### http://www.penygloddfa.powys.sch.uk/images/galleries/badge.pnghttp://www.penygloddfa.powys.sch.uk/images/galleries/badge.pngPenygloddfa School

### Our ALN offer

### September 2021 saw the beginning of the transformation period for the Additional Learning Needs and Education Tribunal in Wales (ALNET Additional Learning Needs and Education Tribunal (Wales) Act | GOV.WALES).

### The principles that underpin the ALN system, from the Code and the Act, are:

### • A rights-based approach • Early identification, intervention and effective transitions • Collaboration Inclusive education

### Universal Learning Provision (ULP) is key for the entire school to create a fully inclusive approach to meet the needs of learners. This will enhance the learning experience of all learners and in turn, improve outcomes. Universal Provision is the responsibility of all teachers and staff within a mainstream school to make learning and the environment as accessible as possible for all learners.

### Following on from ULP staff provide effective support for learners with identified Additional Learning Needs (ALN) helping to remove barriers to learning in one or more of the four areas of identified needs:

### Communication and Interaction

### • Speech, language and communication Needs (SLCN)

### • Autism (ASD)

### Cognition and Learning Difficulties

### • Dyslexia

### • Dyscalculia

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### Social Emotional Behavioural Difficulties

### • Behaviour • Attention Deficit and Hyperactivity Disorder/Condition (ADHD) • Social / Emotional / Trauma / Attachment

### Mental Health Physical and Sensory

### • Physical • Healthcare / medical • Visual Impairment / Habilitation / Independent Living Skills

### Sensory Difficulties

### • Development Coordination Disorder/Dyspraxia (DCD)

### • Hearing Impairment

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### Our School Offer

### Here at Penygloddfa School we offer a wide range of support and intervention strategies to meet the needs of our learners. Children can access one or more of the following support and/or intervention strategies. These strategies are available to our learners at either ULP (Universal Learning Provision) or Additional Learning Provision (ALP) level. Children can access these without any form of identification or diagnosis. Adults in our school work closely with each other, the children and parents to identify and implement the best range of support and/or interventions needed ensuring an inclusive and pupil led approach to learning.

### Outlined below are options available for the children, who attend our school. This does not mean that all children can access all the interventions at the same time or in every year group. Different strategies/interventions lend themselves to different age groups and level of need. Discussions between staff, children and parents are needed to identify the best support for each individual child.

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### Communication and Interaction

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### Clear classroom routines are taught and reinforced to promote good listening skills.

### Pupil’s name and eye contact established before giving instructions.

### Classroom seating arrangements allow all pupils a good view of the teachers face when speaking.

### The purpose of activities are clearly identified and clear links are made to previous learning.

### Specific pre-teaching of key topic vocabulary - Key topic vocabulary is introduced explicitly with the use of concrete, visual supports.

### Visual supports are used to reinforce language learning and development.

### Pupils’ names are used before individual instructions are given.

### Adults take time to listen to what children are saying and model positive listening behaviours.

### Pupils have opportunities to listen to adults reading to them in a quiet environment.

### Pupils will have regular opportunities to take part in learning discussions with peers and adults (Think, Pair, Share) which is part of whole school approach to learning.

### Classrooms are arranged to facilitate collaborative working.

### Staff ensure that the pupils have stopped working and are listening before new instructions are given.

### Pupils will be given specific praise related to good listening and attention skills.

### Proximal praise is used to model appropriate behaviour choices.

### Instructions and tasks are broken down into manageable chunks.

### Pupils can engage in listening games and activities to develop appropriate skills.

### Staff ensure that pupils are only required to focus on one adult voice at a time.

### Pupils can be supported with visual resources.

### Adults support pupils to engage in social and learning conversations.

### Pupils are supported to link new learning to previous learning and experiences.

### Learning objectives use child-friendly language.

### Real objects, pictures and other visual information can be available to support developing understanding.

### Adults adapt language used in response to pupils’ levels of understanding.

### The classroom ethos encourages pupils to ask questions to confirm, develop and secure their developing understanding.

### Pupils are encouraged to identify and explain ‘why things happen’ and ‘how they know’ with reference to both explicit and implicit information.

### Support from the Speech and Language team can be requested for further support.

### Support from the ALN team, specifically the Specialist Teacher for speech and language can be requested to carry out screening or to advise school on possible interventions/support.

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| Area of Need | Communication and Interaction – Interventions we use here at Penygloddfa School |
| * One Page Profile. * Speech support and interventions * Lego therapy to enhance communications skills * Early Help Team. * Team Around the Family. * Visual timetable. * Wellbeing check-ins. * Wellbeing provision at break and lunchtime. * Lunchtime Buddy help * Calm areas within the classroom and within two areas of the school. * 'Worry' box in every class. * Social stories. * Pastoral Support Plans. * Pupil needs and strategies shared with staff. * Neurodevelopmental referral. * ELSA sessions. * Trauma Informed Well-being sessions * Area 43 Creative Therapist sessions * IN-CAHMS reach team support and Well-being sessions * ALN Consultation with Educational Psychology Team. | |

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### Dyslexia page7image2917576896

### Balance between large group, small group, and individual activities.

### Reviews of previous learning or lessons can help pupils connect new information with prior knowledge.

### Differentiated learning Quality first teaching.

### Pupils can be provided with letter and number strips to help them write correctly.

### Number lines, counters, calculators, and other assistive technology can help pupils compute once they understand the mathematical operations.

### Samples of completed work will be displayed to help pupils realise expectations and plan accordingly.

### The teacher can pair peers of different ability levels to review their work, read aloud to each other, write stories.

### Use flexible work times. Pupils who work slowly can be given additional time to complete written work.

### Provide additional practice. Pupils require different amounts of practice to master skills or content.

### Expectations of written work set for each child.

### Allow more time for reading, listening and understanding.

### Use ‘Read Aloud’ function when using computers.

### Printouts or a scribe can be used when work needs to be copied from a board.

### Adults can ask the child to read what they have written, then write over the top to make meaning clear (preferably in black pen or pencil so this does not stand out too much.)

### Use of word mats.

### Clarify or simplify written directions.

### Underlining or highlighting the significant parts of the directions.

### Overlays and line markers can be used to aid reading.

### Larger font sizes and increasing spacing can help separate sections.

### Highlight essential information.

### Use an audio recording device or dictate function on laptops.

### Repeat directions. Ask pupils to repeat the directions in their own words.

### Simplify directions by presenting only one portion at a time.

### Maintain daily routines.

### Use step-by-step instruction. New or difficult information can be presented in small sequential steps.

### Give the opportunity to answer questions orally.

### Use different colour for each line if there is a lot of written information on the board, or underline every second line with a different coloured.

### Ensure that the writing is well spaced

### Leave the writing on the board long enough to ensure the child doesn’t rush, or that the work is not erased from the board before the child has finished copying.

### When using mental arithmetic allow the dyslexic child to jot down the key number and the appropriate mathematical sign from the question.

### Can use computers for word processing.

### Change background colour when using a whiteboard or computer screen.

### Allow additional 'thinking' time.

### Dyscalculia

### Teach pupils to “self-talk” through solving problems.

### Student can write out charts or draw sketches to solve problems.

### Use physical resources like coins, weights, blocks, and puzzles to teach math ideas.

### Use concrete examples that connect maths to real life.

### Check in frequently to make sure the student understands the work. Give step-by-step instructions and have the student repeat them back.

### Provide charts of maths facts, 'numeracy mats,' multiplication tables or hundred squares.

### Use visual aids or manipulatives when solving problems.

### Break down activities into sections.

### Differentiate learning to required level.

### Pre-teach Mathematical vocabulary

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| **Area of Need** | Cognition and Learning |
| * One page Profile * Nessy Spelling Programme * Word Shark programme * Sum Dog Maths programme * Differentiation and scaffolding * Pre-learning of concepts / vocabulary. * Chunking of activities. * Memory strategies - chunking, mnemonics, linking audio and visual knowledge. * 1:1 and small group reading interventions. * Small group numeracy interventions. * LSA support. * Writing frames. * Sentence starters. * Precision teaching. * Repetition and reinforcement of concepts. * Use of strategies to retain spelling patterns. * Structured approaches to reading - decoding and comprehension. * No copying from the board – produce printouts for pupils to highlight key phrases. * Appropriate seating plan to access the learning. * Screeners to identify Dyslexic traits. * Additional time to complete tasks. * Use of whiteboards and lists to support retention of instructions. * Use of writing frames, mind maps or post it notes to support structure. * Writing slopes. * Use of coloured overlays, cream paper and appropriate fonts. * Dictation apps. * Laptop/Ipad * Small groupwork. * Giglets. * WAGOLLs/exemplars. * One instruction at a time – reduced cognitive load. | |

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### ASD

### Staff maintain a calm, firm and consistent approach to managing behaviour.

### Adults keep language clear and avoid sarcasm, ambiguities and idioms.

### Social stories are shared.

### Visual timetable are used prepare for change; prompts to show good listening and sitting.

### Children work alongside good role models and pupils they are likely to socialise with on the playground.

### There are clear class rules and routines which have been shared with the class.

### There are clear rules and routines for moving around the school.

### Tasks are broken down into manageable steps with a clear start and finish.

### Clear separation between visual timetable and ‘Now/then’.

### Well-organised classroom – equipment easily accessible, drawers for equipment labelled clearly.

### Calm area can be available for quiet/calm down time.

### Support from Outreach IN-CAMHS can be requested.

### Support from Area 43 Counselling can be requested.

### Sensory toys can be used.

### Ear defenders to reduce stress linked to noise can be used.

### Movement breaks can be organised.

### Calm down/distaction time with the chickens can be organised.

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### ADHD

### Use of Emotionally available/trusted adult.

### Visual cues and prompts.

### Pupil’s name and eye contact established before giving instructions.

### Clear and simple instructions, breaking down longer instructions and giving one at a time.

### Tasks are clearly explained, modelled or scaffolded, and staff check for understanding.

### Key points/instructions are jotted down.

### New learning broken down into small steps.

### Link new learning to what pupil already knows, for example, start a lesson with a class mind- map of what they already know about a subject.

### Opportunities for practical and interactive, as well as paper and pencil tasks

### Give pupils ‘thinking time’ or opportunities to work with talk partners before answering a questions, or say “I’m going to come back to you in a minute for your idea”

### A range of lesson activities are planned to take account of different learning strengths, and practical activities offered where possible.

### Visual cues and prompts, visual timetables are used. The child should be alerted to changes on the way by these being pointed out on the visual timetable.

### Pupils are encouraged to take charge of their learning and develop strategies that work for them.

### Celebrate positive aspects of pupils’ work and how their work can be developed / improved.

### Independent tasks are differentiated to present an equal level of challenge to all pupils.

### Physical time out opportunities in calm down areas

### Fidgets are allowed for them to use when needed.

### Social / Emotional / Trauma / Attachment

### A warm, accepting climate and ethos accepting and supportive for staff, parents and pupils.

### A calm, consistent learning environment with clear expectations, routines and rules, with secure and explicit boundaries in all curriculum areas and at times of less structure,

### Maintain a calm, firm and consistent approach to managing behaviour.

### Positive relationships as modelled by adults.

### A systematic approach to responding to behaviour: School Behaviour Policy

### An ethos and conditions that support positive behaviours for learning and for successful relationships.

### Use a variety of social learning experiences/groupings which provide opportunities for positive social interaction

### Frequently during the day share successes and provide specific praise (verbal, visual and written) in order to develop a sense of self and self-worth.

### Consistently use logical consequences as part of a stepped approach in order to encourage pupils to self-regulate and make appropriate choices in order to develop their skills.

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| **Area of Need** | Behaviour, Emotional and Social Development |
| * One Page Profile. * Class Charts. * Individual rules/targets, rewards and incentives. * Behavioural strategies. * Self-regulation strategies. * Self-reflection work. * Seating Plans. * Adapted Timetable. * Pastoral Support Plan. * Attendance improvement meetings – EBSA approach. * Fiddle things – Blu Tac, elastic bands. Fiddle toys * Restorative Justice conversations * Trauma Informed well-being sessions * Area43 referral * IN- CAMHS support * Wellbeing support/check-ins. * Behavioural observations. * Outreach support. * Behavioural consultations. * Lego Therapy. * ELSA support * Credu (Young Carers). * Honey Pot referral * Team Around the Family. * School nurse support. * Clear routines. * Morning meet and greet. * Movement breaks. * Emotionally available/key adult. * Emotion coaching. * A range of after school clubs. | |

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### Physical assessment for learning informs planning for suitably differentiated teaching, considering access issues for physical/mobility at the child’s level of need.

### Personalised planning is informed by regular audits of the school building, relevant procedures (especially in terms of administering medication) and minor additional access resources where necessary.

### Staff communicate regularly with parents to confirm and maintain access arrangements as well as how they can support their child’s learning needs.

### All children are supported and encouraged to participate in all learning activities in class considering factors such as effective recording, appropriate seating and mobility.

### Appropriate seating placement is available to maximise the pupils’ view of the teacher and to reduce distractions.

### Consider seating pupils with writing arm on the outside edge of a shared table. Consider colour coding key information if pupils also have visual perceptual needs.

### School trips are carefully planned and risk assessment are completed to ensure that reasonable adjustments are made for limitations in mobility.

### Additional time may be provided for written recording and other activities requiring both fine and gross motor skills.

### Differentiation and access arrangements maximise success in learning activities to ensure an appropriate level of challenge.

### Additional time can be organised for the pupil to move around school or be repositioned. Pupils may have ICT support to help them access the curriculum.

### Pupils may have specialised equipment/resources/programmes that will be monitored & reviewed by OT/Physio/SLT- all staff should be aware of these and be able to integrate/enable the delivery of them throughout the school day (training for this can be requested). A request for visual or auditory assessment can be requested through PIP referral and advice/assessment from a specialist teacher can be requested.

### Sensory Difficulties

### Pupils can have sensory needs relating to a wide variety of other ALN. Staff should be aware of the impact of this when planning activities/learning environments.

### Wide-stemmed pencils and pens, or rubber grips can be added to their writing utensils. Use of a computer in class could be offered.

### Place students with dyspraxia at the front of the room so they have an easier view of the board. They may also find it easier to concentrate when distanced from doors, windows, displays and other classroom distractions.

### Give opportunity to pause, get up from their desk, stretch and move around before continuing on with a lesson or movement breaks where they walk round a pre-agreed area of school.

### Give more time to understand task requirements and complete assigned work.

### Write task instructions in short sentences and use check-lists for assignments with multiple parts.

### Adults can help with tasks that require fine motor skills.

### Practice multi-sensory letter formation e.g. sandpaper letters, sky writing, rice trays.

### Use visual timetables.

### Give clear rules and consequences.

### Give advance notice of any changes.

### Get the attention of the child before giving instructions. Use simple language with visual prompts.

### Provide time to process the information.

### Use larger print for notes, and textbooks or exercise books that wider spaced lines/larger squares for maths.

### Have the student dictate to a scribe or use speech-to-text software. Provide extra time for tests and writing assignments. Allow oral answers in tests.

### Introduce new sensory experiences using the child’s interests, eg messy play making aliens to get used to slimy texture.

### Provide low demand or low arousal areas within the classroom or pre-agreed area of school. Permit time out if child is becoming over-stimulated

### Adjust chair and/or desk height to ensure the student is in the proper position for desk work.

### Allow the student to work in different positions, like standing.

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### Some pupils with healthcare/medical needs should have an Individual Healthcare Plan. Training for staff to meet the requirements of the healthcare plan can be requested.

### The child’s health care plan should be reviewed at least yearly or as changes or difficulties arise.

### Medicines can be given by a member of staff once parents/carers have completed the Administering Medicines form.

### First aid trained staff listed and informed.

### Staff are all familiar and trained in specific needs.

### Staff have an awareness of the impact the medical issue can have on the pupil’s ability to engage/concentrate and to make reasonable adjustments to expectations.

### Easy to access list of medical contacts linked to the child’s health care plan- school nurse, specialist nurses, GP, consultants etc depending on heath/medical needs of the pupil.

### Visual Impairment / Habilitation / Independent Living Skills

### Pupils should be enabled to communicate their knowledge and understanding accurately, using a variety of approaches. This should inform grouping and remove barriers to their learning.

### We ensure time is given to our pupils to assimilate new ideas and avoid overload by delivering too many oral instructions.

### Good use of contrast words and pictures around the room if the child also has visual needs.

### Good contrast between foreground and background may be helpful for laptop screens and visually simplified pictures.

### Specific teaching of ICT skills should be included as part of children’s learning and accessibility settings should be used where necessary. E.g. Enlarged cursor, change text size, good contrast.

### Children should be encouraged to wear prescription glasses. These should be kept clean and in a safe place if removed.

### Care is taken when choosing reading and picture books e.g. Books with text across pictures should be looked at beforehand with a member of staff.

### Mark- making activities can be carried out with dark pens e.g. felt pens, 4b pencils and high contrast backgrounds. Blackboard and chalk and whiteboards with dark marker pens work well.

### Practical activities should be accessible e.g. Glue for sticking should be coloured

### Adults will remind the child of the names of the other children in groups the child is working in.

### Opportunities should be provided to learn about other visually impaired young people and adults.

### Settings should work closely with parents to ensure that messages and positive role modelling is consistent in school and at home.

### There should be support for developing and maintaining the child’s self-esteem as they move through the setting.

### Adults aware of the effect of glare on shiny surfaces and laminated pictures. Children should be provided with matte finished surfaces instead.

### Hand under hand exploration may be needed at times. Displays of the child’s work should always be placed at eye level.

### Children with VI will not be able to achieve incidental learning and will need to be provided with extra opportunities to help fill the gaps.

### Children should be provided with verbal cues with lots of running commentary where needed.

### The pupil will need to be positioned close to any new demonstration of skills/ actions.

### Simple instructions can be given and children can be queued into these by using their name or touch.

### Pupil can be sat close to point of visual interest. For example, able to see the board or is in a good position to see body language and facial expressions.

### Extra support for mark-making activities e.g. letter and number formation. Extra time can be given for visually demanding activities. Breaks can be given regularly to avoid visual and mental fatigue.

### Staff should help other children to understand what difficulties the visually impaired pupil faces and what they can do to make them feel included. This must be done in full consultation with parents/carers/pupils. .

### Children with VI/CVI will not be able to achieve incidental learning and will need to be provided with extra opportunities to help fill the gaps. .

### Opportunities to develop fine and gross motor skills through messy play, outdoor classrooms.

### Always use the pupils name to get their attention.

### Pupils should be actively encouraged to communicate their own visual needs.

### Hearing Impaired

### Any difficulties with access due to existing hearing loss should be able to be met through class curriculum differentiation.

### The teacher should manage the classroom environment to produce the best possible listening conditions.

### Class positioning to have a line of sight to the speaker.

### Consideration of seating and grouping so that the child can be near the focus of the lesson and can see whoever is speaking.

### An environment as free from noise as possible, close windows and doors and if necessary create a ‘quiet’ area.

### Be sensitive to potential difficulties in social interactions arising from missing verbal interactions.

### Pupils should be enabled to communicate their knowledge and understanding accurately, using a variety of approaches. This should inform grouping and remove barriers to their learning.

### Use of written/visual cues and context to assist understanding.

### Build in time for the pupils to assimilate new ideas and avoid overload by delivering too many oral instructions.

### Most auditory information can be accessed with personal hearing aids, FM radio aid system.

### Staff need to gain attention of the pupil before speaking and speak clearly, naturally and at a normal rate. They should not cover their hands or walk around the room whilst talking and should use short sentences rather than long complex ones.

### Pupils should be given time to think and process what is being said before they make a response and a range of responses not just written, should be used.

### Pupils should be allowed time to read or look at pictures or visual aids before they are required to give a verbal response.

### New vocabulary should be explained and pictures and concrete objects which give the words meaning should be provided to support verbal information when possible.

### The Pupil’s name should be used before asking a question or giving an instruction and they should be provided with a visual indication as to the location or to the person speaking.

### Allow extra time to complete the task and be aware of the fatigue the pupil may experience because of the amount of effort they have put into listening and lip reading.

### Core vocabulary will need to be reinforced this could be through Learning Village interventions.

### Instructions may need to be repeated or modified to match learning needs.

### Programmes to develop spoken and written language and communication skills may need to be followed through and incorporated naturally into all aspects of the school day. Advice can be requested from the Sensory Team to support this.

### Staff should promote deaf awareness in the classroom using resources provided. They should provide opportunities for the pupil to practise social strategies related to their deafness, for example, identifying why a conversation is becoming difficult and how to improve the situation.

### Staff should facilitate effective communication between the deaf child and their peers. They should help the other children to understand what difficulties the deaf child faces and what they can do to make them feel included.

### Adult support should be regularly reviewed to ensure that the deaf child does not become unnecessarily dependent on that person for social support.

### The deaf child should be taught aspects of social interaction, such as modelling appropriate behaviours, praising interaction and playing games that require turn taking and cooperation.

### Opportunities to play alongside and with more coordinated friends to help them take part in physical activities and so they can share things like drawing.

### Specific teaching of ICT skills should be included as part of children’s learning and accessibility settings should be used where necessary.

### Staff must ensure that the pupils have stopped working and are listening before new instructions are given.

### Visual support will be helpful for key vocabulary.

### Be aware that during group discussions a deaf child may find it difficult to hear pupils’ contributions. It may help to repeat what has been said by other pupils

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| **Area of Need** | Sensory and/or Physical |
| * Speech and Language Therapist assessment/sessions. * Communication strategies used in the classroom. * Use of Whiteboards to support understanding and retention of instructions. * Speaking frames as prompts for class / group discussions. * Fiddle things. * Ear defenders. * Intervention from Hearing Impaired Team. * Images to support learning of new vocabulary. * Coloured overlay. * LSA support * Intervention from Visually Impaired Team. * Enlarged font. * Font style. * Exercise books with larger lines/spaces/darker lines. * Coloured paper/exercise books. * Learning environment organised – appropriate lighting, change of background colour on board, pupil seated close to the front of the class, teacher says pupil name before talking to them. * Gross/fine motor skills activities. * Integrated Disability Service. * Occupational Therapist referral and support * Handwriting practice. * Writing slope. * Speech to text. * School nurse support. * Laptop/I-Pad | |