

Local Procedure Title	Additional Learning Needs (ALN), Inclusion and Trauma-Informed Practice Policy
Service	Aspris College North Wales
ACS Policy number and title	ACS33A
Local Procedure template reference	LP 33A
Local Procedure date	21 09 2026
Local Procedure review date	21 09 2027
Local Procedure Author(s)	Carla Owen
Local Procedure Ratification	Checked and Approved by: Daniele Kennaugh-Langofrd

1. Procedure Statement

Aspris College North Wales is committed to providing a safe, inclusive, nurturing and aspirational learning environment in which every learner is valued, respected and supported to achieve their individual goals.

The College recognises that learners may have a wide range of Additional Learning Needs (ALN), disabilities, health needs, communication differences and life experiences that influence how they learn, participate and engage with others.

The College adopts a strengths-based, person-centred and trauma-informed approach which recognises each learner as an individual with unique talents, aspirations and support needs.

We are committed to removing barriers to participation and ensuring that all learners have opportunities to develop independence, confidence, wellbeing, employability skills and positive community connections.

2. Legislative Framework

This policy is informed by:

- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Additional Learning Needs Code for Wales 2021
- Equality Act 2010
- Social Services and Well-being (Wales) Act 2014
- Well-being of Future Generations (Wales) Act 2015
- Rights of Children and Young Persons (Wales) Measure 2011
- Human Rights Act 1998
- Data Protection Act 2018
- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities
- Keeping Learners Safe (Welsh Government)
- Estyn Inspection Framework

3. Aims and Values

The College aims to:

- Promote dignity, inclusion and belonging.
- Ensure learners receive appropriate Additional Learning Provision.
- Support learners to achieve meaningful outcomes.

Local Procedure Template

- Enable learners to become as independent as possible.
- Prepare learners for adult life.
- Promote positive wellbeing and healthy relationships.
- Foster self-advocacy and learner voice.
- Work collaboratively with families and professionals.
- Celebrate diversity and individual strengths.

The College believes that all learners can make progress when they experience the right support, relationships and opportunities.

4. Trauma-Informed Practice

Aspris College North Wales recognises that many learners may have experienced adversity, trauma, disrupted education, social exclusion, bereavement, instability, adverse childhood experiences (ACEs), bullying or barriers to accessing education.

The College understands that these experiences can impact:

- Emotional regulation
- Communication
- Relationships
- Engagement in learning
- Attendance
- Confidence and self-esteem
- Mental health and wellbeing

The College therefore commits to providing an environment that promotes:

Safety

Learners will experience physical, emotional and psychological safety.

Trust

Staff will establish predictable, consistent and reliable relationships.

Empowerment

Learners will be given meaningful opportunities to influence decisions affecting their lives.

Collaboration

Support will be developed in partnership with learners and those who know them best.

Respect

All learners will be treated with dignity regardless of need, disability, behaviour or presentation.

Strengths-Based Practice

Support planning will focus on strengths, aspirations and potential rather than deficits.

Staff will seek to understand the question:

"What has happened to this learner?"

rather than:

"What is wrong with this learner?"

The College adopts the principles of PACE:

- Playfulness
- Acceptance
- Curiosity
- Empathy

to promote positive and trusting relationships.

5. Roles and Responsibilities

Principal

The Principal will:

- Promote an inclusive culture.

Local Procedure Template

- Ensure compliance with legislation.
- Allocate appropriate resources.
- Monitor the effectiveness of provision.

ALNCo

The ALNCo will:

- Coordinate ALN provision.
- Support staff.
- Monitor learner outcomes.
- Liaise with local authorities.
- Coordinate annual reviews.
- Lead quality improvement.

Tutors and Teaching Staff

Staff will:

- Deliver inclusive learning experiences.
- Implement support strategies.
- Contribute to reviews.
- Promote learner independence.
- Maintain high expectations.

Learning Support Workers

Learning Support Workers will:

- Support participation and engagement.
- Promote independence.
- Implement agreed support strategies.
- Contribute to learner reviews.

Therapy Team

Specialist staff including Occupational Therapists and Speech and Language Therapists will:

- Conduct assessments.
- Provide specialist interventions.
- Support communication and sensory regulation.
- Advise college staff.

6. Identification of Additional Learning Needs

Learner needs may be identified through:

- Individual Development Plans (IDPs), LSP's and EHCP's
- Annual Reviews
- Educational reports
- Therapy assessments
- Local Authority information
- Learner voice
- Parent and carer information
- Observation and assessment

The College recognises that needs may change over time and therefore adopts a flexible and responsive approach

7. Person-Centred Planning

Person-centred planning lies at the heart of all support arrangements.

The College will ensure:

- Learners are listened to.
- Learner aspirations inform planning.
- Support reflects individual strengths.

Local Procedure Template

- Families are involved where appropriate.
 - Outcomes are meaningful and achievable.
 - Reviews remain focused on progress and wellbeing.
- Planning meetings will be accessible and adapted to support communication needs.

8. Individual Development Plans (IDPs)

The College works in partnership with Local Authorities to implement and review Individual Development Plans.

IDPs provide clarity regarding:

- Strengths
- Aspirations
- Additional Learning Needs
- Additional Learning Provision
- Desired outcomes
- Review arrangements

College staff contribute to the review and implementation of agreed outcomes.

9. Additional Learning Provision

Provision may include:

- Learning support
- Communication support
- Occupational Therapy
- Speech and Language Therapy
- Sensory support
- Personal care
- Assistive technology
- Positive Behaviour Support
- Wellbeing support
- Travel training
- Health-related support

The College acknowledges that emotional regulation and feelings of safety are often prerequisites for successful learning and participation.

10. Pillars of Learning

4 Pillars of Learning underpins all college programmes.

Provision is designed to support learners in four key areas:

Community Inclusion

Including:

- Travel training
- Volunteering
- Social participation
- Access to community resources

Health and Wellbeing

Including:

- Physical health
- Mental health
- Healthy relationships
- Emotional resilience

Independent Living

Including:

- Daily living skills
- Money management

Local Procedure Template

- Personal safety
- Healthy lifestyles

Employment

Including:

- Vocational learning
- Work placements
- Supported internships
- Enterprise opportunities

11. Multi-Disciplinary Working

The College works collaboratively with:

- Local Authority ALN Teams
- Careers Wales
- CAMHS
- Adult Social Care
- Community Learning Disability Teams
- Health Services
- Occupational Therapists
- Speech and Language Therapists
- Physiotherapists
- Supported Employment Services
- Further Education and higher education settings
- Third-sector organisations

Partnership working ensures coordinated and holistic support.

12. Learner Voice and Participation

Learners are central to decision making.

The College will support learners to:

- Express opinions.
- Make choices.
- Set personal goals.
- Participate in reviews.
- Develop self-advocacy skills.

Accessible communication methods will be used to maximise participation.

13. Transition Arrangements

Entry to College

The College will:

- Attend reviews.
- Conduct assessments.
- Arrange visits.
- Gather information from current providers.
- Create individual transition plans.

During College

Transitions between curriculum pathways and support arrangements will be carefully managed.

Exit from College

Support may include:

- Employment planning.
- Adult service referrals.

Local Procedure Template

- Supported living preparation.
- Community opportunities.
- Further education pathways.

14. Safeguarding Learners with ALN

The College recognises that learners with ALN can be at increased risk of:

- Abuse
- Exploitation
- Neglect
- Online harm
- Bullying
- Social isolation

Safeguarding practice will be:

- Learner-centred
- Trauma-informed
- Compassionate
- Proportionate

Staff will understand that distress may be communicated through behaviour and will respond with curiosity, empathy and support.

The College will follow all procedures outlined within the Safeguarding and Child Protection Policy.

15. Equality, Inclusion and Accessibility

The College will:

- Eliminate discrimination.
- Promote equality of opportunity.
- Make reasonable adjustments.
- Provide accessible environments.
- Promote participation for all learners.

No learner will be disadvantaged because of disability, protected characteristics, health needs or Additional Learning Needs.

16. Supporting Health and Wellbeing

The College recognises the connection between wellbeing and successful learning.

Where appropriate learners may access:

- Wellbeing support
- Counselling services
- Emotional regulation support
- Safe spaces
- Positive Behaviour Support
- Therapeutic interventions
- Mental health services

The College promotes a whole-college culture of belonging, connection and positive relationships.

17. Families and Partnership Working

The College values the expertise and knowledge of families and carers.

Families will be:

- Welcomed as partners.
- Included in planning.
- Invited to reviews.

Local Procedure Template

- Kept informed of progress.
- Consulted regarding significant decisions.

18. Complaints and Resolution

Concerns should initially be discussed with:

1. Tutors
2. ALNCo
3. SLT
4. Principal

Formal complaints will be managed through the Aspris Complaints Policy.

Where possible, issues will be resolved through collaborative discussion and restorative approaches.

19. Staff Development and Training

All staff will receive ongoing training in:

- Additional Learning Needs
- Trauma-Informed Practice
- Adverse Childhood Experiences (ACEs)
- Autism
- Positive Behaviour Support
- Attachment-informed approaches
- PACE
- Safeguarding
- Communication support
- Health and medical needs
- Equality and diversity

The College is committed to developing and maintaining a trauma-informed workforce.

20. Monitoring, Evaluation and Quality Assurance

The effectiveness of provision will be monitored through:

- Learner progress data
- Annual Reviews
- Learner voice activities
- Parent/carers feedback
- Therapy outcomes
- Safeguarding audits
- Observation of practice
- Staff supervision
- Estyn requirements
- Local Authority feedback

All monitoring activities will seek to identify opportunities to improve learner experiences, outcomes and wellbeing.

21. Policy Statement Summary

At Aspris College North Wales, we believe that every learner deserves to feel safe, valued, respected and understood. We recognise that behaviour is a form of communication, relationships are fundamental to learning, and positive outcomes are achieved when people experience compassion, consistency, belonging and opportunity. Our approach is person-centred, strengths-based and trauma-informed, ensuring that learners are supported to thrive, participate meaningfully in their communities and move successfully into adulthood.

Local Procedure Template

Contents Checklist (Local Services may add additional items – this is a core list)			
Local responsibilities		Security checks & recording	
Issue of keys, etc		Monitoring arrangements	
Use of electronic surveillance			
Use of electronic monitoring devices			

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions