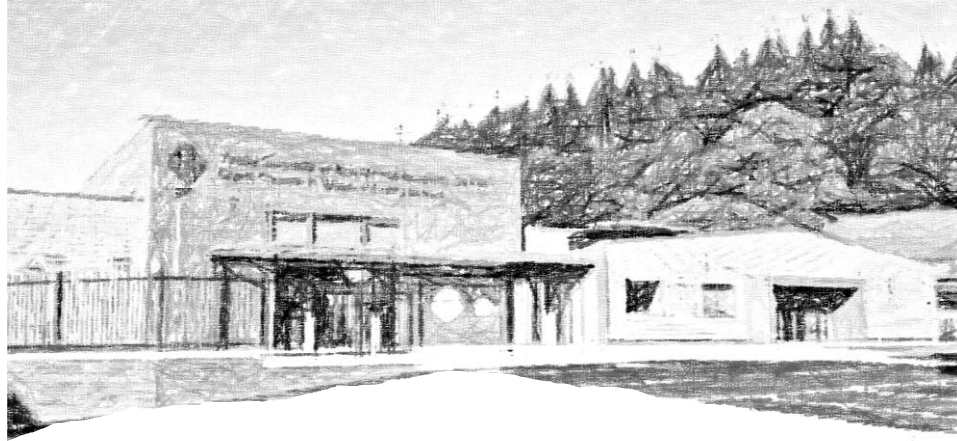




Clyro C.I.W. Primary School
 Many hands build a house, many hearts build a school.



Additional Learning Needs and Inclusion Policy

Additional Learning Needs Co-ordinator (ALNCo): Mrs Rosie Bartholomew

alcno@clyro.powys.sch.uk

Additional Learning Needs (ALN) Link Governor: Mrs. A. Sweeting

Date adopted by Headteacher and Governing Body:	April 2026
Review date:	April 2028
Signed by Chair of Governors:	<i>H Elliott</i>
Signed by Headteacher:	<i>L McCrohon</i>

Additional Learning Needs and Inclusion Policy

At Clyro Church in Wales Primary School we aim to provide the building blocks for an inclusive future for all pupils.

Name of School	Clyro Church in Wales Primary School
Address	Clyro, Via Hereford, HR3 5LE
Telephone number	01497 820 860
Email and web addresses	office@clyro.powys.sch.uk www.clyro.powys.sch.uk
Head teacher	Mrs. L. McCrohon
ALNCo	Mrs. R. Bartholomew
Chair of Governors	Mrs. H. Elliott
ALN Link Governor	Mrs. A. Sweeting
Designated Governor responsible for Safeguarding	Mrs. B. Drysdale
Designated Teacher for Looked After Children (CLA)	Mrs L. McCrohon
Designated Senior Person (DSP) for Child Protection	Mrs L. McCrohon

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1. Introduction

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

In addition, this policy and guidance is in line with Powys County Council's framework for meeting the needs of all children and young people from birth to 25 years of age and aligns with the Powys Vision 2025 Plan in ensuring that all children and young people are supported to achieve their potential. The advice and guidance set out within this document consider all the current legislation and guidance, including the Additional Learning Needs and Education Tribunal (Wales) Act 2018, Education Act (1996) and Equality Act (2010).

Further information can be found on our school website:

- www.clyro.powys.sch.uk

There is information about the support that Powys County Council and other services provide on the council website.

- www.powys.gov.uk/ALN

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

Equalities policy

Accessibility plan

Anti-bullying policy

(all can be found on the school website: www.clyro.powys.sch.uk)

2. Leadership and Management of ALN

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

The ALNCo

Our ALNCo has day-to-day responsibility for the operation of ALN policy and coordination of specific provision made to support individual pupils who require further support, including those who have an Individual Development Plan (IDP). Our ALNCo provides professional guidance to colleagues and will work closely with staff, parents, and other agencies. Our ALNCo is aware of the ALN Code and the duties that fall to us as a school. They also liaise with other external agencies and professionals who provide

support to families to ensure that our pupils with ALN receive appropriate support and high-quality teaching.

Our ALNCo is Mrs. R. Bartholomew and their email address is alcno@clyro.powys.sch.uk

The Governors

Our Governing Body fulfils its statutory duty towards children and young people with ALN in accordance with the guidance set out in the ALN Code (2021) SEN Code of Practice for Wales (2004).

In particular, the governing body:

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

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

Our Link ALN Governor is Mrs. A. Sweeting. They can be contacted by emailing the clerk to the governing body govclerk@clyro.powys.sch.uk

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

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

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

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

4. Identification and Assessment of ALN

At Clyro CiW Primary School we follow a graduated approach to meeting the learning needs of all children and young people. This approach follows the Powys County Council Inclusion Pathway. The pathway has the following stages for learners who are deemed to require further support:

- Classroom provision for Emerging Needs
- Universal Learning Provision (ULP)
- School IDP
- LA IDP

For children and young people of school age or over (up to 25 years old), ALN is defined as:

- having greater difficulty learning than others of their age

OR

- having a disability which prevents or hinders them from using the facilities provided for education or training for others of the same age in mainstream schools or further education colleges (Equality Act 2010).

A child or young person could have a disability, medical condition or clinical diagnosis of neurodiversity, but unless this – or other factors – create a greater difficulty in learning than others of their age, they do not necessarily have ALN.

A pupil has ALN where their learning difficulty or disability calls for additional learning provision (ALP), namely provision different from or additional to that normally available to pupils of the same age – often requiring outreach to, and input from, professionals external to the school. We will assess each pupil's current skills and level of attainment on entry to the school and we will make regular assessments of progress for all pupils throughout the academic year. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This is progress which:

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

Alongside professional opinion, and knowledge and understanding of our learners, the school uses the **Removing Barriers to Learning Matrix** to support in the identification of the level of support a learner may require. This is not a diagnostic tool and does not diagnose specific learning difficulties, but instead supports staff in working out appropriate support and interventions to put in place for individuals. This Matrix has been adapted for Clyro Church in Wales Primary School and can be found in the Appendix of this document (Appendix F).

In identifying a child or young person as needing support, the class/subject teacher, working with the ALNCo, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers, national data and their individual baseline.

Slow progress and low attainment do not necessarily mean that a child or young person has ALN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in Welsh or English as an additional language are not ALN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has ALN.

The first response to less than expected progress will always be high quality teaching (*classroom provision*) targeted at the pupil's area of weakness – these fall into the category of 'Emerging Needs' on the inclusion pathway. This category corresponds with Stage 1 of the **Barriers to Learning Matrix**

and would be managed within the classroom, as part of careful teacher planning. *Examples of what this looks like can be found in the Matrix.* At Clyro CiW Primary School we are alert to emerging difficulties and respond early. For some children and young people, ALN can be identified at an early age. However, for other children difficulties become evident only as they develop.

We recognise that parents know their children best and we listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by children or young people themselves. The school, and Local Authority, has a Duty to Decide as part of the new ALN Code of Practise, and it is the duty of school staff/LA to raise concerns about learners who they deem to require further support. The purpose of this duty is to ensure that children and young people with ALN receive appropriate support and education.

Where it is decided to provide a pupil with more specific support (*ULP in the first instance and then ALP*), the decision will be recorded on the child or young person's Tyfu Profile. Any decision will always involve parents/carers, and the child or young person where appropriate.

At Clyro CiW Primary School we follow the Powys County Council Inclusion Pathway. This is a graduated approach to meeting the learning needs of children and young people.

The Inclusion Pathway

Universal Learning Provision (ULP)

ULP forms the foundation for all support or provision in our school and comprises good teaching and learning that is made available to all. ULP is the next stage of the graduated approach, and corresponds with **Stage 2 of the Barriers to Learning Matrix**. At Clyro CiW Primary School, our ULP offer is reflective of the school's learner capacity and staffing. This is subject to change and is reviewed regularly to ensure the naturally changing needs of the school, and it's learners, are met. We follow a Person Centred approach, therefore what ULP looks like year to year is subject to change in order to accommodate all learners. ULP is non-statutory and is based on inclusive approaches to teaching and learning which benefit all learners, whilst being essential for those with the possibility of having ALN. To support learners with identified ULP needs, the school will put in targeted teaching strategies/in-class, small group interventions to ensure the learner can make progress. If a learner is having their needs met under ULP, they do not have ALN. A ULP plan (*see Appendix E for template*) will be completed and be uploaded to their Tyfu profile, updated at regular intervals (*at a minimum, every 2 terms*). *Examples of what this looks like can be found in the Matrix appendix.*

Additional Learning Provision (ALP) – School IDP

Where ULP is not sufficient to meet needs, the learner may be identified as having additional learning needs (ALN) and school will take additional or different action to secure progress. For any learner identified as having ALN, school will create and maintain an IDP and take all reasonable steps to ensure that the necessary additional learning provision (ALP) is secured.

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

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

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

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

Local Authority ALP - LA IDP

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

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

5. Tyfu – Powys County Council Inclusion Platform

Tyfu is an online system that enables all settings, schools and the council to create one-page profiles for pupils, upload universal learning provision plans and monitoring details, create individual development plans for pupils with ALN, record ULP/ALP specific meeting details and decisions relating to individual pupils' emerging needs / ALN, make direct referrals into the council, and create personal education plans for children looked after. The platform also allows all people working with a child, young person and their family to have access to the information to ensure that there is a multi-agency approach to meeting the needs of all children and young people with ALN. Tyfu profiles are, in effect, working documents that grow and develop alongside learners, and the content of individual profiles will be indicative of their graduated response stage. Access to the Tyfu Platform is by invitation and two step verification process. We will only invite professionals to have access to a child or young person's Tyfu profile with parental or young person consent.

6. Working in partnership with parents

At Clyro CiW Primary School we are committed to working in partnership with parents and carers and will always work in a person-centred way. We will:

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

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

Details about this are available from the school office or on the school website:

- www.clyro.powys.sch.uk

7. Involving children and young people

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

We will:

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

8. Assessing and reviewing outcomes

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any ALN support provided. We record details of additional or different provision made under ULP and ALP. This forms part of regular discussions with parents about the child and young person's progress, expected outcomes from the support and planned next steps. Support and provision provided for children and young people who demonstrate emerging ALN learning needs or who have ALN takes the form of a four-part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

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

Reviewing an IDP

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

Before the meeting we will:

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

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

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

9. Transition

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

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

If a child or young person has an IDP, this will be reviewed and amended in sufficient time prior to moving between key phases of education. Professionals (normally the ALNCo) from any new school will be invited to the review and given access to the child or young person's Tyfu profile. The review and any amendments will normally be completed by the middle of February each year.

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

At Clyro CiW Primary School we set high expectations for all pupils whatever their prior attainment. We use classroom assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of most children or young people. The progress of learners is individual, and therefore is not compared to peers of the same age or stage, but instead is focussed on their own learning journey. Some children, or young people, need educational provision that is additional to or different from this and we do our best to ensure that such provision is made for those who need it. We regularly liaise with our Local Authority ALN colleagues to keep up to date with the latest resources, teaching and support techniques, and specialist contacts.

11. Curriculum and learning environment

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

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

Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children and young people to develop, learn, participate, and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child and young person or additional learning provision for a child or young person with ALN.

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

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

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

13. Evaluating the effectiveness and impact of ALN provision

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

14. Inclusion – Including support for vulnerable and disadvantaged learners

We are committed to eliminating discrimination, promoting equality of opportunity, and fostering good relationships. Pupils with ALN engage in the activities of the school together with those who do not have ALN and are encouraged to participate fully in the life of the school and in any wider community

activity. We are committed to ensuring our school celebrates and reflects our diverse community. Representation of this is evident throughout, from wall displays to newsletters and book corners, to media postings. We actively seek involvement from community members in fostering the above.

In addition, at Clyro CiW Primary School we will always ensure that any child or young person, no matter what their past experiences, has the support to achieve their potential and overcome the barriers to learning that they may be facing. We will strive to implement diverse solutions and support targeted towards their individual needs. The Welsh Government defines children and young people that may be vulnerable or disadvantaged in the following list. Not all learners from these groups will face barriers to learning or be vulnerable to underachieving. It is a wide-ranging list and is not limited to learners who are in one or more of these groups:

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

15. Emotional and social development and well-being

At Clyro CiW Primary School we support the emotional health and wellbeing of children and young people with ALN by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. At our school we have enabling adults who sets the expectation for learning by creating emotionally safe environments that support learners to begin to express and regulate their feelings and behaviours in positive ways. They are consistent in their care, and model compassion and kindness. They support learners to cope with uncertainty and change, preparing them to manage transitions and changes in daily routines. We also have a trained Emotional Literacy Support Assistant (ELSA) in school who works on various aspects of pupils' mental health and

well-being, offering group and individual sessions. All new starters in Reception are assigned a 'buddy' in year 6 who is there to support those new to the school.

16. Involving specialists and external agencies

At Clyro CiW Primary School we will always involve a specialist where a child or young person makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence based ALN support, following the Inclusion Pathway, delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We will liaise with the local authority as appropriate through the Powys Inclusion Panel (PIP) for support and guidance, and we may involve specialists at any point to advise on early identification of ALN and effective support and interventions.

We will work with parents, the local authority through PIP and other appropriate agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies, and interventions to support the child or young person's progress. Together, we agree the needs of the child or young person, responsibilities, and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff via the child or young person's Tyfu profile.

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

Our Inclusion Policy, alongside ULP and ALP provision has been ratified by our School Governing Body as well as the Local Authority ALN team.

17. Disagreement Resolution

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

18. Data Protection

All documents relating to a child or young person's ALN will be kept on their Tyfu profile; this is a secure electronic repository; unauthorised persons do not have access to it. Plans will not be disclosed without

the consent of the child's parents or carers, or the young person, except for specified purposes or in the interests of the child or young person. Please see our Data Protection policy for more details.

- www.clyro.powys.sch.uk

19. ALN Terminology

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

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

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

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

IDP – Individual Development Plan – This is the statutory document that describes a person's additional learning needs, the ALP required to help meet those needs and who will provide it. **LA IDP** – This is a version of the IDP that is maintained by the local authority. An LA IDP is issued when it is unreasonable for a school to identify the level of ALN a child or young person might have or to specify or provide the type of ALP needed to help meet the child or young person's needs. The LA is also responsible for all IDPs if a child or young person is looked a[er by the LA, dual registered, detained or in non-statutory education.

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

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

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

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

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

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

20. Welsh Government Guidance Documents

The ALN Act in Wales (2018)

[Implementing the Additional Learning Needs and Education Tribunal \(Wales\) Act 2018: practitioner guide | GOV.WALES](#)

[Additional learning needs \(ALN\) system: parents' guide \[HTML\] | GOV.WALES](#)

The ALN Code for Wales 2021

[210326-the-additional-learning-needs-code-for-wales-2021.pdf \(gov.wales\)](#) **The**

Role of the ALNCo [role-of-early-years-additional-learning-needs-coordinator.pdf \(gov.wales\)](#)



Llywodraeth Cymru
Welsh Government

A 0–25 age range

There will be a single legislative system relating to the support given to children and young people aged 0 to 25 years who have additional learning needs (ALN) and are receiving education and/or training.

A unified plan

Individual development plans (IDPs) will replace the existing variety of statutory and non-statutory plans for learners of compulsory school age and below, as well as for those learners over compulsory school age in school or further education.

This will ensure consistency and continuity, and that provision and rights are protected regardless of the severity or complexity of needs.

Welsh language

If a child or young person needs ALP in Welsh, this must be documented in the IDP and ‘all reasonable steps’ must be taken to secure the provision in Welsh.

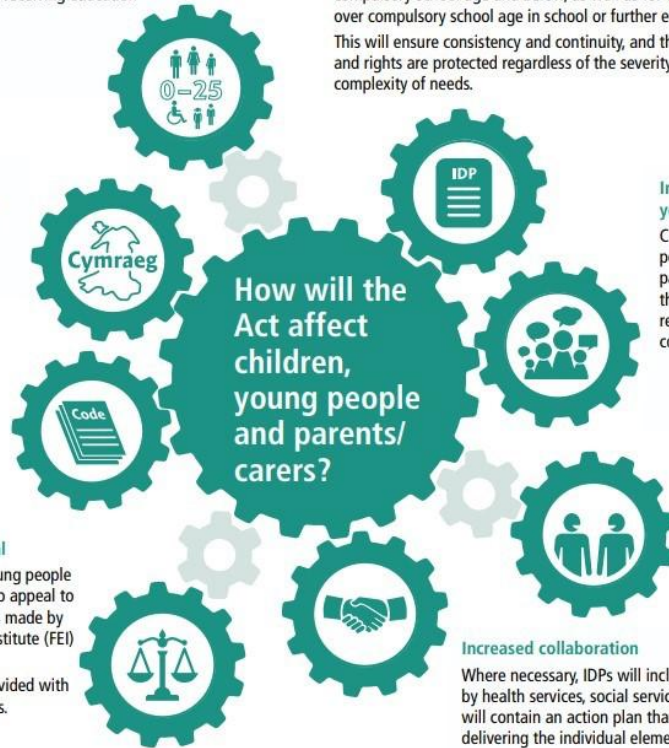
A mandatory ALN Code

The ALN Code will ensure the new ALN system has a set of clear, legally enforceable parameters within which local authorities and governing bodies that are responsible for supporting children and young people with ALN must act.

Clear and consistent rights of appeal

All children, their parents/carers and young people up to the age of 25 will have the right to appeal to the Education Tribunal against decisions made by a local authority or further education institute (FEI) in relation to their ALN or their IDP.

Children and young people must be provided with access to independent advocacy services.



Increased participation of children and young people

Children, their parents/carers and young people will be supported to understand and participate in the decisions which are taken that affect them, provided with appropriate reassurance, and offered opportunities to raise concerns and have their questions answered.

Avoiding disagreements and earlier disagreement resolution

If a child, their parents/carers or a young person is not happy with decisions that have been made about their ALN or IDP by a school, they may request that a local authority reviews or reconsiders it.

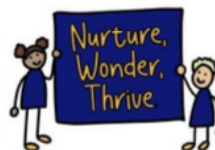
Increased collaboration

Where necessary, IDPs will include additional learning provision (ALP) agreed by health services, social services and other services, as well as education. IDPs will contain an action plan that is clear about which agency is responsible for delivering the individual elements.



Clyro C.I.W. Primary School

Many hands build a house, many hearts build a school.



Dear Parent/Guardian,

We are writing to inform you that, following assessment of _____ current learning needs and the support required to address these needs, we have confirmed that _____ does have additional learning needs (ALN) as defined by the new additional learning needs law – the Additional Learning Needs and Educational Tribunal Act (Wales) 2018.

This means that _____ requires additional learning provision (ALP) to support their learning needs. ALP is defined as 'educational provision that is additional to, or different from, that made generally for others of the same age in mainstream schools in Wales'.

We will now arrange a joint assessment meeting to gather the relevant information and advice regarding _____'s additional learning needs, and what support (additional learning provision) needs to be put in place. You will be invited to this meeting.

Following the joint assessment meeting, we will prepare a draft of an individual development plan (IDP) for _____. This plan will detail the ALP that will be put in place to support _____'s additional learning needs. We use an online system called 'Tyflu' to prepare the IDP, and we will invite you to contribute to the IDP via this system. Please look out for an email regarding this. If you do not receive an email invitation shortly, please let me know. If you have any questions about this notice or would like further information about the process going forward, please contact me on alnco@clyro.powys.sch.uk

The Local Authority also has an ALN support service known as Tyflu, which coordinates the support provided by the Local Authority in respect of additional learning needs.

You can contact this Tyflu gateway to get further help and information, including advice about ALN, the new ALN system, the local authority's arrangements for the avoidance and resolution of disagreements, and independent advocacy service.

The contact details are:

- tyflu@powys.gov.uk
- 01597 827108

Yours sincerely,

Mrs R. Bartholomew
ALNco



Clyro C.I.W. Primary School

Many hands build a house, many hearts build a school.



Dear _____

Please be informed that a draft version of _____ individual development plan can now be viewed by logging in to their Tyfu profile.

If you would like to review the IDP as a separate document, you can access a Word or .pdf version by clicking on the 'print' function on the left-hand side of the profile.

Please review that you are happy with the following sections:

- The description of the child or young person's additional learning needs (ALN)
- The additional learning provision (ALP) to be provided
- Whether the ALP should be provided in Welsh
- The start and end / review date of the ALP
- The name of a maintained school in Wales that is being named for the purpose of securing the admission of the child to the school (if relevant)
- The name of any school or other institution which must be secured (if relevant)

Please let me know you have any comments on the content of the IDP by **no later than** _____. If I have not heard from you by this date, I will assume you are happy with the content of the IDP.

After the above date, we will confirm that the final legal version of the IDP is on Tyfu. Should you have any questions in the meantime, please contact me as follows:

Class Teacher: _____ Dyddiad: _____

Rosie Bartholomew Dyddiad: _____



Clyro C.I.W. Primary School

Many hands build a house, many hearts build a school.



Dear _____,

I am writing to confirm that the final version of _____'s individual development plan (IDP) is now available for you to view on Tyfu.

The IDP is a legal document, and we are legally required to deliver the provisions within it. Furthermore, you have the right to appeal to a Tribunal about the following parts of the IDP:

- The description of the child or young person's additional learning needs (ALN)
- The ALP to be provided
- Whether the ALP should be provided in Welsh
- The start and end / review date of the ALP
- The name of a maintained school in Wales that is being named for the purpose of securing the admission of the child to the school
- The name of any particular school or other institution which must be secured
- The name of any particular school or other institution which must be secured

The Tribunal's contact details are as follows:

Education Tribunal for Wales

Welsh Tribunals Unit

PO Box 100

Llandrindod Wells

LD1 9BW

Telephone: 0300 025 9800

E-mail: educationtribunal@gov.wales or tribunal.enquiries@gov.wales

You also have the right to request that Powys County Council re-considers and / or takes over responsibility for the IDP if you are not happy with the contents.

Please ensure you review the document and let me know by 19/11/25 that you are happy with the contents.

If you wish to discuss any aspect of the IDP further, please contact me as follows:

- Rosie Bartholomew
- office@clyro.powys.sch.uk
- 01497820860

The Local Authority also has an ALN support service known as Tyflu, which coordinates the support provided by the Local Authority in respect of additional learning needs. You can contact this Tyflu gateway to get further help and information, including advice about ALN, the new ALN system, the local authority's arrangements for the avoidance and resolution of disagreements, rights of appeal and independent advocacy service. The contact details are:

- tyflu@powys.gov.uk
- 01597 827108

You can also contact the Local Authority's independent advocacy service, SNAP Cymru on 0808 8010608 or see <https://www.snapcymru.org/contact/>

Yours Sincerely,

Mrs R. Bartholomew
ALNcø

Appendix E – ULP Form template (to be used un+I Tyfu releases ULP integrated form)



Targeted (Universal) Learning Provision

(Stage 2 of Barriers to Learning matrix)§

Name of Learner: _____

Year group: _____

Start date: _____

Area of Need: Cognition & Learning / Emotional, Behavioural and Social Development / Physical and Sensory / Communication and Interaction

Specific target:	Measured by... (teacher observation/assessment/use of skills)	Achievable by/with... (Resources/Support used)	So that... (What does this target aim to achieve/support)	Across... (time-scale)	Progress Against Target Outcome (upon review)	Next steps...



Barriers to Learning - Support for Learners Guide - Adapted by Clyro Church in Wales Primary School



Using the Barriers to Learning Matrix, the following categories and descriptors are used to best decide what stage of support a learner requires. *Level 1: No support required; Level 2: Classroom provision; Level 3: ULP; Level 4: IDP; Level 5: LA IDP.* When using the matrix below, the descriptors are chosen that best suit what teaching and support staff observe within school only.

COGNITION

- Cognitive abilities within broad average levels and National Curriculum attainments average or close to average
- Pupil presents with some learning delay, shows some difficulties with conceptual understanding, in one or more areas of the core curriculum and attainments are more than 1 year below average.
- Levels of attainment that are moderately lower than those of their age equivalent peers.
- Pupils will have moderate and persistent difficulties in the acquisition and/or use of language, literacy and numeracy skills which affect progress in other areas of the curriculum.
- Pupils may also have difficulties with other areas e.g. motor skills, organisation skills, behaviour, social or emotional issues and multi-agency advice may be required.
- Pupils require support and interventions e.g. regular group work /small group support alternative forms of recording with Access to occasional specially targeted "different" interventions.
- Needs differentiated work and support with conceptual understanding, and reasoning across the core curriculum.
- Pupil functions at a level that requires specialised interventions and adaptations to the curriculum.
- Experience significant problems across the majority of the curriculum.
- Their general level of development and academic attainment is significantly below that of their peers.
- Difficulties may include speech and/or language developmental delay. Some young people may also have poor social skills and/or may show signs of emotional and behavioural difficulties
- Severe learning difficulties and global delay, affecting self-help and independence skills throughout school.
- Functions at a level that requires specialised interventions and adaptations to the curriculum. Young people with severe or profound and multiple learning difficulties are almost always identified before they reach statutory school age.
- Young people with SLD will be most likely to work at P level to end of year 1 expectations of the National Curriculum) up to school leaving age.
- A young person with PMLD will be most likely to work at early P levels until school leaving age.
- In most cases the LA will be able to draw upon a considerable body of existing knowledge arising from assessments carried out and provision made by Health Agencies and Children's Services.

ENGAGEMENT

- Fully engaged and participating across the board.
- ENGAGEMENT - Partly Sustained
- Engaged in some activities where there is interest but can cause low level disruption. May need support in some aspects of learning, emotional regulation, personal care, sensory needs and behaviour management
- ENGAGEMENT - Partly Sustained
- The student is partly engaged throughout the day with some support needed in some aspects of learning, emotional regulation, personal care, sensory needs and behaviour management. - This student may require high levels of support, although this may be reduced at appropriate times throughout the day. - At this level of engagement there is an expectation students can appropriately self-occupy for short periods of time .
- ENGAGEMENT- Low Engagement
- Rarely engaged or participating in activities. Frequent daily challenging behaviour /withdrawn and or isolated. Disrupting the teaching and learning of others. Requires some involvement with outside agencies. Complete disengagement from mainstream schooling and requires frequent physical intervention unable to self-regulate behaviour. Requires specialist intervention / teaching high level of involvement with outside agencies.
- ENGAGEMENT- Low Engagement
- There are low levels of engagement throughout the day in the vast majority of aspects relating to learning, emotional regulation, personal care, sensory needs and behaviour management. - Engagement is emerging or fleeting. Are most likely to require high levels of staff input to support engagement, at identified key areas, to ensure progression in learning; this is however dependent on the individual student needs, and may be due to behavioural difficulties, sensory needs, or in line with their cognitive disability. - At this level of engagement students may be able to self-occupy but this usually presents as inappropriate interactions, or negative behaviours that create a barrier to their own or others learning.

LEARNING/SOCIAL BEHAVIOUR

- No needs in this area.

- No significant needs in this area. Sometimes has poor interactions with pupils. Sometimes is disrespectful to staff or property.
- Sometimes seeks attention inappropriately or unable to wait for rewards. Lack of a range of social skills, e.g. taking turns, working co-operatively, accepting the ideas others, Poor view of self and low self-confidence, difficulty in working independently. Unsettled behaviour in class, limited concentration and organisation in relation to age expectations. May avoid or become upset when faced with new and unfamiliar tasks or people.

- Often has poor interaction with pupils. Often is disrespectful to staff or property. Often seeks attention inappropriately or unable to wait for rewards.
- Often has poor interaction with pupils. Often is disrespectful to staff or property. Often seeks attention inappropriately or unable to wait for rewards. May frequently challenge teachers' requests but will back down. Frequent attention seeking behaviour, often inappropriate or mildly challenging. Seeks to gain and maintain frequent close physical contact with adults (generally primary age children). Overreacts when disapproval is shown, attention is withdrawn or when thwarted. Appears to lack motivation and requires frequent encouragement to stay on task. Fiets between activities and materials with little attention (younger children). No regular group of friends.

- Frequently seeks attention inappropriately-unsettled and disruptive behaviour in class. Frequently loses temper or has tantrums.
- Has difficulty in maintaining relationships with members of staff, e.g. avoids engaging in work, and may challenge teachers in a verbally aggressive manner. Frequent aggressive conflict with peers. Remembers confrontations, 'bears a grudge' and seeks revenge.
- Seeks affection, approval and reassurance repeatedly but appears to remain insecure. Inappropriate actions in search of attention. Destroys own work or hard won social achievements.
- Demonstrates extremely low self-esteem and emotional neediness through social withdrawal. Demonstrates anxiety; clings and is tearful. Attendance may need to be monitored. Irregular attendance Evidence of putting themselves at risk.

- Regularly shows only minimal respect for adults and peers. Is very difficult to direct. Regularly intimidates and readily resorts to physical aggression.
- Progress is very significantly affected by emotional, social and mental health difficulties. Very provocative, aggressive and confrontational behaviour which can include verbal and physical aggression towards peers and staff. Loses temper frequently during the day or has frequent tantrums.
- Outbursts are prolonged and are difficult for staff to manage. Has poor relationships with most staff, is disruptive in most lessons and unwilling to comply with teachers' requests. Refuses to acknowledge responsibility for inappropriate behaviour despite objective evidence.
- Has very few positive relationships with pupils, has frequent disputes and fights and is known to bully.
- Lacks confidence and independence and is dependent on other children. Very rarely volunteers a positive response in class.
- Very withdrawn; social contact with other pupils is very limited; appears isolated and has no friendship group in school.
- Chronic non-school attendance Shows extreme levels signs of anxiety in everyday situations. Behaviours associated with mental health disorders demonstrated e.g. moderate/severe anxiety/depression, suicide ideation, deliberate self-harm, eating disorders, psychotic symptoms that are having a significant impact upon daily functioning and therefore require involvement from mental health professionals.
- Adult support may need to be deployed flexibly to support re-integration in cases of chronic non-school attendance.

SPEECH & LANGUAGE

- Language understanding and function and communication skills within average levels or above. No barriers to functioning.

- Pupil has moderate delay in expressive and / or receptive language and / or pupil has a mild speech sound disorder.
- Persistent immaturities with speech and language into KS2.
- Difficulties in areas of comprehension, asking and answering questions, understanding basic concepts and speech sounds. Some difficulties experienced in conveying more abstract and complex thoughts. Able to follow most conversations/instructions in context.
- Mostly confident with occasional difficulty integrating or fulfilling social activity. Mild, occasional upset, frustration, anger, distress.

- Moderate language impairment. Long-term speech & language difficulties causing barriers to learning and social relationships.
- Moderate language impairment with problems in some areas which may involve one severe predominant area involving use / comprehension / expression / phonology. Free spontaneous speech often unintelligible.
- Good use of consonants and vowels at a single word level but poor transfer of sounds into sentences. Single words clear but connected speech poor.
- Intelligible to familiar listeners in context but not intelligible in context with unfamiliar listeners.
- Able to follow simple instructions in a clear context. Self-confidence and social integration limited by communication difficulties may respond inappropriately. Able to achieve some limited social integration with educational activities.

- Severe language and /or speech sound disorder/ limited language.
- Uses mix of speech and augmented communication systems. Severely reduced speech sound systems.
- Not intelligible except to familiar adults in context and /or Severe language impairment, involving more than one component of language e.g. use/ comprehension/ expression.
- Severely reduced speech sounds. Self-esteem generally low. Pupils will have difficulty establishing social integration and friendships with peers. Pupil is likely to withdraw from communication in class, has limited social integration.
- Is likely to misunderstand social situations and respond inappropriately. May show signs of distress and confusion. Impacts significantly on learning in most/all subjects. Planned sessions to implement S&L targets. May need some 1:1/small group sessions with S&L professional.
- Will need some support in the classroom in areas where particular difficulties are experienced. Some may require a significant amount of time being taught in small groups.
- May require additional adult assistance for sensory strategies. There will need to be planned and monitored opportunities for social interaction with peers to develop language. Makaton and S&L sessions in small group or Resource Base.
- Have a teaching assistant who has good knowledge of the pupils learning style to provide an interface task and the environment to provide optimum learning.

- Severely limited language skills, uses alternative communication systems to make needs/choices known. Unable to understand language even when supported by context and routine.
- The curriculum is likely to require very significant differentiation, adaptation and individualisation to account for difficulties that the pupil encounters in access learning tasks.
- Individualised/ simplified language used with consistent use of familiar words/ phrases to aid understanding.
- All language used is supported visually. Almost always uses alternative communication aids, visual supports to aid language understanding (e.g. Makaton, Picture Exchange Communication System) - consistently used throughout setting or by all key staff.
- Will need frequent breaks for physical activities, chosen activities or sensory diet activities. Application of an alternative curriculum defined by a multi-disciplinary team to address multiple needs.

SOCIAL COMMUNICATION

- Appropriate social interaction and communication skills with peers and adults. Follows social rules.
- Has social intent and knows the rules but does not know how to apply them.
- Can engage in activities / games with adult support scaffolding with adult intervention (scripts role model are able to interact and engage with others).
- Can take turns. Limited initiation of social interaction but can take part in some imaginative play if taught/supported.
- Pupil has features of autism / a diagnosis of ASD but has academic and behavioural competencies that support their ability to cope with the expectations of school life with some non-specialised adaptations e.g. time out card.
- Functional language or communication difficulties across some settings Limited initiation of social interaction but can take part in some imaginative play if taught / supported, but cannot develop this independently. Some difficulties with restricted or repetitive patterns of behaviour or interest.
- Major communication difficulties (despite adequate vocabulary and language structures), which inhibit learning. Expressive language abilities are impaired to a degree that prevents effective age appropriate communication.
- Difficulties with social interaction and/or restricted/ inflexible thinking leading to experiences of anxiety in certain situations, which the pupil finds difficult to cope with and which could occasionally lead to behaviour that challenges the norm.
- Occasional sensory or processing difficulties which cause the child anxiety, without intervention, these could lead to behaviours that challenge the norm. Use of adult stereotyped phrases, some evidence of reliance on routines and specific interests. Some reaction and resistance to change.
- Able to follow appropriate, structured and predictable classroom conventions so behaviour not usually challenging.
- They will work with a variety of adults. With support/ appropriate intervention the pupil can become calm relatively quickly.
- Transitions occasionally require additional planning to enable them to succeed.

- Pupils may have a professional diagnosis of an autism spectrum condition.
- The pupils are likely to have persistent differences with social interaction, social communication or understanding emotions. Such differences will significantly impact on their access to the curriculum and general school offer.
- Pupils display: Limited functional language or communication difficulties across most settings.
- Difficulty seeing the point of learning activities or social activities, and require personalised rewards, reinforcement or activities that build upon personal interests to help them to engage.
- Persistent difficulties with restricted or repetitive patterns of behaviour or interest and some repetitive motor mannerisms used to self-regulate or self-occupy. Severe and persistent difficulties with communication. These lead to significant experiences of anxiety or heightened arousal in certain situations, which the pupil finds difficult to cope with and could lead to behaviour that challenges the norm.
- Severe and persistent difficulties with social interaction and/or restricted/inflexible thinking leading to heightened anxiety that can endure for a prolonged period even with support/appropriate intervention.
- Severe and persistent difficulties with sensory processing which leads to heightened anxiety levels and some behaviour which challenge the norm and/or impact on learning.
- Signs of distress over small changes in the environment and are reliant on routine and the expected.
- Some preoccupation with stereotyped or restricted patterns of interest that act as a barrier to other activities.
- Lack of understanding of classroom conventions, needing clearly defined roles and expected behaviours; they will interact with their own preferred adults. Some transitions need planned, personalised strategies to be successful.
- These pupils may have multiple difficulties i.e. dyspraxia, unstable epilepsy, mental health issues, ADHD, selective mutism that may not be formally diagnosed but require individual plans for supporting learning.

- Severely limited language skills, uses alternative communication systems to make needs / choices known. Unable to understand language even when supported by context and routine. The curriculum is likely to require very significant differentiation, adaptation and individualisation to account for difficulties that the pupil encounters in access learning tasks. Individualised/ simplified language used with consistent use of familiar words/ phrases to aid understanding. All language used is supported visually. Almost always uses alternative communication aids, visual supports to aid language understanding (e.g. Makaton, Picture Exchange Communication System) - consistently used throughout setting or by all key staff. Will need frequent breaks for physical activities, chosen activities or sensory diet activities. Application of an alternative curriculum defined by a multi-disciplinary team to address multiple needs.
- Child difficulties have a profound impact on their ability to function and multiple difficulties attaining developmental expectations They will have associated anxieties and/or sensory difficulties which have a significant impact on their ability to function across a range of settings. Pupil's ability to learn is significantly and persistently impaired by communication and interaction difficulties over prolonged periods.
- Pupils may have / display: Significantly limited functional language and communication across all settings.
- Attempts to approach others (only to meet their own needs) paying little or no attention to their response.
- Repetitive verbal and physical behaviours are frequent and preclude most engagement in learning. These can lead to severe anxiety, aggression or withdrawal. Severe and persistent frustration with communication cause extreme levels of acute anxiety experienced on a regular basis and across different settings. This will lead to extreme behaviours that will challenge the norm.
- Severe and persistent difficulties with social interaction, unpredictable, ongoing, extended periods of anxiety that cannot be reduced even with support and appropriate interventions.
- Significant difficulties with sensory processing and sensory modulation which lead to heightened anxiety levels.
- Passive / unsafe behaviours that challenge the norm and adversely affect the ability to engage with the world.
- Signs of distress over small changes in the environment and are reliant on routine and the expected.
- Significant and persistent adherence to personal, specific or complex routines across all settings. Highly dependent upon personal, routines and rituals leading to intense inappropriate reactions at times.
- All transitions require personalised and consistent strategies to be successful.
- These pupils will probably have multiple difficulties, i.e., ADHD, uncontrolled epilepsy, mental health issues, selective mutism, dyspraxia, etc., and are likely to have additional formal diagnoses that require an individual plan and support for learning.

SENSORY

• No sensory need. Able to tolerate mainstream school environment with no adjustments.

• Some sensory needs – able to tolerate/manage transitions across school day (class/work) without reasonable adjustments.

• Moderate sensory need – not able to tolerate/manage transitions across school day (class/work) without reasonable adjustments such as visual cues, seating plans, staggered start to school day.

• High level sensory avoidance. Strips off. Tackle defensive. Run off (noisy). Under table. Avoid canteen. Wait use of toilets. Refuse to wear certain clothes.

• High level sensory avoidance. Strips off. Tackle defensive. Runs off (noisy). Under table. Avoids canteen. Wait - use of toilets. Refuse to wear certain clothes.

SPECIFIC LEARNING DIFFICULTY

• Literacy and numeracy within broad average levels and in line with expectation given the pupil's history of schooling.

• Some difficulty with reading/ spelling of high frequency words and the acquisition of phonic skills.
• Reading 2 years behind chronological age in spite of extensive attempts to remediate difficulties.
• May also have difficulties with maths. Some pupils may grasp mechanical skills but lack comprehension, e.g. reading, maths.

• Uneven profile of skills in core areas. Some difficulties with spelling and reading high frequency words.
• Unrecognisable spelling of phonic alternatives. Reading 3-4 years behind chronological age in spite of specialised advice to support and remediate difficulties over a period of more than two years.
• May also have difficulties with maths. Some pupils may grasp mechanical skills but lack comprehension, e.g. reading, maths.

• Uneven profile of skills.
• Difficulty in all literacy based subjects. Severe difficulties with HF words. Reading 5 or more years behind chronological age.
• May also have difficulties with maths. Some pupils may grasp mechanical skills but lack comprehension, e.g. reading, maths.
• Pupil exhibits emotional barriers to learning as a consequence of their difficulties.

• Severe difficulties in accessing any written material and displaying severe emotional barriers to engaging with learning.

EMOTIONAL WELLBEING

- No needs in this area.

- No significant needs in this area
- Some inappropriate emotions and responses. Somewhat lacks empathy with others.
- Sometimes appears low and miserable. Some occasional mood swings. Sometimes unsettled by change.
- Pupils are developing an awareness of consequences to their actions.

- Often shows inappropriate emotions and responses. Often shows little empathy with others. Often unhappy, withdrawn, disengaged, shows mood swings. Often upset by change.
- The pupil presents persistent behavioural / emotional difficulties that have not been ameliorated by differentiated learning opportunities or by the whole-school behaviour management techniques.
- Lack of a range of social skills, e.g. taking turns, working co-operatively, accepting the ideas others.
- Poor view of self and low self-confidence, difficulty in working independently. Unsettled behaviour in class, limited concentration and organisation in relation to age expectations.
- May avoid or become upset when faced with new and unfamiliar tasks or people.
- May frequently challenge teachers' requests but will back down. Frequent attention seeking behaviour, often inappropriate or mildly challenging. Seeks to gain and maintain frequent close physical contact with adults (generally primary age children). Overreacts when disapproval is shown, attention is withdrawn or when thwarted. Appears to lack motivation and requires frequent encouragement to stay on task.
- Flits between activities and materials with little attention (younger children). No regular group of friends. Difficulty in maintaining relationships with pupils, e.g. minor scuffles in playground or classroom.
- Can display appropriate emotions but becomes highly anxious at times of transition, or when they do not understand or are unable to access a task. The pupil might disengage, become non-responsive, or become tearful and may require a high level of input to console them.

- Frequently shows inappropriate emotional responses.
- Frequently distressed by change/transition. Frequently displays bizarre, obsessive or repetitive behaviours.
- This barrier to learning may include specific conditions requiring significant, regular additional adult support to access the majority of learning activities and to sustain concentration.
- Most areas of curriculum planning reflect the need to develop social, emotional and/or mental health well-being and resilience.
- These pupils are likely to be in a non-specialist SEMH environment.
- There will most likely be a behaviour support plan in place consistently implemented by all staff.
- History of: Progress is affected by emotional, social and mental health difficulties Unsettled and disruptive behaviour in class Frequently loses temper or has tantrums Has difficulty in maintaining relationships with members of staff, e.g. avoids engaging in work, and may challenge teachers in a verbally aggressive manner.
- Frequent aggressive conflict with peers. Remembers confrontations, 'bears a grudge' and seeks revenge.
- Seeks affection, approval and reassurance repeatedly but appears to remain insecure.
- Inappropriate actions in search of attention. Destroys own work or hard won social achievements.
- Demonstrates extremely low self-esteem and emotional neediness through social withdrawal.
- Demonstrates extremely low self-esteem and emotional neediness through social withdrawal.
- Attendance may need to be monitored. Irregular attendance.
- Attendance may need to be monitored. Irregular attendance.
- Frequently shows inappropriate emotional responses. Frequently distressed by change/transition. Frequently displays bizarre, obsessive or repetitive behaviours. This barrier to learning may include specific conditions requiring significant, regular additional adult support to access the majority of learning activities and to sustain concentration. Most areas of curriculum planning reflect the need to develop social, emotional and/or mental health well-being and resilience. These pupils are likely to be in a non-specialist SEMH environment. There will most likely be a behaviour support plan in place consistently implemented by all staff.
- History of: Progress is affected by emotional, social and mental health difficulties Unsettled and disruptive behaviour in class Frequently loses temper or has tantrums; Has difficulty in maintaining relationships with members of staff, e.g. avoids engaging in work, and may challenge teachers in a verbally aggressive manner; Frequent aggressive conflict with peers. Remembers confrontations, 'bears a grudge' and seeks revenge; Seeks affection, approval and reassurance repeatedly but appears to remain insecure; Inappropriate actions in search of attention; Destroys own work or hard won social achievements; Demonstrates extremely low self-esteem and emotional neediness through social withdrawal; Demonstrates anxiety; clings and is tearful. Attendance may need to be monitored; Irregular attendance; Evidence of putting themselves at risk.
- Progress is significantly affected by their emotional, social and/or behavioural difficulties due to: Unsettled and disruptive behaviour in class which interrupts the progress of the lesson. Loss of temper or tantrums. Difficulty in maintaining relationships with members of staff, e.g. more than once daily refuses to complete work, challenge teachers' requests, but sometimes backs down. Difficulty in maintaining relationships with pupils, e.g. significant scuffles in playground or classroom. Victim of bullying or intimidation or intimidates others. Social isolation; usually appearing to be on the edge of activities. High demand of adult attention. Being easily rebuffed and sensitive to disapproval. Sulen, resentful and unhappy attitude and mood. High self-criticism; puts self-down. Pupils are not developing an awareness of consequences to their actions.
- May display a range of behaviours in response to any perceived demands, such as avoidance, distraction, bargaining, negotiation, leading to verbal and physical aggression as the pupil's level of anxiety increases in response to the perceived demand.

- Regularly shows inappropriate emotional responses including self-harming.
- Regularly behaviour is severely withdrawn, bizarre or obsessional.
- Significant social, emotional and mental health difficulties requiring planned positive/ restrictive intervention.
- All areas of curriculum planning reflect the need to develop social, emotional and/or mental health well-being and resilience.
- There will be a history of: Progress is seriously affected by emotional, social and mental health difficulties. Frequent and significantly challenging and disruptive behaviour which includes refusal to accept consequences. Behavioural outbursts, generally on a daily basis. Significant difficulty in following basic classroom routines. Exceptional restlessness and inattentiveness for much of the school day. Aggressive confrontations with peers at least daily. Few constructive relationships with peers and seems isolated. Unpredictable emotional outbursts Withdrawn; relating to others at a minimal level tending to resist attempts to engage. Inappropriate response to praise Evidence of very frequent need for reassurance but anxiety remains after this has been provided.
- A high level of disaffection or anxiety which impacts on attendance. Behaviours associated with mental health disorders demonstrated, e.g. anxiety/depression, deliberate self-harm, eating disorders, which are having mild to moderate impact upon daily functioning but are able to be supported by school staff.
- Evidence of feeling victimised. Actions of putting themselves and others at risk. Pupils are not developing an awareness of consequences to their actions.

Stage 1: Classroom provision from Teacher/TA - Possible provisions subject to availability

Cognition	Engagement and Participation	Learning/Social Behaviour	Speech and Language	Social Communication	Sensory	Emotional Wellbeing	Specific Learning Difficulty
<p>High quality teaching and learning.</p> <p>Skill based learning - strategies and metacognition built into the teaching and learning.</p> <p>Multi-sensory approaches used to support understanding of concepts.</p> <p>Use of scaffolding and modelling to support access to learning. Use of graphical organisers (i.e. story frames, cognitive maps etc.)</p> <p>Digital Storytelling</p> <p>Handwriting taught as an explicit skill age appropriately.</p> <p>Teaching grammar as an explicit skill.</p> <p>Letter-join</p> <p>Teaching sentence construction.</p> <p>Development of resilience to support learning and overcome challenges.</p> <p>Appropriate pupil grouping to support progress.</p> <p>Wall displays to support learning. Appropriate seating plans to provide good learning.</p> <p>Tracking and monitoring - whole school processes.</p> <p>Self-evaluation / review / reflection of own work.</p>	<p>Nurturing environment (meaningful praise).</p> <p>Teaching stress regulation as part of school day (yoga/brainstem calmers).</p> <p>Whole school policy (relationship policy).</p> <p>PCP approaches.</p> <p>School ethos.</p>	<p>Whole School Behaviour Policy.</p> <p>Classroom Management - rules, rewards and incentives.</p> <p>Nurture Provision - Take 5.</p> <p>Tracking and Monitoring behaviour systems.</p> <p>Growth Mindset.</p> <p>Celebrating success.</p> <p>Effective Feedback / Marking Policy.</p>	<p>Communication</p> <p>Friendly Classroom.</p> <p>Key vocabulary.</p> <p>Listening Centres.</p> <p>Teaching Talking.</p> <p>ELKLAN.</p> <p>ComIT.</p> <p>Adults role model positive language.</p> <p>Visual prompts i.e. for good sitting.</p> <p>Word Aware.</p> <p>Time to Talk.</p> <p>Chatterbox.</p> <p>The Communication Trust</p> <p>Speech and Language Resource</p> <p>All Wales speech, language and communication (SLC) Training pathway.</p>	<p>Communication</p> <p>Friendly School.</p> <p>Effective questioning techniques.</p> <p>Visual timetables.</p> <p>Seating plan.</p> <p>Structured and modelled pair and group tasks / interactions.</p> <p>Social stories / preteaching.</p> <p>Expectations - calm, controlled, predictable.</p> <p>Changes to routine explained and prepared for.</p>	<p>Seating plan.</p> <p>Variety of teaching approaches, including multisensory teaching methods.</p>	<p>Nurturing environment (meaningful praise).</p> <p>Teaching stress regulation as part of school day (yoga/brainstem calmers).</p> <p>Whole school policy (relationship policy).</p> <p>PCP approaches.</p> <p>School ethos.</p>	<p>Good quality teaching and learning.</p> <p>Differentiation to meet a range of learning needs.</p> <p>Structuring of tasks.</p> <p>Meta-cognition approaches to skill development.</p> <p>Positive feedback in written work, with targeted marking for literacy and numeracy skills.</p> <p>Opportunities for reading each day.</p> <p>Multi-sensory approaches to learning, including spelling.</p> <p>Scaffolding and modelling to support access to learning. Use of resources such as reading rulers, glossaries.</p>

<p>Independent and small group learning.</p> <p>Access to extracurricular learning opportunities (i.e. Homework Club).</p> <p>Curriculum designed to meet the needs of all learners. Class size and make-up.</p>							
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Stage 2: ULP - Possible provisions subject to availability

Cognition	Engagement and Participation	Learning/Social Behaviour	Speech and Language	Social Communication	Sensory	Emotional Wellbeing	Specific Learning Difficulty
<p>Target groups - additional tracking and monitoring.</p> <p>Use of visual and concrete supports.</p> <p>Monitoring.</p> <p>Appropriate differentiation through input and outcome to promote access to the curriculum.</p> <p>Pre-learning of concepts / vocabulary (homework opportunities).</p> <p>Repetition and reinforcement.</p> <p>Chunking of activities.</p> <p>Encourage the use of memory strategies - chunking, mnemonics, linking audio and visual knowledge.</p> <p>Interleave previously taught information with new learning.</p> <p>Explicit teaching of reading comprehension as a skill.</p> <p>Tric a Chlic (Welsh) POPAT</p>	<p>Buddy systems.</p> <p>Calm areas.</p> <p>Sensory garden.</p> <p>Table-top sand boxes 'Zen' boxes.</p> <p>Human Given Intervention.</p> <p>Transitional objects.</p> <p>'Playing CBT' board game.</p> <p>Self soothe box.</p> <p>Healthy coping toolkit.</p>	<p>Individual rules, rewards and incentives in class.</p> <p>5 Can Make Me Lose Control.</p> <p>Whole school self-regulation strategies.</p> <p>Work breaks.</p> <p>Including physical learning as part of the school day, for example brain gym, yoga.</p> <p>Promotion of language awareness and communication strategies in the classroom.</p> <p>Fidget toys (if suggested by an ALN Local Authority professional following a drop in/PIP referral)</p> <p>Visual aids.</p> <p>Feelings books - use of emojis or Chateez.</p> <p>'Settle' bottle</p> <p>Counselling Services.</p> <p>'Worry' Box.</p> <p>Use of mediation.</p> <p>Use of report cards to monitor and track behaviours.</p>	<p>POPAT - Small Group.</p> <p>Sound so simple - Small Group.</p> <p>ComIT - Small Group.</p> <p>Promotion of language awareness and communication strategies in the classroom.</p> <p>Use of Blank Level Questioning.</p> <p>Use of Task Management</p> <p>Boards to support understanding and retention of instructions.</p> <p>Use of visual and concrete supports.</p> <p>Use of post notes as prompts for class / group discussions. Lingumi English for Kids App</p> <p>Factsheets for language development from the ICAN charity - Professionals' FAQs</p>	<p>Following school rules in line with school behaviour strategies. e.g. speak to head of year, parents reward charts etc.</p> <p>Scaffold support, e.g. visual resources, visual timetable to follow.</p> <p>Limited timetable changes.</p> <p>Check in, check outs strategy.</p> <p>Modelling good behaviour, peer support groups.</p> <p>Parental engagement to support.</p> <p>Use of a participation framework. e.g. Ready to learn.</p> <p>Appropriate topic to learn.</p> <p>Pupil voice.</p> <p>Key stage1 - tooth brushing.</p> <p>SEAL activities to promote PHSE.</p> <p>Behaviour management systems.</p> <p>Lunchtime clubs to engage.</p> <p>Buddy systems.</p>	<p>Support to move between areas of the school.</p> <p>Reasonable adjustments around the environment and uniform.</p>	<p>Buddy systems.</p> <p>Calm areas.</p> <p>Sensory garden.</p> <p>Table-top sand boxes 'Zen' boxes.</p> <p>Human Givens Intervention.</p> <p>Transitional objects.</p> <p>'Playing CBT' board game.</p> <p>Self soothe box</p> <p>Healthy coping toolkit.</p>	<p>Repetition and reinforcement of concepts. Use of strategies to retain spelling patterns.</p> <p>Structured approaches to reading - decoding and comprehension.</p> <p>SpLD pathway miscue analysis and reading for SpLD pupils</p> <p>Avoiding copying from the board.</p> <p>Appropriate seating plan to access the learning.</p> <p>Use of visual supports Tracking and monitoring of skill deficit areas, with focused tasks.</p> <p>Provide additional time to complete tasks.</p> <p>Use of task management boards to support retention of instructions.</p> <p>Use of flow diagrams, mind maps or post it notes to support structure.</p> <p>Feedback on work is specific and targeted, not highlighting every SPAG error.</p> <p>SpLD pathway-classroom strategies BG SpLD pathway HQT resources</p>

[SLC Behaviour and learning to talk.](#)

Peer support groups.

Home school diaries.

Parents evenings. ALN drop in sessions e.g. coffee mornings

Clear routines in place.

Use of a 'worry' box.

[SpLD pathway resources - interventions at wave 2 and 3](#)

Stage 3: ALP - School-based IDP - Possible provisions subject to availability

Cognition	Engagement and Participation	Learning/Social Behaviour	Speech and Language	Social Communication	Sensory	Emotional Wellbeing	Specific Learning Difficulty
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<p>Individual Literacy and numeracy development / catch up programmes (i.e. Read, Write, Inc., Success at 6).</p> <p>Oxford Owl</p> <p>Access arrangements / normal way of working - i.e. extra time 25%, use of laptop, electronic devices to support access to learning.</p> <p>Support around organisation of ideas when planning through different approaches.</p> <p>Handwriting programmes followed on a smaller group level.</p> <p>Individualised support around sentence construction (i.e. colourful semantics) based on developmental stage.</p> <p>Step Back Plan to support independent approaches to learning.</p> <p>Colourful Semantics - Starter Pack</p> <p>Step Back Plan to support independent approaches to learning.</p> <p>Stepback Approach</p> <p>Use of assistive technology.</p> <p>Use of rest breaks and movement breaks.</p> <p>Specific Interventions of Support - Reading - Precision Teaching, structured reading programmes - Oxford Reading Tree, Read, Write, Inc. Individual Tuition,</p>	<p>Emotional check-ins (feeling fans/emotional thermometers/ bear cards/ blob tree's/ incredible 5-point scale).</p> <p>Zones of regulation.</p> <p>Strong links between home and school.</p> <p>Re-integrating Learners Toolkit.</p> <p>Mindfulness (grounding techniques/ visualisation).</p> <p>Headspace app.</p> <p>Worry box/worry monsters/ worry ladder/ worry postponement.</p> <p>Occasional access to wellbeing room.</p> <p>Education Welfare Officer (EWO) involvement.</p> <p>Visual support - timetables/schedules/now and next.</p> <p>Social stories.</p> <p>Structured environments.</p> <p>Breathing activities.</p> <p>Progressive Muscle Relaxation.</p> <p>Books (Don't worry, be happy/ A pocket full of kisses/ The Invisible String/ Volcano in my Tummy/ Starving the anxiety gremlin)</p>	<p>nterventions - Lego Therapy, Talkabout Social Skills, There's a Volcano in my Tummy, Starving the Anger Gremlin, Thinking Good/Feeling Good.</p> <p>ELSA.</p> <p>Outreach - LA support.</p> <p>Modified Curriculum.</p> <p>MAPI / YOS.</p> <p>EPS - Discussion / Advice. Families First / SPACE / PMH ref / intervention. Specific Targeted Interventions; Boxall Profile Specific Targeted Intervention to Support SDQ Questionnaire to track progress and target support, mentoring. Regular small group activities using Nurture approach. Forest School Learning Through Landscapes Nurture Store Social skills group activities Social Stories (How to write social stories...) Break Time (Structured Activities) Anger Management programmes. Starving the Anger Gremlin Children - Anger Worksheets Adolescents - Anger Worksheets Regular observations with ABC Checklist Training Materials for teachers of learners with severe, profound and complex learning difficulties 5 Point Scale Safe Spaces An Introduction to Attachment and the implications for Learning and Behaviour Mindfulness - Meditation for</p>	<p>SLT input with follow up activities.</p> <p>POPAT - 1:1.</p> <p>Sound so Simple - 1:1</p> <p>Speech Link 1-1</p> <p>Short Term - speech and language intervention (i.e. Lego therapy, Talkabout). Alex Kelly Ltd - Speech Therapy</p> <p>Specific Short Term Interventions of support - Pre-teaching communication, ComIT Toolkit and Programmes, ELKLAN, Elklan</p> <p>Pre-teaching vocabulary in a multi-sensory way, colourful semantics</p> <p>Integrated Treatment Services</p> <p>Metalinguistic approaches, social skills groups, feedback if unintelligible - try again, rephrase or use an alternative method to get the message across, phonological awareness training, peer tutoring using stories into story map format (similar to Lego Therapy), oral language intervention, Video modelling, BLAST (Boosting Language Auditory Skills and Talking).</p> <p>Early Years Resource - Blast Talk Boost KS1 Talking Tigers V2Go App Lip Sync moving sound formation cards Freebie Library - The Speech Express Resources for speech and language</p>	<p>ASD diagnosis.</p> <p>Access to nurture rooms.</p> <p>ELSA</p> <p>Social communication groups - consider ComIT intervention Toolkit.</p> <p>Comit Toolkit</p> <p>Classroom support.</p> <p>Access to resources to aid multi-sensory learning.</p> <p>Time out cards.</p> <p>Reward systems - House points; Personal dojo's points.</p> <p>Pastoral care.</p> <p>THRIVE</p> <p>Multi-sensory approaches to learning.</p> <p>Visual resources.</p> <p>Language support activities. Specific interventions of support.</p> <p>Clear routines in place.</p> <p>Circle of Friends</p> <p>Alex Kelly Talkabout Social Skills</p> <p>Explicit and targeted skill teaching, social scripts, personalised social stories.</p>	<p>Use of visual cues.</p> <p>Visual timetable.</p> <p>Set seating plan.</p> <p>Structured transitions between lessons and breaks.</p> <p>Dedicated quiet space for access during elements of the day.</p> <p>Allocated lunch / break provision (i.e. quiet space, clubs).</p> <p>Bespoke timetable with set time for start and end of the day.</p> <p>Communication Book to support home / school communication.</p> <p>Movement Breaks</p> <p>Classroom Accommodations for Sensory Processing</p> <p>Touch Typing skills - BBC Dance Mat</p> <p>Text Type from Doorway Online</p> <p>Cognitive orientation to daily occupational performance (CO-OP task orientated problem Solving approaches for motor and co-ordination difficulties).</p> <p>Cognitive Orientation vo Daily Occupational Performance (CO-OP)</p>	<p>Emotional check-ins (feeling fans/emotional thermometers/ bear cards/ blob tree's/ incredible 5-point scale).</p> <p>Zones of regulation.</p> <p>Strong links between home and school.</p> <p>Mindfulness (grounding techniques/ visualisation).</p> <p>Headspace app.</p> <p>Worry box/worry monsters/ worry ladder/ worry postponement Occasional access to wellbeing room.</p> <p>EWO (Education Welfare Officer) involvement Visual support - timetables/schedules/now and next.</p> <p>Social stories.</p> <p>Structured environments.</p> <p>Breathing activities.</p> <p>Progressive Muscle Relaxation.</p> <p>Books (Don't worry, be happy/ A pocket full of kisses/ The Invisible String/ Volcano in my Tummy). Starving the anxiety gremlin. CAMHS in reach project.</p> <p>Calm boxes.</p> <p>SPACE - Single Point of Access for Children's</p>	<p>Differentiation of resources to meet individual needs.</p> <p>Access Arrangements for examinations, tests and assessments - extra time 25%, WP.</p> <p>Use of assistive technology (reader pen, voice to speech, recording devices).</p> <p>Targeted short-term group interventions in literacy and numeracy through a SpLD trained professional.</p> <p>Use of computer programmes to target skill deficit areas.</p> <p>SpLD pathway - ICT and Dyslexia</p> <p>Specific Interventions of Support. See programmes including the Barrington Stoke Range, Alpha to Omega Spelling, Spelling Mastery, IDL for dyslexia, Multi-Sensory Dyslexia.</p> <p>SpLD Pathway Guide</p> <p>Use of ICT to support: Xmind - mind mapping Software D Speech - (text to speech software) Comic Strip Read and Write Gold reading software, Dragon Dictate voice to text software. Shop Bangor - Prawf Geirfa Cymraeg (Wesh) Darllen, deall a sillafu gan Cardiff Metropolitan University (Welsh)</p>
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<p>POPAT Unit of Sounds Phonographix Lexia / Lexicon Bespoke Guided Reading Toe by Toe</p> <p>Lifeboat, Reading Recovery, PrimEd Teaching Reading, Cloze approaches, Accelerated Reader, DEAR</p>	<p>Child and Adolescent Mental Health Service (CAMHS) in reach project.</p> <p>Calm boxes.</p> <p>SPACE - Single Point of Access for Children's Emotional well-being.</p> <p>Primary Mental Health Referral.</p> <p>Test Anxiety - retrieval practice.</p>	<p>Kids - Headspace</p> <p>Counselling/Play Therapy: Contact your Local Authority Counselling Service for advice and support.</p>	<p>activities Activities for babies, toddlers and children - BBC Tiny Happy People Simplify - see you later, laminator Children's Services - Aneurin Bevan University Health Board (nhs.wales) - Local NHS information about how</p>	<p>Specific interventions of support - Circle of Friends, ComIT Toolkit and Programmes, Alex Kelly Talkabout Social Skills, Explicit and targeted skill teaching, social scripts, personalised social stories, visual supports to express feelings, comic strip conversations, use of 5 Point Scale, Peer / Buddy Support system, Peer-mediated social skills training, Exit pass, Language for Thinking, narrative groups, widget symbols, pre-teaching, peer</p>	<p>Trampoline Training, Table Tennis Training and Audio notes.</p> <p>Training, Audio note</p> <p>Xmind mindmapping software</p> <p>Text to speech software</p> <p>Read and Write Gold reads out text</p> <p>Dragon dictate - Voice to text software</p>	<p>Emotional well-being. Primary Mental Health Referral.</p> <p>Test Anxiety - retrieval practice.</p> <p>EPS - discussion/advice.</p> <p>NHS worry tree app.</p> <p>Clear fear app (Stem4).</p>	
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<p>(drop everything and read), Trugs phonic based reading scheme.</p> <p>Read Successfully Use of ICT to support reading - Nesy Reading and Spelling, Pre and post teaching of vocabulary. Use of Claro read, reader pen.</p> <p>Nesy Pre and post teaching of vocabulary Use of Claro read, reader pen.</p> <p>Clarosoftware</p> <p>Recording - ICT resources, Use of voice to Text (Office 365 via Hwb), Touch Typing groups (BBC Dance Mat, Text Type), graphical organisers, colourful semantics to support sentence building, Talk for Writing.</p> <p>Maths - Counting to Calculating, Success @ Arithmetic, use of visual and concrete aids - numicon, Numbers Count, 1stClass@Number, Talk 4 Number.</p> <p>Every Child Counts</p> <p>Attitudes to learning - pre / post teaching of concepts, mentoring support, scripted language intervention, computer assisted instruction - abracadabra, training working memory (Cogmed), mindfulness and yoga.</p>	<p>EPS - discussion/advice.</p> <p>NHS worry tree app.</p> <p>Clear fear app (Stem4).</p> <p>National charity helping people with Anxiety - Anxiety UK</p> <p>Resources for Emotional Literacy Support Assistants - ELSA Support</p> <p>YoungMinds - children and young people's mental health charity</p> <p>Anxiety : Mentally Healthy Schools</p> <p>SDQ Questionnaire to track progress and target support, mentoring,</p> <p>Thrive / Boxall Profile</p>	<p>A Cognitive Behaviour Therapy Workbook for Children and Young People</p> <p>19 Narrative Therapy Techniques, Interventions + Worksheets</p> <p>Michael Palin Centre for Stammering - The Michael Palin Centre for Stammering if a child has difficulties with speech sounds.</p> <p>Know more about speech sound development - young children may have difficulties with sounds because they are yet to develop - Parent guide.</p> <p>If a child has difficulties with language development.</p> <p>Tips for Talking - information for young children at different ages - Children's Services - Aneurin Bevan University Health Board (nhs.wales)</p>	<p>to access Speech and Language Therapy and activities to use to develop children's speech and language skills.</p> <p>If a child has a stammer. Support for Schools - Action For Stammering Children Welcome to Stamma</p> <p>Social Stories</p> <p>Comic Strips</p> <p>5 Point Scale</p> <p>Language for Thinking</p> <p>Wigt Online</p> <p>The Communication Trust</p> <p>Talk About Children</p> <p>Talk About for Teenageers</p> <p>Autism Wales</p>	<p>tutoring using stories into story map format (similar to Lego Therapy), Elklan, Socially Speaking, Time to Talk, All Aboard.</p>		<p>National charity helping people with Anxiety - Anxiety UK</p> <p>Resources for Emotional Literacy Support Assistants - ELSA Support (elsasupport.co.uk)</p> <p>YoungMinds - children and young people's mental health charity</p> <p>Anxiety : Mentally Healthy Schools</p> <p>Specific Targeted Intervention to Support SDQ Questionnaire to track progress and target support, mentoring</p> <p>Thrive / Boxall Profile</p>	
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NB. Other areas of need (Hearing, Visual, Physical and/or Medical) are not listed above, but staff would follow the same process in using the diagnostic matrix to support learners with the above needs.