



Cysgod y Coed

Additional Learning Needs Policy

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Version	Date	Reviewer	Note of revisions
2	July 2026	Jake Parkinson	Change of name from Monmouthshire PRS to Cysgod y Coed. Change of where IDPs are stored from SIMS to pupil files on staff site

Associated documents
ALNET Act 2018 and Additional Learning Needs Code for Wales (2021) Welsh Government Transformation Guidance Monmouthshire ALN Strategy

All our policies are constructed using the Monmouthshire values:

Teamwork Openness Fairness Flexibility

All our policies are co-constructed and informed by professional learning, pupil voice, parent carer voice, staff voice and subject to challenge and support by our Management Committee.

This policy makes clear how people should treat others and what may happen where things go wrong.

Pupils, parents and carers refer to the Monmouthshire Cysgod y Coed as Dalen Newydd and we use this name throughout this policy.

Aims

Monmouthshire prides itself on being a fully inclusive community for pupils of all abilities, challenges, race, gender and social origin. A criterion of the local authority's success will be its ability to meet a wide and varied range of wellbeing and learning needs. The local authority also recognises that a small number of pupils, throughout their educational life, will experience a time when they require higher levels of support or alternative provision which is not possible through mainstream schools and therefore can be provided through Cysgod y Coed. This may be linked to medical needs, emotional wellbeing or behaviour of challenge, which will usually have been supported through a robust graduated response at a school level, with support from external professionals.

Cysgod y Coed is committed to promoting high standards of appropriate achievement and progress for all pupils with additional learning needs.

Our core aims are:

- Pupils with identified additional needs and challenges will be enabled to access a suitable curriculum.
- To provide appropriate support through a graduated response of universal plus, targeted and specialist provision.

- To meet the needs of all pupils with additional learning needs requiring additional learning provision as far as resources will allow within the service and with the support of the LA and outside agencies.
- To take a person-centred approach to ensure the wishes, views and opinions of pupils are captured and considered. Parental engagement forms a crucial aspect of the process.
- To establish a continuity of provision and expectation through robust handovers with schools, LA services and other providers.
- There will be communication and collaboration between all stakeholders, including agencies. Where appropriate a multi-disciplinary approach will be taken to devise additional learning provision and support dispute resolution.
- The whole service will be jointly responsible for implementing policy and practice. This policy will embed provision into everyday practice and systems, matched to the nature of pupil need. The service will maximise present best practice and policies to meet need.
- Pupils will be fully involved in developing their One Page Profiles and where appropriate, setting short-term targets or outcomes in their Individual Development Plan (IDP). This will involve agreeing the strategies, support, approaches and success criteria to achieve those targets. Where appropriate, pupils will be actively encouraged to track their own progress and supported in recognising their achievement and reviewing their targets.
- Pupils will be fully involved in transition phases, when reintegrating into a school setting and when transferring between phases or onto Post-16 provision.
- Parents and carers will be included fully as partners in the decision-making process in providing additional support. Their views and understanding of the pupils' needs will be taken fully into account.
- The service's normal assessment system will ensure that all additional learning needs are identified early. In addition, the robust and on-going communication with any school setting a pupil has been / remains on roll.
- The service will keep abreast of best practice when devising intervention, support and provision following the graduated system of support to overcome barriers to learning.
- Following an accepted referral into Cysgod y Coed, a person-centred meeting will take place to plan the provision offer and consider the information around barriers to learning / additional learning needs.
- The intervention and provision set out in the One Page Profiles and Target Sheets will be reviewed at least annually using person-centred practice. IDPs will be formally reviewed through a person-centred review annually or where a significant change has been evidenced.

Roles and Responsibilities

The approach to providing for pupils with Additional Needs will be across the whole service; all staff in the service will ensure that is embedded within the normal curriculum and provision. The primary responsibility for provision lies with the teachers and tutors who, using the information from the OPP and where appropriate the IDP, plans, delivers and assesses achievement and progress according to the needs of the pupil.

Teachers / Tutors

- To provide high quality teaching and learning as part of the universal provision of the service.
- To implement any reasonable adjustments through universal plus provision.
- To implement the service's ALN Policy.
- To ensure that the resources, targets and curriculum are appropriate to the needs of the pupil as set out in the pupil's One Page Profile and where appropriate IDP.
- To ensure that achievement and progress are also appropriate to the needs of the pupil.
- To support the service's processes around early identification and targeted intervention to meet individualised need.
- To work with Teaching Assistants (where relevant) in the planning and delivery of lessons in supporting learners and the assessment of learner progress when appropriate, gaining advice from the Additional Learning Needs Coordinator (ALNCo) when required.
- To differentiate learning and materials and set achievable goals to ensure that the pupils experience success.
- To contribute to person centred reviews and attend reviews / discussions on pupil progress, as required.
- To record and report any concerns on pupil progress to relevant lead, passing onto the ALNCo where appropriate).
- To contribute to the provision map for individual pupils, making use of this to identify requirements for targeted intervention and track and monitor progress through targeted intervention.
- To contribute to the development of specific support through additional learning provision where appropriate, in liaison with the ALNCo.
- To communicate with parents and carers, raising concerns and celebrating progress.
- To support the effective handover of information to ensure successful transitions between year groups, phases and settings / provisions.

Support staff

- To ensure the daily implementation of the school Additional Learning Needs Policy.
- To liaise with and advise teaching staff on additional learning needs matters.
- Have a full knowledge of the pupils' needs, provision IDP Outcomes, implementing the agreed provision.
- To work with the class teacher to keep records on pupils with IDPs and their progress.
- To contribute and attend reviews / discussions on pupils' progress as appropriate.
- To support the wellbeing and learning of pupils by adapting work, providing support and increasing confidence.

Additional Learning Needs Co-ordinator

- To work with the SLT to ensure the daily oversight and implementation of the school Additional Learning Needs Policy.
- To liaise with and advise teaching staff and teaching assistants on additional learning needs and additional learning provision matters.
- To support early identification of need and oversee provision within universal plus, targeted support and specialist support required to meet needs.
- To work with teachers to oversee the provision for pupils with additional learning needs at a universal plus and targeted support level throughout the school.
- To work in collaboration with the wider staff team to monitor and track the provision and impact for pupils with additional learning needs.
- To oversee the records of all pupils with additional learning needs, including the oversight of completion of appropriate referral forms.
- To contribute to the in-service training of staff and liaise with and advise colleagues through the appropriate channels on additional learning needs matters.
- Identify the pupils requiring access arrangements and refer these for assessment / complete Form 9 where an IDP is in place, in-line with the JCQ Guidance (see Access Arrangements Guidance).
- To liaise with parents / carers.
- To work alongside external agencies and to ensure reports provided are incorporated into OPPs and IDPs, with effective implementation of strategies, appropriate and provision agreed.
- To work with the SLT, to contribute to the Service Development Plan and the identifying resource needs.
- To write IDPs where an ALN is identified for pupils on single roll PRS (following the statutory process) and to follow the appropriate process of referral for assessment of ALN for pupils who are dual roll PRS.
- To ensure all IDP reviews are completed within statutory timescales.
- To provide oversight of information sharing at transition points within the setting and supporting the transfer of information between settings and agencies.
- To ensure clear implementation of the Additional Learning Needs Code and statutory responsibilities are in place across the school.
- To ensure clear systems around the development, review and the quality assurance processes around identification, assessment, planning and reviewing the OPP and IDPs.
- To monitor and evaluate the person-centred approach used across the service.
- To oversee the co-ordination of the additional learning provision (specialised support) for pupils with additional learning needs throughout the service.

Head of the PRS

- To ensure the daily implementation and review of the school Additional Learning Needs Policy.
- To oversee the work of the ALNCo.

- To ensure a clear process of appeal and dispute resolution in relation to ALN.
- To work at a local, regional and national level to support inclusive practice.

Management Committee

The Management Committee will oversee implementation of the Additional Learning Needs Policy and liaise with the Inclusion Service to support.

Support Agencies

Various support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists, literacy and numeracy basic skills staff and medical staff will represent a further layer of support. Their role will be primarily to support and guide teachers in providing appropriately for pupils in their assessment, lesson planning, methods, strategies and delivery styles. All agencies supporting an individual are invited to attend and contribute to the person-centred review meeting held each year.

Identification and Provision

The definitions of **additional learning needs** and **additional learning provision** are used as recorded in the Additional Learning Needs Code for Wales 2021.

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.

A child of compulsory school age or person over that age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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.

‘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 mainstream maintained schools in Wales.

Monmouthshire Local Authority and schools have been working towards the national implementation of the ALN Act 2018 since September 2021. This legislation will be used to support all pupils newly identified as having an additional learning need which calls for additional learning provision. The Welsh Government implementation process has been followed for all pupils who sat on the SEN system, and this implementation will be completed by August 2025. Parents / carers of

pupils or young people who have not yet transferred to the new system can request an IDP Notice for an early move to the new system.

Both the ALN system and the Curriculum Framework are designed to deliver an inclusive and equitable education system in Wales. The Curriculum for Wales seeks to allow for a broadening of learning, ensuring that all learners with additional learning needs are supported to overcome barriers to learning and achieve their full potential.

Identification and monitoring of a pupil with Additional Learning Needs is carried out through the assessment and wellbeing processes in the service, as well as school contributions as point of admission.

Teachers are involved in the on-going assessment of pupil needs and progress to determine need; monitoring and tracking systems support the identification of any progress concerns and the requirement for further assessment.

Pupils are assessed according to concerns regarding learning, physical / medical / sensory conditions, social, emotional and behavioural problems and communication and interaction.

The following are used in determining a Learner's level of need:

- standardised assessment data
- teacher assessment data
- diagnostic testing assessments by class teacher, ALNCo and outside agencies
- behaviour / relationship logs
- transition information from previous setting / school
- information provided from external professionals
- reference to previous concerns or discussions with parents / carers

The assessment and wellbeing systems collate data on pupils that provide teachers, parents / carers and most importantly the learner with clear information to inform their learning. This data is used in the tracking and monitoring of learner progress and to determine their learning requirements.

Transition and Induction

For pupils with IDPs, a person-centred meeting takes place at the point of admission following agreement at Inclusion Panel (a multi-disciplinary panel). This will focus on the identified needs and provision available through the PRS to support.

An annual review will be completed within 3 months of transition to the PRS in order to determine any amendments to needs, outcomes or ALP.

Levels of Support

Based on the information provided at point of referral, the service will determine the level of support required to meet need. This remains under continual review.

The levels of support:

Additional Learning Needs requiring Additional Learning Provision

The needs of a pupil are severe and complex and a multi-disciplinary approach is required to maximise progress and develop and review additional learning provision. This is where provision needs to be different from that which is provided through school resources and individual to the pupil's needs. Individual Development Plans are statutory documents created to demonstrate needs and provision to meet these needs. Individual Development Plans can be maintained by the school or the Local Authority, based on the ALP identified.

For pupils who are single roll PRS, the PRS will take responsibility for drafting the IDP. Should there be concerns around the identification of the ALN / ALP or the resourcing of the ALP, a referral can be made to the LA to consider an LA maintained IDP (see Principles document / Chapter 12 of the ALN Code for Wales).

For pupils who are dual roll, PRS and a school setting, any existing IDPs will be referred to the LA to maintain. Any requests for assessment of ALN are made to the Inclusion Panel for consideration. The process and any development of an IDP is led by the LA.

Where an IDP is in place, a review meeting will be held annually and all stakeholders invited to contribute. A review meeting can also be called by parent / carers or the young person or if there is a change in need.

Targeted Intervention

The service has a range of targeted provision in place which can be short or long term to meet an identified barrier to learning. A One Page Profile is developed with all stakeholders which provides key information on the pupil to all working with the individual. This will be reviewed at least annually. Within the targeted intervention, there will be set targets of focus, through which staff will continue to track and monitor progress.

Universal Plus Provision

Reasonable adjustments can be required to overcome barriers to learning, these can be associated with seating position, timings, resources etc. For individuals who require reasonable adjustments within learning, a One Page Profile may be developed to share this information with all stakeholders.

Universal Provision

All teaching and learning throughout the service is inclusive to meet the needs of nearly all pupils, including high quality differentiation.

For all pupils with identified additional learning needs / barriers to learning, One Page Profiles are created with pupils and families to gauge and record their views on approaches to support in making progress and achieving success. One Page Profiles are working documents accessible to all staff, which will be formally reviewed at least once each year, through person centred approaches.

Individual Development Plans are stored securely in pupil files for access; staff are prompted to access the relevant information by the ALNCo. Individual Development Plans are reviewed through person centred practice annually or where there is a significant change in need. A review of an IDP can be requested at any point by the pupil or the parent / carer.

Pupil, parent / carer and other stakeholder engagement at each stage of the process is fundamental in the construction, review and development of additional learning provision. The service welcomes and listens to parent / carer concerns and acts with agreed actions to determine individual need and provision required to meet the needs identified through its systems and structures. Parents / carers are able to discuss any specific ALN concerns with the assigned tutor. The Complaints Policy is accessible through the website.

Monitoring and Evaluation

The success of the service's Additional Learning Needs Policy and Additional Learning Provision is evaluated through:

- analysis of pupil tracking data and assessment results
- monitoring of procedures and practice by the Senior Leadership Team
- reviewing short term targets and IDP outcomes
- service self-evaluation, using a variety of approaches
- the Additional Learning Needs moderation process
- the bi-annual ALN / ALP review with the LA
- Service Development Plan

This policy was approved by the Management Committee

Signed: *Lwice* Chair of the Management Committee

Date: ...8th July 2026.....

Signed:Jake Parkinson.....Head of Cysgod y Coed

Date:8th July 2026.....

