



Brynteg Tigers Out of Hours Club Additional Learning Needs Policy

Approved by: Michelle Firth

Policy Reviewed: September 2026

Next Review Due: September 2027

Responsible Individual: Michelle Firth

1. Policy Statement

Brynteg Tigers Out of Hours Club is committed to providing an inclusive, nurturing environment where every child — including those with Additional Learning Needs (ALN) — is supported to achieve their full potential.

We follow:

- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- ALN Code for Wales (2021)
- CIW National Minimum Standards
- Welsh Government Early Years guidance

We aim to identify needs early, provide appropriate support, and work collaboratively with parents, schools, and external professionals.

2. Objectives

- Identify children with ALN as early as possible
- Provide tailored support appropriate to age and stage
- Promote an inclusive, supportive, and safe environment
- Involve parents/carers in planning and reviewing support
- Work collaboratively with schools, health professionals, and specialist agencies
- Ensure staff understand early-years developmental milestones and ALN indicators

3. Identification of Additional Learning Needs

Early identification is essential. Staff:

- Observe children's development, communication, behaviour, and social interactions
- Record concerns raised by parents, carers, or school staff
- Use early-years developmental guidance to identify emerging needs
- Discuss concerns sensitively with parents/carers
- Seek advice from external professionals when appropriate

For 2-year-olds, identification focuses on:

- Speech, language, and communication
- Social and emotional development
- Sensory or physical needs
- Behavioural or self-regulation difficulties
- Developmental delays

4. Support & Provision

We provide support through:

- Individual Development Plans (IDPs) for children with identified needs
- Adjustments to activities, routines, and environments
- Visual supports, structured routines, and sensory-friendly approaches
- One-to-one or small-group support where appropriate
- Collaboration with external professionals (e.g., Speech and Language Therapy, Early Years Inclusion Team)
- Staff training in:
 - Early communication strategies
 - Behaviour support
 - Sensory needs
 - Inclusive play

Support is reviewed regularly and adapted as needed.

5. Partnership with Parents/Carers

Parents/carers are key partners. We:

- Share observations and concerns sensitively
- Hold regular meetings to discuss progress
- Agree next steps together
- Obtain consent before sharing information with external professionals
- Provide guidance on supporting learning at home

6. Staff Responsibilities

Staff must:

- Recognise and respond to ALN in a supportive, positive manner
- Record observations, strategies, and outcomes
- Follow guidance from external professionals
- Participate in ALN and early-years training
- Ensure activities are inclusive and accessible
- Use developmentally appropriate approaches for 2-year-olds

7. Safeguarding & Wellbeing

Some ALN concerns may overlap with safeguarding indicators (e.g., neglect, developmental delay). Staff must:

- Report concerns to the Designated Safeguarding Person (DSP)
- Follow safeguarding procedures
- Ensure wellbeing is central to all ALN support

8. Confidentiality

All ALN information is:

- Treated confidentially
- Stored securely
- Shared only with those who need to know
- Managed in line with **UK GDPR** and the club's Confidentiality Policy

9. Monitoring & Review

- Individual Support Plans reviewed regularly
- Strategies adjusted based on progress
- Policy reviewed annually or sooner if legislation or guidance changes
- Feedback from parents and professionals informs improvements