CARDIFF
CAERDYDD

Western
Learning
Federation

Riverbank School

Additional Learning Needs (ALN) Policy

Riverbank
SCHOOL
Learning together to be the best we can

RATIFIED BY GOVERNORS	8th July 2026
DATE REVIEWED	8th July 2026
DATE FOR REVIEW	8th July 2027
DATE PUBLISHED	July 2027

Monitoring the policy

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

SIGNED  **DATE** 09.07.26

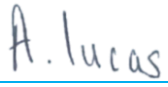
Chair of Governors

SIGNED  **DATE** 09.07.26

Executive Headteacher

SIGNED  **DATE** 09.07.26

Deputy Executive Headteacher

SIGNED  **DATE** 09.07.26

Head of School

The values and principles

The federation is underpinned by a set of values that define the culture of the three federated schools.

Our Principles

Honesty

Responsibility

Positivity

Trust

Empathy

Patience

Respect

Kindness

Our Values

- We celebrate our differences.
- We have a shared sense of belonging.
- We play, laugh, smile and celebrate success.
- We have a positive attitude.
- We learn from experiences to develop life and independent skills.
- We follow our dreams and aspirations.
- We care for our own and wider environment.
- We improve quality of life.

Definition

Values One's judgement of what is important in school life.

Principles Morally correct behaviour and attitudes.

Rights Respecting Schools

Every child has rights "without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status"

Western Learning Federation
Executive Headteacher - Mr Wayne Murphy
Deputy Executive Headteacher - Mrs Rachel Faulkner Morris
Tel: 029 2083 8560
E-mail: westernlearningfederation@cardiff.gov.uk

Riverbank School
Head of School - Mrs Amie Lucas
Tel: 0292 0563 860
E-mail address: riverbanksp@Cardiff.gov.uk

Tŷ Gwyn School
Head of School - Mr Jamie Brotherton
Tel: 0292 0838 560
E-mail address: tygwynsp@cardiff.gov.uk

Woodlands School
Head of School - Mrs Siân Thomas
Tel: 0292 0838 560
E-mail address: woodlandshighschool@cardiff.gov.uk

Riverbank SCHOOL
Learning together to be the best we can

Tŷ Gwyn SCHOOL
Learning to achieve

Woodlands SCHOOL
Learning for Living

Vincent Road, Cardiff, CF5 5AQ

Western Learning Federation
Together we learn, grow and achieve

@CardiffWestern @RiverbankSch @GwynSchool @WoodlandsHS

www.westernlearningfederation.co.uk

Western Learning Federation: Equality, Equity, and Communication Commitment Statement

At the Western Learning Federation, we are deeply committed to fostering an inclusive, equitable, and empowering environment where every learner—regardless of background, ability, or individual need—can thrive. We believe that equality and equity are not just principles, but essential foundations for meaningful learning, personal development, and lifelong success.

Communication is at the heart of our ethos. We recognise it as a fundamental human right and a vital tool for learning, connection, and self-expression. Our commitment to accessible and inclusive communication underpins all aspects of our work—from curriculum design and teaching strategies to wellbeing support and assessment practices.

We embed this commitment across a wide range of policies and practices, including:

Positive Behaviour Support (PBS): Promoting respectful, proactive, and person-centred approaches that empower learners to engage positively with their environment.

Additional Learning Needs (ALN): Ensuring tailored support and inclusive strategies that meet the diverse needs of all learners.

Wellbeing and Wellness: Creating safe, nurturing spaces that prioritise mental, emotional, and physical health for all members of our community.

Teaching and Learning: Delivering high-quality, differentiated instruction that reflects diverse learning styles, strengths, and aspirations.

Curriculum, Progression, and Assessment: Designing inclusive, relevant, and flexible pathways that support every learner's journey and celebrate progress in all its forms.

We are dedicated to removing barriers, challenging inequality, and celebrating the richness of diversity. Through collaborative partnerships with learners, families, and professionals, we strive to ensure that every voice is heard, every need is met, and every individual is valued.

This commitment is not static—it evolves with our community. We continuously reflect, adapt, and innovate to uphold the highest standards of inclusion, equity, and excellence in everything we do.

Additional Learning Needs (ALN) Policy

Introduction

This policy outlines the approach to supporting learners with Additional Learning Needs (ALN) at the Western Learning Federation (WLF) located in Wales. It has been co constructed within our 3 special schools, Riverbank, Ty Gwyn and Woodlands. It aligns with the principles and statutory requirements set out in the Welsh Government's ALN Code of Practice, ensuring that every learner is supported to achieve their full potential.

Purpose

The purpose of this policy is to:

- Ensure compliance with the statutory requirements of the ALN Code for Wales.
- Provide a clear and structured framework for identifying, assessing, and supporting learners with Additional Learning Needs (ALN).
- Promote a person-centred approach to planning and delivering support, ensuring the voice of the learner is heard and respected.
- Foster an inclusive and supportive learning environment that addresses barriers to learning and promotes well-being and holistic development. This helps to support learners in the realisation towards the four core purposes of the Curriculum for Wales
- Collaborate effectively with families, professionals, and external agencies to provide comprehensive and holistic support.
- Support the development and implementation of Individual Development Plans (IDPs) through a clear and effective process.

Statutory Framework

This policy is informed by Welsh Government documents to ensure compliance with the statutory framework established by the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales 2021, which supports the ALN process to ensure it is completed appropriately.

- **Additional Learning Needs and Education Tribunal (Wales) Act 2018**: Establishes the legal framework for supporting learners with ALN https://www.gov.wales/sites/default/files/publications/2018-04/additional-learning-needs-and-education-tribunal-wales-act-2018-explanatory-memorandum.pdf
- **The Additional Learning Needs Code for Wales 2021**: Provides statutory guidance on meeting the needs of learners with ALN https://www.gov.wales/sites/default/files/publications/2024-04/220622-the-additional-learning-needs-code-for-wales-2021%20%282%29.pdf
- **Inclusion and Pupil Support Guidance**: Offers guidance on providing inclusive education and developing school attendance and behaviour policies https://www.gov.wales/inclusion-and-pupil-support-guidance-schools-and-local-authorities

Definition of ALN

According to the ALN Act, a learner has ALN if they have a learning difficulty or disability that requires additional learning provision (ALP). This includes learners who:

- Have a significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Individual Development Plan (IDP) Process

All learners allocated a place at the Western Learning Federation will have an identified additional learning need and an appropriate IDP. The IDP is a statutory plan that outlines the support required for learners with ALN, aligning with the statutory requirements of the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

The process for developing and coordinating an IDP includes:

Referral and Initial Assessment:

- A referral is made by a teacher, parent, or other professional and an initial assessment is conducted to determine if the learner has ALN.
- Most learners allocated a place within the WLF will already have an IDP in place.
- If a learner is placed without an IDP a Person-Centred Planning [PCP] meeting will be convened to consult all stakeholders and gather necessary information to formulate an IDP within 6 weeks of their placement starting.

Person-Centred Planning:

- A person-centred approach is used to involve the learner and their family in the planning process.

Tools such as one-page profiles and aspirations tools are used to gather information about the learner's strengths, needs, and goals. Person Centred Tools on a page **(Appendix 1)**

Developing the IDP:

- A multi-disciplinary team, including teachers, support staff, and external professionals, collaborate to develop the IDP.
- The IDP includes specific, measurable outcomes and the ALP required to overcome the main barriers to learning.
- Learners with moderate, severe or profound learning difficulties and complex medical and physical needs are identified through multi-agency assessments involving health, education, and social care professionals.
- Assessment methods include observational assessments, communication assessments, sensory profiles, Positive Behaviour Support Plans and input from therapists and health professionals.
- A designated member from the Senior Leadership team will oversee the assessment and support process.

Implementation of IDP

- Every learner at WLF will have an IDP that outlines their specific ALN, educational outcomes, and the required additional learning provision (ALP). Individual Development Plan (IDP) (Bilingual) **(Appendix 2a)** The IDP is supported with a person-centred review PCP review template **(Appendix 2b)**

The IDP is developed through a collaborative, person-centred process involving the learner, parents/carers, educators, therapists, and relevant professionals. A teacher guide can be found in Teacher Guidance on a Page (**appendix 3**)

- IDPs will include:
  - One Page Profile One Page Profile template **(Appendix 4)**
  - A learner profile detailing strengths, learning needs, and preferences (section 2A) Section 2a Guidance **(Appendix 5)**
  - Intended learner outcomes and description of ALP (section 2B) Section 2B - Outcome and Additional Learning Provision (ALP) Guidance**(Appendix 6)**.
  - SECTION 2C: Description and delivery of the ALP to be secured by an NHS body"
- IDPs will be reviewed at least annually or more frequently if required due to changes in the learner's needs using a multi-agency approach.

Individual Health Care Plans are used for learners who have medical needs during the school day. Individual Healthcare Plan Template **(Appendix 7)**

Review of IDP:

- The IDP is implemented by the school, with regular monitoring and adjustments as needed.
- Children Looked after (CLA) are reviewed and maintained by the local authority up to the age of 16, after this the responsibility transfers back to school.
- The IDP is reviewed to assess progress and updated.
- Agreed 'Actions', including Transition Planning are recorded on the Person-Centred Review Report and shared with relevant stakeholders and Professionals.
- Intended Outcomes will be monitored and evaluated on on-going basis in line with M.E.R calendar. Teachers are expected to evaluate learner progress towards agreed intended outcome and to inform next steps in learning.
- Key supporting PCP documents such as One Page Profiles, Positive Behaviour Support Plans and Individual Healthcare Plans are reviewed at timely intervals to ensure information is current and up to date e.g. at Parents Evening, Transition evenings and for Person-Centred review meetings.

Roles and Responsibilities

- **Senior Leadership Team:** Overseeing the implementation of the ALN policy, coordinates the IDP process, and supports staff in meeting the needs of learners with ALN. Ensures the school meets its statutory obligations and provides the necessary resources and support for pupils with ALN through the IDP process. IDP Chair Guidance Sheet **(Appendix 8)**

Administrative Teams: Support the above with robust systems and processes IDP Admin Process **(Appendix 9)**

- **Teachers and Support Staff**: Responsible for identifying learners with ALN. Informing, developing and implementing the IDP, and providing day-to-day support through person centred practice to implement and track identified Additional Learning Provision.
- **Parents and Carers**: Are invited to contribute to the assessment, planning, and review process. **Additional Learning Needs – An animation explaining the new system for parents and young people.** https://www.youtube.com/watch?v=zGqUdAT
- **Other professionals:** Where appropriate are invited to contribute to development of the IDP and the implementation of ALP.

Professional Learning

The WLF provides extensive professional learning which supports the delivery of ALN which informs the development of the IDP. This ensures that each learners ALP is implemented effectively throughout their education at WLF. Professional Learning Offer (**Appendix 10)**

Complaints and Dispute Resolution

- If parents/carers have concerns regarding the ALN provision or IDP process, they are encouraged to discuss them with a member of senior leadership team.
- Parents/carers will be provided with a draft IDP which they have 7 days to contact school to make any amendments to the IDP.
- After this if parents are not satisfied with the IDP, they can refer the decision to the Local Authority for reconsideration by contacting the ALN Helpline on 029 2987 2731 or email ALNHelpline@cardiff.gov.uk. Within 20 days of receiving the IDP from the school. A guide for parents about rights under the additional learning needs (ALN) system [HTML] | GOV.WALES
- Independent advocacy and mediation services will be signposted if required.

Monitoring and Evaluation

The effectiveness of this policy will be monitored through:

- **Regular Reviews**: Schools formally report to Governors on Additional Learning Provision through termly sub committees.

  Each school regularly review IDPs to ensure that learners are making progress and that their needs are being met at timely intervals.

- **Feedback**: Gathering feedback from learners, parents, staff and key stakeholders to inform policy review and development.
- **Self-Evaluation**: Regular self-evaluation by staff and senior leaders to reflect on and improve their practices.

Moderation: At a school and local level IDPs are moderated with other schools using the local authority IDP Moderation guidance. IDP LA moderation guidance **(Appendix 11)**

Additional information: Hyperlinks to relevant documentation and supporting material. Links Document **(Appendix 12)**

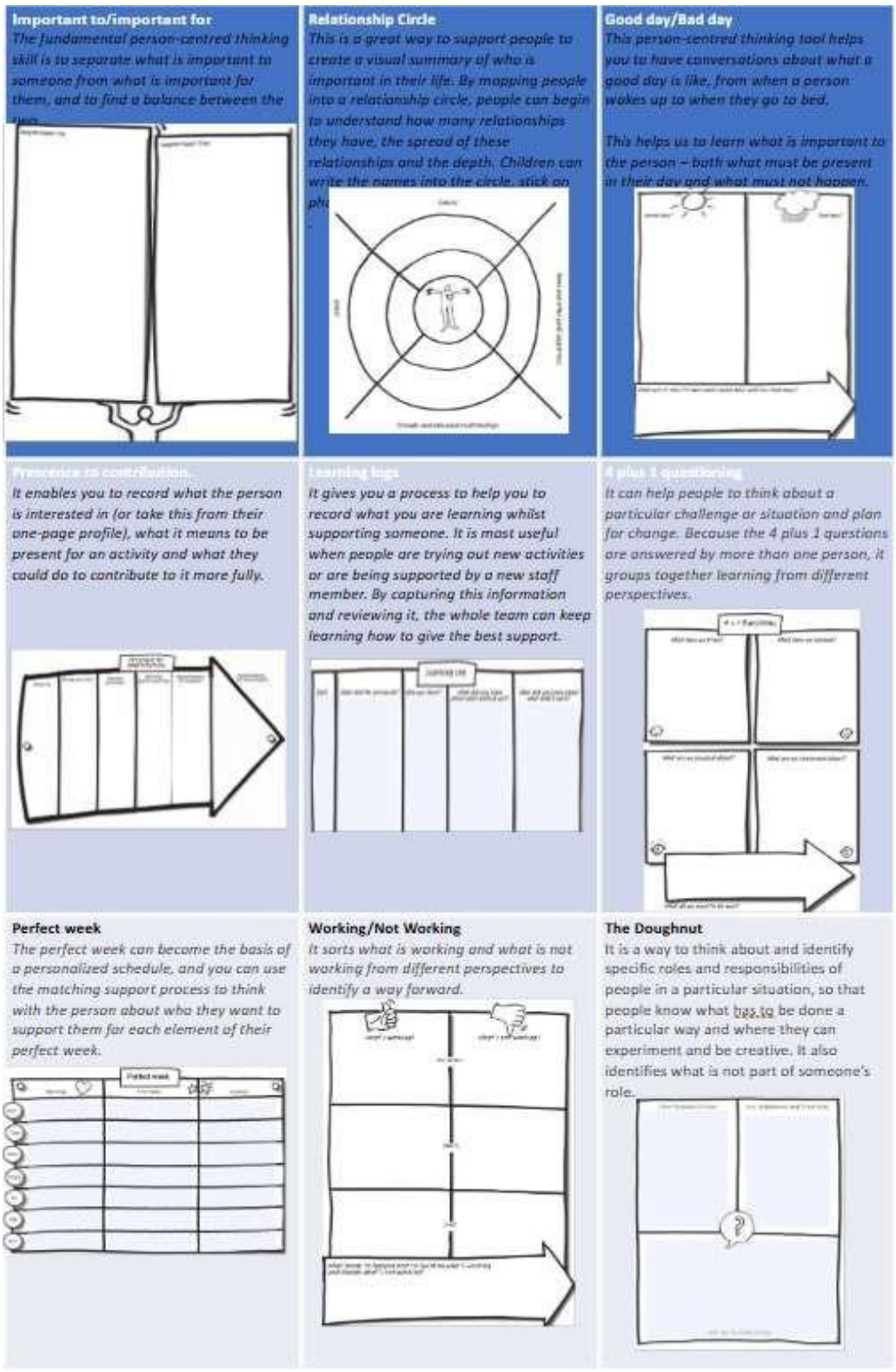
Links to Other Policies (Links to be added)

- **Teaching and Learning Policy**
- **Curriculum Policy**
- **Progression and Assessment Policy**
- **Monitoring Policy**
- **Positive Behaviour Support Policy**
- **Communication Policy**

Appendices

1. Person Centred Tools on a page
2.
    a. IDP (WG)
    b. b - PCP PowerPoint (individual to school)
3. Teacher guidance on a page
4. One Page Profile (OPP) guidance
5. Section 2A guidance
6. Outcome and Additional Learning Provision (ALP) Guidance
7. Individual Healthcare Plan Template
8. Chair guidance
9. Administrative process
    a. Guidance document
    b. Schedule
    c. First letter to parents/carers
    d. Professional Advice from teacher
    e. Second letter to parents/carers
    f. Relationship circle
    g. Parent/carer advice template
    h. Guidance to book interpreter
    i. Attendee register
    j. Person-centred review minutes (including actions to distributed)
    k. Compliments slip (Depending on age of learner)
    l. Final letter to parent/carers
10. Professional Learning
11. IDP LA Moderation Guidance
12. Welsh Government Links

[Person centred Tools on a page]



Link to WAG document – Person Centered Reviews Toolkit
https://www.gov.wales/sites/default/files/publications/2018-12/person-centred-reviews-toolkit.pdf

Cynllun Datblygu Unigol (CDU)
Individual Development Plan (IDP)

SCHOOL LOGO	

***RHAN 1* / PART 1**

ADRAN 1A: Gwybodaeth fywgraffiadol sylfaenol am y plentyn neu'r person ifanc a manylion cyswllt **SECTION 1A: Basic biographical information about the child or young person and contact details**		
***Enw Llawn* / Full Name**		**PHOTO of Learner**
Mae'r plentyn yn hoffi cael ei adnabod fel **Likes to be known as**		
***Dyddiad geni* / Date of birth**		
Rhyw a'r rhagenwau a ffefrir **Gender and preferred pronouns**		
***Lleoliad addysg presennol* / Current education setting**		
***Cyfeiriad cartref* / Home address and telephone numbe**		
***Enw'r rhieni* / Name of parents**		
***Cyfeiriad e-bost* / Email address**		
Cyfeiriadau a rhifau ffôn y rhieni **Parents addresses and telephone numbers**		
Gofynion a dewisiadau o ran cyfathrebu **Communication requirements and preferences**		
Ar gyfer person ifanc, manylion y caniatâd i'r CDU gael ei baratoi/ei gynnal **For a young person, details of consent to IDP being prepared / maintained**		
***Materion o ran capasiti* / Capacity Issues**		

ADRAN 1B: Cyfrifoldeb am y CDU **SECTION 1B: Responsibility for the IDP**

Y sefydliad sy'n gyfrifol am gynnal y CDU **Organisation responsible for maintaining the IDP**	
Dyddiad y mae'n rhaid adolygu'r CDU ymlaen llaw **Date before which the IDP must be reviewed**	
Dyddiad adolygu arfaethedig **Proposed review date**	

ADRAN 1C: Proffil
SECTION 1C: Profile

Great Things About ME!

My name is ...
I am ... years old (Y...)

Insert recent Photo

What is important to me?

- Use Person Centred tools to support the completion of this documentation e.g. the relationship circle will support you establishing which people are important to me and why.

This may include:
My family
I am learning……



What is important for me?
The best way to support me…

Must include

- Communication and interaction (receptive and expressive)
- Things that may upset (linked to PBS plan)

This may include

- How I access technology

Written by (Teacher): (date)
These need to be reviewed in parents evening/ transition and IDP.

RHAN 2 yn cynnwys yr elfennau o'r CDU y gellir apelio i Dribiwnlys Addysg Cymru. Mae'r elfennau hyn **wedi'i danlinellu, yn feiddgar ac yn goch**
PART 2 includes those elements of the IDP in relation to which appeals to the Educational Tribunal for Wales can be made. These elements are **underlined, bold and red**

ADRAN 2A: Disgrifiad o anghenion dysgu ychwanegol (ADY) y plentyn neu'r person ifanc
SECTION 2A: Description of the child or young person's additional learning needs (ALN)

ADRAN 2B: Disgrifiad a'r dull o gyflwyno darpariaeth dysgu ychwanegol y plentyn neu'r person ifanc (DDdY)
SECTION 2B: Description and delivery of the child or young person's additional learning provision (ALP)

***Canlyniad bwriedig* / Intended outcome:**				
Dylid darparu DDdY **ALP to be provided**	**A ddylid darparu DDdY yn Gymraeg?** **Should the ALP be provided in Welsh?**	***Y sefydliad sy'n darparu'r DDdY, a'r manylion cyswllt*** **Organisation service to provide the ALP, and contact details**	**Dyddiad Dechrau** **Start Date**	**Dyddiad Gorffen/Adolygu** **End/Review Date**
Y rhesymeg dros y DDdY a restrir uchod: **Rationale for the ALP listed above:**				

***Canlyniad bwriedig* / Intended outcome:**				
Dylid darparu DDdY **ALP to be provided**	**A ddylid darparu DDdY yn Gymraeg?** **Should the ALP be provided in Welsh?**	***Y sefydliad sy'n darparu'r DDdY, a'r manylion cyswllt*** **Organisation service to provide the ALP, and contact details**	**Dyddiad Dechrau** **Start Date**	**Dyddiad Gorffen/Adolygu** **End/Review Date**
Y rhesymeg dros y DDdY a restrir uchod: **Rationale for the ALP listed above:**				

***Canlyniad bwriedig* / Intended outcome:**				
Dylid darparu DDdY **ALP to be provided**	**A ddylid darparu DDdY yn Gymraeg?** **Should the ALP be provided in Welsh?**	***Y sefydliad sy'n darparu'r DDdY, a'r manylion cyswllt*** **Organisation service to provide the ALP, and contact details**	**Dyddiad Dechrau** **Start Date**	**Dyddiad Gorffen/Adolygu** **End/Review Date**
Y rhesymeg dros y DDdY a restrir uchod: **Rationale for the ALP listed above:**				

ADRAN 2C: Disgrifiad a chyflawniad o'r DDdY i'w sicrhau gan gorff y GIG
SECTION 2C: Description and delivery of the ALP to be secured by an NHS body

Canlyniad bwriedig / Intended outcome:				
Dylid darparu DDdY **ALP to be provided**	**A ddylid darparu DDd Y yn Gymraeg?** **Should the ALP be provided in Welsh?**	***Y sefydliad sy'n darparu'r DDdY, a'r manylion cyswllt*** **Organisation service to provide the ALP, and contact details**	**Dyddiad Dechrau** **Start Date**	**Dyddiad Gorffen/Adolygu** **End/Review Date**
Y rhesymeg dros y DDdY a restrir uchod: **Rationale for the ALP listed above:**				

ADRAN 2D: Lleoedd mewn ysgol / sefydliad neu lety a enwir
SECTION 2D: Places at a named school / institution or board / lodging

Enw ysgol a gynhelir yng Nghymru sy'n cael ei enwi er mwyn sicrhau bod y plentyn yn cael ei dderbyn i'r ysgol **The name of a maintained school in Wales that is being named for the purpose of securing the admission of the child to the school**	
Enw unrhyw ysgol benodol neu sefydliad arall y mae'n rhaid sicrhau lle ynddi/ynddo **The name of any particular school or other institution which must be secured**	
Darpariaeth llety y mae'n rhaid ei sicrhau **Board and lodging provision which must be secured**	

RHAN 3 / PART 3

ADRAN 3A: Cofnod o'r wybodaeth a ddefnyddiwyd i ddatblygu'r CDU
SECTION 3A: Record of information used to develop the IDP

Os yw gwybodaeth wedi'i chynnwys fel atodiad i'r CDU, rhestrwch hi yma.
If information is included as an annex to the IDP, please list it here.

ADRAN 3B: Llinell amser y prif digwyddiadau
SECTION 3B: Timeline of key events

3B.1 Digwyddiadau arwyddocaol neu wybodaeth sy'n berthnasol i ddeall ADY y plentyn neu'r person ifanc a chynllunio'r DDdY angenrheidiol
Significant events or information relevant to understanding the child or young person's ALN and planning the necessary ALP

Dyddiad Date	*Sefydliad/ Gwasanaeth / Unigolyn* Organisation / Service / Individual	*Nodyn o'r hyn a ddigwyddodd* Indicator of what happened

3B.2 Lleoliadau addysg a fynychwyd yn flaenorol (a dyddiadau)
Education settings previously attended (and dates)

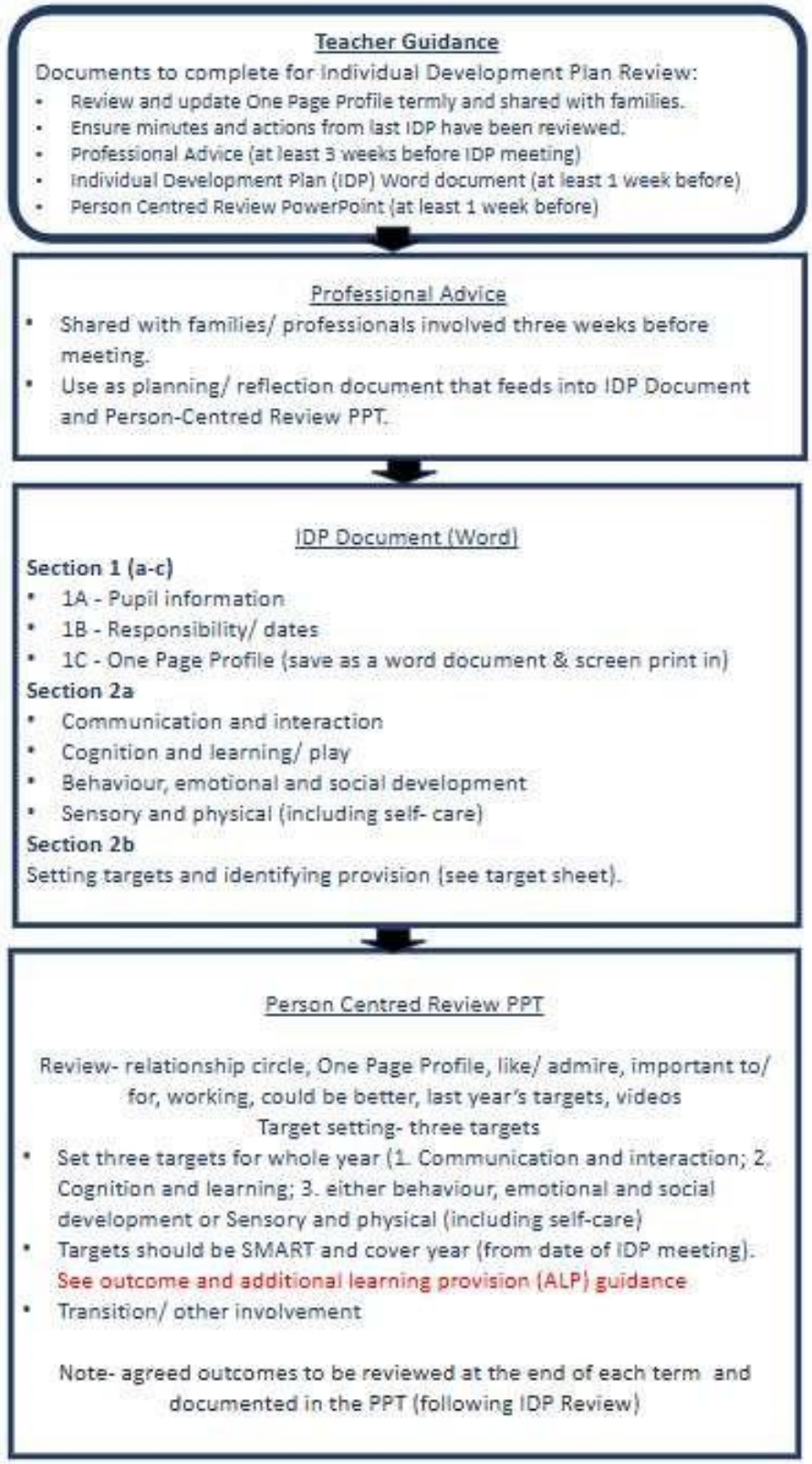
Dyddiad Date	*Sefydliad/ Gwasanaeth / Unigolyn* Organisation / Service / Individual	*Sesiynau / Grŵp blwyddyn* Sessions / Year Group

ADRAN 3C: Pontio
SECTION 3C: Transition

Camau y cytunwyd arnynt ar gyfer Pontio Agreed Actions for Transition	*Y person sy'n gyfrifol* Person Responsible	*Canlyniadau disgwyliedig* Expected Outcomes

ADRAN 3D: Trefniadau teithio
SECTION 3D: Travel Arrangements

Teacher Guidance on a Page



[One Page Profile template guidance]

Great Things About ME!

My name is ...
I am ... years old (Y...)

Insert recent Photo

What is important to me?

- Use Person Centred tools to support the completion of this documentation e.g. the relationship circle will support you establishing which people are important to me and why.

This may include:
My family
I am learning……

What is important for me?
The best way to support me…

Must include

- Communication and interaction (receptive and expressive)
- Things that may upset (linked to PBS plan)

This may include

- How I access technology

Written by (Teacher): (date)
These need to be reviewed in parents evening/ transition and IDP.



Section 2a Guidance

Adran 2a: Disgrifiad o anghenion dysgu ychwanegol (ADY) y plentyn neu'r person ifanc

Section 2a: description of the child or young person's additional learning needs (ALN)

All four areas must be completed (TBC across the Federation)

[insert name] has a diagnosis of (delete as appropriate) Global Developmental Delay; Severe Learning Needs; Cerebral Palsy; Autism; demand avoidance; Rhett Syndrome; Angelman Syndrome; Speech, Language and Communcation Needs (SLCN); Visual Impairment; Hearing Impairment; Multi-sensory Impairment; trauma; social, emotional and mental health needs; Epilepsy; and a primary need of cognition and learning with the associated additional learning need in the following areas:

Communication and interaction	Cognition, learning and play	Sensory and physical	Behaviour, emotional and social development
Communication Stages (expressive)	Assessment information	Keeping healthy/ health needs	Understanding and expressing own emotions
Receptive Communication	Play skills	Hearing, sight, positioning needs	Managing emotions and behavioural responses
	Motivation and engagement	Fine/ gross motor skills	Understanding others' emotions/ intentions
	Organisation and independent learning (how much support?)	Personal care	Self awareness (including SRE)
	Understanding and following routines and expectations	RSE	Sensory processing (needs, understanding and expressing)
	Problem solving/ thinking skills	Independent living	Interests, routines and processing (coping with
			Personal safety/ community engagement

Section 2B - Outcome and Additional Learning Provision (ALP) Guidance

Intended Outcomes:

An outcome describes what someone wants to **change or achieve** in their life. It does not **describe how to do this.**

- What **matters** to the person? (aspirations for the pupil)
- What is **currently** working or not working from the pupil's perspective?
- What is the **positive** change that this intended outcome might have? Ie either changing something that is not working or working towards an aspiration in that pupils' life
- Make this into **specific outcome** – SMART (**s**pecific, **m**easurable, **a**ttainable, **r**ealistic and **t**imely)
- **Check it** – can you measure it? Is it achievable? Does it move the pupil closer to a positive change/aspiration?



Intended Outcome examples:

Refer to Professional Learning – 5 PCP Outcome Examples
The Outcome and Support Sequence Workbook (Wellbringteams.org)

Intended outcome:

Communication and interaction	• Respond to core symbolic representation during joyful shared experience using core language board, displaying attention through gaze and participation in shared sensory activity. • To make a choice between 2 objects when they are placed directed in front of them by touching the item they want. • For X to vocalise his choices to an adult using 3 symbols such as.....to support him. • X understanding of on-body signs 'more/stop/finish' used within familiar communication routines. • I am learning to look backwards and forwards between two objects (knows two objects are present). • I am learning that when playing a familiar social game to persevere by repeating an action in order to get reward • To take turns with an attentive adult during turn taking games. • Learn to use symbols and Makaton to make requests and answer questions using two-word sentences and short phrases. • For X to be able to specify his needs with symbols, expressing which item of food he would like.
Cognition, learning and play skills	• For X to interact with familiar staff in a turn taking activity for up to a minute. • X will coactively explore items with hand-under-hand support (maybe briefly) using repetitive strategies. • I can Touch a picture or object to obtain a visual or auditory reward on a PC or tablet computer • X will press and release a switch to produce a desired effect (examples include using a Big Mack, timed activation switch toys or computer software). • Press and release a switch with gestural and verbal prompt for desired effect, digital activity/ environmental control. • To begin to develop awareness of cause and effect through making brief responses during cause and effect activities
	• To develop small movement in his hands to start to explore sensory materials independently

	• To continue to develop my core strength by sitting unsupported by my chest harness for increasing periods of time and to explore my immediate environment with increasing independence.

Bank of ALP provision for outcomes related to the 4 areas within an IDP document.

- Be very specific within this ALP section in terms of how the child is going to meet the target. For example, if your target is 'To make a choice between 2', then be clear as to how that child is making their choice – is it a verbal choice, eye pointing, eye gaze technology, symbols or objects?
- Another example may be, if the target is to make a choice between 10 symbols, specify which symbols the child will initially be working on (or the theme e.g., colour, weather etc).
- When detailing activities that will be used with the child, a good practice phrase to use could be 'Activities include but are not limited to.' For example, when listing activities that you may use to develop turn-taking skills.
- Use symbols or photos instead of PECS and avoid any acronyms.



ADRAN 2B: Disgrifiad a'r dull o gyflwyno darpariaeth dysgu ychwanegol y plentyn neu'r person ifanc (DDdY)
SECTION 2B: Description and delivery of the child or young person's additional learning provision (ALP)

Canlyniad bwriedig / Intended outcome:				
Dylid darparu DDdY ALP to be provided	A ddylid darparu DDdY yn Gymraeg? Should the ALP be provided in Welsh?	Y sefydliad sy'n darparu'r DDdY, a'r manylion cyswllt Organisation service to provide the ALP, and contact details	Dyddiad Dechrau Start Date	Dyddiad Gorffen/Adolygu End/Review Date
Communication and Interaction	No	Ty Gwyn School, Vincent Road, Ely, CF5 5AQ		
Y rhesymeg dros y DDdY a restrir uchod: Rationale for the ALP listed above:				

Canlyniad bwriedig / Intended outcome:				
Dylid darparu DDdY ALP to be provided	A ddylid darparu DDdY yn Gymraeg? Should the ALP be provided in Welsh?	Y sefydliad sy'n darparu'r DDdY, a'r manylion cyswllt Organisation service to provide the ALP, and contact details	Dyddiad Dechrau Start Date	Dyddiad Gorffen/Adolygu End/Review Date
Cognition and Learning	No	Ty Gwyn School, Vincent Road, Ely, CF5 5AQ		
Y rhesymeg dros y DDdY a restrir uchod: Rationale for the ALP listed above:				

Dylid darparu DDdY ALP to be provided	A ddylid darparu DDdY yn Gymraeg? Should the ALP be provided in Welsh?	Y sefydliad sy'n darparu'r DDdY, a'r manylion cyswllt Organisation service to provide the ALP, and contact details	Dyddiad Dechrau Start Date	Dyddiad Gorffen/Adolygu End/Review Date
Sensory, physical (including self care) skills OR Behaviour, Emotional and Social Development	No	Ty Gwyn School, Vincent Road, Ely, CF5 5AQ		
Y rhesymeg dros y DDdY a restrir uchod: Rationale for the ALP listed above:				

SECTION 2B: Description and delivery of the child or young person's additional learning provision (ALP)	
Intended outcome:	1. **Communication and Interaction – Communication:**
ALP to be provided	
Access to specialist knowledge and a developmental curriculum at *X Provision* Specialist teaching: class teachers experienced in the learning needs of children with autism and associated needs, e.g. familiar trust communication partner familiar with principles of fundamentals of communication; providing processing time. Small class sizes, small group and whole class teaching. A high level of support to help them manage their environment, support their care, and access opportunities, which provide for their learning, social and emotional needs. Enabling environment i.e. calm, low arousal learning environment. Visual supports such as activity markers, objects of reference, photographs, symbols, written information providing structure to the learning environment, use of schedules, classroom layout etc. Small class sizes, small group, and whole class teaching. A high level of support to help them manage their environment, support their care, and access opportunities which provide for her learning, social and emotional needs School to implement advice and strategies provided by professionals involved Total communication approach which may include sign, photographs, or symbols. Supports for communication, use of symbols and communication books, AACs **EXAMPLE-**	

Who	When	Where	What	How	Review
XXX will have a code word to communicate when he is feeling anxious. All teachers are aware of this word, and allow him to leave the classroom to go a quiet area.					

Sensory learner profile	Pre-formal learner profile	Formal learner profile
Class staff to develop a positive relationship by becoming attuned to her needs by noticing verbal and non-verbal cues then responding. (Non-verbal cues- vocalisations, facial expressions, eye contact, body language)	Aided language acquisition- Enabling Adult model appropriate verbal and non-verbal communication techniques using identified core vocabulary.	Staff to communicate using an increasingly varied and precise vocabulary and encourage the use of single and multi-clause sentences, encouraging appropriate interaction with a range of people.
Staff to provide a total communication approach whilst following their lead in play.	Staff to provide a total communication approach and model use of preferred method of communication. Enabling adult to be a communication partner for child	Staff to provide a total communication approach and model use of preferred method of communication. Enabling adult to encourage independence of communication and provide scaffolds to support this.
Staff to offer a choice of two using physical objects/photographs/pictures (one motivator and one less favoured), pause and wait for a response through non-verbal cues- vocalisations, facial expressions, reaching, eye contact, body language.	Staff to use a personalised communication book with a range of symbols that reflects the learner. Ensure communication book is easily accessible throughout the school day. Staff to model selecting symbol for a desired item and then use hand over hand/other staff member to facilitate.	Staff to facilitate independence in communication, supporting and scaffolding through differentiated resources. Staff to develop planning, questioning, negotiation, prediction and reasoning in their communication. The pupil is more involved, they may need no physical support, perhaps a gestural prompt to start them. With prompting, they again may only need a few words to help them achieve.

Adult to maximise opportunities for communication daily by: • Ensuring items of interest are in sight but out of reach to encourage communication attempts. • Not responding until they initiates a request by handing over an object. (eg gives the adult her cup to request more juice). • Placing desired items into containers.	Adult to maximise opportunities for communication daily by: • Ensuring items of interest have to be requested by child (ie away in a cupboard) • Not responding until learner vocalises or gives symbol • Providing symbols that are non-desirable for learners to be able to distinguish between visual symbols. • Model travelling with symbols for requests	Adult to maximise opportunities for communication daily by: • Making justified choices for regulation activities. • Working independently through Maths and English skills sessions, often choosing an activity from a carousel. • Independent lunch choices. • Accessing the qualification pathway. • The pupil consolidates and maintains a consistent level of competency and fluency over time by over learning through repetition and familiarity. They will remember how to do the task after a break.
	Opportunities to be given across a range of contexts within a school setting to consolidate requests and symbol use	This is where you are giving the pupil the chance to do it on their own in familiar contexts, expectations, resources and people. They may only need a couple of prompts to get them started or to make sure they complete the task. Moving to: The pupil can make connections within and across AOLEs. Over time learning becomes more sophisticated. They apply and use previously acquired knowledge and skills in different, unfamiliar and more challenging contexts.

Intended outcome:	1. **Communication & Interaction - Social Interaction:**
ALP to be provided	

Access to specialist knowledge and a developmental curriculum at *X Provision.*

Specialist teaching: class teachers experienced in the learning needs of children with autism and associated difficulties.

Small class sizes, small group and whole class teaching.

A high level of support to help them manage their environment, support their care, and access opportunities, which provide for their learning, social and emotional needs.

Small class sizes, small group, and whole class teaching. A high level of support to help them manage their environment, support their care, and access opportunities which provide for her learning, social and emotional needs

School to implement advice and strategies provided by professionals involved

EXAMPLE-



Sensory learner profile	Pre-formal learner profile	Formal learner profile
Familiar adults to facilitate social interaction opportunities daily through modelling and providing intensive interactions. Adults to ensure they wait to indicate that she wants 'more' of something before continuing. Give ample time for pupil to explore object through a range of sensory and exploratory play (looking, touching, smelling, mouthing etc)	Familiar adults to facilitate social interaction opportunities daily through modelling and providing intensive interactions. Model appropriate ways to 'play' with desired objects. For example, using lego to build tower.	Enabling adult to model interaction and imaginative play with other peers and familiar adults with desired objects
Familiar adults to provide planned and targeted activities and games daily to develop joint attention using 'Ready, Steady, Go', 'my turn, your turn'	Familiar adults to provide planned and targeted activities and games daily to develop joint attention using 'Ready, Steady, Go', 'my turn, your turn' and gradually introducing peers to build social interaction Interactions have one/two turns to be gradually increased	A team of adults in a small class setting to gradually increase the number of children playing alongside and providing duplicate resources in the first instance before introducing 'my turn, your turn' with other children. Support this with the use of traffic lights and turn taking arrows.
	Follow her lead in play, adult will support and encourage her to join other staff and children by offering toys, games or activities that she enjoys as motivators.	Increase length of time for pupil to engage in small group activity with another peer. Provide stimulating activities that both learners enjoy

Intended outcome:	2. **Cognition and Learning**
ALP to be provided	
Access to specialist knowledge and a developmental curriculum at *X Provision* Specialist teaching: class teachers experienced in the learning needs of children with autism and associated difficulties.	

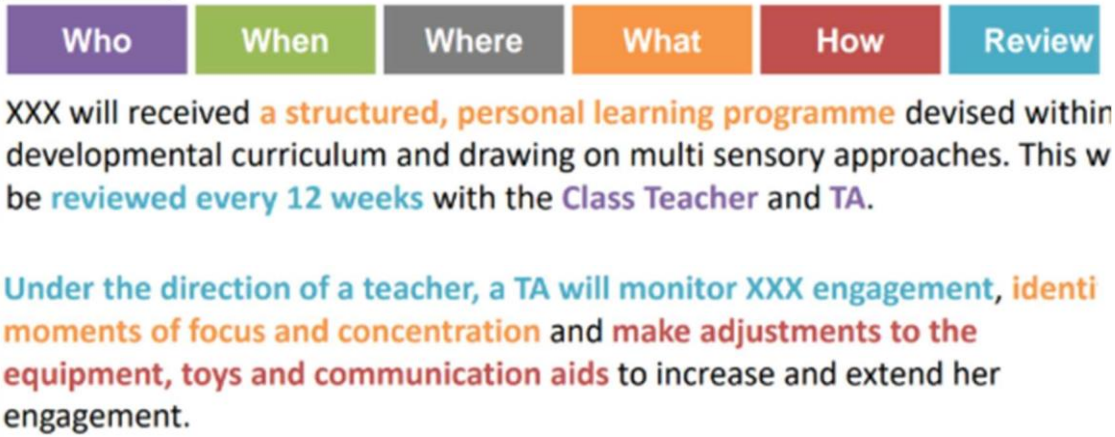
Small class sizes, small group and whole class teaching.

A high level of support to help them manage their environment, support their care, and access opportunities, which provide for their learning, social and emotional needs.

Small class sizes, small group, and whole class teaching. A high level of support to help them manage their environment, support their care, and access opportunities which provide for her learning, social and emotional needs

School to implement advice and strategies provided by professionals involved

EXAMPLE-



Sensory learner profile	Pre-formal learner profile	Formal learner profile
Repetitive and predictable routines- provision of consistent and predictable routine, supported by activity markers or	Repetitive and predictable routines- provision of consistent and predictable routine, supported by activity markers or	

sensory cues to build familiarity and understanding of daily activities.	sensory cues to build familiarity and understanding of daily activities.	
Sensory experiences and activities which encourage engagement, exploration, sustained attention and memory recall.	Provide X with regular opportunities to engage in visual discrimination activities where she is asked to match identical or similar shapes and images. Plan activities with a range of shapes and colours to practice and develop her ability to visually discriminate.	Allow XXX to master an activity on three separate occasions before moving on to the next stage by increasing the level of challenge, extending the length of task or gradually removing adult support.
Allow XXX to master an activity on three separate occasions before moving on to the next and increasing the level of challenge.	Staff will build in small activities throughout the school week in target time. To begin with, they will be short and easily achievable for XXXX. This could range from completing a small jigsaw puzzle or colour matching the counting bears. Staff to ensure that the tasks are motivating and have a clear 'end' to them so that XXXX can see he has finished an activity.	Support XXX understanding and information processing by showing a 'Now and Next' board or a personalized visual schedule so she knows what happens after the activity has finished or what she is working towards.
	Allow XXX to master an activity on three separate occasions before moving on to the next and increasing the level of challenge.	The pupil achieves new skills and gains knowledge from within a discipline and can demonstrate their understanding through consistent application (3 or more times)
	It is important that XXXX has access to his 'now&next' board so that XXXX is aware of his schedule and that XXXX has had opportunity to regulate beforehand.	

Intended outcome:	3.Physical / Sensory [inc. self-care]

ALP to be provided

Access to specialist knowledge and a developmental curriculum at *X Provision*

Specialist teaching: class teachers experienced in the learning needs of children with autism and associated difficulties.

Small class sizes, small group and whole class teaching.

A high level of support to help them manage their environment, support their care, and access opportunities, which provide for their learning, social and emotional needs.

Small class sizes, small group, and whole class teaching. A high level of support to help them manage their environment, support their care, and access opportunities which provide for her learning, social and emotional needs

School to implement advice and strategies provided by professionals involved

EXAMPLE-



Sensory learner profile	Pre-formal learner profile	Formal learner profile
Provision of consistent and predictable routine, supported by activity markers or sensory cues to build familiarity and process	Provision of consistent and predictable routine, supported by visual cues and	Provision of consistent and predictable routine, supported by visual cues and

sensory stimuli and enact gross and locomotor skills	consistent expectations to consolidate skills	consistent expectations to consolidate skills
Reactive/ everyday environments including Sensory experiences and activities which promote attention and curiosity to interact with their environment.	Support independence by developing self-help skills such as putting own shoes on, or following a simple hygiene routine after personal care. Use a back chaining approach (socks & shoes) or a coloured schedule (personal care) to model before gradually removing support	Completely independent in all personal care needs. Able to maintain good levels of hygiene, and dresses appropriately to the occasion/ weather independently.
Supported movement activities such as assisted stretching, sensory dance, rebound therapy to encourage physical engagement and wellbeing.	Regulation activities that might be provided across the day/week - sensory circuits/tac pacs etc	Makes healthy choices in terms of exercise, and able to provide self with movement breaks as and when required.
Provision of daily/ weekly gross motor skills sessions, including weightbearing, sitting/ long-sitting, crawling, rolling, walking.		Are they able to carry out precise fine motor activities such as putting together small toys, can they build using screws and screwdriver etc.? What is their handwriting like/ do they benefit from specific supports such as pencil grip to aid finger placement?
A step-by-step dressing routine with visual prompts and physical prompts to develop independence in managing fastenings and clothing adjustments.		

Intended outcome:	4.Behaviour, Emotional and Social Development.

ALP to be provided

Access to specialist knowledge and a developmental curriculum at *X Provision*

Specialist teaching: class teachers experienced in the learning needs of children with autism and associated difficulties.

Small class sizes, small group and whole class teaching.

A high level of support to help them manage their environment, support their care, and access opportunities, which provide for their learning, social and emotional needs.

Small class sizes, small group, and whole class teaching. A high level of support to help them manage their environment, support their care, and access opportunities which provide for her learning, social and emotional needs

School to implement advice and strategies provided by professionals involved

EXAMPLE-

Who	When	Where	What	How	Review

The school counsellor will meet with XXX with supportive counselling and reinforce strategies for managing his anxiety. The counsellor will meet with XXX for a one hour session per week and up to two hours if requested by XXX. The school counsellor will monitor progress and will feedback to the year tutor.

Sensory learner profile	Pre-formal learner profile	Formal learner profile

Repetitive and predictable routines- provision of consistent and predictable routine, supported by activity markers or sensory cues to build familiarity and reduce anxiety and promote sense of security.	Repetitive and predictable routines- provision of consistent and predictable routine, supported by activity markers or sensory cues to build familiarity and reduce anxiety and promote sense of security.	Repetitive and predictable routines- provision of consistent and predictable routine, supported by activity markers or sensory cues to build familiarity and reduce anxiety and promote sense of security.
A learning environment adapted to reduce sensory overload, with clear, clutter-free spaces.	A learning environment adapted to reduce sensory overload, with clear, clutter-free spaces.	A learning environment adapted to reduce sensory overload, with clear, clutter-free spaces.
	Planned structured social interaction sessions, such as role-play, group activities, or turn taking games and social communication skills	Planned structured social interaction sessions, such as role-play, group activities, or turn taking games and social communication skills
Personalised curriculum including tactile, auditory, olfactory and visual stimuli to promote awareness and interaction with their environment to promote intrigue and distract tendency and frequency of behaviour that challenges or concerns.	Personalised curriculum including tactile, auditory, olfactory and visual stimuli to promote awareness and interaction with their environment to promote intrigue and distract tendency and frequency of behaviour that challenges or concerns.	Personalised curriculum including tactile, auditory, olfactory and visual stimuli to promote awareness and interaction with their environment to promote intrigue and distract tendency and frequency of behaviour that challenges or concerns.
Emotional regulation strategies: Emotionally available adults who create a calm learning environment with planned calming activities and sensory breaks, to support regulation and promote self-regulation to reduce emotional distress.	Emotional regulation strategies: Emotionally available adults who create a calm learning environment with planned calming activities, visual emotion cards, and sensory breaks, to support regulation and promote self-regulation to reduce emotional distress.	Emotional regulation strategies: Emotionally available adults who create a calm learning environment with planned calming activities, visual emotion cards, and sensory breaks, to support regulation and promote self-regulation to reduce emotional distress.
	Individualised Social Stories to help promote understanding of specific social situation, such as sharing, waiting, or managing transitions.	Individualised Social Stories to help promote understanding of specific social situation, such as sharing, waiting, or managing transitions.

		A personalised reward system, including praise, tangible rewards, or token economies to reinforce positive behaviour and build self-esteem.
Provision of sensory regulation program, including calming strategies such as deep pressure massage, weighted blankets, sensory lights, or soothing music, to reduce anxiety and support emotional wellbeing.	Provision of sensory regulation program, including calming strategies such as deep pressure massage, weighted blankets, sensory lights, or soothing music, to reduce anxiety and support emotional wellbeing.	Provision of sensory regulation program, including calming strategies such as deep pressure massage, weighted blankets, sensory lights, or soothing music, to reduce anxiety and support emotional wellbeing.
Enabling Adults who use non-verbal communication methods, such as facial expressions, gestures or Augmentative and Alternative Communication resources.	Enabling Adults who use non-verbal communication methods, such as facial expressions, gestures or Augmentative and Alternative Communication resources.	Enabling Adults who use non-verbal communication methods, such as facial expressions, gestures or Augmentative and Alternative Communication resources.
Provision of time and a quiet low-stimulation environment to use as needed for emotional regulation and recovery.	Provision of time and a quiet low-stimulation environment to use as needed for emotional regulation and recovery.	Provision of time and a quiet low-stimulation environment to use as needed for emotional regulation and recovery.
Focus on teaching a functionally equivalent skill that pupil can use instead of communicating need through a behaviour that concerns/challenges. For example; • Use appropriate messy play/water play to provide sensory feedback at regular intervals during the day	Focus on teaching a functionally equivalent skill that pupil can use instead of communicating need through a behaviour that concerns/challenges. For example; • Using a 'now&next' schedule to help aid transition skills and ease anxiety around school	Focus on teaching a functionally equivalent skill that pupil can use instead of communicating need through a behaviour that concerns/challenges. For example; • Request a break appropriately when classroom is too noisy/overstimulating • Using a schedule and a token board to develop waiting skills
Link to critical communication skills • Request reinforcers	Link to critical communication skills	Link to critical communication skills • Follow a schedule

• Request assistance/help (see communication policy)	• indicate no/yes in a contextually appropriate manner. Skills beyond guiding a staff member to a desired object or saying no in a contextually inappropriate manner • Following functional directions to help keep learners safe in their environment • Transition between activities - preferred and non-preferred (see communication policy)	• Requesting a break – allowing learners to have autonomy over decisions • Responding to wait (see communication policy)

Individual Healthcare Plan Template

INDIVIDUAL HEALTHCARE PLAN (IHP)

An Individual Healthcare Plan identifies the necessary measures to ensure that a child or young person with a significant physical healthcare has their needs met whilst attending a setting/ school. This may include regular interventions as well as what to do in an emergency.

This plan should be written in partnership with the parents/carers and supported by relevant healthcare professionals.

Setting/School/FEI name:	
Group/Class/Course:	

Child/Young Person's name:	DoB:
Address:	

Contact names of family/carers/Social Worker (CLA)	Contact Numbers:
	Work: Home: Mobile:
	Work: Home: Mobile:
	Work: Home: Mobile:

KEY CONTACTS

GP Name & GP Surgery:		Contact Number:	
NHS health professionals contacts:			
Job Title:	Name:	Contact Number:	Healthcare Information Provided? Yes/No/N/A

MEDICAL DIAGNOSIS OR HEALTH CONDITION

Medical diagnosis or health condition (diagnosed/confirmed)	Description of main symptoms as experienced by the child or young person named in this IHP.	Is this referenced in the risk assessment?
	1.	
	2.	
	3.	
	4.	

Actions required in relation to the medical diagnosis or health condition and associated symptoms previous stated: (Refer to healthcare information provided by health professional, if available)		
What needs to be done	When	By who

Medical diagnosis or health condition (diagnosed/confirmed)	Description of main symptoms as experienced by the child or young person named in this IHP.	Is this referenced in the risk assessment?
	1.	
	2.	
	3.	
	4.	

Actions required in relation to the medical diagnosis or health condition and associated symptoms previous stated: (Refer to healthcare information provided by health professional, if available)		
What needs to be done	When	By who

Medical diagnosis or health condition (diagnosed/confirmed)	Description of main symptoms as experienced by the child or young person named in this IHP.	Is this referenced in the risk assessment?
	1.	
	2.	
	3.	

	4.	

Actions required in relation to the medical diagnosis or health condition and associated symptoms previous stated: (Refer to healthcare information provided by health professional, if available)		
What needs to be done	When	By who

DAILY CARE REQUIREMENTS-in addition to the above

Does the learner have any dietary requirements? If yes, describe what is required whilst the learner is in school.
Are there any activities (on site/off site) which require additional consideration or precautions?
Is medication required to be administered? Please give details below
Please specify if supervised self-administration or administration by staff member (follow safe administration of medicines procedures)

Is there any further information that should be reported regarding the above actions that needs to be considered? (e.g. emotional, social needs, awareness of the condition, development, including the view of the child/young person)				
Are there training needs associated with actions described above?				
Who needs training?	What training is required?	Who will deliver the training?	By when does the training needs to be delivered?	Date of training delivered.

IN CASE OF AN EMERGENCY

Emergency contacts (if different from above):	Contact Numbers:
1.	
2.	
3.	
Emergency Protocol for …….. :	
Description of the emergency situation: ON-SITE: Steps to be taken & by who OFF-SITE: Steps to be taken & by who:	

Emergency Protocol for …….. :
Description of the emergency situation: ON-SITE: Steps to be taken & by who OFF-SITE: Steps to be taken & by who:

REVIEW OF IHP

Are there any events which should trigger a review of this IHP? If yes, list below	
What event(s):	Who to contact:
Planned review dates:	By who:

OTHER INFORMATION

Any other information:	
Has the Transport Department been informed of the existence of the IHP (if the learner has been agreed transport?)	Yes/ No
Does the learner have an Individual Development Plan for identified ALN?	Yes/ No

SIGNATURES

Name:	Signature:	Date:
Parents:		
Head/Nominated Person:		

Please ensure that staff working with the learner are fully aware of the Individual Healthcare Plan and Emergency Procedures. This document is available in Welsh

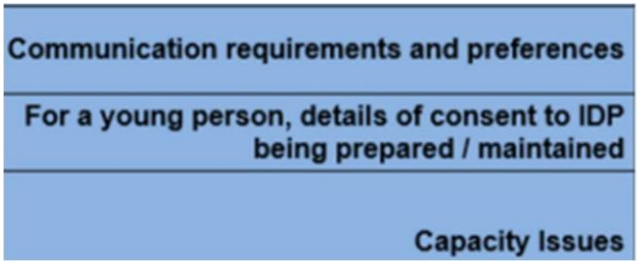
IDP Chair Guidance Sheet

IDP Chair Guidance Sheet

Chair

- Ahead of PCR meeting, where possible- get names of people likely to attend from Admin coordinator or teacher and review PPT/ word IDP document to discuss with teacher any things to be aware of
- Ensure videos/ photos are on a shared drive for easy access if there are any tech issues
- Attendance sheet to be completed by everyone attending (school staff as well)
- Introductions of all including Admin coordinator - explain hybrid system of online and in person
- Make sure every effort has been made to contact parents before starting meeting
- Input welcome- working progress- conversational approach
- Give chance for all to contribute to all slides- anything missing or that they want to dispute etc
- Additional points slide (Ty Gwyn) - opportunity for other professionals in the room to add their information to the IDP
- Explain that targets set are provisional at this point and that we welcome any suggestions that enhance the pupil's progression
- Go over all actions before closing meeting
- Ask Parents/ Carers 'Are you happy for learner X's IDP to continue?'
- Paperwork to go to SLT to look through and send amendments to admin/class teacher. SLT to check and monitor actions.

Section 1 (including A, B, C)

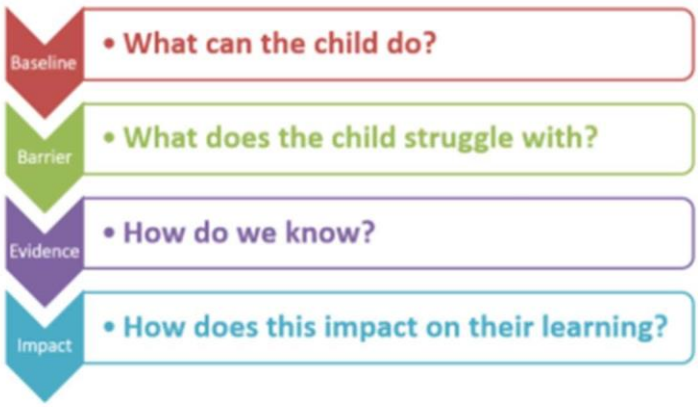


Communication requirements and preferences – no specific requirements or preferences or … interpreter required etc.
For a young person, details of consent to IDP being prepared or maintained – not applicable due to development stage.
Capacity Issues – Due to level of understanding, parents (other where appropriate) have given verbal consent on their behalf.

Section 2A

- Ensure the use of positive language throughout and be mindful of negative language. Turn a 'negative' into a positive. For example, "XXXX continues to demonstrate her inquisitive side and loves to break things down and see what makes them work; close supervision is required with requested activities to ensure that XXXX's curiosity does not end up leaving her peers without mechanical type toys to explore"
- **Refer to Appendix 2 (Section 2a guidance) on what should be included in section 2a and how to structure sections.**

Section 2A - Top Tips



Make sure each ALN is articulated separately so you can easily check that there is ALP to meet each need/ barrier to learning.

Section 2B

- End dates for targets: Ensure that targets are reviewed yearly, i.e. If target is set in September 2022, then it will be reviewed in September 2023.
- When writing the ALP, ensure that clear detail and information is provided as to the activities that the child will be working on to ensure that any professional or family member working with the child is clear of exactly what the activity and target it.
- Ensure intended outcomes are clear and concise. An outcome describes what someone wants to **change or achieve** in their life. It does not **describe how to do this.**
- **Refer to Appendix 6 (Outcomes and ALP guide) on what should be included in section 2b**
- **Refer to Professional Learning – 5 PCP Outcome Examples**

Rationales

An easy catch all such as info collected via linked documents on SIMS illustrates good practice – also a good place to find info to complete your IDPs

Rationale for the ALP listed above:	Observation during transition visits over Summer Conversation with previous staff Collection of information via previous class' historical evidence e.g. Ed psych, paediatrician, etc. Collection of information via linked documents on SIMS e.g. Amended Statement, observation notes, etc.

Transition Information – Section 3C

- All pupils in Year 9 and above will have a representative from Careers Wales attending the meeting.
- They are gathering information provided by the teacher to help find the right placement for the pupil after they leave their school provision.
- Section 3C slide on powerpoint – actions will often be discussed in the meeting (coffee mornings, meeting with providers, meeting with Careers Wales)
- https://careerswales.gov.wales/my-future/support-for-parents-and-carers/my-child-is-in-school/idp
- "The aim of transition planning is to prepare the child or young person for a significant change in their educational journey" Chapter 27 in ALN code

- “27.16. The IDP can play a key role in planning and supporting children and young people with ALN through their transitions. Whilst discussions on known transitions as part of an IDP review may lead to revising the ALP specified in the IDP or describing a place at a particular school or other institution, additional support (which is not ALP) to help a smooth transition should be recorded separately in section 3C of the IDP (see Chapter 23 for the content of an IDP and Chapter 24 for the content of an IDP for a LAC). IDP reviews can therefore help guide transition planning.”

IDP Admin Process

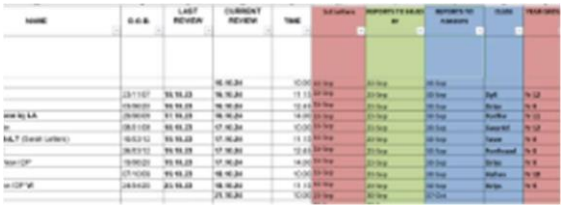
Annual Review /IDP Process

The Annual Review process records all Individual Development Plan (IDP) meetings held in the school. As the IDP is a legal document it is essential that all timescales set out by the Local Authority (LA) are followed and reports are completed within the required timeframe.

Role of Admin

- **Ensure that all Individual Development Plans (IDPs) are completed within 12 months of the previous IDP, following the timescales set by the Local Authority (LA), as outlined in the IDP schedule.**
- **Complete all reports accurately, on time, and using the correct paperwork**
- **Attend IDP meetings, record all attendees, and document any discussions that are not already covered in the report.**
- **Do not participate in the discussion**
- **Submit all completed paperwork to LA**
- **Record information on SIMS**

Schedule



Following discussions with the DECLO and local authority, this document ensures that all pupil reviews are completed within the correct timescales throughout the school year:

- Reviews for **leavers and Year 7 pupils** must be completed at the start of the school year.
- **New starters** should have an IDP written or reviewed within six weeks of joining a new setting.
- **All other reviews** must be completed within 12 months of the previous year's review.

To support this process:

- A schedule will be sent to all teachers at the end of the academic year (July) to prepare for meetings beginning in September.
- Separate schedules will be sent to Health and teachers at the start of each term, outlining deadlines for report completion and submission.
- **Children Looked After (CLA)** are reviewed and maintained by the local authority until the age of 16. After this, the responsibility transfers back to the school.

Pre IDP meeting

Admin

- At the start of each term send the schedule to Health
- **Follow dates on schedule to complete the admin process**
- IDP First Letter sent to parents (6 weeks prior to IDP meeting as per schedule dates)

(waiting for advice from DECLO re how/when to inform health via schedule)

- Reminder email sent to teachers - *'Polite reminder, the following pupils' IDP paperwork needs to be uploaded to the IDP share drive by xxx date'* provide screenshot from schedule of relevant IDP dates

- Professional Advice report from teacher and any health reports received by date on schedule (3 weeks prior to IDP meeting). Health reports to be saved in relevant folders under pupil name
- Check Professional advice report – Open document from school drive called 'pupil name' PA - **check that pupil name and D.O.B are on the report together with date of meeting (**you will find this on the schedule under Current Review). **Check all fonts are the same format and size and any spelling mistakes have been corrected**- once that process is complete you can then print document. Follow this process for all pupils with the same hand in date
- Collate all reports and pass to Head of School for review and amendments if required
- Admin to make any grammatical amendments and advise teacher if content needs review/rephrasing.
- Second Letter sent to parents with professional advice report, Relationship Circle Template and Advice for my child Template and any health reports received (2 weeks before IDP meeting). Health reports to be saved in relevant school drive alongside completed teacher reports (professional advice)
- **If a parent cannot make the meeting – it will go ahead without them, and they will receive the IDP notes once they have been signed off by SLT. If a parent requests the meeting to be moved, we are unable to do so unless this falls within the 12 month review date. If this needs to go over the 12 month review date, this will need to be signed off by SLT or the LA**
- Send Teams invites to all involved 1 week before meetings to include SLT, Teacher and Parent. Invites to also be sent to CHAD*, health, and other relevant professionals if required. (This information to be taken from last review and relevant professionals.
- All correspondence and Teams invites to be sent from generic Annual Review email address
- Book interpreters if required through WITS (Wales Interpretation and Translation Service) if required. interpreter email
- Upload Professional Advice reports to SIMS. Upload to SIMS.
- Once the teacher has uploaded the **completed** IDP and PowerPoint– Check this is on the correct bilingual document template and the teacher has completed the pupil information and added a picture. You then create the PCR (Person Centred Review).

Create PCR Report (Person Centred Review)

- Choose correct template: **Nursery – YR8** or **YR9 – YR14**
- You will then need to open the PowerPoint and the IDP. From here you will need to copy and paste from the PowerPoint to the PCR
- Add the pupil picture from the PowerPoint, name, year and DOB. You will also need to add the date of review.
- On **Timeline of Key Events**, copy and paste information from PowerPoint. Once completed, scroll to **Record of Discussion**. For **Nursery – YR8** copy from the PowerPoint under each heading. Move to Additional Learning Provision and copy and paste information under each heading from the PowerPoint.
  For **YR9 – YR14** add all the information as above – headings will differ but the process of copying from PowerPoint onto PCR will be the same. When you come to **What support and help I receive now and What support might I need in the future,** leave blank as they will be completed during the meeting.- As you would have

done during the younger pupils **Current Intended Outcome** you would fill this out the same.- Actions to be completed during meeting

- The teachers name, facilitator and SLT/Corridor Lead can be added.
- Save under pupil name - PCR

Teacher

- Complete Professional Advice report, Individual Development Plan and accompanying Person-centred Review PowerPoint by date on schedule and on ***bilingual IDP***. (Reminder to be received from admin).
- Add 'Draft' watermark to IDP template - Design – watermark
- **Check all fonts are the same format and size**
  Steps to Complete the IDP
- **Basic Information & Picture**
  - Fill in the pupil's details.
  - Add a picture (you can take this from your PowerPoint).
- **Consent Details**
  - Under **"For a young person, details of consent to IDP being prepared/maintained"**, add: *Not applicable due to capacity*
  - Under **"Capacity Issues"**, add: *due to the level of understanding, parents have given verbal consent on their behalf.*
- **Section 1B: Organisation & Review Dates**
  - Next to **"Organisation responsible for maintaining the IDP"**, enter the school name, address, and email.
  - Under **"Date before which the IDP must be reviewed"**, add the **month and year of the current review** (e.g., June 2025).
  - Under **"Proposed Review Date"**, enter the month **before** the current review (e.g., May 2025).
- **Section 1C: Profile**
  - Copy and paste the **One-Page Profile** from the PowerPoint.
  - Adjust it to **fit neatly on one page**.
- **Section 2A: Learning & Development**
  - Complete the areas for:
    - Communication & interaction
    - Cognition & learning/play
    - Sensory, physical (including self-care)
    - Behaviour, emotional, social development
  - Before **"Communication & Interaction"**, copy and paste the **ALN information** from the PowerPoint.
- **Section 2B: Learning Provision & Targets**
  - Copy and paste the **new year's targets** under the **correct headings**.
  - Under **"Current Intended Outcome – Communication & Interaction"**, paste the **Person-Centred Intended Outcome** from the PowerPoint.
  - Under **"ALP to be provided"**, copy and paste the **Support/Provision** from the PowerPoint.
  - Add the **start date (e.g., June 2025) and review date (e.g., June 2026)**.
  - Under **"Rationale for the ALP"**, copy and paste the relevant section from the PowerPoint.
- **Section 2D: School Placement**
  - Under **"The name of a maintained school in Wales..."**, add the school name, address, and email.
- **Section 3: Supporting Information**

- **3A:** Copy all details from **Slide 11** of the PowerPoint, including previous IDPs.
- **3B1:** Copy the **Timeline of Key Events** from the PowerPoint.
- **3B2:** Complete details of **previous education settings attended**.
- **3C: Transition (Yr 9–14 Only)**
  - Under **"Agreed actions for transitions"**, add: *Parent has been invited to meetings (coffee mornings and other meetings.*
  - Under **"Person responsible"**, add: *Parent(s)*
  - Under **"Expected Outcome"**, add: *to have an understanding of the choices available to (name) after Ty Gwyn School/Riverbank/Woodlands*
- **3D: Travel Arrangements** – Copy and paste from the PowerPoint.

- **IDP's to be saved in agreed school location**. Other documents to be saved in relevant drive and folder: Classes: Class name: Annual Review 'year': *Please use the following format for all documents saved*: PA – pupil name, PPT – pupil name, OPP – pupil name. This should also include other copy of Positive Behaviour Support Plan, Individual Health Care Plan
- Use symbol resources (held in admin office) for pupil voice if relevant

Date of Meeting: Setting up Meeting

Admin:

- Set up room – Arrange tables, check IT working, set up camera and microphone for Teams
- Water for parents if required

Teacher:

- Have PowerPoint, IDP and supporting documents ready

During IDP

- SLT to chair meeting. See IDP Chair Guidance Sheet
- Class teacher to present
- Admin to circulate 'attendance sheet' for all involved in meeting to complete
- Admin to record discussion on relevant age group Person Centred Review and record actions needed



Action Plan (include transition plan for years 5, 6 and 9 onwards)			
What are we going to do?	**Who?**	**When?**	**Follow up**

Post IDP meeting
Admin

- Admin to ensure all information including meeting attendees is completed on IDP and PCR documents and pass to SLT/Corridor lead for review and amendments (if required)
- SLT to return to admin
- Once received from SLT/Corridor lead, documents to be sent to teacher to amend (if required)
- Action Plan template to be sent to individuals with actions: *'Please see attached actions from the IDP meeting for: xx. Please advise admin when your actions have been completed and this will be updated on the PCR minutes'*

Teacher

- Make IDP amendments within **2 week** timescale and advise admin once this has been completed
- Complete any actions agreed in IDP meeting

Admin Actions
Completed IDP document to have:

- Section 1B - school name and generic Annual Review email address added. 'Date before which the IDP must be reviewed' - use month of review not specific date. 'Proposed review date' – use month before.
- Section 2D – Question 1 – name of School
- Section 3A to ensure 'previous IDP' is stated in 'Record of information used to develop the IDP' including all other documents are referenced.
- Ensure final page of document has signatures of relevant attendees/SLT
- Draft completed IDP, PCR and One Page Profile to be sent with 'draft' watermark to parents with compliment slip (dependant on age)

If no amendments needed, remove draft watermark. Completed documents resent to parents via email with IDP Final Letter. If no amendments received from parents after 2 weeks, assume IDP is fine and remove watermark, send to parents with final letter

- If parents challenge or disagree with the IDP, raise this with the SLT as soon as possible.
- It is important to update schedule with stage in process – 'IDP documents with SLT, Teacher, Parents, Sent to LA and parents' in order to make sure IDP's do not get lost or stay with one person for too long
- Send report to LA – xxxxxxxx email address. Note date sent on schedule
- Update schedule with attendees to meeting
- Upload completed documents to SIMS - Upload to SIMS

PCP Outcome Examples

Example 1

Step 1. Things that matter FOR and TO

Things that matter	For the young person	To the young person
Who	- Occupational Therapy to help him to regulate himself - Respite to take him out on visits in the community - Familiar people around him to interpret his behaviours and recognise his needs.	- His family; particularly spending time with his brother and his cousins outside of school - Familiar people around him in class, particularly his class team and his teacher.
What	- To have access to activities to regulate himself throughout the day - Access to sensory and weighted items to regulate himself if he is becoming dysregulated.	- To be understood and to have his needs met - To be able to communicate issues around food he does or doesn't want
Where	- Outside where he has space to run, climb and play - Soft areas where he can jump inside whilst remaining safe	- Familiar, predictable environments where he is comfortable and feels safe

Step 2. What is working and not working?

Things that are working	- He is happy in school and is accessing all activities - He has built strong relationships with adults in school - His sleep is improving and he can often sleep through the night without getting up - His toileting his improving and he is having bowel movements in school instead of waiting until he gets home - He is using his vocalisations more around school to request or to extend interactions with adults - He is engaging in regulation activities outside of school regularly such as trampolining and a sensory climbing park
Things that could be working better	- Respite is inconsistent and this is causing confusion and upset - Clothing is becoming more of an issue both in school and at home and he can often change his clothes and shoes frequently throughout the day. - He relies on familiar people to interpret his body language instead of using his vocalisations - He is unable to use symbols to request food as this put him off the food - When he does not want a food, he can throw it to communicate this.

Step 3. What is the positive change you want to see?

For C to develop his vocalisations to help him to communicate his needs throughout the day. C uses some vocalisations with initial letter sounds but is learning to use more sounds to increase his communication abilities. We would like him to use his vocalisation to respond to questions expressing his opinions around his food during his mealtimes.

Step 4: Make this a specific outcome

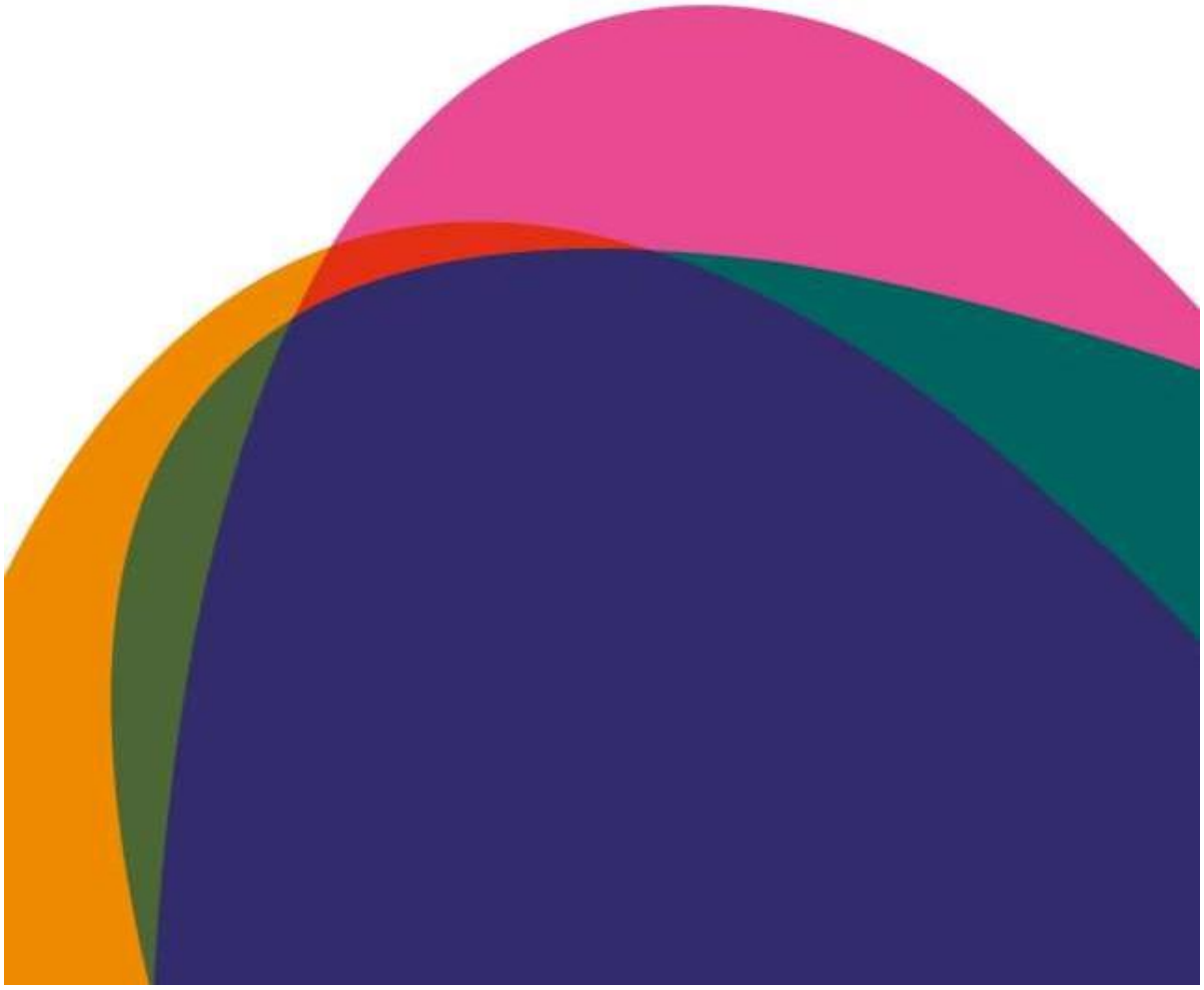
For C to use his voice to communicate his wants and needs during mealtimes on at least 3 occasions throughout the school day.

Step 5: Check it

- Can we measure it? Do we know the starting point?
- Is it achievable?
- Does it keep or build on what's working?
- Does it move the person closer to their positive change/ aspiration?
- Where there is an assessed need, does the outcome meet it?
- Is it written in everyday language, and not expressed from a service perspective?
- The outcome does not include a solution

Outcomes & Support Sequence Workbook

The Outcome and Support Sequence Workbook



IDP LA moderation guidance

IDP Moderation Points to consider		
Please ensure you are writing in **black**, Font: **Arial 11**		
Section	**Notes**	**Can this be appealed?**
1A	Have you included school logo? Is there a photo of the pupil? Are all details correct? E.g. date of birth.	**No**
1B	Who is responsible for maintaining the IDP? Either the school or LA. LA – CLA, Dual Register, EOTAS, Early Years, detained or under detention order. Review date usually annually.	**No**
1C	Have you included an up to date one page profile? Should contain 'Great Things About Me'. 'Important to' 'Important for'	**No**
2A	Have you identified the primary need? Focus on the identified areas of need– *Cognition & Learning, Communication & Interaction, Sensory or Physical, Behaviour, Emotional & Social Development*. Do not list an area above if not appropriate. Have you followed this structure?– • *Baseline-What can they do?* • *Barriers to learning-What do they have difficulty with?* • *Evidence How do you know? (professional reports, school observations, parent feedback.* • *Impact What is the impact of the barrier to learning?* Have you used simple and clear language? Have you avoided educational jargon and acronyms?	**Yes**
2B	Have you written the outcomes from the point of view of the pupil? Are the outcomes measurable and achievable over the time frame set? (Start and end date might not always same as review date of IDP.) Does the ALP detail frequency and who will deliver and duration? Does the ALP minimise the impact of an impairment? Does the ALP match with the intended outcome? Have you described the tasks that staff will undertake or facilitate? Have you described the qualifications or training necessary for staff? Have you used any available professional reports to help you decide on what ALP should be put in place? Have you indicated if the ALP should be provided in Welsh? Have you identified the school as the 'organisation'? Have you used generalised terms e.g. 'Teacher'? Have you included start and end date of the ALP? Have you included a rationale for the ALP? (An explanation of decisions made. Where there is no difference of opinion, or explanation needed then just include record of information)	**Yes**
2C	Have you only listed NHS ALP, not private? Send Section 20 request to NHS – they complete, school copy in word for word.	**Yes**
2D	Have you made sure that this was a local authority decision?	**Yes**

	LA will make decision if Specialist Provision is a requirement. Parents can express a preference but cannot name a school in the IDP.	
3A	Have you referenced all documents and then attached alongside the IDP, including all recent reports?	**No**
3B	Have you included a summary of all relevant key events using the correct columns? Date / organisation-service-individual/ indicator of what happened E.g. – school changes, assessments/diagnosis, events that have caused an emotional impact. (This can be built upon from previous review.)	**No**
3C	Have you listed any transition that is occurring? (list appropriate objectives and intended outcomes) Have you named who is responsible for organising the transition? – (agencies, the coordinator etc.)	**No**
3D	Only complete if Local authority have agreed transport	**No**

Links Document

- **ALN Policy Links**
-
-
- **Additional Learning Needs and Education Tribunal (Wales) Act 2018**: Establishes the legal framework for supporting learners with ALN https://www.gov.wales/sites/default/files/publications/2018-04/additional-learning-needs-and-education-tribunal-wales-act-2018-explanatory-memorandum.pdf
- **The Additional Learning Needs Code for Wales 2021**: Provides statutory guidance on meeting the needs of learners with ALN https://www.gov.wales/sites/default/files/publications/2024-04/220622-the-additional-learning-needs-code-for-wales-2021%20%282%29.pdf
- **Inclusion and Pupil Support Guidance**: Offers guidance on providing inclusive education and developing school attendance and behaviour policies https://www.gov.wales/inclusion-and-pupil-support-guidance-schools-and-local-authorities
- **Additional Learning Needs – An animation explaining the new system for parents and young people.** https://www.youtube.com/watch?v=zGqUdATKI6E