

Additional Learning Needs Policy



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Next Review date:	November 2028

Signed

Date

Chairperson schools governing body, on behalf of the Governing Body

Signed

Date

Headteacher

Distribution: Staff, governors, pupils, parents/carers and interested parties.

Introduction

Policy for Additional Learning Needs

Ysgol Ty Coch Special School is a Rights Respecting School. As a Rights Respecting School, we aim to embed children's human rights in our ethos and school culture. We base our practice on the principles of equality, dignity, respect, non-discrimination and participation. Working within these principles not only empowers our children and young people, but also leads to enhanced learning, improved standards and better relationships.

The United Nations Convention on the Rights of the Child (UNCRC) is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history. This policy relates to Article 23, 29 and 31 of the UNCRC.

Article 23: Children who have any kind of disability should have special care and support so they can lead full and independent lives.

Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures

Article 31: All children have a right to relax and play, and to join in a wide range of activities.

Introduction

This document is a statement of the aims, principles and strategies for Additional Learning Needs (ALN) at Ysgol Ty Coch Special School.

This policy was developed through a process of consultation with all staff and governors.

- All pupils at the school have Additional Learning needs arising from their learning difficulties
- In line with new legislation, all pupils have an Individual Development Plan (IDP) maintained by the LA.
- For all pupils transferring to an Individual Development Plan (IDP) there will be a Person-Centred Planning (PCP) meeting with relevant staff, parents/guardians and any other relevant agencies present. The IDP will be written following this.
- Pupils who have already transferred from a Statement of Special Educational Needs to an IDP will have a review of their IDP via a PCP meeting which will inform the annual revision of their IDP, outlining their Intended Outcomes for the year ahead.

- All progress against IDP Intended Outcomes must be reviewed three times per year, twice as an interim review with parents involved (either face to face or by phone/Teams) with the third review constituting the next PCP meeting.
- Pupils may have severe, complex and profound learning difficulties and many have additional difficulties such as visual/hearing impairment, communication difficulties, physical disabilities, multi-sensory impairment or autistic spectrum disorder.
- The school follows the LA policy on ALN which is based on the Welsh Assembly Government's Additional Learning Needs Code of Practice for Wales (2021).

Objectives

- To identify the individual pupil needs and to ensure that their needs are met
- To ensure that all students with ALN are able to join in with all activities in the school
- To ensure that all learners make the best possible progress
- To ensure there is active and effective communication between parents and school
- To ensure learners are able to express their views and are fully involved in decisions which affect their education
- To promote effective partnerships with outside agencies as appropriate

Admission

- Pupils are admitted to the school by the LA which is the Admissions Authority. Placements are made with the agreement of the professionals involved, the individual parents and the school.
- Referrals can be made by professionals from the Educational Psychology Service, the individual parents, ALN Advisory Service, other services and staff from other schools. All referrals are directed to the Manager of the Local Authority's (LA) Access and Inclusion Service.
- During the referral process, the LA will fully consult with the parents at all stages

Provision, Curriculum and Staffing Teaching Approaches

- The school aims to provide a broad balanced curriculum, with emphasis on skills appropriate to the needs of our pupils and the levels of achievement which are potentially possible.
- Pupils' individual learning needs remain a priority in determining the 'whole' curriculum delivery through the school.
- The school, works towards defined priorities to facilitate children's learning.
- The school strives for the pupils' success; work is characterised by a positive approach

- The school presents selected and sharply focused learning opportunities to maximise success.
- Assessment is a continuous process which begins at the point at which the child is currently at. Constant observation and evaluation ensures that the work is appropriate and relevant to the needs of the individual.
- The school places great emphasis on the development of personal qualities such as self-esteem, self-awareness and adaptability. Such qualities enable the children to use their skills in a variety of settings.
- The school works closely with parents and multi-professional colleagues so that a consistent approach is achieved and a common policy established.
- Liaison and involvement with a variety of mainstream schools ensures that the children gain knowledge, experience and understanding of the local community in which they live.
- To facilitate the effective learning of all pupils the school maintains a holistic approach, focusing on the needs of the whole child through:
 - The provision of appropriate information technology hardware, software and peripherals
 - The correct use of positioning and mobility aids
 - A total communication environment featuring signs, symbols and tactile cues
 - The importance of the therapeutic curriculum – Speech Therapy, Physiotherapy, Occupational Therapy and Multi-Sensory
 - Strategies to alleviate sensory impairments
 - The consistent and sensitive approach of behaviour management programmes to moderate challenging behaviour

Resources

The Governing Body receives a delegated budget from the Local Authority. Governors set and agree a working budget for each financial year, which is delegated to the headteacher for day-to-day administration.

The headteacher and administrative officer (LA) meet / discuss half termly to discuss/monitor the financial position and report termly to the Governing Body's Finance Committee.

Whole school specialist resources include:

- All classrooms with hoists and toilet/changing areas if pupils need them
- Every class has at least one PC with specialist peripherals including tablets, and software to enable switch and touch screen access

- All classrooms have interactive smartboards
- A range of communication aids are available and allocated for individual use
- Eye Gaze technology
- Other technological aids such as Dynovox units and switch/battery-operated toys are also available throughout the school
- Sensory rooms
- Hydrotherapy pool
- Resources purchased for individuals e.g. specialised seating

Links with Other Professionals

- There is a Service Level Agreement (SLA) during the week providing support from the Physio and Occupational Therapy Services.
- There is a further Service Level Agreement with the Speech and Language Therapy Service who are in school one day per week.
- School also employs communication consultant to work with class staff to enhance communication provision for learners who may not receive support from Health Services
- The school has access to support from the Educational Psychology Service
- Paediatric Consultant, feeding, orthotic and wheelchair clinics are held in school
- Complex needs panels are often held in the school

School Organisation

Pupils can be admitted from the age of three. Full-time attendance is usual from the age of four following parent and professional agreement.

At present the school is organised into 23 classes over three sites.

1. The main site is based in Tonteg and caters for all Primary Learners, all learners with predominantly sensory needs and the main body of Secondary learners.
2. Our sister site, Buarth Y Capel, in Ynysybwl caters for pupils aged 11-19 with a primary diagnosis of ASD.
3. Our third site is a suite of rooms based in Coleg Y Cymoedd, Nantgarw, and is accessed by some of our 6th form students.

Curriculum

The curriculum is approved by the Governing Body of the school and is detailed in the school's Curriculum Policy. Its primary aim is to promote the holistic growth and development of each individual child. The range of our 'whole curriculum' framework encompasses:

- the Early Years philosophy, including enhanced and continuous provision
- Curriculum for Wales 2022 Areas of Learning Experience (AOLE) incorporating cross curricular skills of literacy, numeracy and digital with the National Literacy and Numeracy Framework, the Digital Competence Framework embedded. It also incorporates the cross-cutting themes including Diversity, Careers and Work-Related experiences, Digital Competency, Religion Values and Ethics (RVE), Relationships and Sexuality Education (RSE), Local, National and International contexts and Human Rights.
- Modular accredited programme for Post 14 students
- Sensory and therapeutic priorities

Our pupils receive a broad and balanced curriculum which is relevant to their present and anticipated future needs and is identified by their:

- Individual Development Plan
- Person Centered Planning meeting
- Annual Review of IDP
- Transition Plan (from 14 years)
- Bespoke Intended Outcomes
- One Page Profile

One Page Profiles (OPP)

Each pupil has a One Page Profile which provides a 'one stop shop' of information about the learner.

One-page profiles include;

- Intended outcomes / IDP targets
- Individual information pertinent to the child
- Activities to support each learner at home
- An 'About Me' profile detailing
 1. What other like and admire about me
 2. What is important to me
 3. What is important for my learning

- Additional information customized for each learner which may include elements such as
 1. Sensory needs
 2. Feeding/dietary needs
 3. Emotional needs / Motional programme
 4. Behavioural needs
 5. Speech and Language Needs or targets
 6. Physiotherapy needs or targets / MOVE programme

Ysgol Ty Coch provides highly effective and personalised provision for each pupil. As a result, the vast majority of pupils are in receipt of a number of bespoke plans including:

- Positive Handling Plans/Individual Risk Assessments
- Digital Competence Tracker
- Routes for Learning/B Squared/West assessments
- British Picture Vocabulary Scale assessment
- Salford reading & Comprehension assessments (where appropriate)
- Communication Profiles
- Manual handling Plans

Therapy Programmes

The curriculum is supported by therapy programmes which provide pupils with functionally useful skills, knowledge and understanding.

Specialist school nurse support, speech and language therapy, occupation and physiotherapy are provided by LA, The Health Trust and through Service Level Agreements (SLAs) with various departments.

Careers Wales provides support at the transition planning stage. The school has a strong philosophy regarding working collaboratively with staff from Social Services, the Health Authority and voluntary agencies.

Integration and Outreach

- Pupils have opportunities for integration where it is considered appropriate and when parents give consent.
- Integration may take place for part days, whole days or projects in primary and secondary schools, local to Ysgol Ty Coch Special School or, where possible, in schools local to the pupil's home area. Most recent examples include:
 - Primary pupils attending sessions with mainstream peers as part of Welsh projects.
 - Post 16 pupils regularly attending the local FE college and access a room in the college throughout the week
 - Outreach support to pupils needing Pastoral Support Plans
- Most integration is initially supported by designated staff from Ysgol Ty Coch.
- Pupils from mainstream schools may also have integration into Ysgol Ty Coch where they might benefit from the specialist resources or specific teaching expertise.

Assessment, Recording and Reporting

Full details will be found in the schools Assessment and Progression Policy

- Annual School reports are produced
- The Annual Review of Statement meeting or PCP meeting involves parents and all relevant personnel are invited to attend or contribute. Pupils are encouraged to comment as appropriate. These meetings are conducted in a person centred format
- When a pupil reaches 14 years of age, in Year 9, a Transition Plan is drawn up that outlines proposals for post-school provision. The special needs adviser from Careers Wales and the designated Social Worker are statutorily invited to attend this and subsequent planning meetings

Staffing

The school's most valued and important resource is its staff. Many of our pupils will only make significant achievements if they receive considerable adult support. The Governing Body and LA have recognised this in agreeing the staffing structure

There is a high level of experience and qualifications across the staff team with considerable curricular and subject expertise. The school has made explicit its continuing commitment to training and development and has achieved the Investors in People Silver Award. The school has introduced an Induction Framework for all new staff, which is outlined in the Staff Handbook and Induction Policy.

Ysgol Ty Coch is also supported by the following:

- LA Educational Psychologist
- Teacher for the Hearing Impaired
- Teacher for the Visually Impaired
- Attendance and Wellbeing Service
- Careers Adviser
- Social Workers for Disability / Children's Team

In addition, the school employs teachers with additional qualifications. These include:

- Sarah Jones – Qualified Teacher for Multi-sensory impaired
- Rachael Rogers – Qualified Teacher for Hearing Impaired

Complaints Procedure

Ysgol Ty Coch provides high quality education and support to its pupils. We welcome comments and suggestions about the service we provide. All complaints are viewed as positive and are seen as an opportunity for the school to evaluate its own performance.

If anyone wishes to complain about any aspect of the services provided at the school they should refer to, and follow, the schools agreed Complaints Policy. They may access this policy via the school's website, or a hard copy may be requested from the school.

Pupil Voice

The term 'pupil voice' refers to ways of listening to the views of pupils and/or involving them in decision-making. Within Ysgol Ty Coch we promote the use of modified and adapted devices/utilisation of communication channels appropriate to specific and individual learners to ensure all pupils are provided with the opportunity to express opinions / communicate.

Safeguarding

Safeguarding pupils is of paramount importance. The school understands its duty to keep learners safe and adheres to the PREVENT agenda and broader safeguarding guidelines. Regular and well-planned lessons are taught in e-safety and through the cross-cutting theme of Relationship and Sexuality Education to ensure our pupils are given the very best advice on how to keep themselves safe.

Health and Safety

The school follows the recommendations of the Local Authority's and schools governing body's Health and Safety Policies. Staff accept the responsibility to plan safe experiences / activities in relation to following Intimate Care procedures also using appropriate communication channels to match the cognitive level of each individual. The level of adult supervision and support to the degree of risk is in accordance with manual handling procedures. Any specific issues relating to Health and Safety that require immediate attention must be brought to the attention of the Head teacher or Safeguarding team.

Equality

The school operates a policy of equality for all pupils regardless of gender, ethnicity, religious beliefs or culture.

All staff at Ysgol Ty Coch take account of each pupil's learning styles/needs and their development and wellbeing; and how these are affected by a range of social, religious, ethnic, gender, cultural and linguistic differences.

Pupils identified as Children who are Looked After (CLA), More Able and Talented (MAT) and those on the child protection register are supported in line with their particular needs to afford them equal access to the curriculum.

Staff Development

Staff will have access to in-service training as and when appropriate. This is in accordance with the school's policy for staff development. All staff have or will have training related to the current ALN Reform procedures.

Staff are able to access a wide range of training opportunities including all statutory courses and can also access other areas of training bespoke to their needs and competencies.

(See the Ysgol Ty Coch Professional Learning Offer document.)

Role of the Additional Learning Needs Co-Ordinator (ALNCO)

The Role of the ALNCO is performed by SLT in conjunction with the Headteacher. The ALNCO's responsibilities include:

- Co-ordinating all the statutory Reviews of IDPs and Transition Planning
- Co-ordinating PCP meetings and supporting staff in writing IDPs
- Monitoring and Quality Assuring all IDPs
- Monitoring all Interim progress reviews of Intended Outcomes termly
- Liaising with primary and secondary ALNCOs through LA training events
- Attending the Multi School ALN Reform Group and feeding back to the Senior Leadership Team
- Arranging staff training in ALN Reform and ALN updates

This policy should be read in conjunction with the following policies:

- Curriculum Policy Statement
- Teaching and Learning Policy
- Curriculum Subject Policies
- Assessment, Recording and Reporting Policy
- Equal Opportunities/ Accessibility Policy and Strategic Plan
- Equality and Anti – Discrimination Policy
- Hydrotherapy and Warm Water Policy
- Professional Learning Offer