



ADDITIONAL LEARNING NEEDS (ALN) POLICY

Document Control

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DO ALL THE GOOD YOU CAN, BY ALL THE MEANS YOU CAN,
IN ALL THE PLACES YOU CAN, IN ALL THE WAYS YOU CAN,
IN ALL THE TIMES YOU CAN, TO ALL THE PEOPLE YOU CAN,
AT ALL THE TIMES YOU CAN, AS LONG AS EVER YOU CAN.

Additional Learning Needs (ALN) Policy

PURPOSE AND SCOPE

This policy sets out how Rydal Penrhos identifies, assesses and supports children and pupils with Additional Learning Needs (ALN), so that they can access and benefit from the School's education and wider life. It applies to children from age 2 (Pre-School) through to Sixth Form, and should be read alongside the School's wider inclusion, safeguarding, admissions and accessibility arrangements.

The policy brings together whole-school practice and Pre-School-specific procedures within a single document. Where procedures differ between Pre-School and the rest of the School, this is made explicit in Section 9 and Appendix A.

STATEMENT OF INTENT AND KEY PRINCIPLES

- We are committed to the inclusion of all children and pupils, so long as they can access and benefit from the range of activities offered and can flourish within our supportive environment.
- We aim to eliminate disadvantage for learners with ALN by providing appropriate additional learning provision, making reasonable adjustments, and removing barriers to learning, participation and wellbeing.
- We treat pupils with ALN no less or more favourably than their peers and promote respect, dignity and equality across our community.
- We recognise that needs are individual and may change over time. We avoid unhelpful labelling, focusing instead on strengths, needs and practical support.
- We work in close partnership with parents/carers and, where appropriate, with the learner. We also liaise with relevant professionals and agencies where this supports the child's outcomes.
- We monitor and review the effectiveness of support and make adjustments where necessary.

LEGAL AND GUIDANCE FRAMEWORK

The School has due regard to relevant legislation and statutory guidance, including (as applicable to an independent school in Wales):

- Equality Act 2010.
- Additional Learning Needs and Education Tribunal (Wales) Act 2018.
- Additional Learning Needs Code for Wales (2021).
- Curriculum for Wales (from 2022).
- Welsh Foundation Phase Framework (2015) (where relevant to early years provision).

This policy should be read in conjunction with the following School policies and documents (and any successors):

- Admissions Policy.

- Equal Opportunities / Equality, Diversity and Inclusion Policy.
- Accessibility Plan.
- Access Arrangements for External Examinations.
- Safeguarding and Child Protection Policy.
- Complaints Policy.

DEFINITIONS AND TERMINOLOGY

A learner has ALN if they have a learning difficulty or disability which calls for Additional Learning Provision (ALP). ALN may arise from learning, communication, social, emotional, behavioural, sensory, physical, medical or mental health needs.

An Individual Development Plan (IDP) is a statutory plan for ALN in Wales. Within Rydal Penrhos, the School may also use non-statutory plans to coordinate support (for example Pupil Development Plans (PDPs) and/or Individual Education Plans (IEPs) in Pre-School). Where legacy terminology appears in older reports (e.g., “statement”), the School will interpret this in line with the current Welsh ALN system.

ROLES AND RESPONSIBILITIES

Governing Board

The Governing Board is responsible for overseeing this policy and for ensuring that appropriate provision is made for pupils with ALN.

Principal and senior leaders

The Principal, supported by senior leaders and the School ALNCo, is responsible for overseeing ALN provision across the School and for keeping the Governing Board informed of implementation and impact.

School ALNCo

The School ALNCo is responsible for:

- assisting in the strategic development of ALN provision within the School’s framework;
- taking overall day-to-day responsibility for the operation of ALN procedures across Prep, Senior School and Sixth Form;
- coordinating provision for pupils with ALN, including those with an IDP;
- ensuring staff understand their responsibilities and the School’s approach to identifying and meeting ALN;
- supplying staff with relevant information so that teaching and support are appropriate;
- ensuring parental/carer insights are considered, and that communication is timely and constructive;
- liaising, where appropriate, with external professionals and agencies;
- maintaining appropriate, up-to-date records of pupils with ALN;
- overseeing examination access arrangements in line with the School’s procedures and relevant awarding body requirements.

Pre-School ALNCo (and key person/practitioner)

In Pre-School, the ALNCo leads on early identification, further assessment, planning and review, and ensures appropriate records are maintained. The child's key person/practitioner remains responsible for day-to-day support and for planning and delivering an individualised programme, in consultation with parents/carers.

Teachers, practitioners and support staff

All staff share responsibility for meeting learners' needs. Teachers and practitioners are expected to understand this policy, differentiate appropriately, contribute to plans and reviews, and work closely with the ALNCo(s).

Parents/carers and learners

Parents/carers are encouraged to share information about their child's strengths and needs and to work with the School in planning and reviewing support. Where appropriate, learners are consulted in an age- and stage-appropriate way.

ADMISSIONS

Rydal Penrhos is academically non-selective, although prospective pupils are expected to meet a baseline which will enable them to access the School's curriculum. We welcome applications from children and pupils with ALN and will consider each application fairly and openly.

To ensure that appropriate support can be planned, parents/carers are strongly encouraged to discuss their child's requirements with the School at the earliest opportunity and to share relevant professional reports (for example medical or educational psychologist reports), where available.

Before an offer is made, the School will consider whether it can reasonably meet a child's identified needs, taking account of discussions with parents/carers, professional advice/reports, information from previous settings and (where relevant) any assessment completed during a taster/transition activity.

In some circumstances, an offer of a place may not be made if the School determines that it cannot adequately meet the child's needs; however, the School will always consider its duties under the Equality Act 2010 and the requirement to make reasonable adjustments.

All children joining Pre-School are offered a settling-in period tailored to their individual needs. Where a child's needs indicate a more gradual or adapted settling-in approach, this will be planned with parents/carers.

IDENTIFYING, ASSESSING AND SUPPORTING ALN (GRADUATED APPROACH)

Across the School, ALN support follows a graduated approach based on the cycle of assess, plan, do and review. Support is adjusted in response to evidence of progress, wellbeing and engagement.

Universal provision (quality first teaching and inclusive practice)

- high expectations and a strengths-based approach;
- appropriate differentiation and reasonable adjustments in class and around the campus;

- positive behaviour support and pastoral systems;
- use of routine assessment, observation and monitoring to identify emerging needs early.

Targeted provision (additional support)

- small-group, paired or individual learning support, within and/or outside the classroom, as appropriate;
- time-limited interventions to address specific needs (e.g., literacy, numeracy, speech and language strategies) where appropriate;
- additional specialist teaching/support as required.
- use of a written support plan (e.g., PDP/IEP) with clear targets and strategies shared with relevant staff and parents/carers.

Learning support forms part of the School's core provision. Charges will only be incurred for any additional provision that is requested by parents/carers and which extends beyond the School's core learning support offer, subject always to the School's duties to make reasonable adjustments.

Specialist provision (including statutory arrangements)

Where a learner's needs are complex, persistent, or not improving as expected, the School will consider whether more specialist input is required. This may include involvement from external specialists and/or consultation with the Local Authority regarding statutory assessment and an IDP (where appropriate). The School will cooperate with statutory processes and reviews as required.

Where a learner has an IDP already in place, the School will consult with parents/carers and (where relevant) the Local Authority to confirm that provision specified in the IDP can be delivered. Any additional services needed to meet IDP requirements may incur charges to parents/carers or to the Local Authority (where the Local Authority is responsible for fees and the School is named in the IDP). In all cases, the School will have regard to its obligations under the Equality Act 2010.

Planning, review and record keeping

Support plans (PDP/IEP/IDP) will include: the learner's strengths and needs; desired outcomes; strategies and adjustments; responsibilities; and review arrangements. Plans will be reviewed regularly and at least termly where a pupil is receiving targeted support.

The School maintains confidential records relating to ALN. Information is shared with staff on a need-to-know basis to enable appropriate support, and with parents/carers as part of the planning and review process.

PARTNERSHIP WORKING

Parents/carers

Parents/carers are kept informed at all stages of assessment, planning, provision and review. The School will share assessments and reviews and will signpost sources of independent advice and support where helpful.

External professionals and agencies

The School liaises with external professionals involved with children/pupils and their families (e.g., health or education specialists) when this supports better outcomes. In Pre-School, where appropriate, a Common Assessment Framework (CAF) / Joint Assessment Family Framework (JAFF) approach may be used to coordinate multi-agency support.

PRE-SCHOOL ARRANGEMENTS WITHIN THE WHOLE-SCHOOL FRAMEWORK

Pre-School ALN practice is aligned to the whole-school graduated approach, while reflecting early years pedagogy and care requirements. This includes strong emphasis on observation and developmental monitoring, play-based learning, close partnership with parents/carers, and ensuring dignity and privacy during any intimate care.

Appendix A sets out Pre-School operational procedures in more detail, including how plans are created and reviewed, and how transitions to other settings are managed.

EXAMINATION ACCESS ARRANGEMENTS

Where a pupil has a confirmed learning difficulty or disability, they may be entitled to examination access arrangements in public examinations. Such arrangements may include additional time, a separate room, the use of a word processor and/or support from a reader/scribe, subject to relevant awarding body rules and evidence requirements. The School ALNCo coordinates applications and ensures support is in place in line with the School's Access Arrangements for External Examinations procedures.

TRAINING, RESOURCES AND ENVIRONMENT

The School aims to provide well-informed and suitably trained staff to support children and pupils with ALN. Training needs are identified and addressed through professional development, including early years and specialist training where appropriate.

The School will make reasonable adjustments to the physical environment and learning resources, and will seek specialist equipment or services where needed and proportionate.

INCLUSION AND CULTURE

- Children and pupils with ALN are treated as individuals/equal members of the community and are encouraged to participate fully, in line with their needs and abilities.
- We promote positive images and role models and celebrate diversity across play, learning and wider school life.
- We challenge inappropriate attitudes and practices and encourage children to value and respect others.

TRANSITION ARRANGEMENTS

Effective transitions are essential. The School will work closely with parents/carers and, where appropriate, with current and receiving settings to share information and plan support. This includes transitions within the School, from Pre-School to Reception, and to other schools or settings.

COMPLAINTS

Any concerns about ALN provision should be raised initially with the child's class teacher/key person or the relevant ALNCo. Formal complaints will be managed in accordance with the School's Complaints Policy. In Pre-School, the School will make the complaints procedure available in formats that meet individual needs (for example large print, audio or additional languages) where reasonably practicable.

MONITORING AND REVIEW

The School monitors the effectiveness of ALN provision through a range of evidence (e.g., plan reviews, staff meetings, parental feedback, external agency input, inspections and complaints). This policy is reviewed at least every three years, and earlier if required by regulatory change or operational need. The Pre-School annex is reviewed annually as part of continuous improvement.

APPENDIX A: PRE-SCHOOL ALN OPERATIONAL PROCEDURES

EARLY IDENTIFICATION AND INFORMATION GATHERING

Where it is considered that a child may have additional needs that have not been acknowledged previously, the Pre-School will work closely with parents/carers and any relevant professionals to determine whether additional action is required.

Liaising with parents/carers (and, where appropriate, with the child).

Liaising with the Pre-School ALNCo and, where appropriate, the School ALNCo.

Liaising with professional agencies and reading reports provided.

Attending review meetings with the Local Authority or external professionals where relevant.

Observing the child's development and monitoring observations regularly.

PLANNING AND PROVISION IN PRE-SCHOOL

Pre-School provides a broad, balanced, play-based early learning environment. Provision for children with ALN may include:

Differentiated play and learning activities to meet individual needs and abilities.

Reasonable adjustments to routines, environment and resources to support access and participation.

An Individual Education Plan (IEP) and/or non-statutory Individual Development Plan (IDP) where this supports clear planning and review.

Support for children who learn quicker (including those who may be considered more able) as well as children with identified difficulties and/or disabilities.

Ensuring privacy and dignity when any intimate care is required.

REVIEW

IEPs/IDPs are reviewed regularly, at least once a term, with parents/carers. Review meetings consider progress, wellbeing, the effectiveness of strategies and any next steps, including whether external input is required.

EXTERNAL SUPPORT AND STATUTORY ASSESSMENT

Where review indicates that additional specialist advice is needed, the Pre-School ALNCo will, with parental/carer involvement, seek support from appropriate external services. Where targeted and specialist support is not sufficient to enable a child to progress satisfactorily, the School may, with parents/carers and relevant agencies, consider requesting or supporting statutory assessment by the Local Authority in line with Welsh ALN processes.

INCLUSION AND PARTNERSHIP

All staff in Pre-School share responsibility for inclusive practice.

Parents/carers are informed and involved at every stage of assessment, planning, provision and review.

The Pre-School promotes positive attitudes, challenges inappropriate practice and celebrates diversity. In-service training is provided for practitioners and volunteers, and the Pre-School seeks advice, support and training where required.

TRANSITIONS

Pre-School works closely with receiving settings and schools to support smooth transition. With parental consent, relevant information is shared to support continuity of care and learning.

COMPLAINTS AND ACCESSIBILITY

The complaints procedure is available to all parents/carers. Where reasonably practicable, it will be provided in accessible formats (for example large print, audio, Braille or additional languages) to meet individual needs.

REVIEW CYCLE

Pre-School procedures are reviewed annually as part of the whole-school policy review and continuous improvement.