POWYS PUPIL REFERRAL SERVICE

Educating Children and Young People with Additional Learning Needs (ALN Policy) Policy

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Date of Policy	
Review Date	
Agreed by Management Committee	November 2024
Agreed by Management Committee	November 2025

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1. Introduction

This policy sets out our approach to supporting children/young people with additional learning needs (ALN).

In addition, this policy and guidance is in line with Powys County Council's framework for meeting the needs of all children and young people from birth to 25 years of age and aligns with the Powys Vision 2025 Plan in ensuring that all children and young people are supported to achieve their potential.

The advice and guidance set out within this document consider all the current legislation and guidance, including the Additional Learning Needs and Education Tribunal (Wales) Act 2018, Education Act (1996) and Equality Act (2010).

Further information can be found on our PRU website:

- https://newstartcentre.co.uk/
- **TBC**

There is information about the support that Powys County Council and other services provide on the council website.

- www.powys.gov.uk/ALN

Other PRU policies that include information that may be important for children and young people with ALN are:

- Equalities policy
- Accessibility plan
- Anti-bullying policy

2. Leadership and Management of ALN

At Powys Pupil referral Units (PRUs) we believe that ALN and inclusion is everyone's responsibility. However, there are some key roles and responsibilities that must be undertaken. Below we explain the different roles within the PRU and how they support our pupils.

The ALNCo

Our ALNCo has day-to-day responsibility for the operation of ALN policy and coordination of specific provision made to support individual pupils with ALN, including those who have an Individual Development Plan (IDP)/ Statement of Special Educational Need. Our ALNCo provides professional guidance to colleagues and will work closely with staff, parents, and other agencies. Our ALNCo is aware of the ALN Code and the duties that fall to us as a PRU. They also liaise with other external agencies and professionals who provide support to families to ensure that our pupils with ALN receive appropriate support and high-quality teaching.

Our ALNCo is Jamie Yorath and Lisa Swanson their email address is Jamie.Yorath@Powys.gov.uk and Lisa.Swanson@Powys.gov.uk

The Management Committee

Our Management Committee fulfils its statutory duty towards children and young people with ALN in accordance with the guidance set out in the ALN Code (2021) SEN Code of Practice for Wales (2004). In particular, the governing body:

- Ensures that our PRU maintains an inclusive ethos for all pupils with additional learning needs
- Identified an appropriate person from the governing body, to take responsibility, along with the Head teacher, for ensuring the PRU maintains provision for pupils with ALN according to the ALN Code
- Identified an ALNCo who is part of the senior leadership team at the PRU
- Develops, implements, reports on, and annually reviews the PRU's ALN policy
- Ensures that the responsibility for meeting the needs of pupils with ALN is shared by all staff
- Ensures that delegated resources for ALN are allocated fairly, efficiently and address identified needs

- Ensures systems are in place for the early identification, assessment, provision and monitoring of individual needs in line with the Powys Inclusion Pathway 'Tyfu'
- Ensures the PRU provides an appropriately differentiated curriculum across all areas of learning to match the child or young person's needs
- Takes advantage of training opportunities provided, to develop ALN expertise throughout the PRU
- Ensures arrangements are in place in PRU to support, where appropriate, pupils with medical conditions
- Ensures that the PRU meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements

In addition, our Management Committee works with the ALNCo and Headteacher in determining the strategic development of ALN policy, additional learning provision (ALP) and universal learning provision (ULP), including establishing a clear picture of the resources available in the PRU.
Our Link ALN Management Committee Member can be contacted by emailing the clerk to the Management Committee jennifer.wilde@powys.gov.uk

3. The types of ALN that are provided for within our PRU

There is a wide range of learning difficulties or disabilities, but the ALN Code (2021) broadly places them into the following four areas:

- Communication and interaction – these include children and young people with speech, language, and communication needs, and those with an Autism Spectrum Condition (ASC)
- Cognition and learning – these include children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning disabilities (PMLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia.
- Behaviour, emotional and social development (BESD) – these difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other children/young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder

- Sensory and/ or physical these include children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD)

Children and young people with any of the above needs will be included in our PRU community

4. Identification and Assessment of ALN

At the PRUs we follow a graduated approach to meeting the learning needs of all children and young people. This approach follows the Powys County Council Inclusion Pathway. The pathway has the following stages:

- Emerging Needs
- Universal Learning Provision (ULP)
- School IDP
- LA (complex) IDP

A pupil has ALN where their learning difficulty or disability calls for additional learning provision (ALP), namely provision different from or additional to that normally available to pupils of the same age.

We will assess each pupil's current skills and level of attainment on entry to the PRU and we will make regular assessments of progress for all pupils throughout the academic year. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This is 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

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness – these fall into the category of 'emerging needs' on the inclusion pathway.

In identifying a child or young person as needing support, the class/subject teacher, working with the ALNCo, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers, national data and their individual baseline.

Slow progress and low attainment do not necessarily mean that a child or young person has ALN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in Welsh or English as an additional language are not ALN.
Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has ALN.

At the PRUs we are alert to emerging difficulties and respond early. For some children and young people, ALN can be identified at an early age. However, for other children difficulties become evident only as they develop.
We recognise that parents know their children best and we listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by children or young people themselves.
Where it is decided to provide a pupil with support the decision will be recorded on the child or young person's Tyfu Profile. Any decision will always involve parents/carers and the child or young person where appropriate.
At the PRUs we follow the Powys County Council Inclusion Pathway. This is a graduated approach to meeting the learning needs of children and young people.

The Inclusion Pathway

Emerging Needs and Universal Learning Provision (ULP)

ULP forms the foundation for all support or provision in our PRU and comprises good teaching and learning that is made available to all. It is based on inclusive approaches to teaching and learning which benefit all learners, whilst being essential for those with ALN. To support learners with emerging needs or identified needs, PRU will put in targeted teaching strategies/interventions to ensure the learner can make progress. If a learner is having their needs met under ULP, they do not have ALN. A ULP plan will be completed.

School IDP

Where ULP is not sufficient to meet needs, the learner may be identified as having additional learning needs (ALN) and PRU will take additional or different action to secure progress. For any learner identified as having ALN, PRU will create and maintain an IDP and take all reasonable steps to ensure that the necessary additional learning provision (ALP) is secured.

Referral to Powys Inclusion Panel (PIP)

The PRUs will provide specific strategies and adult-led interventions to address typical barriers to learning; these will be delivered via ULP or School IDP. However, there may be occasions where a child has a School IDP but there is specific ALP that they cannot provide. In such circumstances the PRU will ask the council to provide ALP, on a short-term basis, via one of its central resources – whilst a pupil receives this ALP from the council, they will be considered to have a School IDP (PIP). The responsibility for maintaining the IDP remains with the PRU, but the council will provide a type of ALP. Examples of such ALP are:

- Targeted work with one of PCC specialist teachers (SPLD/S&L/CLA/EAL)
- Placement within one of the council's specialist teaching facilities (Specialist centre/PRU/Nurture provision)

A pupil may transition between a PRU IDP and a PIP IDP on several occasions. This does not impact on the learner's/parent's/carer's right of appeal.

LA IDP

Where, despite taking relevant and purposeful action to identify, assess and meet the ALN of the child or young person, they have not made expected progress, consideration will be given to requesting an LA IDP. This request can be made by the PRU or by parents.

In most cases an IDP will be maintained by the PRU. However, where the complexity of the additional provision required to meet the needs of a learner is unreasonable for the mainstream PRU to provide, this will be maintained by the local authority. The local authority will also maintain the IDPs of pupils below and above statutory School age.

In considering whether an LA IDP is necessary the local authority will consider the evidence of the action already being taken by the PRU to meet the child or young person's ALN.

5. Tyfu – Powys County Council Inclusion Platform

Tyfu is an online system that enables all settings, PRUs and the council to create one-page profiles for pupils, upload universal learning provision plans and monitoring details, create individual development plans for pupils with ALN, record meeting details and decisions relating to individual pupils' emerging needs / ALN, make direct referrals into the council, and create personal education plans for children looked after. The platform also allows all people working with a child, young person and their family to have access to the information to

ensure that there is a multi-agency approach to meeting the needs of all children and young people with ALN. Access to the Tyfu Platform is by invitation and two step verification process. We will only invite professionals to have access to a child or young person's Tyfu profile with parental or young person consent.

6. Working in partnership with parents

At the PRUs we are committed to working in partnership with parents and carers and will always work in a person-centred way. We will:

- Have regard to the views, wishes and feelings of parents
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Meet with the parents of children/young people as often as is necessary in the most convenient format for all parties
- Provide an annual report for parents on their child's progress

If there are any disagreements with parents about ALN support for their child, we will work with them to try to resolve these. If parents have a complaint, they can use the PRU's complaints procedure. Details about this are available from the PRU office outlined in the complaints Policy.

7. Involving children and young people

We are committed to involving children and young people with ALN in decisions about their learning and we will always work in a person-centred way.
We will:

- Have regard to the views, wishes and feelings of children and young people.
- Provide children and young people with the information and support necessary to enable full participation in decision making.

- Support children and young people to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

8. Assessing and reviewing outcomes

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any ALN support provided. We record details of additional or different provision made under ULP and ALP. This forms part of regular discussions with parents about the child and young person's progress, expected outcomes from the support and planned next steps.

Support and provision provided for children and young people who demonstrate emerging ALN learning needs or who have ALN takes the form of a four-part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's

needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

Reviewing an IDP

IDPs are used to actively monitor children and young people's progress towards their outcomes and longer-term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child or young person as appropriate, their parents or carers and any other relevant professional working with the child or young person, and will take account of their views, wishes and feelings. The review will focus on the child or young person's progress towards achieving the outcomes specified in the IDP. The review will also consider whether these outcomes and supporting targets remain appropriate and if the ALP is still relevant and appropriate.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- Use Tyfu to add additional reports submitted in advance of the meeting

Additions or amendments to the IDP will be made on Tyfu within two weeks of the person-centred review taking place.

Where a child is looked after by the Local Authority, we will endeavour to synchronise IDP reviews with social care reviews.

9. Transition

The great majority of children and young people with ALN, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our ALN support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process.

We support children and young people so that they are included in social groups and develop friendships. This is particularly important when children and young people are transferring from one phase of education to another.

If a child and young person has an IDP, this will be reviewed and amended in sufficient time prior to moving between key phases of education. Professionals (normally the ALNCo) from any new School or PRU will be invited to the review and given access the child or young person's Tyfu profile. The review and any amendments will normally be completed by the middle of February each year.

10. Our approach to teaching children and young people with ALN

At the PRU we set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of most children or young people. Some children or young people need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

11. Curriculum and learning environment

Using the Curriculum for Wales (CfW) framework we adapt our curriculum and make it accessible for all pupils to ensure that it will:

- enable all learners to make progress towards the four purposes
- be broad and balanced
- be suitable for learners of different ages, abilities and aptitudes (including those with ALN)

Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children and young people to develop, learn, participate, and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child and young person or additional learning provision for a child or young person with ALN.

12. Training and continuing professional development (CPD) for staff

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying patterns of need in the PRU, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the ALN most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively. The quality of teaching for pupils with ALN, and the progress made by pupils, is a core part of the PRU's performance management arrangements and its approach to professional development for all teaching and support staff.

13. Evaluating the effectiveness and impact of ALN provision

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

14. Inclusion – Including support for vulnerable and disadvantaged learners

We are committed to eliminating discrimination, promoting equality of opportunity, and fostering good relationships. Pupils with ALN engage in the activities of the PRU together with those who do not have ALN and are encouraged to participate fully in the life of the PRU and in any wider community activity.

In addition, at the PRUs we will always ensure that any child or young person, no matter what their past experiences, has the support to achieve their potential and overcome the barriers to learning that they may be facing. We will strive to implement diverse solutions and support targeted towards their individual needs. The Welsh Government defines children and young people that may be vulnerable or disadvantaged in the following list. Not all learners from these groups will face barriers to learning or be vulnerable to underachieving. It is a wide-ranging list and is not limited to learners who are in one or more of these groups:

- learners with special educational needs (SEN) or additional learning needs (ALN)
- learners with learning difficulties and/or disabilities (LDD) who access further education and training
- learners from minority ethnic groups who have English or Welsh as an additional language (EAL/WAL)
- care-experienced children, including looked after children
- learners educated other than at School (EOTAS)
- children of refugees and asylum seekers
- Gypsy, Roma and Traveller learners
- learners eligible for free school meals (eFSM)
- young carers
- children at risk of harm, abuse or neglect

15. Emotional and social development and well-being

At the PRUs we support the emotional health and wellbeing of children and young people with ALN by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. At our PRU we have enabling adults who sets the expectation for learning by creating emotionally safe environments that support learners to begin to express and regulate their feelings and behaviours in positive ways. They are consistent in their care, and model compassion and kindness. They support learners to cope with uncertainty and change, preparing them to manage transitions and changes in daily routines. The PRUs have an emotional Health and wellbeing lead who is a mental health fist

aider and training in conducting and analysing RCAD, SCARED assessments, MFQs and WHO5. The PRUs are all trained in THRIVE and Trauma informed Schools (TIS) including Mindfulness, DOTS, PAWSb, .B and Breathe.

16. Involving specialists and external agencies

At the PRUs we will always involve a specialist where a child or young person makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence based ALN support, following the Inclusion Pathway, delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We will liaise with the local authority as appropriate through the Powys Inclusion Panel (PIP) for support and guidance, and we may involve specialists at any point to advise on early identification of ALN and effective support and interventions.

We will work with parents, the local authority through PIP and other appropriate agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies, and interventions to support the child or young person's progress. Together, we agree the needs of the child or young person, responsibilities, and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff via the child or young person's Tyfu profile.

Where a child is looked after by the local authority, we will work closely with other relevant professionals involved in the child or young person's life because of being looked after.

17. Disagreement Resolution

If you or your child disagree with a decision that we have made regarding the content of an IDP, please contact Jamie Yorath or Lisa Swanson to discuss your concerns. If an agreement cannot be reached, you have the option of asking the local authority to review the decisions. The local authority has a single entry for all advice and guidance. This is called the Tyfu Gateway, and it can be contacted on tyfu@powys.gov.uk or 01597 827108.

18. Data Protection

All documents relating to a child or young person's ALN will be kept on their Tyfu profile; this is a secure electronic repository; unauthorised persons do not have access to it. Plans will not be disclosed without the consent of the child's parents or carers, or the young person, except

for specified purposes or in the interests of the child or young person. Please see our Data Protection policy for more details.

- https://newstartcentre.co.uk/policies
- TBC

19. ALN Terminology

The list below is not exhaustive, but it does give some definitions to some key phrases and abbreviations that are used when talking about ALN. If you would like to discuss any of the terms below, please contact Jamie Yorath or Lisa Swanson.

ALN – Additional Learning Needs – A child or young person has ALN if they have a learning difficulty or disability that requires additional learning provision.

ALP – Additional Learning Provision – This is the provision that is described within a person's IDP. If a child or young person receives ALP, they are considered to have an ALN.

ULP – Universal Learning Provision – This is provision that is provided by a PRU or setting to all children and young people should they need it. If a child or young person receives ULP, they are not considered to have an ALN.

IDP – Individual Development Plan – This is the statutory document that describes a person's additional learning needs, the ALP required to help meet those needs and who will provide it.

LA IDP – This is a version of the IDP that is maintained by the local authority. An LA IDP is issued when it is unreasonable for a PRU to identify the level of ALN a child or young person might have or to specify or provide the type of ALP needed to help meet the child or young person's needs. The LA is also responsible for all IDPs if a child or young person is looked after by the LA, dual registered, detained or in non-statutory education.

School IDP – This is a version of the IDP that is maintained by the PRU. Most children and young people that have ALN will have their needs met with a School IDP.

ULP Plan - Universal Learning Provision Plan – A non-statutory document that details the support that children and young people will receive. Children and young people with a ULP Plan will not be considered to have ALN. The ULP plan is monitored and maintained by the PRU. Most children and young people's needs will be met with a ULP Plan.

One Page Profile - A simple summary of what is important to someone and how they want to be supported. A one page profile can record how a child or young person would like people to help them, what is important to them and what people like and admire about them. All children and young people with ALN should have a one page profile.

Tyfu – This is Powys County Council's Inclusion Platform. It allows information about a child or young person's ALN to be securely stored and shared with the relevant people and agencies. It also allows electronic plans (including IDPs) to be created and shared electronically.

Tyfu Gateway – The single point of access for advice, guidance and support from the local authority.

PIP – Powys Inclusion Panel – The decision-making panel for all things related to ALN and Inclusion within the local authority

20. Welsh Government Guidance Documents

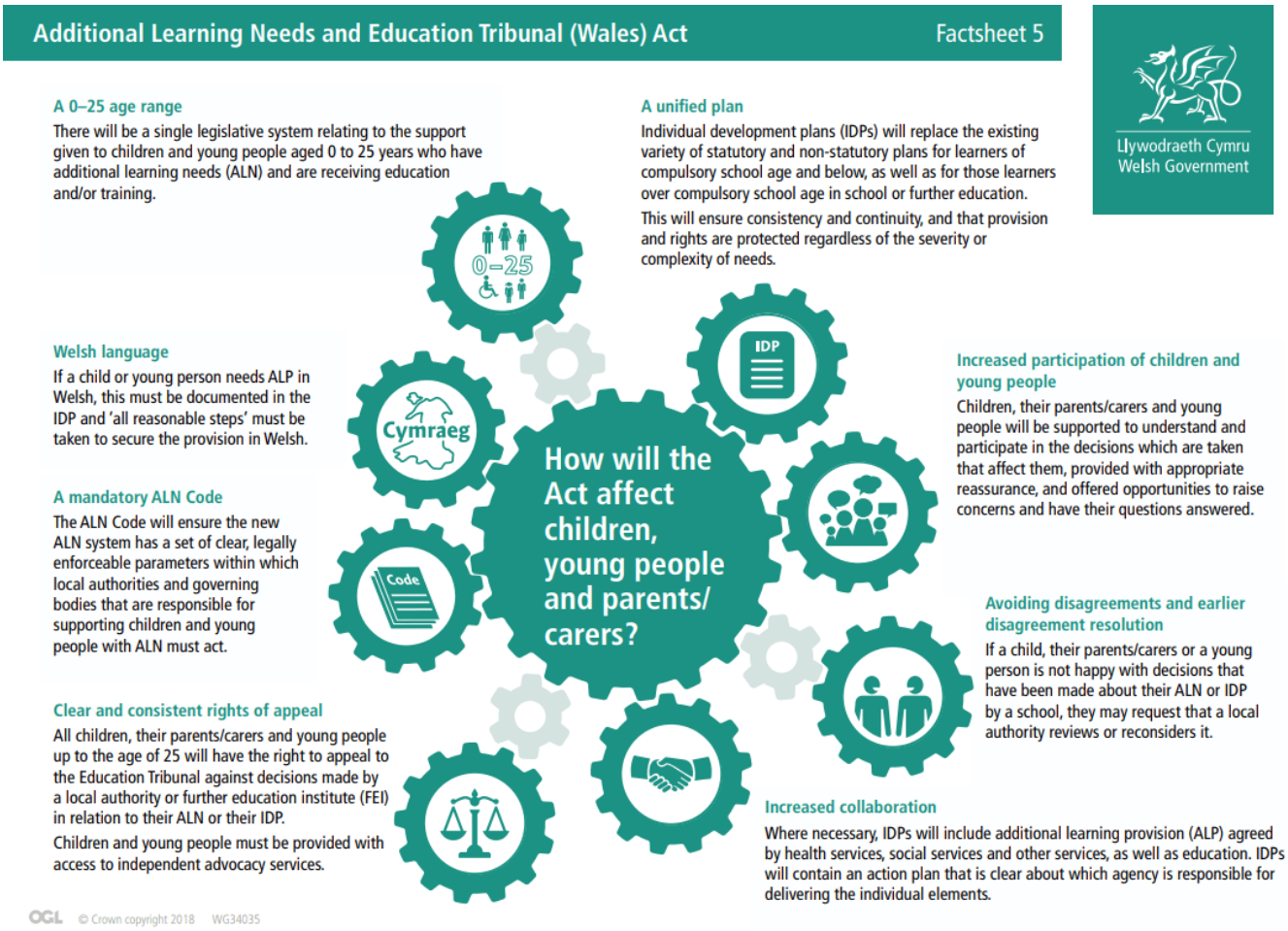
The ALN Act in Wales (2018)

Implementing the Additional Learning Needs and Education Tribunal (Wales) Act 2018: practitioner guide | GOV.WALES

Additional learning needs (ALN) system: parents' guide [HTML] | GOV.WALES

The ALN Code for Wales 2021

210326-the-additional-learning-needs-code-for-wales-2021.pdf (gov.wales)

The Role of the ALNCo

role-of-early-years-additional-learning-needs-co-ordinator.pdf (gov.wales)