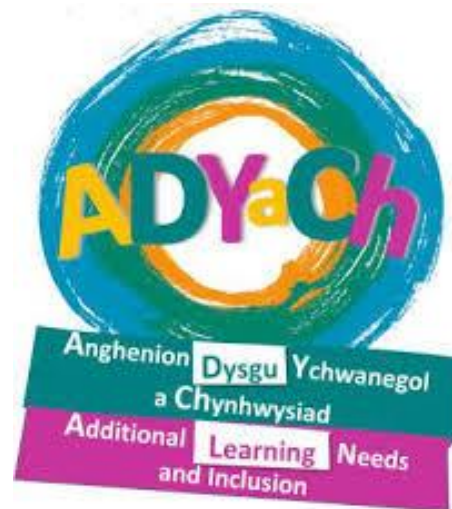


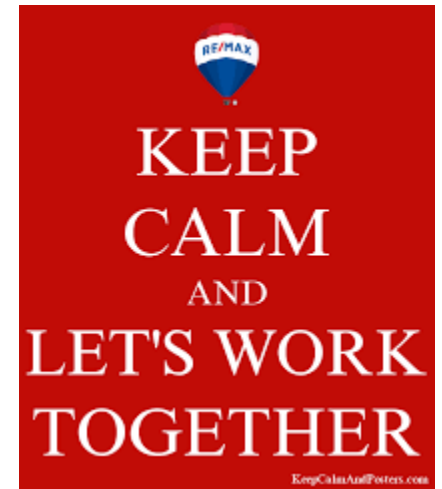
# ALN&I Training session 1

Ellen Jones

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# Health and Safety



# AGENDA

- **Introductions**
- **Presenting important messages from the ALN Code**
- **Presenting child-centred methods of formulating a 1PP**
- **Experimenting and using the child-centred methods**
- **Any other matter / feedback**

# ALN Draft Code December 2018

- Main messages
- What will change?
- How will the Act affect the way you work?

# Terminology

Introducing the term  
**'Additional Learning  
Needs'**  
**ALN**



# The Definition of ALN

- 1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.
- 2) (2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she—
  - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
  - (b) has a disability for the purposes of the Equality Act 2010 (c. 15) which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.
- (3) A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

# What is / not ALN

- Some children may have a disability or medical condition that does not require ALP. The following examples provide clarity on what ALN is and what it is not.
- If a child under compulsory school age had a significant speech, language and communication delay, and it was considered (by the local authority or maintained nursery in which they are registered) that ALP was required, and it was decided that the child has ALN, an IDP would be put in place.
- Some disabilities may affect a child's access to a setting that provides childcare or nursery education, but their disability would not affect their learning, e.g. if they required use of a wheelchair or required PEG feeding. Once the necessary arrangements were put in place to allow the child to access the setting they would not necessarily need ALP and would not, therefore, have ALN

# 0-25 age range

- A single legislative system to support children and young people with ALN who are 0 to 25 years old.
- This replaces the current separate systems that supports the early years, schools and post-mandatory education.





# One Plan

The following is superseded:

- Action in the early years (play plan)
- Action in the early years and more by means of individual development plans 'in the school' (play plan)
- Statement

The Act creates a single statutory plan  
- an Individual development plan **(IDP)**  
and replaces the range of statutory and non-statutory plans that currently exist for children



# Who will contribute to the IDP?

The child

Parents / Guardians

Key workers within an  
Early Years placement

External services (Health /  
care)



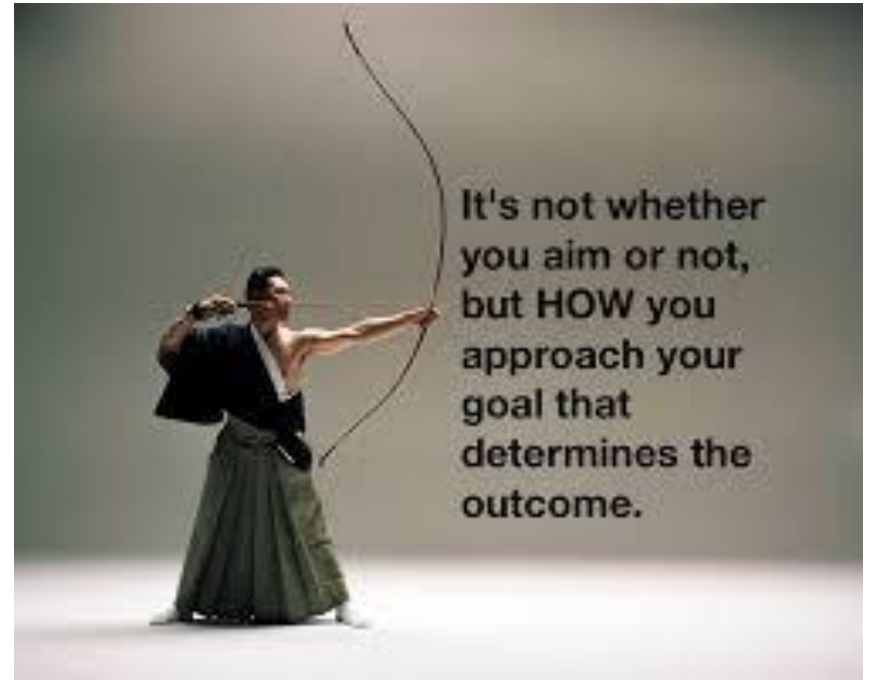
You should have a say in decisions that affect you

U.N. Convention on the Rights of the Child Article 12

CHILDREN &  
YOUNG PEOPLE'S  
Commissioner  
Scotland

# Outcomes

- The IDP will focus on the provision that ensures real outcomes
- The method of target setting will change. Our focus will be on person-centred outcomes.



# Reducing conflict

Where there is disagreement about an Individual Development Plan or the provisions within it, the emphasis will be on considering the matter and resolving it on the most local level possible.



# Right to Appeal

- Unless disagreement about the content of the IDP or the additional learning provision on a local level can be resolved, the Act ensures that children and young people (and their carers / parents in the case of those under 16 years old) have the right to appeal to a tribunal.



# A bilingual system

Every service must consider whether a pupil requires a Welsh-medium additional learning needs provision.

Every reasonable step must be taken to ensure that the needs of the pupil are met through the medium of Welsh if he/she so wishes.



# Important messages from the ALN Draft Code, December 2018

- It does not state that the role of the ALNCo is required in Early Years settings. However, 'National Minimum Standards for regulated childcare – standard 4' (Meeting Individual Needs) states the need to have a designated person within the setting.
- It is not necessary to get a parent's consent to refer a child to the Authority's attention.
- Statutory role of the ALN Leader - Source of Information for education.
- Statutory role of the DECLO – Source of information for health

Any Questions?

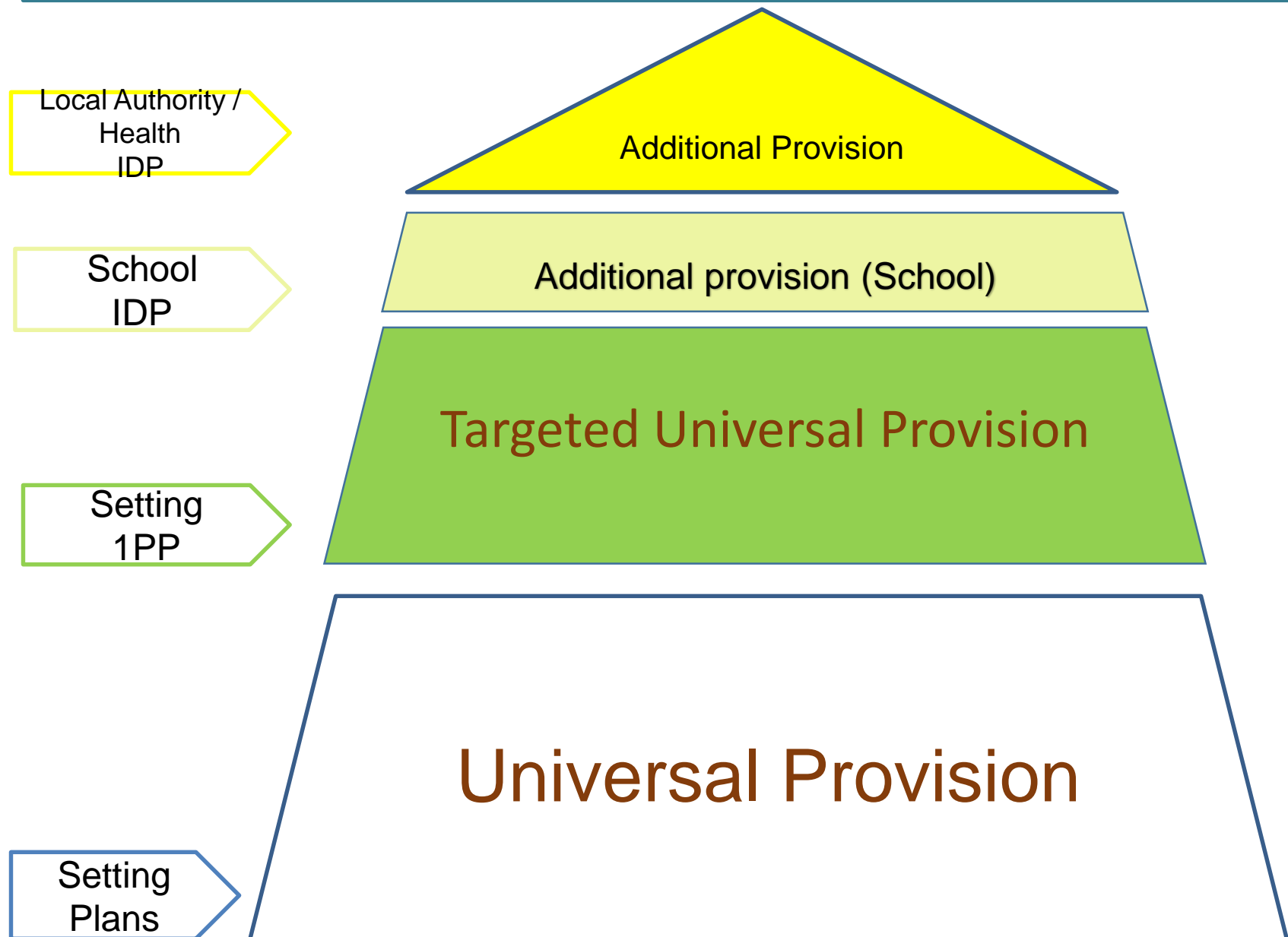




# What is Inclusion?



# Provision Map



# Universal Provision

**Universal provision** supports the entire population, i.e. the whole room / class or entire setting and ensures that every child has the appropriate opportunities to make progress

This level includes workforce development, access to appropriate information, creating environments that are communication-friendly, and class/room/whole setting intervention methods.

# What are reasonable adjustments?

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.

As far as schools are concerned, meaning that schools cannot unlawfully discriminate against pupils because of their **sex, race, disability, religion or belief or sexual orientation**.

## **Targeted Universal provision**

Based on sources of evidence of a child's attainment and/or progress, settings must provide specific interventions and/or strategies in order to respond to the specific fields that cause concern.

# Additional Learning Provision

Additional provision is defined in the Draft ALN Code (2018) as:

***(1) “Additional learning provision” for a person aged three or over means educational or training provision that is additional to, or different from, that made***

***generally for others of the same age in—***

***(a) mainstream maintained schools in Wales,***

***(b) mainstream institutions in the further education sector in Wales, or***

***(c) places in Wales at which nursery education is provided.***

***(2) “Additional learning provision” For a child aged under three means educational provision of any kind.***

***(3) In subsection (1), “nursery education” means education suitable for a child who has reached the age of three but is below compulsory school age.***

# 1 Page Profile

## Person-centred practice





Anglusteron Ddwy Ychwanegol  
Additional Learning Needs

## Proffil 's Profile



Hoffi ac edmygu am   
Like and appreciate about

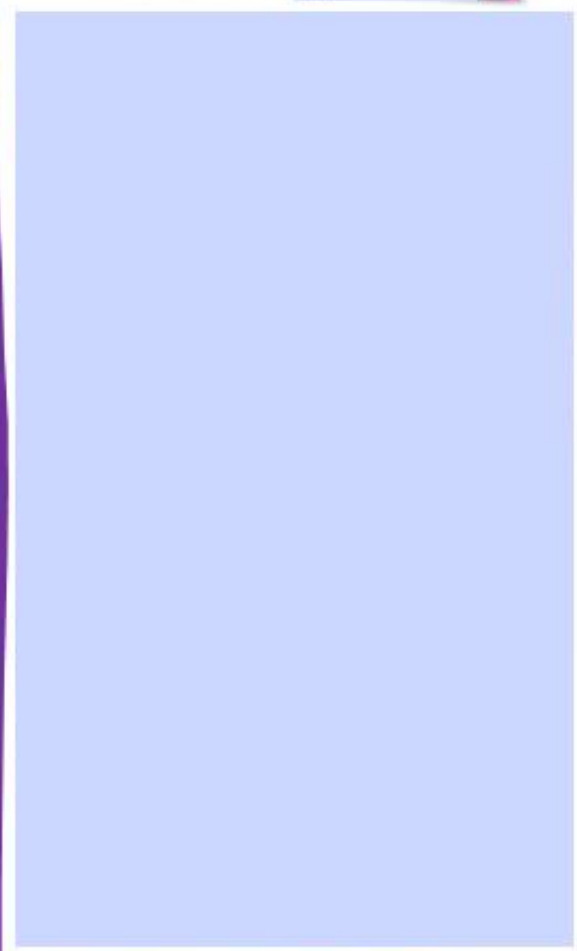
11.

Beth sydd yn bwysig i  ?

What's important to  ?

Beth sydd yn bwysig er mwyn cefnogi  ?

How best to support  ?





# Important to...

What is important to an individual includes what people only "say":

- **with their words**

- **in the way they behave**

When words and behavior contradict each other, take notice of the behavior

Full choice  
no responsibility

Important to



Full choice: no responsibility

# Important for

The best way to support...be healthy and safe

What others need to know or do...

It only includes those things that we need to consider in terms of health or safety matters

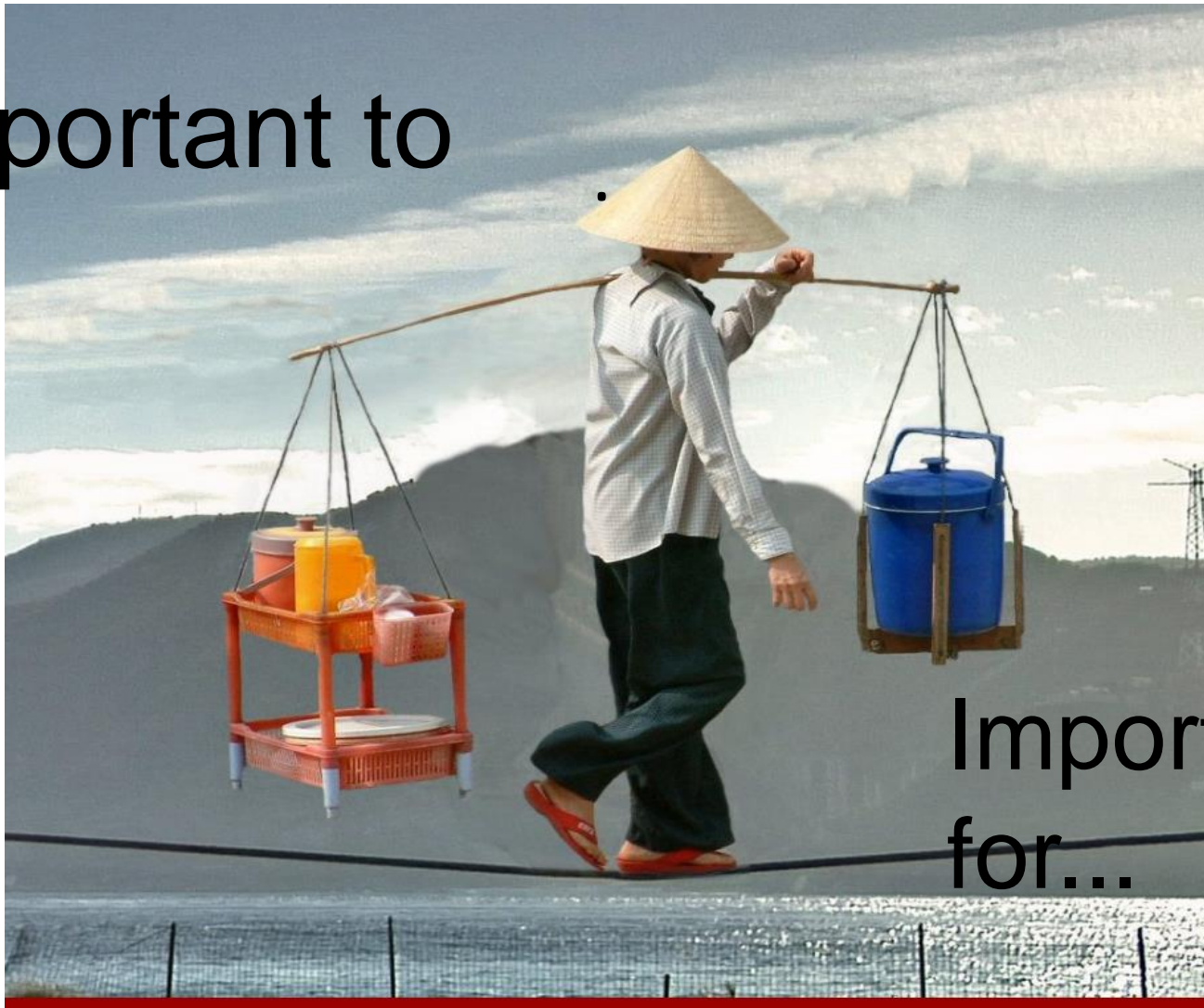


...it does not necessarily consider choices and aspirations.



balance

Important to



Important  
for...



- 1) What makes life worth living for you, what makes life pleasurable and fun-filled?

### **Important to**

- 2) What do you know you should do? Possibly because you know that it is good for you? What do others hassle you to do more/less of?

### **Important for**

- How would you feel if you only had the things you referred to in 2 (important for) and not (important to)?
- How would you feel if you only had the things you referred to in 1 (important to) and did not have to do anything in 2 (important for)?



# Gather information

## Guessing and asking

If the child does not speak, you can ask relatives, friends and staff members who know them well



### 5 key questions and thinking tools :

1) Who are the most important people to you? (how often do you spend time with them? What do you do together?)

2) What do you usually / always do? (in the evenings, during the week. Television programs, hobbies, interests, people you see, places to go, sounds they like, sleeping patter)

3) What would you be unable to leave home without? (a treasured possession)



Gathering  
information  
leaflet



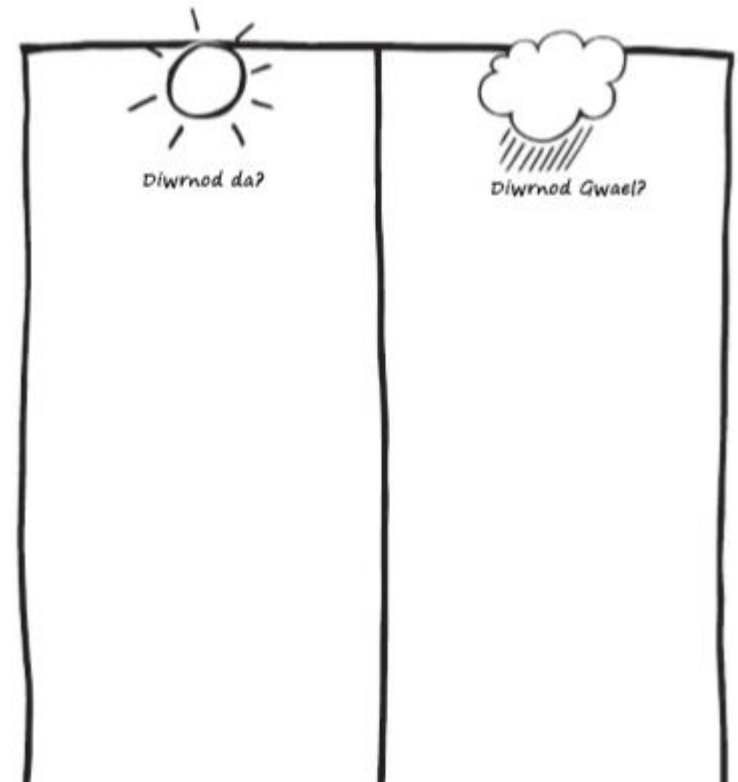
# Gather information

**4)** What would your best day and your worst day be? (use the mind map - good day and bad day)

Gather information by:

- Observing
- having conversations

- What do you do on your favourite day?
- When do you have most fun?
- What makes you feel good?
- Who is with you for all parts of the day?
- Where do you do this activity?



# 4) Learning Log

DYDDIAD Date	BETH WNAETH Y PERSON? What happened	PWY OEDD YNO? Who was there	BETH WNAETHOCH CHI DDYSGU AM YR HYN WEITHIODD YN DDA? What have you learnt that worked well?	BETH WNAETHOCH CHI DDYSGU NAD OEDD YN GWEITHIO? What have you learnt that does not work so well?
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## 5) Learning Log

Effective method to gather what we've learnt rather than  
what has happened

# Gather information

## Like and admire

5) What do your family and friends say that they love and admire about you? (contributes to the like and admire section)

# Positive

# Like and admire

## Negative things

Write down 3 things that are quite negative, for example:

Stubborn

Untidy

Moody

# Like and admire

For every negative element, ask three questions:

1. Are there circumstances where the negative element is positive?

If so, add to the **appreciated things**

2. Does the negative element reflect something that is important to the individual?

If so, add to the **important to** list

3. Is the negative element a problem at times? If so, what do other people need to know or do to support the individual when it is a negative element? Add to the

**Important for list**

# Writing a one page profile

## Top tips

There is no given way of writing a 1PP  
Everyday language and no jargon  
Information is

- correct
- clear
- easy to read

Keep all the statements positive



Sufficient details so that anyone can use the information  
immediately (where? with whom? When? How often?)

'To support' section - instructive

'Walk the walk' – ensure that you make the most effective use of  
the Profile



# How effective is the one page profile?

Quality one page profile		
Have included What's important to ...		
Have included 'What is important for ... instruction		
Balance between 'important to' and 'important for'		
Positive Statements		
Plenty of details so that anyone can use the information immediately.		
Everyday language and no jargon		
Correct, clear and easy to read information		

# Enghraifft / Example

Yn bwysig i  
Important to



Ar gyfer  
Important for





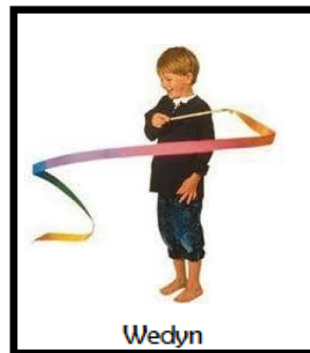
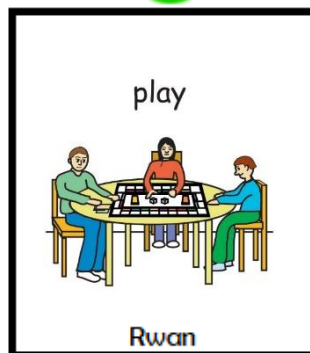
# Enghraifft / Exampel

Yn bwysig i  
Important to

Ar gyfer  
Important for  
play



**Dewis da**



# Enghraifft

Yn bwysig i



Ar gyfer

Rhannu



play



cadw



# Enghraifft

Yn bwysig i



Ar gyfer

Rhannu



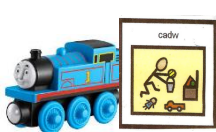
play



cadw



Amserlen weledol



hello



play



cadw



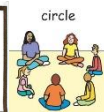
fruit snack



cadw



circle



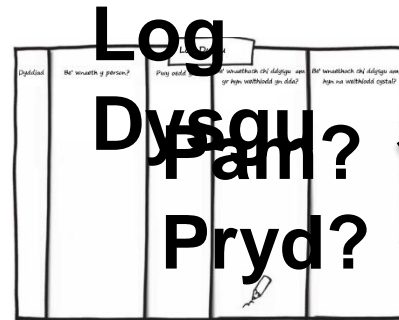
bye-bye



cadw



# Cyfathrebu drwy ymddygiad

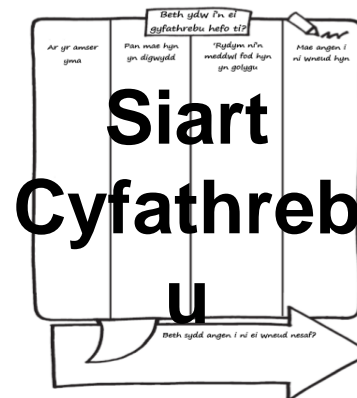


**Ar gyfer**

**Yn bwysig i**



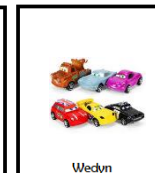
'FEAB' - a functionally equivalent alternative behaviour



**Dewis da**



Rwan



Wedy'n

**Rhannu**



Beth sydd yn **bwysig** i

?

What's **important** to

?

I Love my family: Mum, Dad and younger sister E

I like music and singing - (at the moment I like Mr Tumble on youtube

I like playing with instruments- drums, keyboard every day

I like books and listening to specific stories for me to re- tell them (at the moment I like stories about farm animals)

I have favorite tv shows that I like to watch. A different one every week.

I like playing outside in the sand pit - filling and emptying different containers

I like routines and familiar surroundings - this makes me feel safe

I only drink milk and my favorite food is plain pasta.

At snack time in cylch I only like banana

I like to hug my teddy when I feel tired, anxious or sad (I carry my teddy everywhere)



Beth sydd yn bwysig er mwyn cefnogi

?

How best to support

?

-Routine is very important to me. I need to see it visually everyday - to include: book time and outside play

- I need structure and boundaries. The class rules should be up for me to see. Please remind me and reward me by being positive.

- I will head bang/throw myself on the floor and sometimes throw toys if too many demands are put on me- please ignore these behaviors and be consistent with me. Encourage me to sit down in the calm down corner with my teddy.

- I need encouragement to listen and follow the teacher's lead. Please use 'now and next', sand timer and lots of praise (next - sand pit)

- I need to develop my play skills. Provide me with daily opportunities to lead special play time, following 'May I Join You'

- Turn taking games will help me share my toys and let another child into my play- use the sand timer and lots of praise/encouragement.

- I need to further develop my language skills, comment on my play- don't ask too many questions.

- I use many learnt phrases when communicating and will need support to further develop my skills. Repeat words/ phrases to help me understand - use songs and Rhymes

- I need to hear simple language and instructions that are modeled clearly.

Hoffi ac edmygu am

Like and appreciate about

A big smile  
Always busy  
His singing voice  
Good visual memory  
How he has settled well into the classroom  
He remembers everybody's name  
Parents:  
Very loving and affectionate  
Good sense of humor  
Dotes on his sister  
Musically  
Enjoys being physical- long walks  
Has started to enjoy learning  
Learning to share

BETH SY'N BWYSIG (PARHAD)

In contact with SALT to update ICP  
Input from the specialist Communication team

Any Questions?



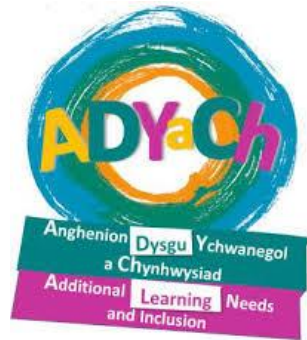


# Session 2 – March 2020

Present the Provision Map document

Present new processes in regards to ALN (referrals)

Workshop to present resources and strategies to support children



Thank you

