

TROEDYRHIW COMMUNITY PRIMARY



ADDITIONAL LEARNING NEEDS GUIDE





RATIONALE



TROEDYRHIW PRIMARY SCHOOL AIMS TO PROMOTE AN INCLUSIVE ENVIRONMENT WHERE ALL PUPILS ARE ABLE TO MAKE THE MOST OF THEIR LEARNING AND REACH THEIR POTENTIAL.

AT OUR SCHOOL WE RECOGNISE THAT PUPILS JOIN US WITH VARYING EXPERIENCES AND ABILITIES AND START THEIR LEARNING JOURNEYS AT DIFFERENT POINTS. OUR AIM IS TO ENSURE THAT ALL CHILDREN ARE GIVEN THE OPPORTUNITY TO DEVELOP THEIR SKILLS, KNOWLEDGE AND EXPERIENCE TO ALLOW THEM TO MAKE PROGRESS AT SCHOOL.

WHILST MOST CHILDREN IN OUR SCHOOL WILL MAKE GREAT PROGRESS IN ACHIEVING THEIR GOALS, FROM TIME TO TIME A FEW CHILDREN MAY NEED SOME ADDITIONAL SUPPORT AND INTERVENTIONS. WHERE THIS IS THE CASE, A CHILD MAY BE CONSIDERED TO HAVE ADDITIONAL LEARNING NEEDS AND REQUIRE SUPPORT WHICH IS ADDITIONAL TO AND/OR DIFFERENT FROM OTHERS. THIS MAY BE SHORT OR LONG TERM.



WHAT ARE ADDITIONAL LEARNING NEEDS?



1. A CHILD HAS ADDITIONAL LEARNING NEEDS IF HE OR SHE HAS A LEARNING DIFFICULTY OR DISABILITY (WHETHER THE LEARNING DIFFICULTY OR DISABILITY ARISES FROM A MEDICAL CONDITION OR OTHERWISE) WHICH CALLS FOR ADDITIONAL LEARNING PROVISION (ALP) , BEYOND THE UNIVERSAL PROVISION PROVIDED FOR ALL LEARNERS.

2. A CHILD OF COMPULSORY SCHOOL AGE THAT HAS A LEARNING DIFFICULTY OR DISABILITY IF HE OR SHE;
(A) HAS A SIGNIFICANTLY GREATER DIFFICULTY IN LEARNING THAN THE MAJORITY OF OTHERS OF THE SAME AGE, OR
(B) HAS A DISABILITY FOR THE PURPOSES OF THE EQUALITY ACT 2010 WHICH PREVENTS OR HINDERS HIM OR HER FROM MAKING USE OF FACILITIES FOR EDUCATION OR TRAINING OF A KIND GENERALLY PROVIDED FOR OTHERS OF THE SAME AGE IN MAINSTREAM-MAINTAINED SCHOOLS.

3. A CHILD UNDER COMPULSORY SCHOOL AGE HAS A LEARNING DIFFICULTY OR DISABILITY IF HE OR SHE IS, OR WOULD BE IF NO ADDITIONAL LEARNING PROVISION WERE MADE, LIKELY TO BE WITHIN SUBSECTION (2) WHEN OF COMPULSORY SCHOOL AGE.

4. A PERSON DOES NOT HAVE A LEARNING DIFFICULTY OR DISABILITY SOLELY BECAUSE OF THE LANGUAGE (OR FORM OF LANGUAGE) IN WHICH HE OR SHE IS OR WILL BE TAUGHT IS DIFFERENT FROM A LANGUAGE (OR FORM OF LANGUAGE) WHICH IS OR HAS BEEN USED AT HOME.

THE SAME CONSIDERATIONS APPLY WITH REGARD TO CHILDREN WITH HEALTHCARE NEEDS. IT WILL BE NECESSARY TO ESTABLISH WHETHER A CHILD HAS A LEARNING DIFFICULTY OR DISABILITY WHICH CALLS FOR AN ADDITIONAL LEARNING PROVISION (ALP). THERE WILL BE MANY CIRCUMSTANCES WHERE AN INDIVIDUAL WITH HEALTHCARE NEEDS DOES NOT HAVE A LEARNING DIFFICULTY OR LEARNING DISABILITY OR WHERE THIS IS THE CASE, THE LEARNING DIFFICULTY OR DISABILITY DOES NOT REQUIRE ALP.



PROVISION MAP



THE ADDITIONAL LEARNING NEEDS (ALN) ACT IN WALES PROVIDES A GRADUATED SYSTEM OF SUPPORT WITH THREE TYPES OF PROVISION.



UNIVERSAL PROVISION

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. ALL LEARNERS ACCESS 'UNIVERSAL PROVISION.'

TARGETED PROVISION

TARGETED PROVISION IS SUPPORT IN ADDITION TO UNIVERSAL PROVISION FOR CHILDREN WITH OR WITHOUT ALN WHO MAY NEED TO ACCESS INDIVIDUAL OR SMALL GROUP INTERVENTION OR DIFFERENTIATION OVER A SMALL PERIOD OF TIME IN ORDER TO ADDRESS LEARNING GAPS.

ADDITIONAL PROVISION

LEARNING AND DEVELOPMENT ACTIVITIES THAT ARE SPECIFICALLY AND PERSONALLY PLANNED TO ENABLE INDIVIDUAL CHILDREN WHO ARE IDENTIFIED AS ALN TO PARTICIPATE AND MAKE PROGRESS WHICH IS ADDITIONAL TO OR DIFFERENT FROM WHAT IS GENERALLY AVAILABLE TO ALL. THIS INCLUDES THOSE WITH 1:1 SUPPORT AND MAY ALSO INVOLVE EXTERNAL AGENCIES (E.G. HEALTH, NDT) WHO MAY BE WORKING WITH A CHILD IN ORDER FOR THEM TO BETTER ACCESS LEARNING.



TARGETED PROVISION



TERMLY PUPIL PROGRESS MEETINGS

LEARNING CHUNKED INTO REASONABLE
TASKS WITH BREAKS IF NEEDED.



CATCH UP INTERVENTION FOR
READING

BEHAVIOUR
MONITORING AND
SUPPORT



READING SUPPORT

IDENTIFIED
CALM/SAFE/QUIET AREA
WITHIN CLASS

WHAT DOES IT LOOK LIKE AT TROEDYRHIW PRIMARY SCHOOL?

SENSORY AIDS AND
RESOURCES AVAILABLE

NOW AND NEXT BOARDS



TARGETED WELLCOMM
SPEECH AND LANGUAGE

SENSORY CIRCUITS

TARGETED RWI SESSIONS

INDIVIDUAL COUNSELLING SESSIONS IN
SCHOOL THROUGH PLACE2BE



PRECISION TEACH FOR LITERACY
AND NUMERACY

SOCIAL STORIES

Precision Teaching



MENTORING

ATTENTON AUTISM - BUCKET TIME



UNIVERSAL PROVISION



EFFECTIVE AND ENGAGING
LEARNING ENVIRONMENT

A BROAD AND BALANCED CURRICULUM

ENCOURAGEMENT AND SUPPORT FOR ALL
PUPILS TO REACH THEIR FULL POTENTIAL

PROGRESS IN LITERACY AND NUMERACY
MONITORED THROUGH
NATIONAL TESTING ANNUALLY.



HIGH QUALITY TEACHING AND
LEARNING EXPERIENCES



WHAT DOES IT LOOK LIKE AT TROEDYRHIW PRIMARY SCHOOL?

EFFECTIVE DIFFERENTIATED ACTIVITIES AND RESOURCES

ONE PAGE PROFILES

ASSESSMENT, MONITORING
AND REVIEW

EARLY IDENTIFICATION OF CHILDREN WHO MAY NEED
ADDITIONAL SUPPORT WITH THEIR LEARNING

PLACE2BE

ELSA



RWI





ADDITIONAL PROVISION



INVOLVEMENT WITH EXTERNAL AGENCIES

EDUCATIONAL PSYCHOLOGIST

SPEECH AND LANGUAGE THERAPY



NEUROLOGICAL DEVELOPMENT TEAM

WHAT DOES IT LOOK LIKE AT
TROEDYRHIW PRIMARY SCHOOL?

OCCUPATIONAL THERAPY



EARLY HELP HUB



HIGHTLY DIFFERENTIATED PERSON CENTRED CURRICULUM

INDIVIDUAL DEVELOPMENT PLAN (IDP)

ADDITIONAL SUPPORT IN THE CLASSROOM



HOW DO WE SUPPORT CHILDREN WITH ALN?



WHEN A CHILD IS IDENTIFIED AS HAVING ALN THROUGH THE NEW SYSTEM AN INDIVIDUAL DEVELOPMENT PLAN (IDP) WILL BE CREATED.

WHAT IS AN IDP?

AN INDIVIDUAL DEVELOPMENT PLAN IS CREATED THROUGH COLLABORATION WITH THE CHILD AND PARENT/ CARER OR YOUNG PERSON IN PARTNERSHIP WITH WIDER AGENCIES THAT MAY BE INVOLVED SUCH AS HEALTH AND SOCIAL CARE PROFESSIONALS. THE INDIVIDUAL DEVELOPMENT PLAN WILL SAY WHAT THE CHILD OR YOUNG PERSON NEEDS TO BE ABLE TO LEARN, SETTING OUT:

- WHAT'S IMPORTANT TO AND FOR THEM;
- A DESCRIPTION OF THEIR LEARNING NEEDS.
- WHAT WILL BE DONE SO THEY ARE PROPERLY SUPPORTED IN SCHOOL OR COLLEGE AND THE ADDITIONAL LEARNING PROVISION (ALP) REQUIRED TO MEET THEIR ADDITIONAL LEARNING NEEDS.

THIS WILL BE FORMALLY REVIEWED BY ALL PARTIES ON AN ANNUAL BASIS OR SOONER IF NECESSARY, AND INFORMALLY REVIEWED BY STAFF TERMLY.

WHEN A SCHOOL IS MADE AWARE THAT A CHILD OR YOUNG PERSON AT THE SCHOOL MAY HAVE ALN, IT MUST DECIDE WHETHER THAT CHILD OR YOUNG PERSON DOES HAVE ADDITIONAL LEARNING NEEDS UNLESS:

- AN IDP IS ALREADY IN PLACE;
- A DECISION HAS ALREADY BEEN MADE THAT THE CHILD OR YOUNG PERSON DOES HAVE ALN AND THE NEEDS HAVE NOT CHANGED; OR
- IF THE YOUNG PERSON DOES NOT CONSENT TO THE DECISION BEING MADE.
- RECONSIDERATION OF DECISIONS

A CHILD, YOUNG PERSON OR PARENT CAN ASK THE LOCAL AUTHORITY TO RECONSIDER THE DECISION OF THE SCHOOL REGARDING THE CHILD/ YOUNG PERSON'S ALN. THE LOCAL AUTHORITY MUST THEN DECIDE WHETHER THE CHILD OR YOUNG PERSON HAS ALN OR NOT. WHEN THIS HAPPENS, THE LOCAL AUTHORITY MUST INFORM THE SCHOOL OF THE REQUEST AND ASK FOR FURTHER INFORMATION FROM THEM. THE LOCAL AUTHORITY MAY OR MAY NOT UPHOLD THE SCHOOL'S DECISION. IN THE EVENT THAT THE LOCAL AUTHORITY DOES NOT UPHOLD THE SCHOOL'S DECISION, IT MAY DIRECT THE SCHOOL TO WRITE AN IDP.



HOW DO WE SUPPORT CHILDREN WITH ALN?



RAISING A CONCERN

IT IS IMPORTANT THAT YOU TALK TO THE SCHOOL IF YOU HAVE ANY CONCERNS ABOUT YOUR CHILD'S PROGRESS IN SCHOOL.

1

SHARE THESE CONCERNS FIRSTLY WITH THEIR CLASS TEACHER. THIS WILL PROVIDE AN OPPORTUNITY FOR MATTERS TO BE ADDRESSED AND RESOLVED PROMPTLY AND PREVENT PROBLEMS FROM ESCALATING. YOUR CHILD'S CLASS TEACHER WILL BE ABLE TO SPEAK TO YOU ABOUT YOUR CHILD'S PROGRESS IN SCHOOL

2

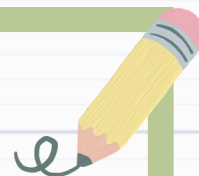
THE CLASS TEACHER WILL THEN BE ABLE TO DIRECT YOU TO THE SCHOOL ADDITIONAL LEARNING NEEDS COORDINATOR (ALNCO) IF NECESSARY. AT TROEDYRHIW, THE KS2 ALNCO IS MRS HANNAH JAMES AND THE FOUNDATION PHASE ALNCO IS HAYLEY RICHARDS.

3

IF WE BELIEVE WE NEED FURTHER ADVICE AND SUPPORT TO ENSURE YOUR CHILD IS HAVING THE PROVISION THEY NEED, WE MAY NEED TO INVOLVE EXTERNAL ADVISORS AND AGENCIES, THESE COULD INCLUDE THE EDUCATIONAL PSYCHOLOGIST, SCHOOL NURSE, SALT, HEALTH VISITORS OR THE EARLY HELP HUB.



MAKING AN APPEAL



UNDERSTANDING THE EDUCATION TRIBUNAL FOR WALES

IF YOU'RE UNHAPPY WITH A DECISION ABOUT YOUR CHILD'S ADDITIONAL LEARNING NEEDS (ALN) MADE BY YOUR LOCAL AUTHORITY (LA) YOU HAVE THE RIGHT TO APPEAL TO THE EDUCATION TRIBUNAL FOR WALES (ET).

WHAT DOES THE TRIBUNAL DO?

THE TRIBUNAL LISTENS TO APPEALS AND MAKES DECISIONS ABOUT

- ADDITIONAL LEARNING NEEDS (ALN)
- SPECIAL EDUCATIONAL NEEDS (SEN)
- CLAIMS OF DISABILITY DISCRIMINATION IN SCHOOLS

THE TRIBUNAL HAS THE POWER TO:

- ORDER LAS AND FE COLLEGES TO CREATE AN INDIVIDUAL DEVELOPMENT PLAN (IDP) IF YOUR CHILD NEEDS ONE.
- MAKE CHANGES TO AN EXISTING IDP IF IT DOESN'T MEET YOUR CHILD'S NEEDS.

HOW WILL THE TRIBUNAL MAKE ITS DECISION?

THE TRIBUNAL WILL DECIDE WHAT'S BEST FOR YOUR CHILD OR YOUNG PERSON AT THE TIME OF THE HEARING. IT'S IMPORTANT TO KNOW THAT ANY DECISION THE TRIBUNAL MAKES MUST BE FOLLOWED BY THE LOCAL AUTHORITY OR COLLEGE.

WHO CAN APPEAL?

CHILDREN AND YOUNG PEOPLE IN SCHOOL HAVE ALWAYS HAD THE RIGHT TO APPEAL. UNDER THE NEW ALN SYSTEM, YOUNG PEOPLE IN FURTHER EDUCATION (FE) COLLEGES CAN NOW ALSO BRING APPEALS TO THE TRIBUNAL.

MORE INFORMATION

THE TRIBUNAL PROVIDES HELPFUL INFORMATION AND GUIDANCE, ALL AVAILABLE ON THEIR WEBSITE. IF YOU'RE UNSURE WHETHER YOUR CHILD IS ON THE OLD SEN SYSTEM OR THE NEW ALN SYSTEM, CHECK WHAT TYPE OF LEARNING PLAN THEY HAVE. IF YOU NEED SUPPORT, DON'T HESITATE TO EXPLORE THE RESOURCES AVAILABLE ON THE EDUCATION TRIBUNAL FOR WALES WEBSITE.



COGNITION AND LEARNING



UNIVERSAL PROVISION

- TO BE ENCOURAGED AND SUPPORTED IN ALL ASPECTS OF SCHOOL LIFE TO REACH THEIR FULL POTENTIAL.
- TO BE OFFERED THE OPPORTUNITY TO ENGAGE IN EXTRACURRICULAR ACTIVITIES.
- TO BE ABLE TO ACCESS AN ENRICHED CURRICULUM THAT INCORPORATES DIFFERENT LEARNING STYLES ACROSS THE FOUR CORE PURPOSES AND AREAS OF LEARNING.
- TO HAVE A VOICE IN DRIVING PERSONAL AND CLASS LEARNING AND BE ACTIVELY ENGAGED IN THE CURRICULUM.
- TO BE SUPPORTED THROUGH DIFFERENTIATION.
- TO BE ABLE TO ACCESS ADDITIONAL SUPPORT AS AND WHEN NEEDED THROUGH EARLY IDENTIFICATION AND EFFECTIVE INTERVENTION.
- FOR PROGRESS TO BE SHARED WITH PUPILS AND PARENTS WHICH IS MONITORED AND TRACKED THROUGHOUT THE SCHOOL.
- TO ENSURE EFFECTIVE TRANSITION PROCESSES ARE IN PLACE FOR ALL PUPILS.
- FOR THERE TO BE FLEXIBLE CLASSROOM ARRANGEMENTS TO MEET THE NEEDS OF ALL PUPILS.
- TO BE TAUGHT BY INFORMED, SKILLED STAFF WHO ARE AWARE OF THEIR NEEDS AND PROVIDE HIGH QUALITY TEACHING EXPERIENCES.
- APPROPRIATE TRAINING OPPORTUNITIES FOR ALL STAFF IDENTIFIED.
- UP TO DATE TEACHING AND LEARNING POLICY.
- REGULAR AND INFORMATIVE MONITORING OF TEACHING AND BOOKS WITH TARGETED FEEDBACK

TARGETED PROVISION

- TERMLY PUPIL PROGRESS MEETINGS
- ATTAINMENT AND PROGRESS MONITORED AND EVALUATED FOR CREATION OF GROUP INTERVENTION SUPPORT.
- READING, COMPREHENSION, SPELLING AND RWI ASSESSMENT CARRIED OUT ANNUALLY.
- PROGRESS IN LITERACY AND NUMERACY MONITORED THROUGH NATIONAL TESTING ANNUALLY.
- TARGETED INTERVENTIONS FOR LITERACY INCLUDE:
 - RWI PHONIC SESSIONS
 - CATCH UP
- TARGETED INDIVIDUAL AND GROUP READING SESSIONS.
- PRECISION TEACHING



COGNITION AND LEARNING



ADDITIONAL LEARNING PROVISION

- LIAISON WITH EXTERNAL AGENCIES THAT CAN INCLUDE:
 - EDUCATIONAL PSYCHOLOGIST
 - SPEECH AND LANGUAGE THERAPY
 - OCCUPATIONAL THERAPY
 - CHILD AND ADOLESCENT MENTAL HEALTH SERVICE
 - HEALTH CARE
 - EARLY HELP HUB
- DEVELOPMENT AND ANNUAL REVIEW OF INDIVIDUAL DEVELOPMENT PLAN (IDP)
- ADDITIONAL SUPPORT IN THE CLASSROOM.



SOCIAL, EMOTIONAL AND MENTAL HEALTH

UNIVERSAL PROVISION

- TO ACCESS AN ENVIRONMENT THAT IS WELCOMING, SAFE, HAPPY AND INCLUSIVE TO ALL
- TO ACCESS PASTORAL SUPPORT AND CHILD COUNSELLING SERVICES
- JIGSAW PROGRAMME USED THROUGHOUT SCHOOL, AS WELL AS ELSA
- TO PROVIDE AN OPEN DOOR POLICY FOR PARENTS TO ACCESS TEACHING STAFF, HEAD TEACHER AND ALNCO
- TO IDENTIFY AND PROVIDE WHOLE STAFF TRAINING
- INDIVIDUAL CPD IDENTIFIED AND ENCOURAGED IN LINE WITH NEEDS OF PUPILS AND SCHOOL
- UP TO DATE POLICIES IN PLACE FOR:
 - ALN AND INCLUSION
 - ANTI-BULLYING
 - ATTENDANCE
 - BEHAVIOUR
 - HEALTH AND SAFETY
 - PHYSICAL INTERVENTION AND RESTRAINT
 - SAFEGUARDING
 - TEACHING AND LEARNING

TARGETED PROVISION

- TERMLY PUPIL PROGRESS MEETINGS
- INDIVIDUAL COUNSELLING SESSIONS IN SCHOOL THROUGH PLACE2BE
- IDENTIFIED CALM/SAFE/QUIET AREA WITHIN CLASS
- VISUAL TIMETABLES
- SOCIAL STORIES
- DAILY MEET AND GREET
- LUNCHTIME SUPPORT
- BEHAVIOUR MONITORING



SOCIAL EMOTIONAL AND MENTAL HEALTH



ADDITIONAL LEARNING PROVISION

- LIAISON WITH EXTERNAL AGENCIES THAT CAN INCLUDE:
 - EDUCATIONAL PSYCHOLOGIST
 - SPEECH AND LANGUAGE THERAPY
 - OCCUPATIONAL THERAPY
 - CHILD AND ADOLESCENT MENTAL HEALTH SERVICE
 - HEALTH CARE
 - EARLY HELP HUB
- DEVELOPMENT AND ANNUAL REVIEW OF INDIVIDUAL DEVELOPMENT PLAN (IDP)
- ADDITIONAL SUPPORT IN THE CLASSROOM.



COMMUNICATION AND INTERACTION NEEDS

UNIVERSAL PROVISION

- SMALL GROUP SUPPORT IN CLASS
- DAILY RWI PHONICS PROGRAMME
- LITERACY INTERVENTIONS
- LIAISON WITH PRE SCHOOL SETTINGS TO DISCUSS AND UNDERSTAND CHILD AND PARENTS NEEDS AND VIEWS
- EARLY YEARS FOCUS ON WELLCOMM SCREENING AND INTERVENTION
- HIGH QUALITY FOCUSED LESSONS PLANNED ON SPEAKING AND LISTENING
- BILINGUAL LANGUAGE RICH ENVIRONMENTS TO SUPPORT ALL LEARNERS.
- USE OF ICT AND SOUND BUTTONS TO ENRICH THE ENVIRONMENT.
- DAILY MEET AND GREET
- LUNCHTIME SUPPORT
- IDENTIFIED QUIET/CALM AREA IN THE CLASSROOM
- SOCIAL STORIES
- VISUAL TIMETABLES
- VISUAL CUES AND PICTURES TO SUPPORT LANGUAGE DEVELOPMENT
- APPROPRIATE STAFF TRAINED IN SUPPORTING ASD

TARGETED PROVISION

- TERMLY PUPIL PROGRESS MEETINGS
- USE OF PECS
- TARGETED WELLCOMM INTERVENTION



COMMUNICATION AND INTERACTION NEEDS

ADDITIONAL PROVISION

- LIAISON WITH EXTERNAL AGENCIES THAT CAN INCLUDE:
 - EDUCATIONAL PSYCHOLOGIST
 - SPEECH AND LANGUAGE THERAPY
 - OCCUPATIONAL THERAPY
 - CHILD AND ADOLESCENT MENTAL HEALTH SERVICE
 - HEALTH CARE
 - EARLY HELP HUB
- DEVELOPMENT AND ANNUAL REVIEW OF INDIVIDUAL DEVELOPMENT PLAN (IDP)
- ADDITIONAL SUPPORT IN THE CLASSROOM.



SENSORY AND PHYSICAL

UNIVERSAL PROVISION

- SMALL GROUP SUPPORT IN CLASS
- IDENTIFIED STAFF PROVIDED WITH APPROPRIATE TRAINING
- WRITING AIDS SUCH AS PENCIL GRIPS, ANGLED WRITING BOARD
- OPPORTUNITIES TO DEVELOP FINE AND GROSS MOTOR SKILLS
- OPPORTUNITIES TO ENGAGE IN SENSORY EQUIPMENT IN THE CLASS AND OUTSIDE AREAS
- IDENTIFIED SAFE/QUIET/CALM AREA IN CLASS
- ADDITIONAL SUPPORT IN PRACTICAL LESSONS SUCH AS PE AND ON CLASS TRIPS OUTSIDE OF THE SCHOOL ENVIRONMENT.
- SOCIAL STORIES
- VISUAL TIMETABLE
- LUNCH AND BREAK TIME SUPPORT
- DISABLED PARKING ACCESS
- DISABLED TOILET
- WHEELCHAIR ACCESS TO ALL AREAS.

TARGETED PROVISION

- TERMLY PUPIL PROGRESS MEETINGS
- EXTRA TIME GIVEN TO COMPLETE TASKS.
- LEARNING CHUNKED INTO REASONABLE TASKS WITH BREAKS IF NEEDED.
- SENSORY AIDS AND RESOURCES AVAILABLE SUCH AS WEIGHTED JACKET/SCARF, SEAT TAG CUSHION ETC

ADDITIONAL PROVISION

- LIAISON WITH EXTERNAL AGENCIES THAT CAN INCLUDE:
 - EDUCATIONAL PSYCHOLOGIST
 - SPEECH AND LANGUAGE THERAPY
 - OCCUPATIONAL THERAPY



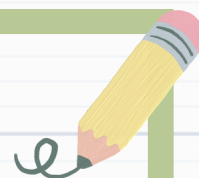
SENSORY AND PHYSICAL



- CHILD AND ADOLESCENT MENTAL HEALTH SERVICE
- HEALTH CARE
- EARLY HELP HUB
 - DEVELOPMENT AND ANNUAL REVIEW OF INDIVIDUAL DEVELOPMENT PLAN (IDP)
 - ADDITIONAL SUPPORT IN THE CLASSROOM.
 - LINKS WITH SUPPORT GROUPS
 - REASONABLE ADJUSTMENTS MADE TO AID LEARNING
 - REASONABLE ADJUSTMENTS MADE TO THE SCHOOL ENVIRONMENT
 - PERSONALISED EVACUATION PLAN AND RISK ASSESSMENT



HELPLINES AND SUPPORT



SNAP CYMRU



EARLY HELP HUB



BARNARDOS



EDUCATIONAL PSYCHOLOGY
SERVICE



SPEECH AND LANGUAGE THERAPY



AUTISM WALES



STEP



ADHD FOUNDATION



The Exchange

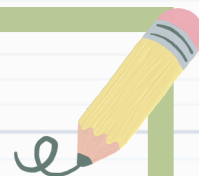
THE EXCHANGE



MIND



GLOSSARY OF TERMS



ADDITIONAL LEARNING NEEDS (ALN)- A LEGAL TERM USED IN WALES TO DESCRIBE CHILDREN AND YOUNG PEOPLE WHO NEED EXTRA OR DIFFERENT SUPPORT TO ACCESS LEARNING COMPARED TO OTHERS OF THE SAME AGE. IT REPLACES THE TERM SPECIAL EDUCATIONAL NEEDS (SEN) UNDER THE NEW SYSTEM.

INDIVIDUAL DEVELOPMENT PLAN (IDP)- A DOCUMENT THAT OUTLINES THE SUPPORT A CHILD WITH ALN WILL RECEIVE. IT DETAILS THE CHILD'S NEEDS, THE SUPPORT PROVIDED, AND THE DESIRED OUTCOMES. AN IDP REPLACES STATEMENTS OF SEN AND INDIVIDUAL EDUCATION PLANS (IEPS) UNDER THE NEW SYSTEM.

EDUCATION TRIBUNAL FOR WALES (ETW)- THE BODY THAT HEARS APPEALS AND MAKES DECISIONS ABOUT DISPUTES RELATING TO ALN, INCLUDING DISAGREEMENTS ABOUT IDPS OR DECISIONS MADE BY LOCAL AUTHORITIES (LAS) OR SCHOOLS. IT ALSO HANDLES DISABILITY DISCRIMINATION CLAIMS IN SCHOOLS.

LOCAL AUTHORITY (LA)- THE LOCAL GOVERNMENT BODY RESPONSIBLE FOR ASSESSING, IDENTIFYING, AND SUPPORTING CHILDREN WITH ALN IN MAINTAINED SCHOOLS. LAS ARE ALSO RESPONSIBLE FOR MAINTAINING IDPS FOR SOME CHILDREN WITH COMPLEX NEEDS.

PERSON-CENTRED PRACTICE (PCP) - AN APPROACH THAT PUTS THE CHILD OR YOUNG PERSON AT THE HEART OF DECISION-MAKING, ENSURING THEIR VIEWS, WISHES, AND FEELINGS ARE CONSIDERED WHEN CREATING AND REVIEWING THEIR IDP.

ALNCO (ADDITIONAL LEARNING NEEDS COORDINATOR)- A TEACHER IN THE SCHOOL WHO IS RESPONSIBLE FOR COORDINATING SUPPORT FOR PUPILS WITH ALN AND ENSURING THEIR NEEDS ARE MET. THIS ROLE REPLACES THE PREVIOUS SENCO ROLE.

REVIEW MEETING- A REGULAR MEETING (AT LEAST ONCE A YEAR) WHERE THE CHILD'S IDP IS REVIEWED TO ENSURE IT REMAINS APPROPRIATE AND MEETS THEIR CHANGING NEEDS.

DIFFERENTIATION- ADAPTING TEACHING METHODS, TASKS, AND RESOURCES TO MEET THE DIFFERENT LEARNING NEEDS OF CHILDREN IN THE CLASSROOM.