

The Additional Learning Needs Code ("the" or "this Code") is issued¹ under the Additional Learning Needs and Education Tribunal (Wales) Act 2018 ("the Act"). The Act, together with this Code and regulations made under the Act, provides the statutory system for meeting the additional learning needs (ALN) of children and young people. It places the learners' views, wishes and feelings at the heart of the process of planning the support required to enable them to learn effectively and achieve their full potential.

The principles underpinning the ALN system, as reflected in the Code and the Act, are:

- A rights-based approach
- Early identification, intervention and effective transitions
- Collaboration
- Inclusive education
- A bilingual system

Universal Provision is key for whole school fully inclusive approach to meet the needs of learners with ALN. This will enhance the learning experience of all learners and in turn, improve outcomes.

Providing effective support for a learner with identified Additional Learning Needs (ALN) helps to remove barriers to learning in one or more of the four areas of identified need:

- Cognition & Learning
- Communication & Interaction
- Social, Emotional Behavioural Difficulties
- Physical & Sensory

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.

The four areas of identified need:

Communication and Interaction

- SLCN
- ASD

Cognition and Learning Difficulties

- Dyslexia
- Dyscalculia

Social Emotional Behavioural Difficulties

- Behaviour
- ADHD
- Social / Emotional / Trauma / Attachment
- Mental Health

Physical and Sensory

- Physical
- Healthcare / medical
- Visual Impairment / Habilitation / Independent Living Skills
- Sensory Difficulties
- DCD
- Hearing Impairment

Other

- LAC Learners

Referral Process

Copy of referral form – **this must be used for all referrals.**

Please note the suggested interventions are not intended for use as a checklist, they are suggested approaches to support pupils.

Communication and Interaction

SLCN

- 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.
- Speech and Language link assessment and games
- POPAT activities
- Use of Wellcomm interventions
- Use of ELKLAN resources
- The purpose of activities is clearly identified and clear links are made to previous learning. Key topic vocabulary should be specifically pre-taught.
- 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.
- Classrooms have an identified 'listening area' with provision of associated activities.
- Pupils have regular opportunities to listen to adults reading to them in a quiet environment.
- Pupils should have regular opportunities to take part in learning discussions with peers and adults.
- Classrooms should be arranged to facilitate collaborative working.
- Staff must ensure that the pupils have stopped working and are listening before new instructions are given
- Pupils benefit from being prompted to listen through the use of a verbal or non-verbal prompt
- Pupils should be given specific praise related to good listening and attention skills
- Instructions and tasks should be broken down into manageable 'chunks'
- Language should be reduced, chunked and simplified to support accurate retention
- Instructions should be given in the order of necessary action
- Task planners should be used to promote independent working skills
- Pupils should be seated with a good view of the teacher thus enabling use of nonverbal communication such as gesture and facial expression to support engagement
- Pupils should be supported through the use of verbal bullet points
- Staff and pupils agree an appropriate non-verbal cue that can be used to attract and maintain attention
- Pupils engage in listening games and activities to develop appropriate skills
- Pupils are supported to understand the benefits of developing good listening and attention skills
- A quiet, distraction-free 'listening' environment is available for pupils to work in at certain times
- Staff ensure that pupils are only required to focus on one adult voice at a time
- Pupils are supported with visual resources.

- Pupils will benefit from the use of priming to support listening and provision of accurate responses
- Adults should support pupils to engage in social and learning conversations
- Pupils are supported to link new learning to previous learning and experiences
- Learning objectives should use child-friendly language
- Pupils are provided with a range of opportunities to develop their understanding of curriculum specific and general vocabulary
- Real objects, pictures and other visual information should be available to support developing understanding.
- Information and instructions are delivered in manageable chunks to prevent overloading memory capacity
- Adults should monitor the language demands of expected tasks to ensure successful engagement
- Adults should adapt language used in response to pupils' levels of understanding
- The classroom ethos should encourage pupils to ask questions to confirm, develop and secure their developing understanding
- Staff should ensure that the pace of lessons is modified to enable pupils to process learning successfully.
- Adults should adapt language usage to respond to pupils' levels of understanding of both concrete and abstract concepts
- Pupils should be encouraged to identify and explain 'why things happen' and 'how they know' with reference to both explicit and implicit information.

ASD

- Maintain a calm, firm and consistent approach to managing behaviour
- Adults should keep language clear and avoid sarcasm, ambiguities and idioms
- Use of a scribe
- Social stories shared
- Pupils should be cued into instructions and key pieces of information
- Teacher/TAs could use a pointing stick or similar to help cue and maintain pupil's attention to a focus item
- There should be visual support such as: class visual timetable to prepare for change; task planners; prompts to show good listening and sitting.
- Regular opportunities to listen to adults reading to them in a quiet environment.
- Working alongside good role models and pupils they are likely to socialise with on the playground.
- There should be clear class rules and routines which have been written by the class, understood and displayed visually.
- There should be clear rules and routines for moving around the school.
- Tasks should be broken down into manageable steps with a clear start and finish.
- Tasks should show a finished example wherever possible.
- Clear separation between visual timetable and 'First, Then'
- Well-organised classroom – equipment easily accessible, drawers for equipment labelled clearly, furniture arranged to best effect quiet area within the classroom.
- An environment that is as calm and quiet as possible/opportunities to work in quieter areas
- Meaningfully using their strengths, favourite activities and special interests.
- Involvement of pupils with ASD, at a level relevant to them, in formulating their learning goals
- Time out
- Quiet 'safe' space
- Use of a visual timeline
- Check in at the start of every day
- Use of Rainbow room to calm
- Use of sensory room located in the Rainbow room

Cognition and Learning

Dyslexia

- Balance between large group, small group, and individual activities.
- Use mnemonic instruction. Mnemonic devices can be used to help students remember key information or steps in a learning strategy.
- Emphasize daily review. Daily review of previous learning or lessons can help students connect new information with prior knowledge.
- Change response mode. For students who have difficulty with fine motor responses (such as handwriting), the response mode can be changed to underlining, selecting from multiple choices, sorting, or marking. Students with fine motor problems can be given extra space for writing answers on worksheets or can be allowed to respond on individual whiteboards.
- Provide an outline of the lesson. An outline enables some students to follow the lesson successfully and make appropriate notes.
- Place students close to the teacher. Students with attention problems can be seated close to the teacher, whiteboard, or work area and away from distracting sounds, materials, or objects.
- Encourage use of assignment books or calendars.
- Use cues to denote important items. Asterisks or bullets can denote questions or activities that count heavily in evaluation. This helps students spend time appropriately during tests or assignments.
- Design hierarchical worksheets. The teacher can design worksheets with problems arranged from easiest to hardest. Early success helps students begin to work
- Allow use of instructional aids. Students can be provided with letter and number strips to help them write correctly
- Number lines, counters, calculators, and other assistive technology can help students compute once they understand the mathematical operations
- Display work samples. Samples of completed assignments can be displayed to help students realize expectations and plan accordingly.
- Use peer-mediated learning. The teacher can pair peers of different ability levels to review their work, read aloud to each other, write stories.
- Use flexible work times. Students who work slowly can be given additional time to complete written assignments.
- Provide additional practice. Students require different amounts of practice to master skills or content.
- Use assignment substitutions or adjustments. Students can be allowed to complete projects instead of oral reports or vice versa. Also, tests can be given in oral or written format
- Expect less written work
- Allow more time for reading, listening and understanding.
- Prepare a printout of homework and stick it in their book
- Provide numbered steps, e.g. 1. Do this. 2. Do that etc.
- Do not ask them to copy text from a board or book
- Give a printout. Suggest they highlight key areas and draw thumbnail pictures in the margin to represent the most important points
- Add extra space around headings and between paragraphs.
- Ensure hyperlinks look different from headings and normal text.
- Use of word mats
- Use of Rainbow Arc

- Clarify or simplify written directions.
- Underlining or highlighting the significant parts of the directions.
- Present a small amount of work.
- Block out extraneous stimuli.
- line markers can be used to aid reading
- Additionally, using larger font sizes and increasing spacing can help separate sections.
- Highlight essential information.
- Use a placeholder in consumable material
- Provide additional practice activities e.g.: instructional games, peer teaching activities, self-correcting materials, computer software programs, and additional worksheets
- Provide a glossary in content areas.
- Use an audio recording device.
- Use of assistive technology. Assistive technology products such as tablets, electronic readers/dictionaries/ spellers, text to speech programs, audio books
- Use explicit teaching procedures, i.e., present an advanced organizer, demonstrate the skill, provide guided practice, offer corrective feedback, set up independent practice, monitor practice, and review)
- 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
- Provide a copy of lesson notes.
- Provide students with a graphic organizer. An outline, chart, or blank web can be given to students to fill in during presentations. This helps students listen for key information and see the relationships among concepts and related information.
- Use step-by-step instruction. New or difficult information can be presented in small sequential steps.
- Simultaneously combine verbal and visual information. Verbal information can be provided with visual displays (e.g., on an overhead or handout).
- Write key points or words on the whiteboard. Prior to a presentation, the teacher can write new vocabulary words and key points on the whiteboard.
- Use balanced presentations and activities. An effort should be made to balance oral presentations with visual information and participatory activities.
- Don't ask person with dyslexia to read aloud
- Words are likely to be misread or skipped, causing embarrassment.
- Accept homework created on a computer
- Word processors make life much easier. Allow them to use the Spell Checker and help with grammar and punctuation so that you can see the quality of the content
- Discuss an activity to make sure it is understood
- Visualising the activity or linking it to a funny action may help someone with dyslexia remember.
- 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.

- A structured reading scheme that involves repetition and introduces new words slowly is extremely important.
- Don't ask pupils to read a book at a level beyond their current skills,
- Save the dyslexic child the ordeal of having to 'read aloud in class'. Reserve this for a quiet time with the class teacher. Alternatively, perhaps give the child advanced time to read pre-selected reading material, to be practiced at home the day before. This will help ensure that the child is seen to be able to read out loud, along with other children
- Real books should also be available for paired reading with an adult, which will often generate enthusiasm for books. Story tapes can be of great benefit for the enjoyment and enhancement of vocabulary.
- All pupils in the class can benefit from structured and systematic exposure to rules and patterns that underpin a language.
- Spelling rules can be given to the whole class. Words for class spelling tests are often topic based rather than grouped for structure. If there are one or two dyslexics in the class, a short list of structure-based words for their weekly spelling test, will be far more helpful than random words. Three or four irregular words can be included each week, eventually this should be seen to improve their free-writing skills.
- All children should be encouraged to proof read, which can be useful for initial correction of spellings. Dyslexics seem to be unable to correct their spellings spontaneously as they write, but they can be trained to look out for errors that are particular to them.
- Use and encourage the use of estimation. The child should be taught to form the habit of checking his answers against the question when he has finished the calculation, i.e. is the answer possible, sensible or ludicrous?
- When using mental arithmetic allow the dyslexic child to jot down the key number and the appropriate mathematical sign from the question.
- Encourage pupils to verbalize and to talk their way through each step of the problem
- Teach the pupil how to use the times table square and encourage him to say his workings out as he uses it.
- Encourage a dyslexic child to use a calculator.
- Ensure that he has been taught to estimate to check his calculations.
- Put key words on a card index system or on the inside cover of the pupils maths book so it can be used for reference and revision.
- Put the decimal point in red ink. It helps visual perception with the dyslexic child.
- Make sure a small reference chart is available to serve as a constant reminder for the cursive script in upper and lower case.
- If handwriting practice is needed it is essential to use words that present no problem to the dyslexic child in terms of meaning or spelling.
- The use of computers for word processing
- Supply audio recordings of lessons that can then be written up at a later stage.
- Written record of the pupil's verbal account, or voice activated software can be used.
- More time should be allocated for completion of work because of the extra time a dyslexic child needs for reading, planning, rewriting and proofreading their work.
- Provide coloured overlays
- Provide handouts in lessons rather than asking pupils to copy text or take notes.

- Provide all handouts on coloured paper.
- Use a sans serif font on all printed materials, such as Verdana, Arial or Calibri and make sure the font is at least 12 point or above.
- Change background colour when using a whiteboard or computer screen.
- Provide highlighters so learners can track text that has been read, or highlight important pieces of information.
- Provide access to assistive technology such as a computer, for pupils who find it difficult to write quickly enough in class.
- Use multisensory ways of teaching.
- Allow additional 'thinking' time.
- Break information up into smaller 'chunks'.
- Use sans serif fonts, such as Arial and Comic Sans, as letters can appear less crowded. Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans.
- Font size should be 12-14 point or equivalent (e.g. 1-1.2em / 16-19 px). Some dyslexic readers may request a larger font.
- Larger inter-letter / character spacing (sometimes called tracking) improves readability, ideally around 35% of the average letter width. If letter spacing is excessive it can reduce readability.
- Inter-word spacing should be at least 3.5 times the inter-letter spacing.
- Larger line spacing improves readability and should be proportional to inter-word spacing; 1.5/150% is preferable.
- Avoid underlining and italics as this can make the text appear to run together and cause crowding. Use bold for emphasis.
- Avoid text in uppercase/capital letters and small caps, which can be less familiar to the reader and harder to read.
- Avoid green and red/pink, as these colours are difficult for those who have colour vision deficiencies (colour blindness).
- Use alternatives to white backgrounds for paper, computer and visual aids such as whiteboards. Use cream or a soft pastel colour.
- When printing, use matt paper rather than gloss. Paper should be thick enough to prevent the other side showing through.
- Left align text, without justification.
- Avoid multiple columns (as used in newspapers).
- Lines should not be too long: 60 to 70 characters.
- Use white space to remove clutter near text and group related content.
- Break up the text with regular section headings in long documents and include a table of contents.
- Use active rather than passive voice.
- Be concise; avoid using long, dense paragraphs.
- Use short, simple sentences in a direct style.
- Use images to support text. Flow charts are ideal for explaining procedures. Pictograms and graphics can help to locate and support information in the text.
- Consider using bullet points and numbering rather than continuous prose.
- Give instructions clearly.
- Avoid double negatives.
- Avoid abbreviations where possible; always provide the expanded form when first used.
- Provide a glossary of abbreviations and jargon
- Use single colour backgrounds. Avoid background patterns or pictures and distracting surrounds.
- Use sufficient contrast levels between background and text.

- Rehearse mathematical vocabulary constantly, using multi sensory/kinaesthetic methods.
- Use dark coloured text on a light (not white) background.
- For headings, use a font size that is at least 20% larger than the normal text. If further emphasis is required, then use bold.
- Use formatting tools for text alignment, justification, indents, lists, line and paragraph spacing to support assistive technology users. In Word, you'll find these tools in the 'Layout' tab:

Dyscalculia

- Review what the student already learned before teaching new skills.
- Teach students to "self-talk" through solving problems.
- Encourage learner to count on and back using their fingers or a ruler etc
- Let the student write out charts or draw sketches to solve problems.
- Teach visual strategies e.g. bar maths
- Use graph paper to help line up numbers and problems.
- Use like coins, weights, blocks, and puzzles to teach math ideas.
- Use attention-getting phrases like, "This is important to know because...."
- Use concrete examples that connect math to real life
- Check in frequently to make sure the student understands the work.
- Use graphic organisers to organise information or help break down math problems into steps.
- Create separate worksheets for word problems and number problems.
- Highlight or circle key words and numbers on word problems.
- Allow extra time on tests.
- Give step-by-step instructions and have the student repeat them.
- Provide charts of math facts, 'numeracy mats' or multiplication tables.
- Use visual aids or manipulatives when solving problems.
- Let the student use a calculator when computation isn't what's being assessed
- Give a rubric that describes the elements of an assignment.
- Use an extra piece of paper to cover up most of what's on a math sheet or test to make it easier to focus on one problem at a time.
- Give more space to write problems and solutions.
- Break down worksheets into sections.
- Use pencil grips, writing lines, stencils
- Break down each task into small sections to be mastered one by one.
- Provide balance or wobble boards, walking on the line and hand to hand throwing using bean bags or water-filled balloons

Emotional, Social and Behavioural Development

ADHD

- 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
- Specific activities are differentiated appropriately, eg words for spelling practice, times tables practice, methods of recording. There are 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, eg learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing rather than sitting.
- Multiple examples of new concepts are provided and staff aim to take these examples from children's own real life experience rather than talking in the abstract.
- 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.
- Explicit teaching of independent and study working skills is routine. Pupils are encouraged to take charge of their learning and develop strategies that work for them.
- There are opportunities for flexible grouping and pairing, for example by ability and mixed ability, including buddy systems/study buddies.
- Celebrate positive aspects of pupils' work and how their work can be developed / improved.
- Homework and independent tasks are differentiated to present an equal level of challenge to all pupils
- Physical time out opportunities
- A fidget box to allow them to use when needed

Social / Emotional / Trauma / Attachment

- A warm, accepting climate and ethos accepting and supportive for staff, parents and pupils
- Time out
- Quiet 'safe' space
- 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 (for example, lunchtimes / transitions)
- Maintain a calm, firm and consistent approach to managing behaviour
- Introduce a circle of friends or buddy system to help the child in building relationships.
- Positive relationships as modelled by adults
- Positive Teacher attitudes and behaviour
- A systematic approach to responding to behaviour: School Behaviour Policy
- Whole school behaviour audit toolkit
- An ethos and conditions that support positive behaviours for learning and for successful relationships
- School Council
- Peer support and mentoring
- Playground buddies
- Use of Restorative practice
- Consistent Anti-Bullying strategies (School Anti-Bullying Policy)
- Close contact with parents
- Use direct planning, teaching and modelling to enable pupils to make emotional, social and behavioural progress (explicit behaviour for learning skills/teaching routines/Personal, Social, and Health Education (PSHE))
- Use a variety of social learning experiences/groupings which provide opportunities for peer modelling and 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
- Trust building activities to build relationships
- Create a calm down kit to access as and when needed.
- Make expectations clear and offer elements of control.
- Allow them time to play
- Role play scenarios and comforting routines
- RRS use of class and school charters
- Visual timelines and familiarity
- Allow elements of choice and 'control' at planned times
- Use of the Wellbeing room
- Smarties intervention groups
- Access to the Wellbeing officer – Mrs Davies
- TIS practices

Mental Health

- Supportive and welcoming environment
- Routines and timelines
- Supportive role model
- Yoga, meditation and relaxation
- Opportunities to have a safe space
- Restorative approaches
- Happy news daily
- Chatter box at playtimes
- Worry monsters in every class
- I wish my teacher knew type activities
- Circle time/P4C activities
- Check in's/check outs
- Calm down kits available
- Quiet working space available
- Withdrawal options shared
- Feelings fans for all
- Available time with a trusted adult
- Buddy system to boost self-esteem
- Sharing work in a wide range of ways not just written and verbal.
- Small group work to build confidence.
- Time out offered and a safe corner or space
- Wellbeing daily sessions
- Relaxation sessions
- Physical activity
- Healthy eating and living activities
- Drawing therapies
- Manageable tasks
- Warning signs identified and triggers within a support plan
- Calm down kits available
- Confidence building and drama based activities
- Access to Mrs Davies- our school's Wellbeing officer
- Use of the Wellbeing room
- Smarties intervention groups
- TIS practices

Physical and Sensory

Physical

- Assessment for learning informs planning for suitably differentiated teaching taking into account access issues for physical/mobility at this 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 (taking into account factors such as possible fatigue). Expected access arrangements to support learning
- Access is maintained to all learning activities in class taking into account 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.
- Potential fatigue factors may need to be taken into consideration for some physical impairments
- School trips will need careful planning and risk assessment to ensure that reasonable adjustments are made for some limitations in mobility or likelihood of fatigue.
- Some assistance may be required for putting on additional clothing.
- Playground arrangements should allow for quieter as well as busier play areas.
- Additional time may need to be provided for written recording and other activities requiring both fine and gross motor skills.
- Pairing with a more coordinated peer/friend when engaged in work with higher use of physical skills is considered.
- Access to pre-prepared formats for graphical or other information to reduce written/drawn recording demand.
- Staff are available to monitor physical status and support the taking of medicines (if needed).
- Group approaches and peer partnerships maximise pupils' full participation and direct academic and social engagement.
- Differentiation and access arrangements maximise success in learning activities to ensure an appropriate level of challenge.
- 'Process feedback' and recognition are given (through specific feedback about: strategies, effort, perseverance, challenge-seeking and improvement) leading to greater confidence and intrinsic motivation
- Additional time may taken for the pupil to move around school or be repositioned and there should be a reasonable expectation that classes & teachers can accommodate this.
- Pupils may have ICT support to help them access the curriculum. Teachers should familiarise themselves with the hardware/software being used and incorporate this into class lessons/support.
- 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
- Use of soft play area/ Take part in sensory circuits

Healthcare / Medical

- Any pupil with healthcare/medical needs should have an Individual Healthcare Plan.
- Arrange any training needed for staff to meet the requirements of the individual healthcare plan.
- HCP's should be reviewed at least yearly as part of the PCR/IDP or as changes or difficulties arise
- A safe space available for medication storage
- A space given for administration of medicines or in case of illness
- Opportunities for rest given
- First aid trained staff listed and informed
- Staff are all familiar and trained in specific needs
- Awareness of the impact the medical issue can have on the pupils ability to engage/concentrate and to make reasonable adjustments to staff expectations
- Easy to access list of medical contacts linked to HCP- school nurse, specialist nurses, GP, consultants etc depending on health/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.
- Build in time for the 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 child also has visual needs.
- Think about when the children are getting tired as they might not tell you.
- Give extra help for putting on coats as needed.
- Quieter as well as busier play areas outside.
- Extra support for mark-making activities.
- 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.
- The environment should be free of clutter.
- Consideration should be given to 'demarcation' (marking boundaries) of key areas through changes in floor surface or the use of furniture.
- The child should be shown around the setting at every visit from table to table to let them know what is available and where it is in the setting.
- When in a free flow activity make sure that any changes in depth or steps are high marked.
- Show the child around if any changes are made at any time.
- Keep mobile toys e.g. scooters, bikes etc. in a clearly demarked area.
- Good contrast between foreground and background may be helpful for laptop screens and visually simplified pictures.
- High contrast table coverings should be used for table top activities such as snack and activities.
- 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
- Consideration of optimum colour pairings to create contrast for a child who is colour blind will be important.
- Children should be encouraged to wear prescription glasses. These should be kept clean and in a safe place if removed.
- They may require access to enlarged print. Infant print size is generally 16-24 font size.
- Care should be taken when choosing reading and picture books e.g. Books with text across pictures should be looked at before hand with a member of staff
- Children should be taught active scanning techniques for busy pictures. Books such as Usborne 'Hundred Words' books or the 'Can you find....' series are useful for this.
- Mark- making activities should 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 to aid contrast.
- Pupils may need assistance when doing activities involving depth perception e.g. water and sand play

- You might need to tell children what the facial expressions of the children around them are and what they mean.
- Adults should always say the names of the other children in groups the child is working in.
- There should be positive role toys such as teddies wearing glasses and books that include children with glasses to help them understand and accept their visual needs
- 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.
- Consideration should be given to teaching the skill of joint attention as the children may not pick this up without support due to missing visual cues
- Precise locational language should be used to help locate and identify items being used e.g. 'the water jug is on the snack table' rather than 'the jug is over there'.
- An adult will need to do a direct showing walk around the room and tables and give a commentary of what is available to highlight the activities and things available around the room.
- Staff must ensure that the pupils have stopped working and are listening before new instructions are given
- There may be gaps in learning through not being able to see details clearly e.g. distinguishing between similar objects such as a cow or a horse

Adults will need to monitor these potential gaps in knowledge so they can be addressed

- Adults should be 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
- Pupils with VI may have programmes provided by Specialist VI teacher- these targets need to be focussed on at all opportunities throughout the school day and will continue to be a priority outcome in order to practise and maintain their skills
- All staff need to be aware of VI programmes provided and can access specific support/training and ideas for integrating activities
- Pupils with VI may have programmes provided by the Habilitation Specialist- these targets need to be focussed on at all opportunities throughout the school day and will continue to be a priority outcome in order to develop their orientation and mobility and independent living skills.
- All staff need to be aware of the habilitation training programmes provided and can access specific support/training and ideas for integrating activities from the Habilitation Specialists.
- Familiarise pupil with the classroom and school layout and make them aware of any changes.

- The pupil will need to be positioned close to any new demonstration of skills/ actions.
- Keep instructions simple and use the pupils name
- Ensure pupil sitting 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
- Learning materials need to be clear, uncluttered, of good contrast and a suitable font size. This should be presented on A4 (not A3 as this can exacerbate visual conditions)
- Good even lighting, avoid glare. Blinds to be used as appropriate
- Extra support for mark-making activities e.g. letter and number formation
- Extra time should be given for visually demanding activities
- Breaks should be given regularly to avoid visual and mental fatigue
- Keep mobile toys e.g. scooters, bikes etc. in a clearly demarked area.
- Pupils may need help locating their friends in the playground
- 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
- Large clear and bold signage throughout the school environment.
- Be aware that some pupils with a visual impairment may take a little longer to adapt to changes in illumination levels.
- Provide the pupil with a verbal description of their surroundings, wall displays, demonstrations and features in the school environment.
- 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.
- Support and encourage the pupil to explore all of the outdoor play area.
- Opportunities to develop fine and gross motor skills.
- You may need advice on an environmental audit to assess levels of lighting, use of contrast, handrails etc Small adaptations may be required to enhance the environment for the visually impaired pupil.
- Always use the pupils name to get their attention.
- Some pupils may require a running commentary about the surroundings and what is happening around them.
- Support the pupil to develop their self helps skills – putting on their own coat, different types of fastenings, toileting, washing hands, feeding, eating and drinking skills, brushing teeth.
- At the dining table/ snack table the use of light/dark coloured plates and dishes to provide more contrast making it easier for the pupil to locate food. A contrasting table cloth/mat makes it easier for the pupil to locate the crockery. Brightly coloured cups/glasses can be distinguished easier than clear glass.
- The pupil will need the opportunity to learn to function in the playground as it is a busier unpredictable environment.
- Pupils may need help locating their friends in the playground
- Pupils should actively encouraged to communicate their own visual needs.
- Support and encourage the pupil to explore and become familiar with the layout of the setting. Investigate the position of different equipment, play areas and furniture.
- Support the pupil to develop routes to promote independent travel – routes to outdoor play area, to the toilets, to the cloakrooms, to the allocated classroom, to the dinner hall etc.
- When developing routes identify landmarks to help with orientation.

- When travelling routes with a pupil be consistent use the same landmarks, same verbal prompts, use of language to minimise confusion and support route familiarisation.
 - Maintain an uncluttered environment in the classroom and corridors. Any changes to the environment will need to be introduced to the pupil.
- Opportunities and encouragement to participate in all aspects of the curriculum and school life alongside their peers.
- Extra care needs to be taken when negotiating steps, changes in floor surfaces and gradients.
- Give verbal prompts when approaching steps and gradients. Never count the steps, give verbal warning steps up/ steps down.
- Contrasting edging strips/yellow paint may need to be added to edge/ nosing of steps and stairs. Visual or tactile pre-warning at top and bottom of steps/stairs e.g. different coloured floor covering/ lozenge paving.
- A baseball type hat with a peak will help reduce levels of glare on bright sunny days.
- Staff must ensure that the pupils have stopped working and are listening before new instructions are given
- There may be gaps in learning through not being able to see details clearly e.g. distinguishing between similar objects such as a cow or a horse

Adults will need to monitor these potential gaps in knowledge so they can be addressed

- Adults should be aware of the effect of glare on shiny surfaces and laminated pictures.

Children should be provided with matte finished surfaces instead.

- Displays of the child's work should always be placed at eye level.
- Children should be provided with verbal cues with lots of running commentary where needed
- Pupils with VI may have programmes provided by Specialist VI teacher- these targets need to be focussed on at all opportunities throughout the school day and will continue to be a priority outcome in order to practise and maintain their skills
- All staff need to be aware of VI programmes provided and can access specific support/training and ideas for integrating activities from- (insert contacts here)

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
- Staff could use Sensory Toolkits to investigate
- Complete Sensory Hotspots chart
- Use of sensory room located in the Rainbow room
- Use of class sensory tent
- Use of sensory buckets

DCD

- Over-learn material through repetition and a graded step-by-step approach.
- Give structured assignments with clear directions and remember to provide plenty of feedback and praise
- Use wide-stemmed pencils and pens, or by applying rubber grips to their writing utensils.
- Provide graph paper to guide them in letter placement and spacing. Colourful, lined paper
- Set children up with note-taking buddies, allow them to use computers or provide electronic copies of material in advance to reduce note-taking strain.
- Cloze procedure
- Touch-typing.
- Type homework and use a computer in class
- 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, bulletins and other classroom distractions.
- Give opportunity to pause, get up from their desk, stretch and move around before continuing on with a lesson.
- 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.
- Demonstrate a task and read directions out loud, in addition to providing a printed version
- Bullet points and other formatting
- Use recorded materials and books to listen to
- Try using role-play to act out situations that encourage the social skills
- 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.
- Use strategies such as comic strip conversations and mind reading etc.
- Timelines can help fix events in child's mind.
- Teach from 'concrete' to 'abstract' by making concepts relevant to child's own experience.
- Give advance notice of any changes.
- Allow child to choose activities which meet child's own interests.
- Avoid disturbing child when on task.
- Avoid fluorescent lights, fluttering ceiling displays.
- Keep wall displays to a minimum.
- Promote a 'no-disturbance' culture showing respect for each child's work space.
- Play farm/zoo/journey games with command cards such as 'cow in front of barn' with correct picture on back of card.
- Supply time-tables, daily diaries and instructions for specific activities in sequenced picture cards.
- Get the attention of the child before giving instructions.
- Use simple language with visual prompts.
- Provide time to process the information.
- Use activities, demonstrations and pictures.
- Provide visual supports to help recollection of personal experiences.
- Use closed questions rather than open ended questions.

- Role play to develop understanding of the concepts of private and public.
- Use role play and drama to explore different outcomes and scenarios.
- Provide special paper as needed, like raised-line paper or graph paper.
- Have spring-loaded or loop scissors available.
- Provide different writing tools (thin markers, gel pens, etc.) to reduce pencil pressure.
- Give teaching notes ahead of time or have a note-taking buddy.
- Use worksheets that reduce the need to copy, like fill-in-the-blanks or matching.
- Use larger print for worksheets, notes, and textbooks.
- 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.
- Provide pencil grips
- Teach each skill in all the possible contexts and in different ways.
- Prepare for change.
- Introduce to sensation gradually.
- Provide other options if the student cannot overcome the sensory difficulty.
- Introduce new sensory experiences using the child's interests, eg messy play making aliens to get used to slimy texture.
- Give a distraction free learning environment.
- Reduce the social demands while learning.
- Permit time out if child is becoming over-stimulated
- Identify and focus on teaching necessary play skills such as turn-taking, negotiating etc.
- Seat the student closer to the board, teacher, and/or another student who could help.
- Adjust chair and/or desk height to ensure the student is in the proper position for desk work. (Feet flat on the floor, shoulders relaxed, and forearms supported on the desk.)
- Allow the student to work in different positions, like standing.

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.
- Staff should sensitively reflect what other pupils are saying and encourage other pupils to speak one at a time and face the hearing impaired pupils.
- Staff should be aware of their position in class and avoid having a light source for example a window or interactive whiteboard behind them as this creates a shadow and makes it difficult for the pupil to lip read or see facial expressions.
- 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.
- 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.
- TV/DVDs should always be used with subtitles.
- Assessments and examinations which have elements which require pupils to listen should be given on a 1:1 basis, with a live voice to allow pupils to access lip reading cues.
- Core vocabulary will need to be reinforced.
- 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.

- Staff should take time to check understanding. Context will give a hearing impaired pupil more opportunity to understand concepts
- Some in class support may be necessary from time to time to check for understanding and clarify concepts in certain topics.
- 'Quiet zones' should be provided, where lower levels of noise are encouraged and established. Deaf children and other children can take part in quieter activities, such as sharing books, completing puzzles or talking
- Visual support should be provided for tasks to help understand concepts and tasks
- Staff should promote deaf awareness in the classroom using resources such as NDCS's 'Look, Smile, Chat'. 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.
- Opportunities should be provided to meet other deaf young people – service providers, parents, local deaf groups or charities may be able to help. It can be helpful for deaf pupils to meet deaf adults who have successfully managed issues arising from their deafness and may act as role models to younger deaf people
- 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
- Staff can support boosting the deaf child's confidence by praising them when they contribute to group activities and particularly when they have made their own friendships The pupil may benefit from learning strategies that will help them cope with situations they may find difficult because of the impact of their deafness, for example even the youngest child can be helped to learn to ask a peer to face them when they speak. Encourage them to practise strategies that they can use to improve circumstances for themselves.
- 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
- Make sure children can see the adult at carpet time and are not getting distracted.
- Colour code words and pictures around the room if child also has visual needs.
- Think about when the children are getting tired as they might not tell you.
- For trips, plan and make changes to make sure: ?
- Quieter as well as busier play areas outside.
- Extra support for mark-making activities.
- The environment should be free of clutter.
- 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.
- Consideration should be given to 'demarcation' (marking boundaries) of key areas through changes in floor surface or the use of furniture.
- The child should be shown around the setting at every visit from table to table to let them know what is available and where it is in the setting.
- Specific teaching of ICT skills should be included as part of children's learning and accessibility settings should be used where necessary.
- Settings should work closely with parents to ensure that messages and positive role modelling is consistent in the nursery and at home.

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

LAC Learners

- LAC coordinator in the school with up to date training- Mrs Davies
- PCP plan of support for learner shared
- Support from external agencies facilitated
- Staff are fully aware of needs of learner
- Close links formed with external agencies
- Learner has opportunities to access and talk to an adult
- Transitions are clear and effectively planned
- Good communication links made
- Relationship building and trust made

Record of Concern / Monitoring Stage

Name of Pupil:	Year Group:
Date of Referral:	Name of Referrer:

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- Communication and interaction (Speech and Language, ASD)
- Cognition and learning (Specific Learning Difficulties, General Learning Difficulties)
- Social, emotional and behavioural difficulties
- Sensory and/or physical difficulties (Hearing or Visual impairment, Physical or medical needs)

Please refer to universal provision strategies that have been used.

Strategies	Impact

Actions taken by ALNCO (Dated):

Observations / discussion note by ALNCO (Dated):

Teachers' guide to identifying ALN

This guide sets out the different stages of identifying a pupil with ALN and the steps to take within each.

What is ALN? What does the ALNET Code of Practice say?

A child or young person has ALN if they have a learning difficulty or disability if he or she:

- Has a significant greater difficulty in learning than the majority of others of the same age

Or

- Has a disability 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 schools.

The key questions to ask are, therefore:

- Does the person have a significant greater difficulty in learning than the majority of others of the same age?
- Does the person have a disability which prevents or hinders the person from making use of facilities of a kind generally provided for others of the same age in a mainstream school?

On the basis of evidence, including data it should be possible to identify learners making less than expected progress. This can be characterized by progress that:

- 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; or,
- Fails to close, or widens, the attainment gap between the child and their peers, despite the provision of support aimed at closing that gap.

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress within wider development or social needs in order to make a successful transition to the next phase of education or to adult life.

It is key to remember that slow progress and low attainment do not necessarily mean that a child has ALN and should not automatically lead to a decision that the learner has ALN. Equally, it should not be assumed that attainment in line with chronological age means that there is no ALN.

If a pupil continues to raise your concerns and make less than expected progress in their specific area of need (academically, emotionally, behaviourally etc) once the first two stages

have been completed, please use the evidence gathered at each stage to complete a referral form.

1. Teaching and Learning and regular classroom assessment for all pupils

Use assessment / observational data to identify pupil's progress is:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better their previous rate of progress
- Failing to close the gap between the child and his or her peers
- Widening the gap between the child and his or her peers

2. Differentiated Teaching

- Target teaching and learning at the pupil's areas of weakness
- Adapt classroom practice to suit the pupil's needs
- Implement short-term interventions
- Evaluate the success of interventions by comparing the pupil's levels before and after

3. Work with the ALNCO to assess ALN

- Complete the referral form
- Speak to the pupil and parents about the pupil's needs
- Determine if an ALP (Additional Learning Provision) is required
- Evaluate the success of ALP
- Seek expertise on the pupil's needs