

ALN and Additional Support Policy

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Introduction

Westbourne School is committed to educating all pupils who can take up a place at the School and offering a stimulating curriculum which is accessible to all. All classes are mixed ability. We aim to treat each pupil as an individual with their own talents, strengths and preferences and we encourage teachers to employ a variety of teaching methods and approaches to adapt work to meet the individual needs of the learners

Class teachers are responsible for setting suitable learning challenges and facilitating effective additional support in response to pupils' needs in order to remove potential barriers to learning. This process should include working with parents/carers to carry out a clear analysis of the pupil's needs, drawing on teacher assessment and knowledge of the pupil as well as previous progress and attainment. Meeting learners where they are is a crucial part of supporting their academic, emotional and psychological development.

This policy has been prepared in reference to:

- [Additional Learning Needs and Education Tribunal \(Wales\) Act 2018](#)
- [The Additional Learning Needs Code for Wales 2021](#)
- [The Additional Learning Needs \(Wales\) Regulations \(Welsh Government, 2021\)](#)

Definitions - (Taken from the ALN code of Practice 2021).

Additional Learning Needs (ALN)

1. A person has Additional Learning Needs (ALN) 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/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/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.
- c. 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.
- d. A person does not have a learning difficulty or disability solely because the language in which he or she is or will be taught is different from a language which is or has been used at home.

Additional Learning provision (ALP) means educational provision that is additional to or different from that made for others of the same age in school.



Aims of the policy

- To provide a whole school response within the overall ethos of the school which is compatible with the needs of the majority of learners.
- To enable pupils who need additional support to have their needs met as best we can.
- To have regard to statutory guidance for supporting pupils at school with medical conditions.
- To develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- To employ a collaborative approach with pupils and with their parents/carers, all involved staff, and other external agencies - including those from Health and Social Care.
- Share expertise and good practice across the school and local learning community.
- Make efficient and effective use of school resources.
- Work within the guidance provided by the Welsh Government.

Supporting students

Westbourne School is not registered as a specialist ALN school ¹

Pupils with sensory and/or physical disabilities may require adaptations, and reasonable adjustments (Equality Act 2010) will be made.

Some pupils may need provision that is additional to and different from that which is provided for the majority of children: this is special, additional support. These pupils are on the additional support list and specific strategies to succeed are shared with all staff through the One Page Profile.

One Page Profiles

One Page Profiles are working documents for pupils who require additional support that are accessible to all staff and reviewed annually by Form Tutors. Pupils will be fully involved in the development of the One Page Profile and will agree targets which will be achieved using strategies, support and differing approaches. Reasonable adjustments can be required to overcome barriers to learning. These may be seating positions, timing, differentiated activities, use of technology and resources etc. One Page Profiles will also be shared with parents.

Identification of pupils requiring support

The reasons for considering whether a pupil may need additional support may include:

- Developmental differences between a child and their peers (being 'behind')
- Little or no progress, even when teaching approaches are targeted particularly at a pupil's identified area of weakness
- Signs of difficulty in developing literacy or mathematics skills
- Emotional or behavioural difficulties which are not improved by appropriate behaviour management strategies or individualised behaviour support
- Physical needs that require additional specialist equipment, or visits by a specialist service

¹ As an Independent School we cannot determine whether a child has an ALN, this must be determined by Local Authority (LA).



- Communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.
- Communication and/or interaction difficulties with little or no progress despite the provision of an appropriate differentiated curriculum.

The progress made by all pupils is regularly monitored and reviewed through Form Tutors half termly grade monitoring and Coordinator and staff meetings. Parents/carers may also express concerns about their child's progress and raise these with class teachers.

Parents/carers, with their child, will initially meet with the Form Tutor to decide on the interventions and support to be put in place, as well as the expected impact on progress and development. Meetings with class teachers may also take place.

The Form Tutor remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

If it is deemed that support exceeding beyond normally-differentiated work is necessary, the School may suggest to parents that they may wish to refer to an Educational Psychologist. The School will assist with any information sharing for further assessment as necessary.

Admissions process

Westbourne is an academically selective school, and admission is dependent upon reaching the required academic standard. Prospective learners who may require additional support will be admitted on the same basis, unless the school cannot reasonably make the adjustments required to provide support which caters for their needs.

Parents of children applying for a place at the school who require additional support are invited to discuss the child's needs at an early stage. Each learner is looked at as an individual case to see whether the school can effectively meet their needs. Westbourne School is not registered to admit children who have an IDP through the local authority.

In accordance with the Equality Act 2010, the school will make reasonable adjustments to its provision to ensure that learners with disabilities are not put at a substantial disadvantage to their peers.

Allocation of resources

Staffing and resources are reviewed regularly and can change each academic year, responding to the changing needs within our classes.

In the Prep School, the school's TAs provide specialised support through specific intervention programmes and they work most often with children who require additional support. TAs will work under the direction of the class teacher and will liaise with the class teacher on planning, pupil response and progress. The work they do is reviewed each term and informed decisions can then be



made with regard to further support, next steps of learning and future interventions. Pupil Progress meetings are also used to make decisions as to which pupils may need this support.

Continuous Professional Development (CPD)

Westbourne School is committed to the consistent upholding of the highest teaching standards, and as such, staff are encouraged to take opportunities for CPD throughout the year. The Senior Leadership Team (SLT) may provide CPD to other staff in school in specific aspects of meeting the needs of pupils who need additional support; or staff may be released to go on specialised training courses.

External trainers may be periodically invited to provide training on more specialist training needs such as dealing with specific medical conditions, dyslexia or to train staff in the use of specific interventions.

Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

