

SUBJECT:	Statutory Review of Additional Learning Provision (ALP)
MEETING:	Performance and Overview Committee
DATE:	9th June 2026
DIVISION/WARDS AFFECTED:	ALL

1. PURPOSE:

- 1.1. To report to members the development of the Local Authority Additional Learning Provision (ALP) review in line with the expectations of the Additional Learning Needs Code for Wales 2021, the outcomes of the reviews to date and associated recommendations.
- 1.2. This review process supports key priorities within the Community and Corporate Plan¹
 - to achieve a truly inclusive educational system that recognises learners starting points, strengths and educational needs, and
 - to ensure education provision meets the needs of a wide range of learners including vulnerable groups and those with additional learning needs (ALN).

2. RECOMMENDATIONS:

- 2.1. Members are asked to scrutinise and comment on the effectiveness of current Additional Learning Provision (ALP), including the consistency and impact of provision across mainstream schools, Specialist Resource Bases (SRBs), and commissioned placements.
- 2.2. Members are asked to provide challenge on whether the LA has a coherent and sustainable model of provision that meets current and projected need, and to consider the adequacy of plans to continue to reduce reliance on out-of-county placements and ensure learners can be educated within their local communities where appropriate.

3. KEY ISSUES:

3.1. Additional Learning Provision (ALP) Review – Background and Context

Nearly all Monmouthshire learners with additional learning needs (ALN) access their local mainstream school where their needs are met successfully. The ALN delegated budget is used by mainstream schools to develop ALP for those learners with ALN, supporting our model of inclusive practice. The funding amount utilised to formulate the ALN delegation has been reviewed based on need and numbers during the transformation period, this has resulted in an increase in the overall amount delegated.

Monmouthshire does not have a discrete special school catering for learners with significant and complex additional learning needs (ALN). An effective model of specialist provision has been developed and was reflected in the recent LA Estyn report² - *The authority's specialist resource bases (SRBs) provide valuable specialist teaching within mainstream settings, enabling many pupils with complex ALN to remain in their locality and maintain strong community relationships.*

¹ [MCC Community and Corporate Plan](#)

² [A report on education services in Monmouthshire County Council 2026](#)

There are two primary (with an additional satellite class), two secondary and one all-through SRBs:

SRB Host School	Pupil Admission Number	Number on Roll Sept 2024	Number on Roll Sept 2025	Projected Number on Roll Sept 2026
Caldicot School	55	46	49	55
Castle Park Primary (Satellite)	8	n/a	4	9
King Henry VIII 3-19 School	71	16	24	36
Monmouth Comprehensive	55	65	63	57
Overmonnow Primary	24	23	21	23
Pembroke Primary	24	32	30	27
TOTAL	237	182	191	207

Whilst nearly all learners with complex ALN have their needs met in Monmouthshire schools or SRBs, there remains a requirement for the use of maintained and independent out of county special schools. This is for the few and reducing cases of learners with highly complex ALN, typically with neuro divergence and social, emotional and mental health needs. These learners require a specified environment and therapeutic input which is not currently possible in our SRBs. There are currently 37 pupils accessing maintained and independent out of county special schools.

Through the ongoing work of the Additional Learning Provision and Partnership Lead, we have developed and are embedding ALP review frameworks and processes around:

- Monmouthshire SRBs
- Monmouthshire clusters of mainstream primary schools and secondary schools
- Out of county special schools and alternative providers.

3.2 Purpose

The purpose of the ALP Review and associated quality assurance cycle is to ensure that there is a consistent and equitable approach to meeting the needs and ensuring progress of Monmouthshire learners with ALN. The review process contributes to future planning and development of provision to ensure Monmouthshire learners are educated as close to their local communities as possible.

3.4 Process

A supported self-evaluation model of ALP review has been developed and refined with school-based colleagues to ensure a robust evaluation of provision, alongside a clear opportunity to share best practice and strive for continuous improvement. This allows for a collaborative approach to the ALP review, where local authority officers join school colleagues to complete the review with a clear framework.

A bi-annual ALP review takes place across the SRBs. Each SRB has an annual action plan, with termly update/ monitoring points with SRB Lead Teachers, alongside the Additional Learning Provision and Partnership Lead. Monitoring activities (for example learning walks, work scrutiny, learner voice sessions) further support the evidence capture for review points.

Each of our mainstream clusters have an ALN Cluster Lead and meet half termly, with a calendar of quality assurance activities. In addition, secondary ALNCoS meet half termly with a focus on secondary practice and provision. Within a two-year cycle, each school has an ALP Review through a supported self-evaluation visit.

For providers outside of Monmouthshire, including Out of County special schools and alternative providers, a framework has been developed which explores fundamental areas of provision and meeting need.

3.5 Additional Learning Provision (ALP) Review

3.5.1 Specialist Resource Bases

The last review of SRBs took place in Spring Term 2025 and outcomes reported to the Performance and Overview Scrutiny Committee on 3rd June 2025. The outcomes are monitored through our SPOT (specialist provision and outreach team) and through individual SRB action plans and monitoring visits.

Following our recent LA Estyn inspection, it was reported that: *‘as a result of strengthened quality assurance processes, the consistency and quality of provision across the SRBs have improved.’*

Updates:

- Ongoing collaboration with local authority officers has strengthened action planning, monitoring, and quality assurance, ensuring evidence is triangulated and focused on pupil progress.
- The Inclusion Service continues to manage projected SRB placements, supported by the opening of a satellite class at Castle Park Primary, with monitoring showing a more equitable provision across the model.
- SRBs have continuously refined their curricula to meet cohort needs, with consistent tracking systems in place showing most pupils make suitable progress from their baselines.
- A working group is developing an evidence-based approach to literacy, supported by trialled resources and secured grant funding.
- Moderation sessions have improved assessment consistency and best practice sharing, though further work is needed to standardise how progress is communicated to parents/carers and to align annotation codes.
- Draft guidance for health-based therapies exists, but agreement with NHS partners on oversight is still pending.
- Staff are progressing well through the standards developed through the Monmouthshire Autism in Schools and Settings³ work with the Autism Education Trust, with notable improvements in learning environments.
- Secondary SRBs have strengthened 14–19 pathways, including formal, informal, community-based, and work placement opportunities.
- Effective buddy and mentoring systems are established across most SRBs.
- Recruitment processes are consistent, with ongoing refinement of professional development systems.

³ [Monmouthshire Autism in Schools and Settings - Monmouthshire](#)

3.5.2 Primary Clusters

Nearly all schools have participated in the ALP review process, with two remaining this term. Where cluster colleagues have been part of the supported self-evaluation approach, reflections have been positive around the opportunities to identify and share best practice to embed within their own schools.

Estyn reported that – *‘Schools are increasingly able to meet a broader range of ALN within mainstream environments, fostering a culture where pupils with ALN remain within their communities’.*

Supported Self Evaluation Outcomes to Date:

- Schools have effectively implemented the new legislation, supported by Welsh Government and LA guidance.
- ALNCos are in place in all schools, mostly within leadership teams, though time allocated to the role varies.
- Most schools have processes to support early identification of barriers to learning through effective tracking and monitoring.
- Provision mapping is generally effective and responsive, though intervention quality varies due to budget constraints.
- One Page Profiles are widely used and support learning well.
- Individual Development Plans are appropriate but inconsistent in quality and thresholds.
- Staff demonstrate a strong understanding of pupil needs and provide appropriate adjustments in teaching and within the learning environment.

Update on the recommendations shared in June 2025:

- Full implementation of the ALNET Act is reflected in PLASC data (January 2026).
- A comprehensive review of social, emotional and mental health (SEMH) needs provision has been completed and shared.
- Training on evidence-based interventions and measuring impact has been delivered, alongside ongoing IDP moderation and support for writing effective outcomes.
- Schools are embedding ALN within whole-school improvement, supported by collaboration with school improvement services.
- Schools are prioritising literacy and numeracy interventions within budget constraints, aiming for high-quality evidence-based provision.
- There is a continued strong focus on good autism practice, supported by the Monmouthshire Autism in Schools and Settings programme, frameworks and Autism Champion roles.

3.5.3 Secondary ALP Review

All secondary schools (including the all-through school) participated in an ALP review during the Spring Term 2024. Three of the four schools have been part of a further ALP Review during Spring/ Summer 2026 and one remaining to be completed before the end of term. A focus during the second visit has been progress towards the original recommendations.

The updates demonstrate that ALNCos are strengthening consistency across schools through shared policies and practices, and clear links to senior leadership. There is a stronger focus on ALN-related professional learning, alongside more consistent approaches to provision mapping, intervention, and IDP development. Schools are continuing to refine

systems for tracking and monitoring impact using a combination of quantitative and qualitative data.

Schools are prioritising high-quality inclusive teaching to enhance pupil engagement and progress, alongside restructuring support staff to promote independence and resilience. There is a strong emphasis on skills development and evidence-based interventions, particularly in literacy and numeracy. Most classrooms demonstrate calm, purposeful environments with high levels of participation, while schools are continuing to develop and refine alternative provision.

3.6 Recommendation Updates and Future Planning

3.6.1 Recommendations June 2025

In the paper written in June 2026, key recommendations were made in order to meet the priorities of the Community and Corporate Plan and address the insufficiencies identified in the ALP Review process, progress has been made towards these recommendations:

- Primary SRB provision in the south of the county has been expanded to improve local access, with a satellite class established at Castle Park Primary. This provision has supported five pupils to make positive progress and is expected to grow to accommodate nine pupils by September 2026.
- A review of SRB funding is in progress to ensure staffing and resources are effective and consistent. Initial decisions on base staffing will improve consistency from September 2026, with further work underway to refine resourcing and inform funding options to be presented to the Budget Forum in Autumn 2026.
- Post-16 processes and systems have been reviewed and strengthened to meet ALNET Act requirements, with a formally approved Post-16 Strategy now in place. Ongoing work continues to develop provision across key areas of the Inclusion Service.
- Efforts to reduce out-of-county placements have continued, with numbers decreasing to 37 pupils (including six in post-16 specialist colleges). However, progress in developing suitable local therapeutic provision has been limited due to ongoing challenges in securing necessary health-based therapies and support.
- A proposal has been developed to establish appropriate SEMH provision for primary pupils, with the aim of reducing reliance on alternative and out-of-county placements. If implemented, this is expected to enable more pupils to remain within Monmouthshire.

3.6.2 Future Planning

As a result of the ALP reviews completed key priorities include:

- Further reducing out-of-county placements through strengthened local specialist provision.
- Developing and monitoring SEMH specialist provision to keep pupils within their local communities.
- Completing and implementing the SRB funding review.
- Continuing to refine processes and support for children and young people with ALN, including embedding the Monmouthshire Autism in Schools and Settings programme.

3.7 Risks

Across the UK, the number of children and young people with complex ALN is increasing, resulting in greater demand on specialist placements. Regional South East Wales Special Schools are at full capacity. Alternative options are independent specialist provisions which are at high cost.

There is an increase in the number of learners with ALN in the area of SEMH needs, both those who demonstrate their distressed/ dysregulated behaviours internally and externally. These needs are placing significant demand on school settings. Whilst the SRB model of provision has developed, it does not currently provide for learners with SEMH needs. This is a future consideration for the extension of Monmouthshire's model of specialist provision.

4. REASONS:

- 4.1. This report is intended to update Members on the ongoing duty of the LA (as outlined in Chapter 7 of the ALN Code) to keep ALP under review. This expectation relates to the arrangements made both by the authority, and by the governing bodies of the maintained schools in its area, for learners who have ALN.
- 4.2. As part of the review process the ALN Code indicates that a LA should also review data and evidence on the effectiveness of current provision in meeting learners' needs and improving the outcomes they achieve.
- 4.3. Keeping ALP and other arrangements under review, is a key part of local strategic planning and decision making which enables the LA to assess current and likely future needs and secure sufficient provision and services to meet those needs.

5. RESOURCE IMPLICATIONS:

- 5.1. The Inclusion Service structure is under review to ensure it is fit for purpose in meeting the needs of vulnerable learners, including those with ALN, and to support full implementation of the ALNET Act (2018). This will consider the key functions of the current seconded post of Additional Learning Provision (ALP) and Partnership Lead going forward. As this ongoing strategic oversight of key Inclusion Service priorities is required, including SRB development, quality assurance, monitoring of ALP across Monmouthshire and commissioned provision, and post-16 ALN in line with LA duties.
- 5.2. In order to maintain high quality specialist provision within Monmouthshire, that can continue to respond to our local forecasts of the increasing complexity of additional learning needs, there will continue to be a need for investment in local additional learning provision. Quality assurance activities demonstrate the positive impact of in-county specialist provision, which has far lower average costs per pupil than out of county and independent specialist provision.
- 5.3. ALN Capital Grant funding from Welsh Government is currently being used to address capacity pressures within the SRB model, including expanding and enhancing provision. While effective in the short term, this approach presents a sustainability risk for future demand.
- 5.4. The ALP review has identified inequities in the SRB funding model, particularly in staffing and resourcing. A funding review will present options to achieve greater consistency and sustainability, supporting improved learner outcomes within local communities.

6. CONSULTEES:

Inclusion Team

Children, Learning, Skills and Economy Directorate DMT

7. BACKGROUND PAPERS:

- [The Additional Learning Needs Code for Wales 2021 \(gov.wales\)](#)
- [MCC Inclusion Strategy](#)
- Performance and Overview Scrutiny Paper – ‘Additional Learning Provision/ Specialist Resource Bases’ - 14th May 2024
- Members Seminar – ‘Additional Learning Needs & Specialist Resource Bases’ – 9th October 2024
- Performance and Overview Scrutiny Paper - ‘Additional Learning Provision/ Specialist Resource Bases’ – 3rd June 2025

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