



NEWPORT
CITY COUNCIL
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Malpas Court Primary School

ALN Policy

Signed *D. M. H. J. J.* (Headteacher)

Signed *C. Rawlings* (Deputy Headteacher)

Signed: *Deborah Weston* (Chair of Governors)

Date: 10th February 2026

School Context:

This policy outlines how Malpas Court Primary School identifies, supports, and reviews the needs of learners with Additional Learning Needs (ALN), in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales 2021. Our approach reflects our commitment to inclusion, person-centred practice, and high expectations for all learners.

School Vision:

Co-ordinator (ALNCo) **Mrs D Webb**

“Maintained schools in Wales have a key role to play in identifying ALN and in delivering ALP to support learners with ALN. They are directly responsible for identifying and meeting the needs of the majority of their pupils who have ALN.”

ALN Code (2021)

Definition of Additional Learning Needs (ALN).

“Additional learning needs” or “ALN” has the meaning given by section 2 of the Act, namely: (1) 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. (2) A child of compulsory school age or person over that age 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.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

Definition of additional learning provision (ALP)

Additional Learning Provision

(1) “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,
- (c) places in Wales at which nursery education is provided.

(2) “Additional learning provision” for a child aged under three means educational provision of any kind.

(3) “nursery education” means education suitable for a child who has attained the age of three but is under compulsory school age.

The presence of a diagnosis does not determine the need for ALP. Similarly, ALP can be identified and developed in cases where diagnosis is not appropriate.

Equality and Equity

We are committed to creating an inclusive, equitable learning environment where all learners are respected, valued, and supported to thrive. In line with the **Additional Learning Needs and Education Tribunal (Wales) Act 2018** and the **ALN Code for Wales 2021**, our school ensures that every child, regardless of ability, disability, race, gender, language, religion, or socio-economic background, has access to high-quality education and the support they need to succeed.

We recognise that equity is not about treating all learners the same but about ensuring that each learner receives the appropriate support to overcome barriers and achieve their potential. This includes making reasonable adjustments, providing differentiated support, and promoting a culture of respect and high expectations for all.

Our approach is underpinned by the Welsh Government’s Rights, Respect, Equality guidance, which supports schools in promoting inclusive practice and tackling discrimination. You can access this guidance here: [Rights, Respect, Equality – GOV.WALES](#)

We also align with the principles set out in the [Additional Learning Needs Code for Wales 2021](#), which emphasises a person-centred, rights-based approach to supporting learners with ALN.

Principles and Aims

The principles underpinning the ALN system in Wales are as follows:

- (a) A rights-based approach where the views, wishes and feelings of the children and young people, child's parent or carers are central to the planning and provision of support; and the child, child's parent or young person is enabled to participate as fully as possible in the decision-making processes and has effective rights to challenge decisions about ALN, ALP and related matters.
- (b) Early identification, intervention, and prevention where needs are identified, and provision put in place at the earliest opportunity and where possible interventions are put in place to prevent the development or escalation of ALN.
- (c) Collaboration and integration 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.
- (d) Inclusive education where the majority of children and young people with ALN are supported to participate fully in mainstream education and a whole setting approach is taken to meeting the needs of learners with ALN.
- (e) A bilingual system where all reasonable steps are taken to deliver ALP in Welsh for children and young people who require support through the medium of Welsh, with scope for increasing the delivery of ALP in Welsh over time.

Roles and responsibilities

Meeting the needs of learners with ALN will be a whole school approach. All staff in the school will ensure that it is embedded within the normal school curriculum and provision. The primary responsibility for provision lies with the teacher who, using the information from the IDP, one-page profiles, and intervention planning, will deliver and assess achievement and progress according to the needs of the pupil.

Governing Body will:

The Governing Body has responsibility for Additional Learning Needs and, through the named Additional Learning Needs Governor (L. Lane), will report back to the full Governing Body. Governors have legal duties under the Additional Learning Needs and Education Tribunal (Wales) Act 2018, the Equality Act 2010, and the ALN Code in relation to pupils with additional learning needs and disabilities, including to:

- be clear about arrangements for the admission of pupils with disabilities, the steps taken to prevent them from being treated less favourably than others, the facilities provided to support access, and the school's accessibility plans, which are addressed through the Strategic Equality Plan.
- ensure that a governor is identified with specific oversight of the school's arrangements for ALN.
- use their best endeavours and make reasonable adjustments to ensure that a child or young person with ALN or a disability receives the support they need, removing barriers to learning wherever possible.
- work in partnership with the Headteacher and school leaders to ensure that the curriculum meets the needs of all learners and that a teaching and learning policy is in place, understood by all staff, and reflects equalities legislation, accessibility requirements, and ALN transformation.
- ensure that children and young people with ALN and/or disabilities are able to engage fully in the activities of the school alongside their peers.
- ensure that parents and carers are informed when Additional Learning Provision (ALP) is made for a pupil and that this provision is accurately recorded and kept up to date.
- ensure that appropriate arrangements are in place to support pupils with medical conditions, including the implementation of Individual Health Care Plans.
- have a clear approach to identifying and responding to pupils with ALN and determine how school resources are used to support the progress of learners with ALN.
- ensure that a member of staff is designated as the ALNCo, that the ALNCo's key responsibilities are clearly defined, and that their effectiveness is appropriately monitored.
- ensure that budgetary priorities reflect the needs of children and young people with ALN and support staff in evaluating the strengths and areas for development in ALN resourcing decisions.

The Headteacher and School Leadership Team will:

- advise the Governing Body on policies and practices required to meet statutory responsibilities under the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code.
- work to the agreed school vision to *nurture, empower, and achieve*.
- provide strategic leadership and management for ALN across the school.

- ensure that the ALNCo has sufficient time, capacity, and resources to fulfil their statutory duties effectively.

The Additional Learning Needs Co-ordinator (ALNCo) will:

- **ensure** the effective day-to-day implementation and regular review of the school's Additional Learning Needs Policy.
- **ensure** the consistent implementation of the **ALN Code** and that statutory responsibilities relating to ALN are embedded across the school.
- **establish and maintain** clear systems for the identification, assessment, and review of pupils where an additional learning need is suspected.
- **review and monitor** processes for identification, assessment, planning, and review, including the use of one-page profiles (OPPs), target sheets, and Individual Development Plans (IDPs).
- **monitor** the quality and consistency of person-centred practice across the school.
- **monitor and review** the School Provision Map, working alongside the Senior Leadership Team to ensure appropriate universal provision, universal plus provision, and effective targeted interventions are in place.
- **liaise with and advise** colleagues, through appropriate channels, on matters relating to additional learning needs.
- **work with teaching staff** to gather relevant information and updates on pupils with ALN at agreed review points throughout the academic year.
- **oversee** the coordination and delivery of additional learning provision (ALP), including specialised support, for pupils with ALN across the school.
- **ensure** that clear arrangements for appeal and dispute resolution in relation to ALN are in place and understood.
- **contribute** to the professional learning and in-service training of staff to develop effective ALN practice across the school.
- **work collaboratively** with the local cluster of primary schools and the local authority to support effective multi-agency and transition arrangements.

Class Teacher will:

- provide high-quality teaching and learning as part of the school's universal provision.
- implement reasonable adjustments through universal provision to meet individual needs.
- implement the school's Additional Learning Needs (ALN) Policy on a day-to-day basis.
- ensure that resources, targets, and the curriculum are appropriate to the needs of the pupil, as set out in the pupil's One Page Profile, target sheets, and Individual Development Plan (IDP) or Statement of SEN (where applicable).
- ensure that pupils' achievement and progress are appropriate to their individual needs.
- support school processes for early identification, targeted intervention, and a graduated response to meeting additional learning needs.
- work collaboratively with Teaching Assistants, where relevant, in the planning and delivery of learning and in the assessment of pupil progress, seeking advice from the ALNCo as required.
- differentiate learning activities and materials and set achievable goals to ensure pupils experience success.
- contribute to and attend reviews and discussions relating to pupil progress, as required.
- record and report any concerns regarding pupil progress to the ALNCo, Senior Leadership Team, or other appropriate staff.
- contribute to learning provision for individual pupils by identifying requirements for targeted intervention and tracking and monitoring progress.
- contribute to the development and implementation of additional learning provision, in liaison with the ALNCo, where appropriate.
- communicate effectively with parents and carers, raising concerns and celebrating progress.
- support effective transition arrangements by ensuring timely and accurate handover of information between year groups, phases, and settings.
- maintain a clear understanding of pupils' needs, provision, and targets as outlined in One Page Profiles and IDPs, and implement agreed provision consistently.
- liaise with and advise support staff on matters relating to additional learning needs.
- maintain accurate records relating to pupils with ALN and their progress.

- support pupils within lessons by adapting learning activities and providing appropriate guidance, reassurance, and encouragement.
- contribute, where required, to the organisational and administrative processes that support effective ALN provision, including documentation for reviews in line with statutory timescales.

Teaching Assistants will:

- ensure the daily implementation of the school Additional Learning Needs Policy.
- liaise with and advise teaching staff on additional learning needs matters.
- have a full knowledge of the pupils' needs, provision and targets set out in the One Page Profiles and additional learning plans and implementing the agreed provision.
- work with the class teacher to keep records on pupils with ALNs and their progress.
- attend reviews and discussions on pupils' progress as appropriate.
- support the work of the pupil in the lesson by adapting work and providing support and confidence to the pupil.
- provide administration support for ALN as required
- liaise with teaching staff and ALNCo to gather appropriate information and updates on pupils with additional learning needs at review points during the year.
- ensure the organisational and administrative support supports the effective delivery of additional learning needs (including documentation for annual reviews in accordance with statutory timescales).

Support agencies will:

- provide guidance and support to school staff in meeting pupils' needs through assessment, lesson planning, teaching methods, strategies, and delivery. This may include input from a range of external professionals, such as speech and language therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists, literacy and numeracy basic skills staff, and medical professionals.
- work directly with pupils, where necessary and in the best interests of the learner, through one-to-one or small-group interventions. Such provision will be used where it can be demonstrated to improve access to, and achievement within, the full curriculum entitlement.
- attend and contribute to the annual person-centred review meeting for pupils they support, ensuring a coordinated and collaborative approach.

As a school, we:

- recognise that the effective implementation of the Additional Learning Needs (ALN) Code for Wales is dependent on strong, purposeful engagement with parents and carers, and that this partnership working has a clear and positive impact on children and young people achieving their full potential.
- recognise that meaningful parental involvement is underpinned by a substantial evidence base and contributes significantly to improved progression, attainment, and wider outcomes, including attendance and behaviour. This is particularly important for children and young people with ALN, who may be more vulnerable to barriers to learning.
- recognise that the Additional Learning Needs Co-ordinator (ALNCo), alongside key pastoral staff, has a central role in facilitating effective communication and collaboration between the school, professionals, and parents and carers. The timely sharing of accurate and up-to-date information from parents and carers is an essential requirement and is most effective within the context of a mutually trusting and respectful partnership between home and school.

To create the best partnerships there needs to be:

- a commitment to joint working and building the relationship between school staff and parents
- opportunities for parents to communicate with the key staff on a regular basis- open channels of communication, whether that is face-to-face, phone or email

The Graduated Response – [see appendix for provision map and graduated response plan](#)

Universal Provision

Universal provision at Malpas Court Primary School is the responsibility of all teachers and staff and aims to ensure that learning and the learning environment are as accessible, inclusive, and supportive as possible for all learners. Universal provision applies to the entire school population and is delivered through high-quality teaching and learning within whole-class, whole-setting, and whole-school contexts.

Through effective universal provision, the school ensures that all children receive appropriate support as part of everyday practice. This includes the early identification of emerging needs that may indicate the requirement for additional or more targeted support.

Reasonable adjustments may be required to remove barriers to learning and participation. These adjustments may relate to, for example, seating arrangements, timing, resources, or teaching approaches. Where an individual learner requires specific reasonable adjustments within the classroom, a One Page Profile may be developed to ensure that this information is shared clearly and consistently with all relevant stakeholders.

Targeted Provision

The school has a range of targeted provision in place to address identified barriers to learning. This provision may be short- or long-term, depending on the needs of the learner, and may include support delivered by staff with specific training, accessed through school resources or, where appropriate, through external services. Targeted provision is underpinned by clearly defined outcomes and targets. School staff will track and monitor pupils' progress regularly to evaluate the effectiveness of the provision and to inform next steps.

'Where progress is not adequate, it will be necessary to take some additional or different action to enable the learner to learn more effectively. The first response to inadequate progress would often be teaching targeted specifically at a learner's areas of weakness. All education settings are expected to put in place differentiated teaching or other targeted interventions designed to secure better progress where appropriate, for all learners'
20.14 -code

Specific Additional Learning Provision (ALP)

Where a pupil's needs are severe and complex, a multi-disciplinary approach is required to maximise progress and to develop, implement, and review appropriate additional learning provision. In such cases, provision is likely to be different from that which can be delivered through school resources alone and will be tailored to meet the individual needs of the learner.

Individual Development Plans (IDPs) are statutory documents that set out a learner's additional learning needs and the additional learning provision required to meet those needs. An IDP may be maintained by the school or the Local Authority, depending on the level and complexity of need.

IDPs will be reviewed at least annually, or sooner where there is a significant change in need. All relevant stakeholders, including parents, carers, the learner (where appropriate), and professionals, will be invited to contribute to the review process.

Teachers play a central role in the ongoing assessment of pupils' needs and progress. Monitoring and tracking systems are used to identify concerns regarding progress and to determine whether further assessment is required. This process is informed by the Assess, Plan, Do, Review cycle, which underpins the graduated response to the identification of need and the implementation of support.

Funding

Provision will be via the delegated school budget. It is the responsibility of the school and governing body to evidence impact and pupil progress with monitoring by the Authority.

Local Authority Individual Development Plan

Where a pupil's needs are severe and complex, a multi-disciplinary approach is required to maximise progress and to develop, implement, and review appropriate additional learning provision. In such cases, provision is likely to be different from that which can be delivered through school resources alone and will be tailored to meet the individual needs of the learner.

Individual Development Plans (IDPs) are statutory documents that set out a learner's additional learning needs and the additional learning provision required to meet those needs. An IDP may be maintained by the school or the Local Authority, depending on the level and complexity of need.

Pupils accessing the school's Speech and Language Specialist Resource Base (SLRB) will be supported through a Local Authority-maintained Individual Development Plan (LA IDP), in line with Local Authority guidance and statutory requirements.

In a small number of cases, where a learner continues to demonstrate a significant cause for concern despite specialist provision being implemented, a request may be made to the Local Authority to assume responsibility for writing and maintaining the IDP. The Local Authority IDP will determine the nature and level of additional learning provision required to meet the learner's needs.

Where the provision specified within a Local Authority IDP cannot reasonably be delivered within the school's resources, the Local Authority may consider whether specialist provision is required to meet the learner's needs.

IDPs will be reviewed at least annually, or sooner where there is a significant change in need. All relevant stakeholders, including parents, carers, the learner (where appropriate), and involved professionals, will be invited to contribute to the review process.

Teachers play a central role in the ongoing assessment of pupils' needs and progress. Monitoring and tracking systems are used to identify concerns regarding progress and to determine whether further assessment is required. This process is informed by the Assess, Plan, Do, Review cycle, which underpins the graduated response to identification and the implementation of support.

Monitoring and Evaluation

The effectiveness of the school's Additional Learning Needs (ALN) Policy and Additional Learning Provision (ALP) is evaluated through a range of robust monitoring and review processes, including:

- analysis of pupil tracking data and assessment outcomes
- evaluation of value-added data
- monitoring of procedures and practice by the Senior Leadership Team
- review of target sheets and Individual Development Plan (IDP) outcomes
- whole-school self-evaluation using a range of approaches, including specific evaluation of ALN provision and the implementation of an action plan linked to the School Development Plan (SDP)
- review of delegated funding and expenditure related to ALN
- the ALNCo annual report to the Governing Body
- evaluation of the effectiveness of the school's provision map
- the Additional Learning Needs moderation process
- Year Group Learning Reviews
- monitoring and review through the School Development Plan and Inclusion Area Action Plan

One Page Profiles and Individual Development Plans are stored securely on the school's EduKey system and are accessible to staff as required to support effective planning, provision, and review.

Continuous Professional Development (CPD) for ALN

Malpas Court Primary School is committed to the consistent and sustained maintenance of high-quality teaching and learning. As such, staff are provided with a range of continuous professional development (CPD) opportunities throughout the academic year.

The ALNCo, alongside members of the Senior Leadership Team (SLT), may deliver CPD to staff within the school on specific aspects of meeting the needs of pupils with Additional Learning Needs (ALN). In addition, staff may be released to attend specialist training courses where this supports the effective delivery of additional learning provision.

The progress of all pupils, including those with ALN, forms a core element of the school's appraisal process. Appraisal objectives reflect the development of staff knowledge, skills, and practice in meeting individual learner needs where appropriate.

Teaching Assistants are also provided with professional learning opportunities to enhance their capacity to support pupils with ALN effectively. Where necessary, external professionals may be commissioned to deliver specialist training, for example in relation to specific medical conditions or the implementation of targeted interventions.

Working with Families and Learners

At the heart of our ALN approach is a commitment to meaningful collaboration with parents, carers, and learners. We believe that inclusive education is most effective when families and learners are active, respected partners in the decision-making process.

- **Parents/carers and learners are central to the ALN process:**
We recognise that parents and carers know their children best, and we value their insight, experiences, and contributions. Learners, regardless of age or ability, are encouraged and supported to express their views about what matters to them and what support helps them to learn and thrive. Their voices inform all key decisions.
- **Person-centred practices are embedded in every stage:**
From the initial identification of needs through to the planning and review of Individual Development Plans (IDPs), person-centred approaches are used to ensure that the support provided reflects the

aspirations, strengths, and preferences of the learner and their family. This includes using accessible tools to gather views, holding person-centred review meetings, and agreeing outcomes together.

- **Transparent, respectful, and ongoing communication:**

We are committed to building trust through open, honest, and two-way communication. Staff maintain regular contact with families, providing updates on progress and being available to discuss concerns or changes in need. Meetings are arranged at mutually convenient times, and support is offered to ensure all families can participate fully (e.g. translation services, advocate involvement, simplified documentation).

- **Support for families:**

We provide guidance and signposting to external services, charities, and resources that may benefit families navigating the ALN system. Workshops, information evenings, and coffee mornings may also be offered to help parents better understand ALN processes and how to support their child at home.

- **Right to challenge and appeal:**

Parents/carers and learners are informed of their rights under the ALN Act, including the right to request an IDP, request a review, or appeal to the **Education Tribunal for Wales** if they disagree with decisions made about ALN provision.

Our school values strong home-school relationships and works to ensure that learners with ALN, and their families, feel heard, supported, and empowered throughout their educational journey.

Partnership

Malpas Court Primary School is committed to working in partnership with parents and carers and values the contribution they make in enabling children and young people with Additional Learning Needs (ALN) to achieve their full potential.

An independent parent partnership service is currently provided by SNAP Cymru. The SNAP Cymru helpline is available via telephone on 0808 801 0608.

SNAP Cymru aims to ensure that families have access to high-quality information, advice, and guidance in relation to the Additional Learning Needs of their children and young people, enabling them to make informed decisions. The service ensures that the views, wishes, and feelings of children and young people are listened to and taken into account and, alongside parental views, can inform and influence the development of local ALN policy and practice. SNAP Cymru also provides processes for avoiding and resolving disagreements, including access to dispute resolution services.

The Local Authority also provides impartial information and advice regarding Additional Learning Needs and the Individual Development Plan (IDP) process. This information is provided in a neutral and accessible manner:

<https://www.newport.gov.uk/schools-and-learning/support-schools/additional-learning-needs-aln>

In addition to working closely with parents, carers, and SNAP Cymru, the school secures effective collaboration through active engagement with a range of internal and external partners, including:

- Local Authority ALN and inclusion teams
- The Educational Psychology Service
- Inclusion and Enrichment Team
- Outreach services from specialist provision, including Maes Ebbw, Ysgol Bryn Derw, and Bridge Achievement Centre
- Early Years Manager and associated services
- Children Looked After (CLA) Co-ordinator
- Safeguarding Co-ordinator
- Head of Provision for Vulnerable Learners
- Youth Justice Service
- Gwent-wide Sensory and Communication Support Service (SenCom)
- Careers Wales
- Local Health Board
- Social Services
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy Services
- Occupational Therapy Services
- GEMS
- Families First

- Preventative services

Through these partnerships, the school promotes a co-productive, multi-agency approach to meeting the needs of learners with ALN and ensures that provision is well-coordinated, responsive, and focused on positive outcomes.

Transition Planning

The school recognises that transitions can be a particularly vulnerable time for learners with Additional Learning Needs (ALN). As such, robust and carefully planned transition arrangements are in place at every key stage to ensure continuity of support and a smooth progression for all learners.

- **Entry into the school:**

For learners joining from early years or other settings, the ALNCo liaises closely with feeder nurseries, primary schools, and parents/carers. Information is gathered early, including IDPs, individual support strategies, and any external agency involvement. Where appropriate, transition meetings and visits are arranged, and additional support is offered during the settling-in period.

- **Transition between year groups:**

Internal transitions are planned in advance, with class teachers, support staff, and the ALNCo working collaboratively to ensure a consistent approach. Learners with ALN are given opportunities to visit new classrooms, meet key staff, and gradually adjust to changes. Updated pupil profiles and IDPs are shared with receiving staff to maintain support without disruption.

- **Key Stage transitions (e.g. KS2–KS3, KS4–Post-16):**

For major educational transitions, such as moving to secondary school or into further education, planning begins well in advance—often up to a year before the move. The ALNCo communicates regularly with receiving ALN teams to share detailed information about the learner’s needs and current provision. Additional visits, transition booklets, and keyworker introductions are arranged where needed. The learner’s voice and parent/carer input are central to planning.

- **Transfer of IDPs and support documentation:**

All Individual Development Plans (IDPs) and relevant documents are transferred securely and promptly to the new setting to ensure no gap in provision. Where a learner’s needs are more complex, a transition meeting involving both settings, parents/carers, and professionals may be held to co-produce the next phase of support.

These carefully structured transition processes reflect the school’s commitment to inclusive practice and ensure that learners with ALN are supported to thrive in their next phase of education.

Complaints

- Concerns regarding ALN provision should be raised initially with the ALNCo or Headteacher.
- If unresolved, the school’s complaints procedure should be followed.
- Learners and families have the right to appeal to the **Education Tribunal for Wales**.

Appendices

Appendix i - Useful contacts

Jenny.Jamblingam@wales.nhs.uk

Jenny Jamulingham Speech and language therapist linked with the children in the specialist speech and language bases. Offers therapy to them, care plans for the children and attends person centred reviews for all the local authority based IDPs held.

gemma.cording@torfaen.gov.uk

Gemma Cording Inclusion Support Officer Torfaen County Borough Council. Torfaen ALN Local Authority link for all local authority maintained IDPs within the base classes.

Joanne.Howell@newport.gov.uk

Joanne Howell - Senior Educational Psychologist. Newport Educational Psychology Service. Link EP for the school, undertakes all consultations, observations and reports for relevant children across the mainstream setting

Kate.Wiltshire@newport.gov.uk

Kate Wiltshire- Inclusion Advisor for Newport Local Authority- part of the inclusion team for advice and support, all recued timetables must be reported to Kate.

Inclusion.Enquiries@newport.gov.uk

ALN team. All ALN queries can be processed through this contact. Any Newport Local Authority maintained IDPs to be sent to this contact following person centred reviews.

ABB.NESH@wales.nhs.uk

Neurodiversity Early Support Hub. Any NESH (ND) referrals or enquires to be sent to via this contact

DrewR7@newportschools.wales

Richard Drew- Headteacher at Ysgol Bryn Derw ASD Special School. All outreach referrals and support to be directed to this contact

Appendix ii- One Page Profile Copy of sample One Page Profile



One Page Profile - Newport for [REDACTED]

Date of birth: [REDACTED] Gender: Female Class: [REDACTED] Year group: [REDACTED]

Teacher: [REDACTED] Start date: 24/10/2025 Review date: 13/2/2026 Plan number: 1

Gifted & talented: N First language: English and/or Welsh Free school meals: Y Medical needs: N
care: N Ethnic background: Pupil Premium: N EAL: N Armed forces: N Attendance: 94.2%
School IDP: N LA IDP: N ISCAN EARLY YEARS: N SPCAE WELLBEING: N SPACE ND: N EP
Assessment & Report: N Speech & Language Report: N Occupational Therapy Report: N Physio
Therapy Report: N Early Years Team Graduated Response: N Positive Handling Plan: N Risk
Assessment: N Paediatrician : N Hearing Impaired: N Visually Impaired: N CAMHS: N SPLD
Tuition: N Play Therapy: N Music Therapy: N Animal Therapy: N Art Therapy: N GEMS -
Assessment ALN: N School/Specialist Nurse : N OPP: N OPP with targets : Y



Assess

Aspirations for the future:

To develop her confidence in reading.
To know all her sounds and use them in her writing.

"write about people"
"be a mummy"
"get better at writing and drawing"

How to support me:

Provide resources to help her with her writing e.g.
sound mats and HFW mats.
Work in small groups for Maths sessions.
Provide opportunities for 1:1 reading and direct
teaching of phonic sounds.

"being nice"
"help me with sounding out"
"being respectful"

What people like & admire about me:

[REDACTED] is a kind friend. She is thoughtful and always
tries to help others. [REDACTED] has a great work ethic and
always tries her best.

"my hair"
"I'm kind"

What's important to me:

Friends and family are important to [REDACTED]. She talks
about them frequently.

"My nanny's dog"
"His ashes"
"My dog"

Reasonable Adjustment

Reasonable adjustment: No

Description

Targets

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Reading	To independently decode 5 cvc words every week and recognise all high frequency words included on pink words sheet.	Learner will have an increased PM level at next benchmarking. Learner can say the sound at the beginning, in the middle and at the end of a word. Learner can read out loud with growing confidence. Learner demonstrates understanding by answering simple questions about the text.	1:1 reading at least twice per week.	• [REDACTED] [REDACTED]
Phonics	To identify and recognise the first 20 Level 3 sounds with 90% accuracy during phonics lessons and intervention sessions.	Learner correctly identifies and pronounces at least 18 out of 20 Level 3 sounds when shown during sessions. Learner uses Level 3 sounds to decode simple CVC words during phonics activities. Learner participates actively in phonics sessions and attempts unfamiliar sounds with support.	Direct teaching of Level 3 phonics 3 x per week. Phonics intervention session 2 x per week.	• [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED]

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Maths	To accurately count forwards and backwards from 1 to 50 and identify numbers to 50 when shown, in 4 out of 5 opportunities.	Learner counts aloud from 1 to 50 and back with no more than 2 errors. Learner demonstrates counting skills during independent and group maths activities. Learner shows increased confidence when working with number lines and counting resources.	Small group maths teaching focussed on developing early number skills. Number skills intervention session 1 x per week.	[Redacted]

Following the graduated response all children who require targets and reasonable adjustments are allocated an OPP with targets. These children do not yet require a school based IDP. These OPPs are updated 3 times a year by the class teacher and are reviewed by the ALNCo in school ensuring targets are SMART and all information is included.

One Page Profiles are created through person centred approaches for all pupils with an identified additional learning need. These record reasonable adjustments required within the classroom. Class teachers are responsible for implementing the reasonable adjustments within the classroom.

Appendix iii – Support Structures

Mainstream support

- e.g. School funded additional adult in Reception class
- e.g. Adult to support reading in year 4 3 mornings a week
- Access to EP for support
- Access to ALN team for helpline clinic
- Access to YBD outreach support
- Access to the BAC provision for outreach support

Den provision

- 2 adults funded to run provision full time
- 6 pupils access provision

Specilist bases

- Links with Speech and language therapist who provide care plans
- 6 staff employed, each SLRB has:
 - 1 teacher
 - 1 Level 3 TA
 - 1 level 2 TA

Appendix iv – Graduated Response to ALN

Graduated Response to Additional Learning Needs



Flowchart for teachers

Step 1 – Emerging Needs UNIVERSAL

You have identified, through observations and in class assessments that a pupil in your class is making limited progress. A conversation with the ALNCo has highlighted the need for a One Page Profile. Additional 'in class' strategies will be put in place to support the identified pupil.



Supporting the pupils
in my class

Step 2 – Monitor and Review

In class strategies will be monitored and reviewed over a 6-8 week period. Monitoring will be carried out by the class teacher and ALNCo.

If the needs of the identified pupil are being met and they are making progress with these additional strategies then they will continue. If these strategies are not working, the pupil may need to access support beyond the classroom. The process will continue to step 3.

Step 3 – universal to TARGETED

Extra provision will put into place to support the pupil. This might include access to Literacy or Numeracy Interventions, TRIVE, ELSA or Nurture. Targets **MUST** be added to the pupils One Page Profile. Targets will be reviewed and updated as needed by the intervention lead and changes made to provision where appropriate. Class teachers should monitor the impact of such intervention and add to the review process where needed via the EduKey software.

If significant progress has been made access to additional interventions will stop. The One Page Profile will remain to ensure continued progress within the classroom.

If some progress has been made then the interventions will continue until more progress has been made.

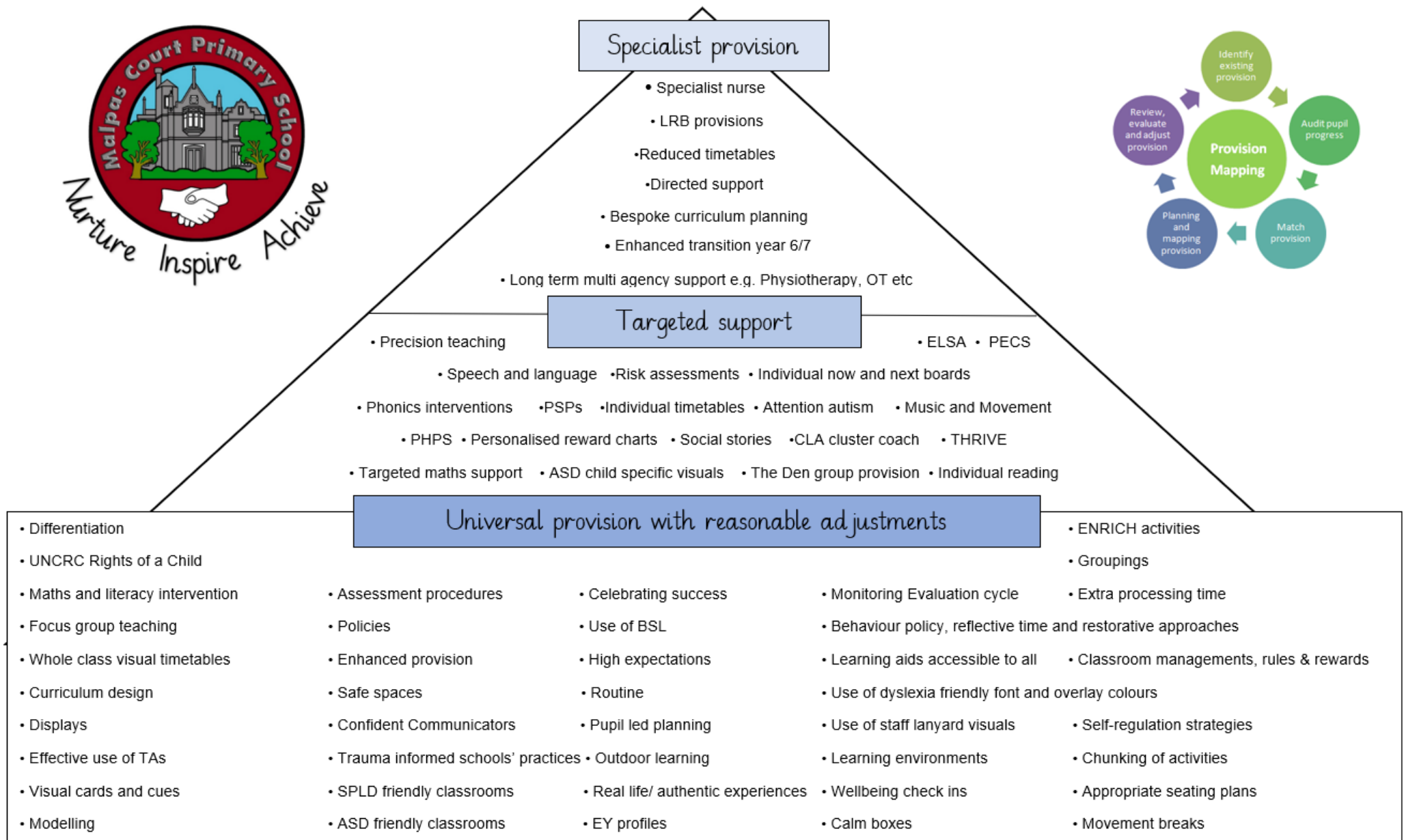
If limited progress has been made then the suitability of the provision will be accessed and adopted to suit needs of the child. A more bespoke approach will be put in place. If limited progress continues, even with a more bespoke approach, the process will continue to step 4.

Step 4 Targeted to SPECIFIC

The Individual Development Plan (IDP) process begins and parents informed. This is actioned by the ALNCo and is supported by a bank of evidence that shows limited progress over time. Meeting will be held to decide how best to support the pupil moving forward. If agreed by all participants in the meeting. Additional Learning Provision (ALP) will be decide upon and an IDP will be written and the pupil will be added to the ALN register on SIMs.

An IDP is issued within 35days of the PCP meeting. The contents of the IDP must be agreed upon by all involved supporting the pupil.

Appendix v – Provision Map



Example of provisions at Malpas Court Primary School, during a typical term:

School provisions						
Name	Concern	Universal, Targeted, Specialised	# of pupils	Start date	End date	Description
Year 6 Springboard Maths A 2025	Number		5	12/1/2026	13/2/2026	pupils will be working to close the gaps in learning in maths. Pupils will focus on number. Springboard Maths resources will be supported with physical activities with regular revision.
Year 6 Springboard Maths B 2025	Number		4	12/1/2026	13/2/2026	pupils will be working to close the gaps in learning in maths. Pupils will focus on number. Springboard Maths resources will be supported with physical activities with regular revision.
Y3 SPAG Spring 2025/26	Literacy	T	6	6/1/2026	27/3/2026	SPAG focussing on capital letters, full stops and holding sentences.
Y5/6 SPLD Spring 2025/26	Literacy/Reading Comprehension	T	4	6/1/2026	27/3/2026	To focus on SPAG and comprehension
Numeracy Key Skills	Number	T	7	6/1/2026	13/2/2026	To consolidate number recognition to 10. To add and subtraction within 10. To develop number formation. Pupils will work with a T.A 1 on 1 to complete numeracy activities twice a week.
Y2 Thrive Spring 2025/26	Social, Emotional and Mental Health Difficulties	T	4	6/1/2026	27/3/2026	To work on Children's emotional and social development and support their mental wellbeing.

Y5/6 SPAG Spring 2025/26	Literacy	T	4	6/1/2026	27/3/2026	SPAG
COMIT Rec Spring 2026	Attention and listening	T	8	6/1/2026	20/3/2026	Intervention group to develop attention and listening skills.
Intensive interaction	Communication and Interaction Needs		3	6/1/2026	13/2/2026	Follow the child's lead – let them show you what to do. Don't do too much: instead, be guided by your child's play, movements and vocalisations. Respond to what they're doing using body posture, imitation and joining in. Make your voice, face and body language look exciting and interested in what they are doing.
Year 3 number skills Spring Term	Number	T	4	6/1/2026	27/3/2026	Small group/ 1:1 session focussing on basic number skills - recognition of number, touch counting, counting forwards and backwards, order of number, number bonds.
Key Skills Literacy Rec Spring 2026	Literacy	T	6	6/1/2026	20/3/2026	Support pupils with literacy in small groups. Concentrate on letter formation, sounds and flash cards. Fine motor skills and gross motor skill activities to help pupils develop these skills.
Key Skills Numeracy Rec Spring 2026	Number	T	6	6/1/2026	20/3/2026	Support children with numeracy skills different targets weekly. Focusing on number formation, recognition and counting.
Year 3 ComIT Spring Term	Speech and language skills	T	6	6/1/2026	27/3/2026	Small group session with ComIT TA (Anna). Small group session with (SH). Focus on developing attention and listening skills, social communication and basic language and conversational skills.
Y3 Thrive Spring Term 2025/26	Social, Emotional and Mental Health Difficulties	T	6	6/1/2026	27/3/2026	To work on children's emotional and social development and support their mental wellbeing.

Y1 Thrive Spring 2025/26	Social, Emotional and Mental Health Difficulties	T	10	6/1/2026	27/3/2026	To work on children's emotional and social development and support their mental wellbeing.
Year 5 Read Write Repeat	Literacy/Reading Comprehension	T	6	6/1/2026	13/2/2026	Pupils will work once a week with ES to focus on Read Write Repeat focussed activities.
Year 5 2:1 Basic literacy skills ES	Literacy		2	6/1/2026	13/2/2026	Pupils will engage with focussed activities to develop their basic literacy skills reading and writing. Activities will include PAT, RWR, individual reading, Phonic revision daily.
Y5/6 SPLD Spring 2025/26	Literacy/Reading Comprehension	T	4	6/1/2026	27/3/2026	To focus on SPAG and comprehension
Year 5 High Frequency and reading ES	Individual reading, HFW Flashcards, HFW Spellings	T	9	6/1/2026	13/2/2026	To develop a flashcard method of high frequency words and use PT sheet where necessary of words continually missed. Use blue paper for PT sheets so to cater for possible dyslexia. use overlays where possible to each child.
Year 3 1:1 reading Spring Term	Individual reading, HFW Flashcards, HFW Spellings	T	11	6/1/2026	27/3/2026	1:1 reading with SH at least twice per week.
Y4 Comit Spring 2025/26	Social, Emotional and Mental Health Difficulties	T	7	6/1/2026	27/3/2026	To work on children's attention and listening.
Year 1 Bucket time Autumn Jan	Attention and listening		4	6/1/2026	13/2/2026	A set task for each day using a bucket/bin with different items inside. Moving through stages as you move further along.

Y3 Phonics Spring 2025/26	Literacy	T	3	6/1/2026	27/3/2026	Phonics HFW and CVC CVVC building.
Y5/6 Wellbeing Spring 2025/26	Social, Emotional and Mental Health Difficulties	T	4	6/1/2026	27/3/2026	Working on their wellbeing, resilience and team work.
Year 3 phonics and HFW Spring Term	Literacy	T	9	6/1/2026	27/3/2026	<p>Alternate sessions weekly - Week A: Blending. Week B: HFW.</p> <p>Week A - Small group/ individual session focussed on blending and segmenting cvc, ccvc and cvcc words in the PAT scheme. PAT scheme used to ensure focus on blending using familiar, known sounds and not introducing new sounds. Begin to write early simple sentences using PAT words and HFW. Session will involve:</p> <ul style="list-style-type: none"> - reading given words - making given words - reading and making nonsense words - resources - magnetic letters, sensory trays, whiteboards <p>Session B - Small group/ individual session focussed on reading and spelling HFW. Read the words off flashcards, HFW games, making with magnetics letters.</p>
literacy year 1 Autumn 2025	Literacy	T	7	6/1/2026	13/2/2026	We will be working on letter formation and phonics phase 2. They will be blending and reading pm 1 book.
ELSA Spring 1 2026	Social, Emotional and Mental Health Difficulties	T	6	5/1/2026	13/2/2026	ELSA is there to provide emotional literacy support to children and young people.

Y6 Maths MAT Y5/6 Spring 1	Number		7	5/1/2026	27/3/2026	Advanced PS3/PS4 mathematics to further develop Y6 MAT learners
Year 2 Spring Term 1: 1 Readers 2026	Cognition and Learning Needs	T	16	4/1/2026	13/3/2026	Children will have 1:1 reading at least 3 times per week.
Year 2 Spring High Frequency words 2026	Cognition and Learning Needs	T	19	4/1/2026	13/3/2026	Children will have precision teaching of HF words taken from their individual September assessments
Year 2 Spring Term small Maths group (2026)	Cognition and Learning Needs	T	8	4/1/2026	15/3/2026	Children will have targeted warm up sessions linked to level of ability and focusing on numbers 1-20
Year 2 Autumn High Frequency words	Cognition and Learning Needs	T	19	4/1/2026	13/3/2026	Children will have precision teaching of HF words taken from their individual September assessments
Reception Wellbeing Group	Social, Emotional and Mental Health Difficulties	T	4	1/12/2025	ongoing	A small group session with Mrs --- to support children with regulating their emotions, developing positive relationships, and having the opportunity to discuss their feelings.
Pupil A	Speech and language skills		1	22/10/2025	12/12/2025	<ul style="list-style-type: none"> • To produce (with words or signs) simple subject-verb sentences (e.g. boy jump, dog run) to describe pictures or events. • To produce CV words beginning with: 'h', 'w', 'p', 'f'.
Pupil B	Speech and language skills	S	1	22/10/2025	12/12/2025	<ul style="list-style-type: none"> • Syllables. A range of activities such as clapping out, humming and rhyming words such as nursery rhymes.

SpLD SLRB Oaks Spring 26	Literacy	T	8	19/10/2025	27/2/2026	Supporting pupils in the Oaks SLRB using SpLD strategies to progress in their literacy skills including individual reading, spelling, writing and comprehension.
Pupil C speech and language support 1-1	Speech and language skills	S	0	13/10/2025	2/2/2026	Syllables. Develop sound recognition and 10 CVC words.
Pupil D 1-1 speech	Speech and language skills	S	0	13/10/2025	2/2/2026	
Pupil E 1-1 speech and language provision.	Speech and language skills	S	1	10/10/2025	12/12/2025	<ul style="list-style-type: none"> • To identify sounds at the beginning and end of CVC words. • To use 'k'/c' at the beginning of words in sentences. • To produce words starting with clusters 'sp', 'sn' and 'st'. • To produce words beginning with 'f'
SpLD SLRB Oaks Autumn '25	Literacy	T	8	10/10/2025	12/12/2025	Supporting pupils in the Oaks SLRB using SpLD strategies to progress in their literacy skills including individual reading, spelling, writing and comprehension.
Nursery Bucket Time (Autumn)	Cognition and Learning Needs	T	3	9/10/2025	15/12/2025	Bucket time will be delivered daily for a small group of children to support their development.
Key Skills Literacy Rec Autumn	Literacy	T	8	9/10/2025	12/12/2025	Support pupils with literacy in small groups. Concentrate on letter formation, sounds and flash cards. Fine motor skills and gross motor skill activities to help pupils develop these skills.
Numeracy Key Skills	Number	T	10	7/10/2025	12/12/2025	To consolidate number recognition to 10. To add and subtraction within 10. To develop number formation. Pupils will work with a T.A 1 on 1 to complete numeracy activities twice a week.

Intensive interaction	Communication and Interaction Needs		3	7/10/2025	12/12/2025	Follow the child's lead – let them show you what to do. Don't do too much: instead be guided by your child's play, movements and vocalisations. Respond to what they're doing using body posture, imitation and joining in. Make your voice, face and body language look exciting and interested in what they are doing.
Year 1 Bucket time Autumn	Attention and listening		4	7/10/2025	12/12/2025	A set task for each day using a bucket/bin with different items inside. Moving through stages as you move further along.
Key Skills Numeracy Rec Autumn	Number	T	8	7/10/2025	12/12/2025	Support children with numeracy skills different targets weekly. Focusing on number formation, recognition and counting.
COMIT Rec Autumn 2025	Attention and listening	T	8	7/10/2025	12/12/2025	Intervention group to develop attention and listening skills.
Y2 Thrive Autumn 2025	Social, Emotional and Mental Health Difficulties	T	8	6/10/2025	12/12/2025	To work on Children's emotional and social development and support their mental wellbeing.
Y3 Phonics Autumn 2025	Literacy	T	3	6/10/2025	12/12/2025	Phonics HFW and CVC CVVC building.
Y3 Thrive Autumn Term 2025	Social, Emotional and Mental Health Difficulties	T	6	6/10/2025	12/12/2025	To work on children's emotional and social development and support their mental wellbeing.
Year 3 1:1 reading Autumn Term	Individual reading, HFW Flashcards, HFW Spellings	T	14	6/10/2025	12/12/2025	1:1 reading with SH.

Year 6 Springboard Maths A 2025	Number		5	6/10/2025	12/12/2025	pupils will be working to close the gaps in learning in maths. Pupils will focus on number. Springboard Maths resources will be supported with physical activities with regular revision.
Year 3 phonics Autumn Term - blending	Literacy	T	8	6/10/2025	12/12/2025	Small group/ individual session focussed on blending and segmenting cvc, ccvc and cvcc words in the PAT scheme. PAT scheme used to ensure focus on blending using familiar, known sounds and not introducing new sounds. Session will involve: - reading given words - making given words - reading and making nonsense words - resources - magnetic letters, sensory trays, whiteboards
Y5/6 Wellbeing Autumn 2025	Social, Emotional and Mental Health Difficulties	T	4	6/10/2025	12/12/2025	Working on their wellbeing, resilience and team work.
Y3 SPAG Autumn 2025	Literacy	T	6	6/10/2025	12/12/2025	SPAG focussing on capital letters, full stops and holding sentences.
Year 3 number skills Autumn Term	Number	T	4	6/10/2025	12/12/2025	Small group and one 1:1 session focussing on basic number skills - recognition of number, touch counting, counting forwards and backwards, order of number, number bonds.
Year 3 J-JS sensory circuit Autumn Term	Sensory and/or Physical Needs	T	1	6/10/2025	12/12/2025	1:1 session engaging J-JS in sensory activities to meet his needs. Circuit to change/ mix and match across the week but will include alerting, organising and calming activities.

Y4 Comit Autumn 2025/26	Social, Emotional and Mental Health Difficulties	T	7	6/10/2025	12/12/2025	To work on children's attention and listening.
Year 6 Springboard Maths B 2025	Number		4	6/10/2025	12/12/2025	pupils will be working to close the gaps in learning in maths. Pupils will focus on number. Springboard Maths resources will be supported with physical activities with regular revision.
Y5/6 SPAG Autumn 2025	Literacy	T	4	6/10/2025	12/12/2025	SPAG
Y1 Thrive Autumn 2025	Social, Emotional and Mental Health Difficulties	T	11	6/10/2025	12/12/2025	To work on children's emotional and social development and support their mental wellbeing.
ELSA Autumn Term 1 2025	Social, Emotional and Mental Health Difficulties	T	6	6/10/2025	12/12/2025	ELSA is there to provide emotional literacy support to children and young people.
Y6 Maths MAT Y5/6 Autumn 1	Number		6	29/9/2025	11/12/2025	Advanced PS3/PS4 mathematics to further develop Y6 MAT learners
Pupil F 1-1 Speech and Language SLIB	Speech and language skills	S	1	22/9/2025	12/12/2025	Lewis is in the SLIB Acorns class. He has daily intervention sessions to develop his speech and language skills.
Year 2 Autumn Term 1: 1 Readers	Cognition and Learning Needs	T	21	21/9/2025	12/12/2025	Children will have 1:1 reading at least 3 times per week.

Year 5 Read Write Repeat	Literacy/Reading Comprehension	T	6	8/9/2025	12/12/2025	Pupils will work once a week with ES to focus on Read Write Repeat focussed activities.
Year 2 Autumn Term small Maths group	Cognition and Learning Needs	T	9	7/9/2025	12/12/2025	Children will have targeted warm up sessions linked to level of ability and focusing on numbers 1-20
Year 5 2:1 Basic literacy skills ES	Literacy		2	3/9/2025	12/12/2025	Pupils will engage with focussed activities to develop their basic literacy skills reading and writing. Activities will include PAT, RWR, individual reading, Phonic revision daily.
Year 3 ComIT Autumn Term	Speech and language skills	T	6	1/9/2025	12/12/2025	Small group session with ComIT TA (Anna). Small group session with (SH). Focus on developing attention and listening skills, social communication and basic language and conversational skills.
PAT Year 5 Autumn Term	Literacy	T	2	23/6/2025	24/10/2025	Phonological Scheme
Year 5 High Frequency and reading ES	Individual reading, HFW Flashcards, HFW Spellings	T	9	23/6/2025	12/12/2025	To develop a flashcard method of high frequency words and use PT sheet where necessary of words continually missed. Use blue paper for PT sheets so to cater for possible dyslexia. use overlays where possible to each child.
PAT Year 4 Summer Term	Literacy	T	1	10/3/2025	13/7/2025	Phonological Scheme

Year 4 Summer High Frequency & PT- RA 2024	Individual reading, HFW Flashcards, HFW Spellings	T	8	2/3/2025	13/7/2025	To develop a flashcard method of high frequency words and use PT sheet where necessary of words continually missed. Use blue paper for PT sheets so to cater for possible dyslexia. use overlays where possible to each child.
Y2 GOUP POPAT SPRING 2025 SH/JL	Literacy	T	8	14/2/2025	27/6/2025	POPAT phonics to develop letter recognition, assisted blending, independent blending/reading of cv, vc, cvc words.
Y2 1:1 POPAT SPRING 2025 SH/JL	Literacy	T	6	14/2/2025	27/6/2025	POPAT phonics to develop letter recognition, assisted blending, independent blending/reading of cv, vc, cvc words.
Maths intervention	Number		6	14/2/2025	27/6/2025	To develop areas not achieved on their Mathletics test. Covering areas such as times tables and division facts, order numbers, rounding numbers, fractions and decimals.
Maths Intervention	Number		6	14/2/2025	27/6/2025	To develop areas not achieved on their Mathletics test. Covering areas such as times tables and related division facts, order numbers, rounding numbers, fractions and decimals.
Maths Intervention	Number		8	14/2/2025	27/6/2025	To develop areas not achieved on their Mathletics test. Covering areas such as times tables and related division facts, order numbers, rounding numbers, fractions and decimals.
SWST, HFW and reading	Literacy/Reading Comprehension		5	14/2/2025	27/6/2025	To practice spellings from SWST, HFW and reading.
SWST, HFW and reading	Individual reading, HFW		4	14/2/2025	27/6/2025	To practice spellings from SWST, HFW and reading.

	Flashcards, HFW Spellings					
Y2 Additional Reading support AUT24 JL	Literacy		15	14/2/2025	27/6/2025	Additional reading support 1:1 or small groups to develop reading skills, phonic knowledge, comprehension skills and sight word recognition.
SWST, HFW and reading	Individual reading, HFW Flashcards, HFW Spellings		5	14/2/2025	27/6/2025	To practice spellings from SWST/ HFW and reading
Reading (Oaks SLIB) Feb - June 25	Literacy/Reading Comprehension	T	8	14/2/2025	27/6/2025	Daily reading
SWST, HFW and reading	Individual reading, HFW Flashcards, HFW Spellings		3	14/2/2025	27/6/2025	To practice spellings from SWST, HFW and reading.
SWST and HFW	Individual reading, HFW Flashcards, HFW Spellings		1	14/2/2025	27/6/2025	To practice spellings from the SWST and HFW.
Year 5 Autumn Read, Write, Repeat programme (copy)	Literacy/Reading Comprehension	T	6	7/1/2025	13/2/2026	To build up a knowledge on reading and writing of single words starting with level appropriate to child. set 1-3

Year 5 Autumn Read, Write, Repeat programme	Literacy/Reading Comprehension	T	6	21/6/2024	24/10/2025	To build up a knowledge on reading and writing of single words starting with level appropriate to child. set 1-3
literacy year 1 Autumn 2025	Literacy	T	9			We will be working on letter formation and phonics phase 2
Year 4 Phonics	Literacy		5			Phase 3 phonic sounds - specifically digraphs.