



Archdeacon Griffiths CIW Primary School

Policy for Educating Children and Young People with Additional Learning Needs

Additional Learning Needs Co-ordinator (ALNCo): Mrs. Julie Williams

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Additional Learning Needs (ALN) Link Governor: Major. John Richards

Adam Shearman – Headteacher	
Mr John Richards – Chair of Governors	 JR RICHARDS
Reviewed and Adopted by the Governing Body:	27 th April 2026
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Additional Learning Needs and Inclusion Policy

All staff at Archdeacon Griffiths are committed to offering every pupil, regardless of ALN need, the opportunity to achieve their full potential through encouragement, inspiration and positivity. We are dedicated to providing a person-centred approach, where the pupil and their family are involved and contributions valued. Pupils benefit from an inclusive curriculum as well as a supportive and nurturing school community, ensuring pupils are safe, happy and respected participants in their learning journey. Staff strive to consistently improve knowledge and skills through collaboration with other stakeholders and professionals, as well as completing specific training based on the individual needs of ALN learners.

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ALNCo	Mrs. Julie Williams
Chair of Governors	Maj. John Richards
ALN Link Governor	Maj. John Richards
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Designated Teacher for looked after children	Mr. Adam Shearman
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1. Introduction

This policy sets out our approach to supporting children with additional learning needs (ALN).

In addition, this policy and guidance is in line with Powys County Council's framework for meeting the needs of all children and young people from birth to 25 years of age and aligns with the Powys Vision 2025 Plan in ensuring that all children and young people are supported to achieve their potential.

The advice and guidance set out within this document consider all the current legislation and guidance, including the Additional Learning Needs and Education Tribunal (Wales) Act 2018, Education Act (1996) and Equality Act (2010).

There is information about the support that Powys County Council and other services provide on the council website. [Support for Additional Learning Needs \(ALN\) - Powys County Council](#)

Other school policies that include information that may be important for children and young people with ALN are:

Equalities policy

Accessibility plan

Anti-bullying policy

[Archdeacon Griffiths C.I.W. Primary School - Policies](#)

2. Leadership and Management of ALN

At Archdeacon Griffiths we believe that ALN and inclusion is everyone's responsibility. However, there are some key roles and responsibilities that must be undertaken. Below we explain the different roles within the school and how they support our pupils.

The Additional Needs Learning Coordinator (ALNCo)

Our ALNCo has day-to-day responsibility for the operation of ALN policy and coordination of specific provision made to support individual pupils with ALN, including those who have an Individual Development Plan (IDP). Our ALNCo provides professional guidance to colleagues and will work closely with staff, parents, and other agencies. Our ALNCo is aware of the ALN Code and the duties that fall to us as a school. They also liaise with other external agencies and professionals who provide support to families to ensure that our pupils with ALN receive appropriate support and high-quality teaching. Our ALNCo is Mrs Julie Williams and her email address is WilliamsP108@hwbcymru.net.

The Governors

Our Governing Body fulfils its statutory duty towards children and young people with ALN in accordance with the guidance set out in the ALN Code (2021) [The Additional Learning Needs Code for Wales 2021](#)

In particular, the governing body:

- Ensures that our school maintains an inclusive ethos for all pupils with additional learning needs
- Identifies an appropriate person from the governing body, to take responsibility, along with the Head teacher, for ensuring the setting or school maintains provision for pupils with ALN according to the ALN Code
- Identifies an ALNCo who is part of the senior leadership team at the school
- Develops, implements, reports on, and annually reviews the school's ALN policy
- Ensures that the responsibility for meeting the needs of pupils with ALN is shared by all staff
- Ensures that, together with the Headteacher, delegated resources for ALN are allocated fairly, efficiently and address identified needs
- Ensures systems are in place for the early identification, assessment, provision and monitoring of individual needs in line with the Powys Inclusion Pathway
- Ensures the school provides an appropriately differentiated curriculum across all areas of learning to match the child or young person's needs
- Takes advantage of training opportunities provided, to develop ALN expertise throughout the school
- Ensures arrangements are in place in school to support, where appropriate, pupils with medical conditions
- Ensures that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements

In addition, our governing body works with the ALNCo and Headteacher in determining the strategic development of ALN policy, additional learning provision (ALP) and universal learning provision (ULP), including establishing a clear picture of the resources available in the school.

Our Link ALN Governor is Major. John Richards. He can be contacted by emailing RichardsJ404@hwbcymru.net

3. The types of ALN that are provided for within our school

There is a wide range of learning difficulties or disabilities, but the ALN Code (2021) broadly places them into the following four areas:

- Communication and interaction – these include children with speech, language, and communication needs, and those with an Autism Spectrum Condition (ASC)
- Cognition and learning – these include children with moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning disabilities (PMLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia
- Behaviour, emotional and social development (BESD) – these difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder
- Sensory and/ or physical these include children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD)

Children with any of the above needs will be included in our school community.

4. Identification and Assessment of ALN

At Archdeacon Griffiths we follow a graduated approach to meeting the learning needs of all children. This approach follows the Powys County Council Inclusion Pathway. The pathway has the following stages:

- Emerging Needs
- Universal Learning Provision (ULP)
- School Individual Development Plan (School IDP) IDP
- Local Authority Individual Learning Plan (LA IDP) LA IDP

A pupil has ALN where their learning difficulty or disability calls for additional learning provision (ALP), namely provision different from, or additional to, that normally available to pupils of the same age.

We will assess each pupil's current skills and level of attainment on entry to the school and we will make regular assessments of progress for all pupils throughout the academic year. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This is progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness – these fall into the category of 'emerging needs' on the inclusion pathway. In identifying a child as needing support, the class/subject teacher, working with the ALNCo, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers, national data and their individual baseline.

Slow progress and low attainment do not necessarily mean that a child has ALN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. Difficulties related solely to limitations in Welsh or English as an additional language are not ALN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has ALN.

At Archdeacon Griffiths we are alert to emerging difficulties and respond early. For some children, ALN can be identified at an early age. However, for other children difficulties become evident only as they develop.

We recognise that parents know their children best and we listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by children themselves.

Where it is decided to provide a pupil with support the decision will be recorded on the child's Tyfu Profile. Any decision will always involve parents/carers and the child, where appropriate.

The Inclusion Pathway

Emerging Needs and Universal Learning Provision (ULP)

ULP forms the foundation for all support or provision in our school and comprises good teaching and learning that is made available to all. It is based on inclusive approaches to teaching and learning which benefit all learners, whilst being essential for those with ALN. To support learners with emerging needs or identified needs, school will put in targeted teaching strategies/interventions to ensure the learner can make progress. If a learner is having their needs met under ULP, they do not have ALN. A ULP plan will be completed.

Additional Learning Provision (ALP) – School IDP

Where ULP is not sufficient to meet needs, the learner may be identified as having additional learning needs (ALN) and school will take additional or different action to secure progress. For any learner

identified as having ALN, school will create and maintain an IDP and take all reasonable steps to ensure that the necessary additional learning provision (ALP) is secured.

School and Local Authority ALP - Referral to Powys Inclusion Panel (PIP)

Archdeacon Griffiths will provide specific strategies and adult-led interventions to address typical barriers to learning; these will be delivered via ULP or School IDP. However, there may be occasions where a child has a school IDP but there is specific ALP that the school cannot provide. In such circumstances the school will ask the council to provide ALP, on a short-term basis, via one of its central resources – whilst a pupil receives this ALP from the council, they will be considered to have a School IDP (PIP). The responsibility for maintaining the IDP remains with the school, but the council will provide a type of ALP. Examples of such ALP are:

- Targeted work with one of PCC specialist teachers (SPLD/S&L/CLA/EAL)
- Targeted work with one or more of PCC Sensory Service specialist team (Vision/Hearing/Multi-Sensory Loss and Physical Disability)
- Outreach support from one of the council's specialist teaching facilities (Specialist centre/PRU/Nurture provision)

A pupil may transition between a School IDP and a School IDP (PIP) on several occasions. This does not impact on the learner's/parent's/carer's right of appeal.

Local Authority ALP - LA IDP

Where, despite taking relevant and purposeful action to identify, assess and meet the ALN of the child or young person, they have not made expected progress, consideration will be given to requesting an LA IDP. This request can be made by the school or by parents. In most cases an IDP will be maintained by the school. However, where the complexity of the additional provision required to meet the needs of a learner is unreasonable for the mainstream school to provide, this will be maintained by the local authority. The local authority will also maintain the IDPs for pupils below and above statutory school age and where a child or young person is looked after by the LA.

In considering whether an LA IDP is necessary the local authority will consider the evidence of the action already being taken by the school to meet the child's ALN.

5. Tyfu – Powys County Council Inclusion Platform

Tyfu is an online system that enables all settings, schools and the council to create one-page profiles for pupils, upload universal learning provision plans and monitoring details, create individual

development plans for pupils with ALN, record meeting details and decisions relating to individual pupils' emerging needs / ALN, make direct referrals into the council, and create personal education plans for children looked after. The platform also allows all people working with a child and their family to have access to the information to ensure that there is a multi-agency approach to meeting the needs of all children with ALN. Access to the Tyfu Platform is by invitation and a two step verification process. We will only invite professionals to have access to a child Tyfu profile with parental consent.

6. Working in partnership with parents

At Archdeacon Griffiths we are committed to working in partnership with parents and carers and will always work in a person-centred way. We will:

- Have regard to the views, wishes and feelings of parents
- Provide parents with the information and support necessary to enable full participation in decision making
- Support parents to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood
- Meet with the parents of children as often as is necessary in the most convenient format for all parties
- Provide an annual report for parents on their child's progress

If there are any disagreements with parents about ALN support for their child, we will work with them to try to resolve these. If parents have a complaint, they can use the school's complaints procedure. Details about this are available from the school office .

7. Involving children and young people

We are committed to involving children with ALN in decisions about their learning and we will always work in a person-centred way.

We will:

- Have regard to the views, wishes and feelings of children
- Provide children and young people with the information and support necessary to enable full participation in decision making
- Support children in their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

8. Assessing and reviewing outcomes

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any ALN support provided. We record details of additional or different provision made under ULP and ALP. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

Support and provision provided for children who demonstrate emerging ALN, or who have ALN, takes the form of a four-part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

Reviewing an IDP

IDPs are used to actively monitor children's progress towards their outcomes and longer-term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child as appropriate, their parents or carers and any other relevant professional working with the child, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the IDP. The review will also consider whether these outcomes and supporting targets remain appropriate and if the ALP is still relevant and appropriate.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- Use Tyfu to add additional reports submitted in advance of the meeting

Additions or amendments to the IDP will be made on Tyfu within two weeks of the person-centred review taking place. In line with the new ALN Code, we will ensure that a revised copy of any IDPs will be issued before the end of the review period (i.e. before the end of the year in review), regardless of when the review is carried out. Any amendments agreed following a review carried out at the request of the child parents will be issued within 35 school days of the review.

Where a child is looked after by the Local Authority, we will endeavour to synchronise IDP reviews with social care reviews.

9. Transition

The great majority of children and young people with ALN, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our ALN support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process.

We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another.

If a child has an IDP, this will be reviewed and amended in sufficient time prior to moving between key phases of education. Professionals (normally the ALNCo) from any new school will be invited to the review and given access to the child's Tyfu profile.

10. Our approach to teaching children and young people with ALN

At Archdeacon Griffiths we set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of most children. Some children need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

11. Curriculum and learning environment

Using the Curriculum for Wales (CfW) framework we adapt our curriculum and make it accessible for all pupils to ensure that it will:

- enable all learners to make progress towards the four purposes
- be broad and balanced
- be suitable for learners of different ages, abilities and aptitudes (including those with ALN)

Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children to develop, learn, participate, and achieve

the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child and young person or additional learning provision for a child with ALN.

12. Training and continuing professional development (CPD) for staff

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the ALN most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively. The quality of teaching for pupils with ALN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

13. Evaluating the effectiveness and impact of ALN provision

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those.

In line with the *Additional Learning Needs Code for Wales (2021)*, the school ensures that Universal Learning Provision (ULP) and Additional Learning Provision (ALP) is planned, delivered and reviewed through a person-centred approach, with a clear focus on learners' progress, wellbeing and outcomes. The Additional Learning Needs Co-ordinator (ALNCo) has strategic oversight of all interventions and monitors provision on a half-termly or termly basis. Monitoring includes professional discussion with class teachers and teaching assistants (TAs) responsible for delivering interventions. The ALNCo also reviews intervention records and learners' work to evaluate the quality, appropriateness and impact of the provision.

The majority of interventions are delivered by class-based teaching assistants (TAs), ensuring continuity of support and a strong understanding of individual learner needs. Where appropriate, staff with specialist training deliver targeted interventions, including Emotional Literacy Support (ELSA) and Bridges (an Autism Spectrum Disorder intervention). Interventions are delivered either on an individual basis or in small groups and are usually provided outside the classroom to reduce barriers

to learning. Targeted interventions to support literacy and numeracy skills are implemented consistently across the school.

The school works collaboratively with external agencies, including services from the Local Authority (LA) and Powys Teaching Health Board (PTHB), such as Speech and Language Therapy (SaLT) and Occupational Therapy (OT). Advice and recommendations from these professionals inform additional learning provision planning, intervention timetables and the allocation of appropriate resources, ensuring that provision meets identified needs effectively.

Decisions about learners starting or ceasing intervention are informed by a robust review process, including termly assessment data and ongoing professional dialogue between staff and the ALNCo. Interventions are reviewed termly by class teachers through evaluation of intended outcomes recorded on the Universal Learning Plan (ULP). A copy of the school's ULP and Additional Learning Provision offer is included in the appendix.

The school maintains a clear and systematic overview of the programmes and interventions used with different groups of learners. This supports effective monitoring and evaluation of impact over time. Information systems are used to track learner progress and development, enabling leaders to build on interventions that demonstrate impact and to discontinue those that are less effective, ensuring efficient use of resources and improved outcomes for all learners.

14. Inclusion – Including support for vulnerable and disadvantaged learners

We are committed to eliminating discrimination, promoting equality of opportunity, and fostering good relationships. Pupils with ALN engage in the activities of the school together with those who do not have ALN and are encouraged to participate fully in the life of the school and in any wider community activity. We are committed to ensuring our school celebrates and reflects our diverse community. Representation of this is evident throughout, from wall displays to newsletters and book corners, to media postings. We actively seek involvement from community members in fostering the above.

In addition, at Archdeacon Griffiths we will always ensure that any child, no matter what their past experiences, has the support to achieve their potential and overcome the barriers to learning that they may be facing. We will strive to implement diverse solutions and support targeted towards their individual needs. The Welsh Government defines children and young people that may be vulnerable or disadvantaged in the following list. Not all learners from these groups will face barriers to learning

or be vulnerable to underachieving. It is a wide-ranging list and is not limited to learners who are in one or more of these groups:

- learners with additional learning needs (ALN)
- learners with learning difficulties and/or disabilities (LDD) who access further education and training
- learners from minority ethnic groups who have English or Welsh as an additional language (EAL/WAL)
- care-experienced children, including looked after children
- learners educated other than at school (EOTAS)
- children of refugees and asylum seekers
- Gypsy, Roma and Traveller learners
- learners eligible for free school meals (eFSM)
- young carers
- children at risk of harm, abuse or neglect

15. Emotional and social development and well-being

At Archdeacon Griffiths we support the emotional health and wellbeing of children with ALN by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. At our school we have enabling adults who set the expectation for learning by creating emotionally safe environments that support learners to begin to express and regulate their feelings and behaviours in positive ways. They are consistent in their care, and model compassion and kindness. They support learners to cope with uncertainty and change, preparing them to manage transitions and changes in daily routines. At Archdeacon Griffiths we provide support including Emotional Literacy Support (ELSA), Trauma Informed Approaches (TIS) Journalling, Nurture Room, Area 43 counselling and Child and Adolescent Mental Health (CAMHs) In-Reach support.

16. Involving specialists and external agencies

At Archdeacon Griffiths, we will always seek the involvement of a specialist when a child makes little or no progress over a sustained period. We will also involve a specialist when a child continues to work at levels significantly below those of pupils of a similar age, despite receiving evidence-based ALN support in line with the Inclusion Pathway and delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We will liaise with the local authority as

appropriate through the Powys Inclusion Panel (PIP) for support and guidance, and we may involve specialists at any point to advise on early identification of ALN and effective support and interventions. We will work with parents, the local authority and other appropriate agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies, and interventions to support the child's progress. Together, we agree the needs of the child, responsibilities, and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff via the child's Tyfu profile.

Where a child is looked after by the local authority, we will work closely with other relevant professionals involved in the child's life.

17. Disagreement Resolution

If you or your child disagree with a decision that we have made regarding the content of an IDP, please contact Mrs Julie Williams (ALNCo) to discuss your concerns. If an agreement cannot be reached, you have the option of asking the local authority to review the decisions. The local authority has a single entry for all advice and guidance. This is called the Tyfu Gateway, and it can be contacted on tyfu@powys.gov.uk or 01597 827108.

18. Data Protection

All documents relating to a child's ALN will be kept on their Tyfu profile; this is a secure electronic repository; unauthorised persons do not have access to it. Plans will not be disclosed without the consent of the child's parents or carers, except for specified purposes or in the interests of the child.

19. ALN Terminology

The list below is not exhaustive, but it does give some definitions to some key phrases and abbreviations that are used when talking about ALN. If you would like to discuss any of the terms below, please contact Mrs Julie Williams, ALNCo.

ALN – Additional Learning Needs – A child or young person has ALN if they have a learning difficulty or disability that requires additional learning provision.

ALP – Additional Learning Provision – This is the provision that is described within a person's IDP. If a child or young person receives ALP, they are considered to have an ALN.

ULP – Universal Learning Provision – This is provision that is provided by a school or setting to all children and young people should they need it. If a child or young person receives ULP, they are not considered to have an ALN.

IDP – Individual Development Plan – This is the statutory document that describes a person’s additional learning needs, the ALP required to help meet those needs and who will provide it.

LA IDP – This is a version of the IDP that is maintained by the local authority. An LA IDP is issued when it is unreasonable for a school to identify the level of ALN a child or young person might have or to specify or provide the type of ALP needed to help meet the child or young person’s needs. The LA is also responsible for all IDPs if a child or young person is looked after by the LA, dual registered, detained or in non-statutory education.

School IDP – This is a version of the IDP that is maintained by the school. Most children and young people that have ALN will have their needs met with a school IDP.

ULP Plan - Universal Learning Provision Plan – A non-statutory document that details the support that children and young people will receive. Children and young people with a ULP Plan will not be considered to have ALN. The ULP plan is monitored and maintained by the school. Most children and young people’s needs will be met with a ULP Plan.

One Page Profile - A simple summary of what is important to someone and how they want to be supported. A one page profile can record how a child or young person would like people to help them, what is important to them and what people like and admire about them. All children and young people with ALN should have a one page profile.

Tyfu – This is Powys County Council’s Inclusion Platform. It allows information about a child or young person’s ALN to be securely stored and shared with the relevant people and agencies. It also allows electronic plans (including IDPs) to be created and shared electronically.

Tyfu Gateway – The single point of access for advice, guidance and support from the local authority.

PIP – Powys Inclusion Panel – The decision-making panel for all things related to ALN and Inclusion within the local authority

20. Welsh Government Guidance Documents

The ALN Act in Wales (2018)

[Additional Learning Needs and Education Tribunal \(Wales\) Act 2018](#)

[A guide for parents about rights under the additional learning needs \(ALN\) system](#)

The ALN Code for Wales 2021

[The Additional Learning Needs Code | GOV.WALES](#)

Appendix 1

ULP and ALP offer

Area of Need: Communication and Interaction ULP	Area of Need: Communication and Interaction ALP
• Visual timetable • Use of dictation/speech to text opportunities e.g Notes on iPad, Dicte on Word • Use of technology for reading e.g. Text to speech on Word • Use of chromebooks • Touch typing • Comicstrip conversations • Pictural and visual materials • Checking in and checking out with children • Worry box • Makaton • Modelling good behaviour • Pupil voice • Modelling language • Mind mapping • Pre teaching vocabulary • Repetition • Chunking information, allowing processing, and thinking time • Social stories (teaching language and emotional language) • Clear routines	Additional Learning Provision will be provided under guidance from specialists and professionals. This may include NHS staff, PCC staff, Outreach observations, ALN and Behaviour Consultations, Case workers etc. Therefore our offers will depend on pupil need. • AAC devices • Grids app • High level adult support • Shape coding • Gestalt language

• High quality differentiation • Home school communication • Established behaviour management system • Now/Then • Conversation starters – help with voicing opinion • ‘Talkabout’ • ‘I have something to say’ cards • Speaking dots • Modelling • Objects of reference • Hand guiding • Referral to SaLT • Referral to Allyson Davies, Specialist teacher for Speech and Language Difficulties	
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Area of Need: Cognition and Learning ULP	Area of Need: Cognition and Learning ALP
• Pre-teaching • Use of other adults/TAs • Catch-Up literacy and numeracy • Nessy • Precision teaching • Small group work • Numicon	Additional Learning Provision will be provided under guidance from specialists and professionals. This may include NHS staff, PCC staff, Outreach observations, ALN and Behaviour Consultations, Case workers etc. Therefore our offers will depend on pupil need.

• Immersive reading • Disco Dough • Overlays • Flexible seating • Slope boards • Dance mats– teaching typing • Write dance • Writing frames/Word maps • J2 Blast/TT Rock Stars – times tables • Toe by Toe • Multiplication grids • Number grids and colored overlays, colored paper • Phonological awareness programmes • Target groups • Flexible expectations • Overlearning • Scaffolding • Bitesize Memory programme • Use of visual and concrete supports. • Monitoring. • Appropriate differentiation through input and outcome to promote access to the curriculum. • Encourage the use of memory strategies - chunking, mnemonics, linking audio and visual knowledge.	• High level adult support • Working memory programmes
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• Interleave previously taught information with new learning. • Explicit teaching of reading comprehension as a skill. • Referral to Specialist Teacher ALN • Referral to Area Educational Psychologist	
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Area of Need: Behaviour, Emotional, and Social Development ULP	Area of Need: Behaviour, Emotional, and Social Development ALP
• ELSA • Small group Dina school • ABC tracking • Zones of regulation (training upcoming) • Access to a safe space • Nurture room • Social stories • Sensory circuits • Visual timetables • Flexible seating • When/Then • Now/Next • Movement breaks • Therapy bands • Area 43 counselling • Inreach team • Starving the anger/anxiety gremlin	Additional Learning Provision will be provided under guidance from specialists and professionals. This may include NHS staff, PCC staff, Outreach observations, ALN and Behaviour Consultations, Case workers etc. Therefore our offers will depend on pupil need. • Team teach approach (need training) • High level adult support • Nurture Provision • Thrive • Boxhall • Reduced timetable/timetable changes • Learning through Landscapes (TIS)

• Volcano in my tummy • What to do when books – social stories • Circle time • Alternative workstation • Daily emotional check ins • Regulating/calming areas in class • Morning meet and greet. • Sensory breaks and regulation breaks • Emotionally available adult / TIS approaches • Mindfulness • Boxall profiling • Controlled choices • Comicstrip conversations • Emotionally available adult • Individual rules, rewards and incentives in class. • Whole school self-regulation strategies. • Work breaks. • Including physical learning as part of the school day, for example brain gym, yoga. • Promotion of language awareness and communication strategies in the classroom. • Fidgets • Visual aids. • Counselling Services. • 'Worry' Box. • Scaffold support, e.g. visual resources, visual timetable to follow. • Limited timetable changes. • Check in, check outs strategy.	• Opportunities to lead lunch time group • Bridges
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• Modelling good behaviour, peer support groups. • Parental engagement to support. • Pupil voice. • Lunchtime clubs to engage. • Home school diaries. • Referral for Outreach e.g. PRU, Ysgol Penmaes Special School, CAMHS, CAMHS In-reach • Request to attend consultation	
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