



Greenfields School

Additional Learning Needs Policy

2025-2026

Implemented	By Whom	Last Review	By Whom	Next Review
June 2025	R.Hill	September 2025	R. Redman and C.Singh	September 2026

Document History (last 3 versions)				
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change	
17/01/23	1	J Perry	Review and amendment	
13/08/24	2	R. Hill	Review and amendment	
09/09/25	3	R.Redman	Review and amendment	
03/10/25	4	Creslyn Singh	Review and update	

Introduction

Greenfields School is an independent special school for young people with Social, Emotional and Mental Health (SEMH) difficulties for both boys and girls aged 9-16 years old. The school is registered for up to 30 learners and consists of 2 small primary style transition classes to provide a nurturing environment to develop and progress throughout the learning journey and the pupils transition to Secondary education; as well as providing English, Maths, Science, Expressive Arts, Humanities, PSHE and PE lessons for our older students. We are a school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in Newport we therefore benefit from some amazing community spaces where we enhance our curriculum with equestrian skills, free running, farm skills, pottery painting, outdoor learning, swimming lessons, boxing and fitness classes. All the staff at Greenfields School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills.

Mission Statement

Preparing learners for the future by providing a sustainable outstanding educational experience where all students realise pursue and achieve their full potential, enabling them to thrive as adults.

ALN Aims:

We aim to provide every possible opportunity to develop the full potential of every student. Students with additional learning needs must be valued as individuals and should be encouraged to integrate with their peers, both socially and academically. They should have access to an enhanced curriculum and at all times, consideration will be given to maintaining and enhancing their self-esteem.

In our school we aim to offer accreditation and choice to all our students, whatever their ability or needs. We have high expectations of all our students. We aim to achieve this through the removal of barriers to learning and participation. We want all our students to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that students:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- require a range of different teaching approaches and experiences.

Arrangements for co-ordinating ALN provision

The successful support for students with Additional Learning Needs is a shared responsibility. ***All teachers are teachers of children with Additional Learning Needs.*** Teaching such children is therefore a whole school responsibility.

Definition of ALN

Students have an Additional Learning Need if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the Local Authority.

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In addition to these the school recognises that a proportion of students have additional needs as a result of one or more of the following.

- General learning difficulties.
- Specific learning difficulties.
- Emotional, social and/or behavioural difficulties.
- A physical disability.
- Speech auditory and/or language difficulty.
- Medical or health problem.
- Trauma/ACEs.

The school also recognises that the more able and those identified as Gifted and Talented may also have additional needs. Giftedness can also be seen in aesthetic or physical areas and every opportunity will be given to support these students in their particular area.

Academic giftedness should be supported by extension work in school and by engaging the students' interests. The class/subject teachers must ensure that the students' interest is engaged and should be careful that a student does not become bored in class. Boredom can result in a student being disruptive in class.

Definition of Disability

Disability Discrimination Act, 1995, Section 1

'A person (P) has a disability if –

- (a) P has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

Equality Act 2010 Chp. 1 para 6.

In the light of the Disability Discrimination Act we have carefully considered what we might do to make our building more accessible to those who have physical disabilities. Unfortunately, we have had to conclude that we are unable to help certain disabilities due to the physical structure of Greenfields School.

Special Education needs Code of Practice.

The ALN policy of Greenfields School sets out to reflect the principles and success factors from the Code of Practice 2001 and the code of practice: 0 to 25 years 2014. The code of practice requires a whole school approach to the identification, assessment and provision for special educational needs. It builds on the principle that all teachers have responsibilities for students who may be experiencing difficulties in learning.

Additional Learning Needs (ALN) in Wales

The vision for Wales is for a fully inclusive education system where all learners has equity of access to education that meets their needs and enables them to participate, benefit from, and enjoy learning. The Additional Learning Needs and Education Tribunal (Wales) Act creates a legal framework to ensure that learners' needs are identified early, addressed quickly, and their views, wishes and feelings are at the heart of the planning processes to support them to overcome barriers to learning and achieve their full potential. In particular, part 2 of the Act contains the substantive provision on ALN and includes the duties imposed on public bodies.

Identification Assessment, Monitoring and Review procedures.

The identification would be with regard to the information as outlined in the Code of Practice: “The triggers for intervention could be the teachers or others’ concern, underpinning by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child’s identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas.
- Persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.”

The gathering of information in respect of identifying the student’s special educational needs may be via:

1. Liaison with teachers.
2. Liaison with previous Schools.
3. Liaison with parents/carers/placing authorities by school parent/carers meetings and individual contact.
4. Liaison with external agencies where a student may have been known to their service.

Assessment of Need

1. Information from prior schools initially.
2. ALN screen test(s).
3. Diagnostic assessment of individuals.
4. Students referred by teachers as giving cause for concern and therefore meriting assessment and additional support.
5. Ongoing assessment, review and record keeping.

Process for Action, Record-Keeping and Review

1. An assessment of the student is undertaken to identify the area for development and the severity of impact upon learning.
2. Appropriate information is gathered from staff.
3. Discussion takes place with parents/carers/corporate parents to gather appropriate/relevant information on child.
4. Provision allocation timetable amended as needed.
5. Review/Evaluation of support in place.
6. Continue process of evaluation and review which may lead to involvement of external agencies.

ALN Support (formally known as School Action Plus)

Identification

The trigger for School Action Plus has regard to the Code of Practice: “The triggers for School Action Plus could be that, despite receiving an individualised programme and/or concentrated support the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at Curriculum for Wales levels substantially below that expected of students of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child’s own learning or that of the class or group, despite having an individual behaviour management programme

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- Has sensory or physical needs, and required additional specialist equipment or regular advice or visits by a specialist service and external agencies
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.”

The process of action, record keeping and review follows the pattern previously outlined for School Action with the addition of an Individual Education Plan.

Statutory Assessment / Statement of Additional Learning Needs/ IEP plan.

Identification

As outlined in the Code of Practice, “Where a request for statutory assessment is made by a school to a Local Authority, the child will have demonstrated significant cause for concern.”

The school will provide evidence from

- Curriculum for Wales levels.
- Attainment in literacy and numeracy.
- Educational and other assessments from an Educational Psychologist.
- views of the parents/carers
- Involvement of other professionals.
- Any involvement by Social Services or Education Welfare Service.

Process for Action, Record Keeping and Review of statement.

1. On receipt of a Statement for Special Educational Needs from the Local Authority, the ALNCo will formulate an action plan of support/provision.
2. Review/evaluation:
Interim Reviews: ALNCo collects information from student’s reports and requests staff comments, collates the information, discusses with the student and parents. Either:
 - i) next IEPs (Individual education plans where short-term targets are set) formulated to continue to next review or
 - ii) Annual review initiated early
3. Annual Reviews:
ALNCo collects information from staff, parents, carers or corporate parent child and outside agencies and collates the information prior to the annual review. At the annual review, progress is discussed and either:
 - i) Maintain the statement and there is a continuation of process within school setting
 - ii) Request an amendment to the statement
 - iii) Request ceasing the statement.

Access to the Curriculum

To accommodate students who are designated as having a special educational need, the school provides:

- The school will provide an appropriate curriculum and clear progression route for all students
- Care staff when necessary provide support teachers enabling appropriate access to the curriculum via in-class, small group and individual support
- Individual teaching programmes designed to meet the needs of each particular child
- Individualised timetables to accommodate specific needs
- Specialist equipment.

The school aims to include all students with special needs into all the activities of the school as far as it is appropriate. However, in the best interest of the child, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught.

Parents/Carers/Corporate Parents and students will always be involved in discussion when these situations arise and the student's welfare will be the major factor considered when decisions are taken.

Access arrangements

Access arrangements for formal examinations will be applied for ALN students as appropriate. Access arrangements are intended to increase access to assessments. The most common arrangements applied for are for a reader, a scribe and extra time. There are a number of arrangements that can be applied for such as enlarged papers, use of a word processor and rest breaks.

The ALNCO will liaise with Greenfields School Examination Officer to ensure arrangements are in place.

ALN Specialisms:

- ALNCo with National Award for ALN Co-ordination Post Graduate Certificate

Monitoring of Provision

The following information is available within school in respect of the effectiveness of the support available for students with identified special educational needs. It is gleaned from monitoring and evaluation via observations of:

- Allocation of support provision.
- Small group/individual teaching.
- In-class support.
- Use of differentiated teaching/resources/specialist equipment.
- Practical use of IEPs.
- Understanding of IEP outcomes and progress towards these.
- Target setting.
- Student progress.

Principles

We are committed to providing equal access for all students to the broad and balanced curriculum to which they are entitled. Students must be valued as individuals and should be encouraged to integrate with their peers, both socially and academically. At all times, consideration will be given to maintaining and enhancing the self-esteem of students with special educational needs. We recognise that we must consider the individual needs of all students when planning our curriculum and we aim to provide a curriculum which is accessible to the individual needs of our students.

To achieve this commitment:

- a) We aim to employ the best practice when devising support for ALN.
- b) We recognise a continuum of special needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all students.
- c) Early intervention: We recognise the importance of early identification and assessment of students with special educational needs. We aim to address special needs as soon as concerns are raised so that learning experiences are appropriate to students' current needs and future difficulties are minimised.
- d) We recognise that responsibility for ALN is a whole-school issue and lies collectively with all staff, supported by the ALNCO. We aim to equip all staff to effectively meet a wide range of students' needs. Lessons provide differentiated activities to meet these needs.
- e) All students have a right to a broad, balanced and relevant education. We believe that ALN should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access.
- f) We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks, in personal

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target-setting and in evaluating their outcomes. Our ALN provision aims to involve students in this process in the light of their age and understanding.

- g) We recognise that parents and carers have a vital role to play in supporting their students' education. We aim to work in close partnership with parents to support them in their child's learning and development. We will inform them about ALN provision for their child (ren), and take their views into account in respect of their students' needs.
- h) Wherever possible, we intend to work in partnership with other agencies (e.g. health professionals) and with parents, sharing information and assessment reports and taking prompt action to implement recommendations.

Critical Success Factors

ALN provision relies on collaboration at all levels and students will be most successful when:

- The culture, practice & deployment of resources designed to ensure that all students' needs are met.
- The Company and service providers work together to ensure that any child's ALN are identified early.
- Those responsible for ALN provision considers the views and wishes of the child.
- Professionals and parents/carers/corporate parents work in partnership.
- Professionals take account of parent's/carers/corporate parent's views.
- Support/Care staff and classroom teachers plan collaboratively.
- Provision and progress are monitored and reviewed regularly.
- There is co-operation between all agencies.
- Statements are clear and detailed, specify monitoring arrangements and are reviewed annually.

The Careers & Personal Advisory Service: (Varies in each Local Authority)

This Service provides guidance and support to many young people (aged 13 – 19) including those with ALN into adult life. Many agencies work together within the partnership thus streamlining the lines of communication and co-ordinating the agencies.

Links with other educational provisions

Greenfields continues to develop links with other educational provisions. There are various links are with local authority schools, colleges and training providers. Students from Greenfields continue to be successfully integrated into further education provision. Liaison work provides information on students with ALN and helps to make their transition to all sectors of education easier.

Criteria for Evaluating the success of the ALN Policy

The following criteria will be used:

- Progress made by learners with ALN (progress against TLP targets, IEP outcomes, teacher assessment data)
- The amount of identified teaching/support time available to support ALN students
- The quality and number of planned programs of intervention and support as evidenced by progression planning.
- All schemes of work which show evidence of differentiation for students with ALN
- INSET time allocated to staff development with reference to special educational needs
- The proportion of parents/corporate parents attending or contributing to reviews and consultations
- Staff fulfil the expectations of the school in carrying out procedures for special needs and produce the necessary paperwork e.g. TLP's, Reviews, Reports, Class organization for Special Needs, differentiated work etc.
- Recommendations by external agencies are acted upon and incorporated into the curriculum.
- Students are confident and well motivated and are making measurable progress

Glossary

ALN – Additional learning needs

PCP – Person centred planning

ALNCo – Additional Learning Needs Coordinator

IEP – Individual Education Plan

Arrangements for Considering Complaints regarding the ALN Provision within the School

Please see the School's complaints procedure.

Headteacher and ALNCo:	Creslyn Singh	Date:	9 th September 2025
Regional Lead	Rob McConomy	Date:	9 th September 2025