Clybiau Llywodraethwyr a Chylch Chwarae
Gresffordd Gresford
Governors' Clubs and Playgroup

Additional Learning Needs Policy (Pre-School Children)

Equality Act Impact Assessment	YES	NO	Ionawr 2025
Last Review Date	May 2026		
Date to be reviewed	May 2027		
Date Adopted by Management Committee	10.06.2026		
Responsible Individual - Mr Richard Hatwood			
Chair of Management Committee – Mrs Jan MacDonald			

1. Purpose

The purpose of this policy is to ensure that GGCP provides inclusive, accessible, and effective support for children with Additional Learning Needs (ALN). GGCP is committed to promoting equal opportunities, removing barriers to learning, and working in partnership with families and external professionals to meet the needs of each child. This policy is aligned with the Welsh Government's ALN Code for Wales and Early Years ALN guidance.

2. Scope

This policy applies to all pre-school children attending GGCP who may have, or be at risk of having, additional learning needs. It also applies to staff, trustees, and volunteers involved in the care, support, and education of children with ALN.

3. Policy Statement

GGCP is committed to:
- Recognising, identifying, and supporting the additional learning needs of children at the earliest possible stage.
- Providing an inclusive environment where every child has the opportunity to reach their full potential.
- Collaborating with parents, carers, and external agencies to ensure coordinated support and effective ALN provision.
- Following the Welsh Government's ALN Code for Wales, ensuring compliance with early years ALN guidance and legislative requirements.

4. Definitions

Additional Learning Needs (ALN). ALN refers to children who have a learning difficulty or disability that calls for additional support to achieve their potential. This includes children with physical, sensory, communication, social, emotional, or behavioural needs.

Individual Development Plan (IDP). An IDP is a legally binding document for children identified with ALN, detailing their specific needs, learning goals, and support strategies. The IDP is reviewed regularly and involves parents, carers, and relevant professionals.

5. Principles of ALN Provision

GGCP's approach to ALN provision is guided by the following principles:
- Early Identification. Identifying and supporting children with ALN as early as possible to provide timely intervention and minimise barriers to learning.
- Child-Centred. Placing the child's needs at the centre of the planning process, considering their unique strengths, interests, and areas for development.
- Inclusion. Ensuring that all children, regardless of their additional learning needs, are fully included in activities and experiences at GGCP.
- Partnership with Families. Working closely with parents and carers to create a shared understanding of their child's needs and to develop effective support strategies.

6. Identifying and Assessing Additional Learning Needs

6.1 Early Identification
- GGCP staff are trained to observe and recognise signs that a child may have additional learning needs, using assessments and observations to monitor development.
- Parents and carers are encouraged to share any concerns they may have about their child's development, as their insights play a crucial role in the identification process.

6.2 Assessment and Referral
- If staff identify that a child may require additional support, the ALNCo (Additional Learning Needs Coordinator) will work alongside relevant Local Authority Officers to conduct an initial assessment, considering developmental milestones, behaviour, and any specific challenges observed.
- GGCP will collaborate with the child's family and, if necessary, refer to external agencies (e.g, health services, specialist ALN professionals) for further assessment and advice.

7. Role of the Additional Learning Needs Coordinator (ALNCo)

GGCP's ALNCo is responsible for:
- Leading and coordinating pre-school ALN provision across the setting.
- Supporting staff in identifying and responding to the additional learning needs of children.
- Developing and overseeing Individual Development Plans (IDPs) for children with identified ALN in collaboration with the Local Authority Early Years ALN Lead Officer/Flying Start Advisory Teacher.
- Communicating with parents, carers, and external professionals to ensure effective support and planning.
- Providing training and guidance to staff on ALN best practices, resources, and legislation.

8. Individual Development Plans (IDPs)

8.1 Developing an IDP
- For children identified with ALN, GGCP will collaborate with the Local Authority Early Years ALN Lead Officer in the formation of an Individual Development Plan (IDP) alongside the child's family and, if appropriate, other external professionals.
- The IDP will outline specific learning goals, strategies, and any additional resources or support needed for the child.
- The IDP will be reviewed regularly and updated as necessary to reflect the child's progress and any changing needs.

8.2 Reviewing and Monitoring Progress
- GGCP will monitor the child's progress against the goals set in their IDP, adjusting support as needed to promote development and address any new challenges.
- Parents and carers will be kept informed of their child's progress and involved in the review process, fostering a collaborative approach to the child's learning and development.

9. Inclusive Practices and Adjustments

GGCP is committed to creating an inclusive environment by:
- Making reasonable adjustments to facilities, resources, and activities to ensure children with ALN can fully participate in all areas of the setting.
- Using a range of inclusive teaching and learning methods that address diverse learning styles and abilities.
- Ensuring children with ALN are encouraged and supported to engage in group activities, play, and social interactions with their peers.
- Providing any additional equipment, sensory aids, or support materials needed to help children access the curriculum and environment.

10. Partnership with Parents, Carers, and Professionals

10.1 Working with Families
- GGCP values the input of parents and carers in supporting children's development and well-being and will work in partnership to understand each child's needs and progress.
- Regular communication between GGCP staff and families will ensure that they are informed, involved, and able to contribute to their child's support plan.

10.2 Collaboration with External Agencies
- GGCP will work closely with local authorities, health professionals, and specialist ALN agencies to ensure coordinated support and access to services for children with additional learning needs.
- When necessary, GGCP will facilitate multi-agency meetings to discuss and plan the best ways to support the child, with the family's involvement.

11. Staff Training and Development

- GGCP will ensure that all staff receive ALN awareness training as part of their induction, enabling them to identify and support children with additional needs.
- The ALNCo and staff directly involved in supporting children with ALN will receive specialised training on best practices, inclusive teaching methods, and understanding specific needs.
- Regular professional development sessions will update staff on ALN policy changes, resources, and techniques to ensure high-quality provision.

12. Transition Support

GGCP recognises the importance of smooth transitions for children with ALN and will:
- Work with the child's future educational setting, parents, and any relevant professionals to plan a transition that supports continuity of care and learning.
- Share relevant information (with parental consent) to help the receiving setting understand the child's needs and support plan.
- Prepare children for transition by involving them in discussions, providing visual aids (e.g., photos of the new setting), and scheduling visits if possible.

13. Record-Keeping and Confidentiality

- GGCP will maintain accurate and secure records of each child's ALN assessments, IDPs, and reviews in compliance with data protection regulations.
- Information about a child's ALN will be shared only with relevant staff members and external professionals involved in their support, respecting confidentiality.

14. Monitoring and Evaluation

- The effectiveness of GGCP's ALN provision will be regularly reviewed by the ALNCo and senior management team to ensure it meets the needs of children, complies with the ALN Code for Wales, and reflects best practices.
- Feedback from parents, carers, and external professionals will inform continuous improvement of ALN support and inclusive practices.

15. Policy Review

This policy will be reviewed annually by the Board of Trustees, or sooner if required by changes in legislation or guidance. Any updates will reflect the latest requirements from the Welsh Government's ALN Code for Wales and Early Years ALN standards.

16. Compliance with Welsh Government ALN Code for Wales

This policy aligns with the Welsh Government's ALN Code for Wales and meets the requirements for early years ALN provision, ensuring that GGCP provides inclusive and accessible support for children with additional learning needs.

17. Contact Information

For questions, concerns, or additional information regarding GGCP's Pre-School ALN provision, please contact: - Additional Learning Needs Coordinator (ALNCo): Mrs Karon Rowlands (Tel: 01978 852342 or email playgroup@allsaints-pri.wrexham.sch.uk)