

## Script – ALN and Support Networks

### ALN

As the Additional Learning Needs Lead in flying start, my role is to ensure that all children are supported to achieve their full potential through inclusive, rights-based, and evidence-informed practice. It is also to ensure that needs are identified early, supported effectively, and make measurable progress through a collaborative, multi-agency approach.

Our provision is underpinned by key Welsh legislation and frameworks, particularly the Additional Learning Needs and Education Tribunal (Wales) Act 2018 which promotes a person-centred approach and ensures early identification and intervention (Welsh Government, 2024). We align this with the principles of the Curriculum for Wales, focusing on supporting children to become ambitious, capable learners and healthy, confident individuals from the earliest stages (Curriculum for Wales, 2022).

We also embed the principles of the United Nations Convention on the Rights of the Child, ensuring that children's voices are heard and that their rights—particularly the right to education, support, and inclusion—are central to all planning and decision-making (UNCRC, 2022).

In preparation for inspection, our Self-Assessment of Service Statement has been critically reviewed to ensure it is evaluative rather than descriptive. It clearly demonstrates how our ALN provision impacts outcomes for children. For example, we evidence progress through targeted interventions, particularly in communication and language, supported by research which shows that early intervention significantly improves long-term outcomes for children with additional needs. We ensure measurable progress and where progress is limited, we adapt our strategies accordingly (Care Inspectorate Wales, no date).

Our policies form the foundation of our practice. These include our ALN and Inclusion Policy, safeguarding, behaviour management, and multi-agency working procedures. All policies are regularly reviewed to ensure alignment with current Welsh legislation, and importantly, staff are confident in applying them in practice. This is reinforced through ongoing training,

supervision, and team discussions. This ensures consistency and confidence across the team.

In terms of responsibility and leadership, my role involves overseeing identification, assessment, and planning for children with additional needs. Key workers are responsible for implementing daily strategies, while the setting manager provides overall quality assurance. This reflects a clear and accountable leadership structure, which is a key expectation under inspection. We work closely with external professionals to ensure a holistic approach to each child's development.

Prior to inspection, we have completed a thorough audit of documentation and practice. This includes ensuring that all Individual Development Plans are current, progress tracking is up to date, and records of referrals and multi-agency meetings are clearly documented, in line with ALNET expectations (Welsh Government, 2021). Progress tracking systems are robust, with clear baselines and regular reviews. We ensure that all referrals, interventions, and outcomes are well documented and demonstrate impact. Staff are well prepared and able to confidently discuss the needs, progress, and support strategies for the children in their care by following The National Minimum Standards for childcare in Wales, Standard 4 which is to meet the individual needs (Welsh Government, 2023).

Progress monitoring is a key strength within our setting. Each child has a clear baseline assessment, and we track progress regularly against individual targets. Where progress is not as expected, we review and adapt interventions to better meet the child's needs. This demonstrates our commitment to reflective practice and continuous improvement.

We hold monthly multi-agency meetings involving health visitors, speech and language therapists, and other relevant professionals. These meetings have a clear structure, with documented actions and follow-ups. This ensures that support is coordinated, timely, and has a measurable impact on outcomes for children. Research consistently highlights that integrated working leads to improved outcomes for children with additional needs, and this is reflected in our practice (Children's Workforce Development Council, 2008).

Our support networks extend beyond the child to include families. We maintain strong communication with parents and carers, involve them in planning, and ensure they are

supported throughout their child's development journey. Feedback from families is used to inform and improve our practice. Having strong parental engagement is essential for positive outcomes. We maintain open communication, involve parents in planning, and provide ongoing support. Feedback from families is used to inform service development, ensuring we remain responsive and inclusive.

In line with the inspection framework used by Care Inspectorate Wales, we can demonstrate that children's well-being is prioritised, with those who have additional needs feeling safe, valued, and fully included, and their individual needs consistently respected; alongside this, our care and development are of a high quality, with personalised support in place to promote measurable progress and positive outcomes; our environment is inclusive and accessible, enabling all children to engage and thrive; and finally, our leadership and management are strong and reflective, with a clear and ongoing focus on continuous improvement and achieving the best possible outcomes for every child (Care Inspectorate Wales, 2024).

Overall, I am confident that our provision meets inspection requirements because we can clearly evidence early identification, individualised support, strong multi-agency collaboration, and measurable outcomes for children. We are a reflective setting, and we continuously evaluate and improve our practice to ensure the best possible outcomes for every child. While we recognise areas for ongoing development, we can clearly articulate these and demonstrate the steps we are taking to improve, which reflects strong leadership and a commitment to high-quality inclusive practice.

### Support Networks

As the Additional Learning Needs Lead, I also take responsibility for coordinating and strengthening our support networks to ensure that children and families receive timely, joined up, and effective support.

A key part of this is our close partnership with Speech and Language Therapy services (Speech and Language UK, 2024). We use Speech and Language Therapist reports to inform our planning, ensuring that strategies are clearly embedded into daily practice. These are translated into practical, achievable targets within each child's Individual Development Plan,

and staff are supported to implement these consistently. We monitor progress regularly and adjust interventions where needed, ensuring that support remains responsive and impactful.

We operate an open-door policy with parents and carers, which is central to our approach. This allows families to share concerns early, seek advice, and remain fully involved in their child's development. We recognise that parents are key partners, and we ensure they are included in all stages of planning, reviewing, and decision-making.

Health care plans are in place for children with specific medical or developmental needs. These are developed in partnership with parents and relevant health professionals to ensure that all staff understand and can meet each child's needs safely and effectively. Plans are regularly reviewed and updated to reflect any changes (IPSEA, no date).

We work closely with the local authority, including Swansea Council, to ensure that our provision aligns with local and national expectations. This includes accessing support, guidance, and training, as well as ensuring that referrals and interventions are timely and appropriate (Swansea Council, 2023).

Multi-agency working is a strong feature of our setting. We hold monthly meetings with a range of professionals, including health visitors, speech and language therapists, and other specialists involved in supporting the child and family. These meetings are structured, with clear agendas, actions, and follow-ups, ensuring accountability and continuity of care. This approach ensures that support is coordinated and that all professionals are working towards shared outcomes.

In addition to Speech and Language Therapy, we engage with a wider range of support networks depending on the needs of the child. This may include early years advisory teams, family support services, and specialist professionals. Our role is to ensure that these services are effectively coordinated, accessible, and making a measurable difference.

Overall, my responsibility is to ensure that all support networks work collaboratively, efficiently, and with a clear focus on improving outcomes for children. We aim to provide a

seamless, inclusive system of support where early identification, strong communication, and partnership working are at the centre of everything we do.

This ensures that children with additional learning needs, and their families, receive the right support at the right time, which is a key expectation for inspection and reflects best practice within our setting.

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