

ALN AND IDP'S AT VICTORIA

CHARLOTTE BROWN - ALNCO



Vision....

“Good Teaching
is Good ALN
Teaching”

“Simple -
Strategies not
instructions”

“Habits of a
Good Teacher”

WHAT ARE ADDITIONAL LEARNING NEEDS (ALN)?

- Children and young people who need extra support to learn were known as having special educational needs (SEN).
- Sometimes they are known as having a learning disability or a learning difficulty.
- This can include problems with:
 - reading, writing and understanding
 - sight, hearing or speech
 - moving around
 - emotions or behaviour.
- Special educational needs is not a good label. And the law for special educational needs is not clear.
- We want to stop saying special educational needs. We want to say additional learning needs (ALN) instead and include children and young people up to the age of 25.

ALN DEFINITION

- Children and young people with additional learning needs:
 - have a difficulty or disability that means they need extra support, or
 - find it harder to learn than other children and young people the same age, or have a disability that means they cannot use the local school or college.
- The saying additional learning needs will also be used for young people up to the age of 25. So a person with additional learning needs can be any age from 0 to 25.
- Because the new law will cover children and young people with ALN up to the age of 25, they will find it easier to move to college after school. They will carry on getting the same support at college as at school

A plan for each child and young person with ALN

All children and young people with ALN will have a plan. This will be called an individual development plan (IDP).

- Individual development plan is the name for the new plan all children and young people with ALN will have.
- At the moment children and young people might have a:
 - Statement,
 - or an Individual Education Plan,
 - or a Learning and Skills Plan.



The local authority, school or college will write the plan. But everyone will be part of writing it.

This means:

- the child or young person
- their family
- staff from health who support the child or young person
- staff from social services who support the child or young person
- any other person who supports the child or young person.

Children, their parents or young people must be given a copy of the plan



VICTORIA PRIMARY SCHOOL GRADUATED RESPONSE

WAVE 1 – Universal: Effective whole school practice and inclusion of all learners

Quality First Teaching • Appropriate and focussed use of support assistants (if available) • Regular access to training for all staff on effective practice and inclusion • Positive, consistent communication • Pupil centred practice • Clear instructions (short, concise, visual) • Positive whole-school and classroom ethos	Assistive Technology Computers have the following software: • Microsoft learning tools (including an immersive reader) • Basic magnification tool	Access to targeted literacy and are screened to identify if they require to or to help support their learning. Access to our Health and Wellbeing Coordinator and School Nurse.	Quiet spaces The Rainbow Room is available to all pupils to spend free time in. Learners can take part in lots of different activities inclusion after school clubs and much more	PSE/Health and Wellbeing Our curriculum is responsive to current issues affecting young people. Lessons are designed to explore these issues and provide opportunity for discussion.	Assessment for and provision of exam access arrangements (EAA) or special considerations Reasonable adjustments include: • Extra time • A reader • Rest breaks • Use of a computer to complete an exam • Enlarged or adapted papers • A scribe
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In addition to the above, the school provides for....

HI needs	VI needs Emotional,	Emotional, Social or Behavioural Needs	Physical Disability & Medical needs
Classroom strategies to improve access to the curriculum for the learners: • Environmental noise kept to a minimum – doors and windows shut, fans and air conditioning quietened • Pupils seated towards the front of the class in clear sight of the teacher. • Staff check to ensure the pupil is looking at the speaker before they start talking • Avoidance of talking whilst writing on whiteboard • Speakers stand with face in good lighting	Classroom strategies to improve access to the curriculum for the learners: • Appropriate, well-maintained lighting, blinds and boards • Resources are clear, uncluttered and well-contrasted, and pupils have time to read and view these fully • All environments are safe and well-laid out for all – bags and chairs are placed safely and corridors are clear	Classroom strategies to improve access to the curriculum for the learners: • Clear boundaries and expectations • A positive, supportive ethos • Calm, understanding approach to all learners • Advice regarding wellbeing support	An Equality and Diversity Policy and adherence to the Equalities Act Basic First Aid/designated First Aiders Meeting continence needs Accessible classrooms, toilets and communal areas



WAVE 2 –ALN Provision: The school implements support, strategies & interventions to meet individual learner needs

Support

- Shared or 1:1 support in class as needed
- Regular access to a staffed support base
- Support to and from class as needed
- Regular, timetabled learning support in addition to course timetable
- An emotionally available adult available to pupils.
- Start of day check-ins to support in organisation of learning.

Good quality teaching focussed on the needs of the individual pupil with ALN through

- Individual Development Plan devised with learners and their parents / carers
- Suitable adaptations made when transitioning in and out of school.
- a focus on individual pupil wellbeing and promoting independence

Effective individualised differentiation of work including,

- Tasks broken down into achievable steps, fostering success for the individual
- Tailored resources to support / scaffold learning, such as words mats, letter mats, number lines, writing frames, key words, sentence starters, visual / symbol reinforcement

Established communication with home including

- IDP reviews, through which school staff maintain open dialogue with parents/carers about learner progress
- individual communication strategies agreed and in place
- school staff offer signposting for support where needed

Experienced Staff

- ALN Cos engage in regular (termly) discussions with LA to discuss pupils of concern, specialist staff needed, provision, paperwork, training etc.
- ALN Cos understand the requirements of the ALN Act and Code
- ALN staff at school share good practise with other settings
- Use of Diagnostic BESD tools & forms of assessment
- Consideration of ALL CPD/Training available.
- Development of Restorative Approach & intervention



In addition to the above, the school provides for...

HI needs	VI needs	ASD	SpLD	Learning Difficulties & Disabilities	Medical needs	SEBD	SLCN
BSL communicators through LA • Note-taker • Referral to HI Team to access specialist equipment and support.	• In-class support (1:1 if needed) • Modification support for resources • Mobility support • Braille support through the Local Authority. • Specialist equipment • Referral to VI Team. • Enhanced transition support. • Specialist support for teachers from VI Team. • School seek advice from qualified habilitation specialist to ensure safe access to buildings, and dignified, independent movement within school spaces. • School to ensure that equipment is	• In-class support in mainstream lessons as needed • Bespoke curriculum – Skills for Progression • Support from YYD. • Access to Health and Wellbeing Coordinator as part of bespoke curriculum. - Consideration is given to unstructured times and, where appropriate, support is given to scaffold social interaction and / or alternative opportunities are made available such as clubs, buddies, support to understand games	• Specialist SpLD lessons • Specialist literacy and numeracy support • In class support • Liaison with specialist outreach teacher School staff have access to appropriate and focused cognition and learning training and professional development courses.	• Access to LSA support. • Speech and Language trained support workers • Bespoke curriculum – Towards Independence and Work Skills - School staff have access to appropriate and focused cognition and learning training and professional development courses.	• 1:1 support at school if needed • Multi agency meeting to discuss and plan a way forward • Complex individual health care plan written by a Health professional • Complex individual risk assessment • Specific medical awareness training e.g. epilepsy training. • Manual handling training • Regular input from manual handling trainer	• Support from an emotionally available adult. • Referral to appropriate support services. • Liaison with organisations such as CAHMS to create unified plans. • Bespoke curriculum towards developing independence. • Behaviour Support Plan and Risk Assessment. • Planned enhanced transition of vulnerable and anxious learners prior to start date. • Referral to SEMHP Panel for advice in establishing and development of modified programmes of	• Referral to the Joint mainstream SLCN Team and SALT Referral panel, with a description of need and evidence of interventions and strategies and their impact. • Formal Training. School staff can access appropriate focussed speech, language and communication training. • LSA staff have access to appropriate training in Makaton. • Classroom teachers can access Inset to provide basic competence in Makaton signs



Interventions at Victoria

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>WellCom</u>								
Infant Language Link								
Speech Link								
Lexia Core 5								
ELSA								
Motional								
Flourish								
Power of One								
Rapid Writing								
Talk About								
Handwriting Motorway								
Catch Up Maths								
Catch Up Literacy								
AW Numeracy								

THE IDP

The plan will be checked:

- every 12 months or
- when someone asks for it to be checked or
- when anything changes for the child or young person.

Local authorities can write and check the individual development plan at the same time as other plans are being written or checked



IDPs at Victoria

From September 2021 Anyone new to ALN

January 2022-July 2022 SA/SA+ for years Y1, Y3, Y5, Y7, and Y10

No statements yet

Nursery – 2

Year 1 – 4

Year 3 – 3

Year 5 – 4

By July 2022, 13 IDPs will be completed

2022/23 – Current SA/SA+ Reception, Y2, Y4 will transfer over to IDPs



IDPs at Victoria

From September 2022

Nursery – 2 new

Reception – 2 reviews

Year 1 – 5 new

Year 2 – 2 new

Year 3 – 0

Year 4 – 3 reviews 1 new

Year 5 – 2 new

Year 6 – 4 reviews 2 new

By July 2023 26 IDPs will be completed

2023/24 – Statements will transfer over to IDPs



PART 2 includes those elements of the IDP in relation to which appeals to the Educational Tribunal for Wales can be made. These elements are **underlined, bold and red**

SECTION 2A: Description of the child or young person's additional learning needs (ALN)

XXXXXX does not have a specific diagnosis but is on the Neurodevelopmental Pathway. He has significant delays in a number of areas of his development as identified by his class teachers when completing the Nursery baseline assessments (Foundation Phase profile and WellComm). At 46 months, the setting are providing WellComm intervention at Section 2 (12-17 months) which identifies XXXXXX as being significantly delayed in his speech, language and communication by 29-34 months in comparison to his peer group. XXXXXX has input from his Health Visitor and has been referred to speech and language.

The setting also completed a Foundation Phase Profile in October 2021 which identifies XXXXXX at working significantly below that of his peers.

Language, Literacy and Communication – Bronze

Mathematical Development – Bronze

Physical Development – Bronze

Personal Social Development, Wellbeing and Cultural Diversity – Bronze

1. Communication

XXXXXX is able to use words to name and label familiar objects in the environment and will attempt to copy words heard. He confidently explores the setting but does not follow the routine of the nursery or understand the expectations within the setting. He does not use language to communicate his needs or to get what he wants. XXXXXX's speech is often unclear and words are not always used for purpose. This impacts on XXXXXX's ability to communicate his needs and wishes to those around him (adults and children), produce words and sounds with clarity as well as his ability to process and understand what is said to him.

2. Social Interaction

XXXXXX is beginning to form relationships with familiar adults and will make eye contact and look for her if motivated, but he is at the early stages of social interactions and is not yet initiating interactions with his peers or adults. He is beginning to realise that a familiar adult is there for comfort. XXXXXX does not demonstrate awareness of the presence of other children and does not respond or initiate play with them. He is unaware of others around him and will push or walk over others who happen to be in the path of his play. This impacts on his ability to engage in social interactions, to play with other children, to share and to develop friendships.

3. Play Skills

XXXXXX is content in coming to school and he confidently leaves his parents. XXXXXX seeks out large gross motor movements that enable him to jump from heights. He is at an exploratory level of play and is exploring the cause and effect of his physical play. He does not engage in purposeful play activities as he will climb on equipment and jump off or throw the equipment on the floor. XXXXXX does not yet engage independently in activities on offer in the setting and does not like to explore the enhanced and continuous provision. This impacts on his ability to access the learning environment safely and make progress.

Individual Development Plan (IDP)



PART 1

SECTION 1A: Basic biographical information about the child or young person and contact details

Full Name	XXXXXX
Likes to be known as	XXXXXX
Date of birth	25.11.2017
Gender and preferred pronouns	Male, he, his, him
Current education setting	Victoria Primary School, Cornerswell Road, Penarth, CF64 2UZ
Home address and telephone number	
Name of parents	
Email address	
Parents addresses and telephone numbers	
Communication requirements and preferences	A trusted adult will need to represent XXXXXX's needs at meetings.
For a young person, details of consent to IDP being prepared / maintained	
Capacity Issues	XXXXXX will need any changes to be carefully considered and communicated by a familiar adult. He may not be aware of what is being explained to him.

SECTION 1B: Responsibility for the IDP

Organisation responsible for maintaining the IDP	Victoria Primary School/ Vale of Glamorgan Local Authority
Date before which the IDP must be reviewed	No later than 13/10/2022
Proposed review date	10 th October 2022

SECTION 1C: One Page Profile

What people like and admire about me:

Loves painting - needs to be supervised. Knows his ABC and enjoys counting
 Loves singing - beautiful voice Beautiful smile Caring
 Likes to help and care for his sister Smile and very affectionate
 Loves imaginative play Knows his shapes

What's important TO me:

Family and friends
 Playing with toys and friends
 Colours, counting and ABC's
 Climbing and getting the chance to be physical
 Peppa Pig
 Baby Shark
 Being physical
 Family - Mum, Dad and ~~brother~~ - sister
 Touch
 Very tactile
 Fish tank in the nursery



What's important FOR me (How best to support me):

I am not using words in Nursery but am getting support. Please follow advice and support from speech and language
 I am a popular little boy in Nursery and am learning to make new friends. I am starting to play alongside others and I am learning to approach and play with them.
 Sometimes I can be very busy and don't always see my peers and the equipment around me when I am bustling around, which may look like I am trying to run through them rather than around them.
 When I am playing please comment on my play using simple direct language, this will help me understand and learn what things are called.
 I am learning to understand the traffic light system and object of reference in class so please continue with these
 I am learning to drink from an open cup and am starting to sit for snack.
 I love to climb but sometimes I may climb on furniture like the tables and chairs, please keep an eye on me for my safety
 My 1:1 support should demonstrate modelling turn taking and sharing and to help me develop the use of PECS and visual strategies

Other important things you need to know about me:

I am waiting to be seen by the Neurodevelopment team

SECTION 2B: Description and delivery of the child or young person's additional learning provision (ALP)

Intended outcome:	1. For XXXXXX to use words and gestures so that he gets what he needs and indicates his likes and dislikes			
<u>ALP to be provided</u>	<u>Should the ALP be provided in Welsh?</u>	Organisation service to provide the ALP, and contact details	<u>Start date</u>	<u>End/Review date</u>
Visuals to be used with nominated adults. Introducing pictures and objects for daily routine/ activities to help support his ability to communicate	No	Victoria Primary School	October 2021	October 2022
Nominated adult to provide an individualised total communication approach daily whilst following the child's lead and play. This will include - traffic lights, use voice, gesture and visual strategies	No	Victoria Primary School	October 2021	October 2022
Access to activities with a nominated adult where he needs to communicate in order to get what he wants by giving a choice between two using objects.	No	Victoria Primary School	October 2021	October 2022
Nominated adult working with XXXXXX to begin to develop his vocabulary * Supporting language by labelling, prompting already known language, word plus 1 strategy. * Offer simple choices linked to what <u>motivates his interests</u> * Consistent use of key words/phrases in <u>all settings</u> .	No	Victoria Primary School	October 2021	October 2022
Rationale for the ALP listed above:	Notes from PCP meeting (13.10.21) School Observations (13.10.21) Parental advice (<u>21.06.21</u>) <u>WellComm</u> (Oct 21)			

	FPP (Autumn Term 1 st Half 2021)
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Intended outcome:	2. For XXXXXX to be able to take turns with an adult so he can play and take turns with another pupil.			
<u>ALP to be provided</u>	<u>Should the ALP be provided in Welsh?</u>	<u>Organisation service to be provide the ALP, and contact details</u>	<u>Start date</u>	<u>End/Review date</u>
Relationship based play activities with a familiar and consistent adult.	No	Victoria Primary School	October 2021	October 2022
Visual tools to support recognition of adult's face/ name	No	Victoria Primary School	October 2021	October 2022
Opportunities for XXXXXX to access the outdoor environment so that he can <u>explore</u> and experience favoured activities alongside peers	No	Victoria Primary School	October 2021	October 2022
Nominated adults to start to introduce other children with modelled interactions with support and repetition.	No	Victoria Primary School	October 2021	October 2022
Adult led turn taking activities; nominated adult to start to introduce other children into these	No	Victoria Primary School	October 2021	October 2022
Adopt a playful PACE approach with him and to ensure engage and interact with him at his level.	No	Victoria Primary School	October 2021	October 2022
Rationale for the ALP listed above:	Notes from PCP meeting (13.10.21) School Observations (13.10.21) Parental advice (<u>21.06.21</u>) <u>WellComm</u> (Oct 21) FPP (Autumn Term 1 st Half 2021)			

Intended outcome:	3. For XXXXXX to safely explore a wider range of toys and activities for longer periods of time with different adult and friends so he can develop his play and interaction skills safely.			
<u>ALP to be provided</u>	<u>Should the ALP be provided in Welsh?</u>	<u>Organisation service to be provide the ALP, and contact details</u>	<u>Start date</u>	<u>End/Review date</u>
Nominated adult will support XXXXXX to develop shared activities with adults and other children through small group and individual modelling through continuous provision.	No	Victoria Primary School	October 2021	October 2022
Staff will directly support XXXXXX to engage safely with a range of play and exploratory activities, such as Small World pretend play toys, instruments, and outdoor equipment on a daily basis.	No	Victoria Primary School	October 2021	October 2022
Under the direction of the class teacher, a nominated adult will monitor XXXXXX's engagement, identify moments of focus and concentration and adjust equipment, toys and learning environment to increase and extend XXXXXX's engagement.	No	Victoria Primary School	October 2021	October 2022
Rationale for the ALP listed above:	Notes from PCP meeting (13.10.21) School Observations (13.10.21) Parental advice (21.06.21) WellComm (Oct 21) FPP (Autumn Term 1 st Half 2021)			

PART 3

SECTION 3A: Record of information used to develop the IDP

Notes from PCP meeting (13.10.21)
School Observations (13.10.21)
Parental advice (21.06.21)
~~WellComm~~ (Oct 21)
FPP (Autumn Term 1st Half 2021)

SECTION 3B: Timeline of key events

Significant events or information relevant to understanding the child or young person's ALN and planning the necessary ALP

Date	Organisation / Service / Individual	Indicator of what happened
Spring 21	Home	Moved house
Spring 21	Greeb Giraffe Nursery	Started nursery
Summer 21	Health Visitor	Phone call – <u>3 year</u> check
Summer 21	Health Visitor	Home visit Neurodevelopmental referral made
September 21	Victoria Primary School	Started school
September 21	Speech and Language	Phoned school to inform us of their involvement
October 21	Victoria Primary School	Person centred Meeting
October 21	Victoria Primary School	Engagement Service Referral Made

October 21	Victoria Primary school	Reduced session to 1 hour a day
November 21	Engagement service	Engagement Service involvement began Weekly visits from Hels to support staff and advice on how to support the pupil
January 22	Victoria Primary School	Session increased by ¼ hour
February 22	Victoria Primary School	PCP meeting with mum and dad to agree next steps School to arrange 1:1 support for the time he is at Nursery

Education settings previously attended (and dates)

Date	Organisation / Service / Individual	Sessions / Year Group
Spring term 2021	Green Giraffe	Not known

SECTION 3C: Transition

Agreed Actions for Transition	Person Responsible	Expected Outcomes

SECTION 3D: Travel Arrangements

WEEK BEGINNING	DATE	CHILD	TASK	DATE COMPLETED
3 rd January			Send letter 0	
			Send letter 0	
10 th January			Send letter 4	
	13/1/22		PCP meeting with parents	
			Letter 2 and 3	
17 th January			Issue Draft IDP – Letter 8	
			Send letter 0	
24 th January	25/1/22		PCP meeting with parents	
			Send letter 0	
31 st January			Issue Final IDP – Letter 9	
			Issue Draft IDP – Letter 8	
7 th February			Send Letter 4, 6 & 7	
14 th February			Issue Final IDP – Letter 9	
	15/2/22		PCP meeting with parents	
			Send Letter 4, 6 & 7	
			Send letter 0, 2 and 3	
28 th February	4/3/22		PCP meeting with parents	
			Send Letter 4, 6 & 7	
			Send letter 0	