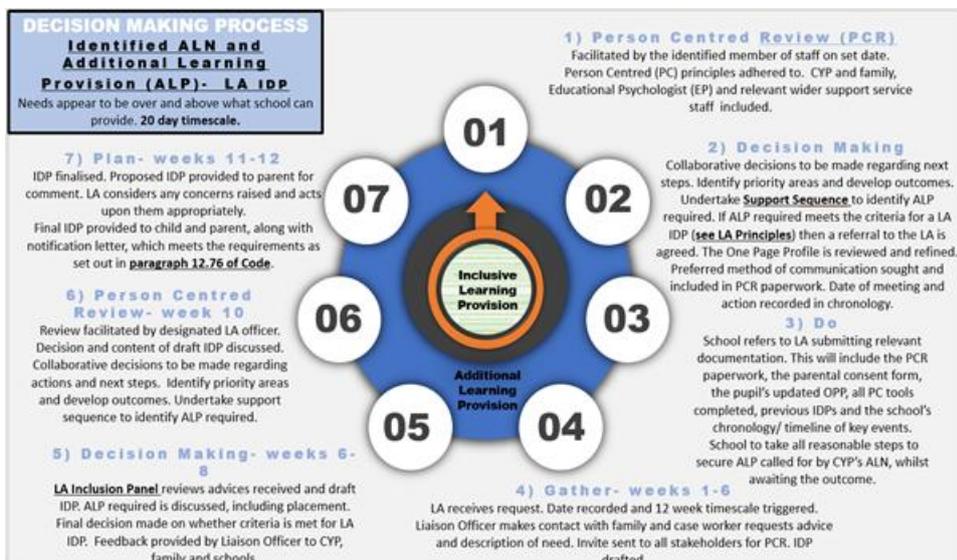
- b) the extent or nature of which it cannot adequately determine; or
- c) for which it cannot adequately determine ALP.

Neath Port Talbot LA will maintain IDPs for those pupils who require 25 hours or above Teaching Assistant Support to deliver the ALP. The funding for the TA hours will be funded by the School's Delegated Budget.

Neath Port Talbot LA will also maintain IDPs for those pupils who access a special school or learning support centre (LSC) placement.

The school should act promptly to consider whether to refer the child's case and consequently make any referral. In most cases, the school ought to be able to make the referral within 20 school days (if not earlier) from the date on which it is brought to its attention, or otherwise appears to it, that the child has ALN which it cannot be reasonably expected to provide for from its own resources. For further information on making a referral to the Local Authority please see [Chapter 12 of the ALN Code](#) and the Neath Port Talbot Local Authority Maintained IDPs – Guidance for School Requests (2021) document.

In order to help with the decision making in relation to whether a child or young person meets the principles for a LA maintained IDP in Neath Port Talbot, the following staged process will be applied:



## Admission Arrangements

Every school should expect, in exercising its functions under the ALNET Act, to take all reasonable steps to secure provision to meet the needs of children and young people with ALN and to adhere to its underlying principle of [inclusive education](#).

Each school adheres to the admission policy of the Local Education Authority. It does not discriminate against any pupil with additional learning needs. Each school endeavours, in partnership with others, to provide appropriate support for pupils who experience difficulties in:-

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical development
- Medical conditions

## **Inclusion**

Inclusive pedagogy places emphasis on the view that teachers teach all children in a positive, inclusive environment, ensuring that every learner feels valued, respected, nurtured and has a sense of belonging. There is a shared understanding that children will progress at different rates and, as a result, there cannot be a 'one size fits all' approach to teaching. This means that every child, no matter what their barrier to learning is, has equal access to learning opportunities to succeed.

## **Access to the Curriculum**

All pupils have access to all aspects of school life and there is no discrimination against any pupil with ALN. Each school in the cluster aims to provide appropriate intervention and support for pupils to access the curriculum.

Within the cluster, schools ensure provision is available to meet the specific needs of all pupils with ALN. **See Appendix 2 for ILP/ALP.**

## **Special Arrangements**

Special arrangements for assessments/tests/examinations are made in all schools throughout the cluster. The specific needs of pupils are discussed with ALNCo, class teacher, parents and Head Teacher, who work together to make provision for testing/examinations, or in some instances, disapplication.

## **Record Keeping**

The school's records for pupils with additional learning needs will collate and record the school's response at all stages, and information collected at the person-centred review meetings will be included. An appropriate combination of the following information regarding individual pupils is held by the school in the form of a chronology which will include:

- Description and nature of pupil's difficulty.
- Strategies to be adopted.
- Evaluations and reviews of individual plans.
- Records of support requested from external agencies.
- Reports received from all other professionals involved.

# Partnerships

## Parents/Carers

The school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at mutually convenient times. They have the right to access the records relating to their own child and appropriate school documentation at an agreed time. The school will seek to engage the services of a translator or interpreter where requested by parents or deemed necessary by the ALNCo to ensure partnership in developing strategies to help an individual pupil.

## Outside Agencies

The school works closely with other professionals to focus on the identification and provision for those pupils who have additional learning needs. All services involved with the school are regarded as being part of a working partnership whose aim is to provide integrated, high quality, holistic support which focuses on the needs of the pupil.

The following services/agencies are available to the school:

- Health
  - CAMHS
  - Health Visitors
  - Nurses (including Specialist Nurses)
  - Occupational Therapy
  - Physiotherapy
  - Speech and Language Therapist
  
- LEA:
  - Visual Impairment
  - Hearing Impairment
  - Specific Learning Difficulties
  - Wellbeing and Behaviour Support
  - Speech and Language
  - ASD Advisory Service
  - Social Services
  - Educational Psychology Service
  - Education Welfare Service
  - Pupil Parent Support
  - ALNST
  - Voluntary Services

## Cluster

The Cluster Schools work effectively in partnership to share practice. Regular meetings are held by the ALNCo cluster group to share information, plan transition and work closely with the Educational Psychologist and other agencies to share expertise and develop strategies.

The cluster also shares their allocation of Education Psychologist allowance. This means that the EP is available on an almost weekly basis for individual or group consultation.

## **Transition**

Partners have a critical role in promoting the rights and well-being of children and young people and helping them reach their full potential. They should therefore be committed to work in a manner aligned with the Principles below:

- Early planning.
- Multi agency collaboration.
- Good quality communication.
- Promote inclusion.

All of the above should be underpinned by a Person-Centred approach.

It is important that transition at key stages must:

- Be developmentally appropriate and reflect the maturity, cognitive abilities, social and personal circumstances, and communication needs of the child and young person;
- Capture the holistic needs of the child and young person as they progress through their education and move into the future; and
- Be aspirational in terms of the child and young person's future goals and the outcomes that matter to them.

To ensure a smooth transition, when a child or young person is at a critical stage in their education, the relevant body with responsibilities for preparing, considering and maintaining IDPs should plan for these changes well in advance. The Neath Port Talbot Inclusion Team is able to offer support and advice to schools and parents / carers in relation to facilitating key transitions for children and young people with ALN. Furthermore, a regional Transition Document will be made available to all schools and partners, to help with planning and implementing good transition for all learners.

Consideration should be given to Children who are Looked After in managing transitions in conjunction with the Education Coordinator for Looked After Children.

### **Class to class transfer**

Within primary schools pupils moving within progression steps will be supported to ensure smooth transition. This will include an information exchange meeting with ALNCO and teaching staff who support the pupils. All relevant documentation will be passed onto the next class teacher when necessary.

### **School to school**

When pupils transfer within the primary phase to an alternative school, the information exchange meeting would include the transfer of ALN records (see 'record keeping') as well as any other school records and documentation linked to individual pupils.

### **Primary to secondary**

Our partner secondary school is supportive and welcomes contact. Liaison takes place between key staff within the secondary and primary schools. This enables pupils to have a smooth transition between the primary and secondary phases of education and to establish a welcoming environment in the secondary school. Visits are made prior to transition in order to familiarise pupils with their new environment.

On transition, all documentation is passed onto the receiving school using the ***transfer of information form (see Appendix 3)*** and a copy of the form is retained and filed by the school that the pupil is leaving.

All sensitive documentation in relation to safeguarding will be transferred via the designated named officers within the schools.

## **Training**

In-service training is available in respect of additional learning needs for cluster, whole school, departmental or individual members of staff.

The governors will ensure they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher and the ALNCO.

The ALNCO and Headteacher will keep fully up to date with additional learning needs through attendance and training and cluster meetings. In addition, the ALNCO will develop skills through attendance at specialist training discussions with outside specialists and reading relevant documentation.

All staff involved with the pupils learning will be kept up to date by both the Headteacher and ALNCO during meetings and training sessions.

## **Resources and Funding**

Within the school's budget, there is an allocation of funding that reflects the additional needs of pupils with ALN. This will, naturally, vary from year to year, depending on the number of pupils who have special needs. These funds are used to provide for:-

- Human resources – this includes teachers, teaching assistants, training costs.
- Material resources – this includes teaching resources, literature, ICT equipment, specialised equipment.

Governors at each cluster school will ensure that moneys are set aside for ALN within their school.

Spending plans and the monitoring of grants available for ALN and vulnerable groups are also the responsibility of the GB of each cluster school. (e.g. PDG SEG)

### **See Appendix 1 for details about the school's ALN budget allocation.**

Governors ensure that the needs of pupils are met by identifying a coordinator for ALN, who, together with the Headteacher will identify areas of need for the pupils.

The ALN coordinator is allocated time to manage and review provision, curriculum needs, pupil progress, information sharing etc.

All Individual Development Plans (IDP's) will be resourced from schools' delegated budgets. As is the case currently, the expectation is for schools to meet the Additional Learning Provision (ALP) for all pupils who have an Additional Learning Need (ALN), from within their delegated budget. There is no additional funding for mainstream or special school / LSC pupils with ALN retained by the local authority.

The school's ALNCO and those responsible for making decisions in relation to ALP, will need to have knowledge of the funding and resources available to them. Pupils with identified ALN will receive appropriate, targeted support at the right time. Schools are encouraged to utilise funding for specific interventions, or indeed longer-term support, which will be specified in each pupil's IDP. The use of teaching assistants may help in supporting pupils, and this may be delivered on a one to one, paired, shared or grouped basis, or a combination of these, dependent upon the ALP specified within the IDP.

## **Roles and Responsibilities**

### **Role of the Headteacher**

The Headteacher has overall responsibility for implementing ALN reform, playing a pivotal role in driving cultural change and curriculum development. Key to this is supporting the ALNCo in engaging the whole teaching community and ensuring everyone understands that reform is about whole school improvement. In order to achieve this, the ALNCo will be empowered to influence strategic decisions about ALN.

The Headteacher drives the understanding that all teachers and education staff are educators of children and young people with ALN, and the ALNCo is the individual, who at a strategic level, ensures the needs of all learners with ALN within the education setting are met.

The Headteacher must ensure that the ALNCo forms part of the senior leadership team, or has a clear line of communication to it. This will support the education setting to plan, manage and deliver its duties and responsibilities in identifying and meeting the needs of children and young people with ALN.

### **Role of the ALNCo**

All mainstream maintained schools in Wales must designate a person who will have responsibility for co-ordinating provision for learners of ALN. That person is known as the Additional Learning Needs Co-ordinator, or ALNCo. The ALNCo is the individual who at strategic level ensures the needs of all learners with ALN are identified and met.

The ALNCo will need to be involved in the strategic co-ordination of ALN resources, such as deploying and supporting staff, planning and deciding on appropriate resources including resources required to support staff. The ALNCo must monitor the effectiveness of all Additional Learning Provision and should therefore be actively involved in decisions around budgets and resources.

The ALNCo is not expected to be directly involved with the day-to-day process of supporting every learner with ALN; this is the class teacher's responsibility. All staff who work with children and young people with ALN have a responsibility for ensuring that their needs are identified and met.

### **Teaching Staff**

All teachers have a responsibility for pupils with ALN, and are expected to differentiate the curriculum, make reasonable adjustments and provide pupils with auxiliary aids in line with

the Equality Act. All staff are responsible for monitoring progress, setting and reviewing IEP targets, and liaising with the ALNCo.

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

The Additional Learning Needs and Education Tribunal Wales (2018) Act, specifies that the Governing Body has overall responsibility for deciding whether or not children and young people have ALN and where relevant, to prepare and maintain the IDP.

*Where it is brought to the attention of, or otherwise appears to, the governing body of a maintained school in Wales that a child or young person who is a registered pupil at the school may have additional learning needs, it must decide whether the child or young person has additional learning needs.*

*If a governing body decides under section 11 that a child or young person has additional learning needs, it must:*

*a) prepare an individual development plan for him or her, unless any of the circumstances in subsection (2) apply, and*

*b) maintain the plan, unless the circumstances in paragraph (b) or (d) of subsection (2) apply. (Additional Learning Needs and Education Tribunal Wales Act 2018)*

This responsibility, as is the case with most Governing Body functions should be carried out with the aim of taking a broadly strategic role. A strategic role means that the Governing Body decides how they want the school to carry through that responsibility and establishes a strategic framework for making this happen.

The Headteacher and other members of the school's leadership team have actual responsibility for the management and direction of the school, working within the strategic framework established by the Governing Body. The Headteacher has direct responsibility for the leadership, management, internal organisation and control of the school. The Headteacher also advises upon the Governing Body's strategic framework in addition to implementing it.

In this way, the Governing Body will meet its responsibility for deciding whether children and young people have ALN or not, by establishing a strategic framework to ensure that all learners with ALN are identified and ALP is provided to meet their needs. This will then be outlined within an IDP. The Headteacher and Senior Leadership Team will develop the systems which will identify those learners as having ALN and will put ALN in place as required. In this endeavour, the Headteacher and Senior Leadership Team will shape the school's ILP, develop Person Centred Practice and make arrangements for targeted interventions and specialist input within their setting. The Headteacher will report to the Governing Body upon the progress of these developments.

**See Appendix 4 for persons with identified roles for ALN**

## **Resolution of Disagreements**

Parents/carers are partners with the school and are encouraged to discuss support arrangements openly with the relevant school staff. They are welcome to query decisions made by the school through the school's designated channels as laid down in school documentation.

Parents/carers who are not satisfied with the response from the school will be made aware of the complaints procedures that are available at each of the cluster schools. If, on pursuing complaints the parents are not wholly satisfied they may wish to seek further advice/assistance from the authority. If at this point they do not agree with the school's and authority's decision, they have a right to appeal to the ALN Tribunal for Wales.

## **Evaluating / Monitoring Provision within the Policy**

This policy will be evaluated and reviewed annually by the cluster ALNCOs.

Provision for pupils identified with Additional Learning Needs takes place annually, or, as and when the need arises in accordance with:

- Effectiveness of staff training
- Suitability of intervention programmes
- Ongoing tracking of pupil progress
- Annual ALN budget allowance
- Ongoing Government and Authority directives



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