



‘Additional Learning Needs/ ALN and Additional Learning Provision/ ALP’

The following definitions of ALN and ALP are according to The ALNET Act (Wales) 2018

Additional Learning Needs (ALN):

‘A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) **which calls for additional learning provision.**’

A child of compulsory school age or person over that age has a learning difficulty or disability if he or she:

- a) has a **significantly greater difficulty** in learning than the majority of others of the same age, or
- b) has a disability for the purposes of the Equality Act 2010 which **prevents or hinders him or her from making use of facilities for education** or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

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, when of compulsory school age.

Additional Learning Provision (ALP):

Additional learning provision (ALP) for a person aged **three or over** means educational or training provision that **is additional to, or different from**, that made generally for others of the same age.

Additional learning provision (ALP) for a child **aged under three** means educational provision of any kind.



Deciding whether a child of compulsory school age or young person has Additional Learning Needs (ALN) which requires Additional Learning Provision (ALP):

For a child of compulsory school age or young person, the following ‘tests’ will be considered:

1. Does the child or young person have a learning difficulty or disability?

Firstly, does the child or young person have a learning difficulty or disability (which may or may not arise from a medical condition)? *The section above (The Definition of ALN) deals with the meaning of this*

If the answer to this question is ‘yes’, it is necessary to proceed to apply the second test. If the answer is ‘no’, the child or young person does not have ALN.

2. Does the learning difficulty or disability call for Additional Learning Provision (ALP)?

The second ‘test’ is whether the child or young person’s learning difficulty or disability calls for ALP. *The section above (The Definition of ALP) deals with the meaning of ALP.*

Additional Learning Provision (ALP) can take many forms; it might include any support that takes place inside or outside the mainstream classroom, where it is additional to, or different from, that made generally for others of the same age. ALP might also be delivered in settings outside of the school or FEI in some circumstances and/or by external professionals.

Conclusion (school age or young person): If the child or young person has a learning difficulty or disability which calls for ALP, the child or young person has ALN for the purposes of the Act, and will require an Individual Development Plan (IDP)

Deciding whether a child under school age has Additional Learning Needs which calls for Additional Learning Provision:

The application of the tests is slightly different for establishing whether a child under compulsory school age has ALN.

1. Does the child have a learning difficulty or disability?

The first test is still whether the child has a learning difficulty or disability, but the meaning of that is slightly different. It is whether the child, when of compulsory school age, is, or would be if no ALP were made, likely to have significantly greater difficulty in learning than the majority of others of the same age, or a disability (within the meaning of the Equality Act 2010) which prevents or hinders the child from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools.

2. Does the learning difficulty or disability call for ALP?

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The second test is also the same as that for older children and young people, namely whether the learning difficulty or disability calls for ALP. However, for children aged under three, ALP means educational provision of any kind

For those aged 3 and over, ALP has the same meaning as for children of compulsory school age and young people (as set out above). The definition of ALP for children aged under three is slightly different to reflect the fact that these children are not at an age where maintained education is routinely available.

ALP for those aged under three can take many forms; for instance, group work or individual support - where it is educational provision of any kind. This might include, for example, educational provision in Flying Start or specialist health, physical, communication or sensory support. This can take place in an education setting or elsewhere.

What are the 'areas of need' described in the ALNET Act?

There is a wide range of learning difficulties or disabilities, but they can be broadly classified into the following four areas:

- a. Communication and interaction;
- b. Cognition and learning;
- c. Behaviour, emotional and social development;
- d. Sensory and/ or physical.

a. Communication and interaction:

Some children and young people might experience difficulty in one, some or all aspects of speech, language and communication. This area of need may encompass children and young people with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; it may also encompass some children and young people with moderate, severe or profound learning difficulties. The range of need will include those for whom language and communication difficulties are the result of permanent sensory or physical impairment.

b. Cognition and learning:

Some children and young people who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia or dyspraxia, may require specific programmes to aid progress in cognition and learning. Some of these children and young people may have associated sensory, physical and behavioural difficulties.

c. Behaviour, emotional and social development:

Some children and young people will demonstrate features of emotional and behavioural difficulties. They may be withdrawn or isolated, disruptive and disturbing, hyperactive or lacking concentration; they may have under-developed social skills; or present challenging behaviours.

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d. Sensory and / or physical needs:

This area of need includes the wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; some children and young people will have multi-sensory difficulties some with associated physical difficulties

Who will have an Individual Development Plan (IDP)

If a child or young person has ALN which requires Additional Learning Provision (for the purposes of the ALNET ACT as set out above) an Individual Development Plan must be prepared.

The Additional Learning Provision needs to be identified, described in the IDP, and secured by the school, Further Education Institution, or Local Authority maintaining the IDP - except where an NHS body is to secure it instead.

The school, FEI or Local Authority responsible for preparing and maintaining the IDP could take into account the efficient use of resources when deciding between different options for the Additional Learning Provision or different ways of delivering it, where each of those options or ways of delivery would meet the person's ALN.

ALP for those aged under three can take many forms; for instance, group work or individual support - where it is educational provision of any kind. This might include, for example, educational provision in Flying Start or specialist health, physical, communication or sensory support. This can take place in an education setting or elsewhere.

For many children and young people, the education setting will provide or arrange the necessary Additional Learning Provision. When this is the case, there may be no need to include other professionals or the local authority in the preparation of the IDP, its day-to-day operation or subsequent reviews, although their advice may be helpful to inform its preparation.

For other children and young people, the support of different agencies may be needed to various degrees. For those with more complex needs, ensuring the needs of a child or young person are met might require the input and support of different agencies coming together to provide a comprehensive package of Additional Learning Provision.

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