

Additional Learning Needs (ALN) at Ysgol Cefn Meiriadog

Our Additional Learning Needs Coordinator (ALNCo) is Mrs Laura Evans, her role includes the following:

- to, alongside the class teacher, identify a pupil's additional learning needs (ALN) and co-ordinate the implementation of the Additional Learning Provision (ALP)
- secure relevant services to support the pupil's Additional Learning Provision
- keep records of decisions about ALN and Individual Development Plans (IDPs)
- liaise with, and provide information to, the pupil and parents/carers of the pupil
- monitor the effectiveness of any Additional Learning Provision made

Interventions

At Ysgol Cefn Meiriadog we deliver a range of interventions to support learners Literacy, Numeracy and Well Being. These interventions are delivered according to the needs of our learners and are introduced as and when required. Interventions are delivered by Mrs Gina Wilkins (TA) and Mrs Sian Williams (HLTA)

The interventions we offer include:

- Catch Up Literacy
- Repeated Reading
- Safmeds
- Rapid Maths
- Precision Teaching
- Lego Therapy
- FRIENDS
- Seasons for Growth
- Drawing and Talking

Catch Up Literacy

Catch Up Literacy is a structured one to one intervention for learners who find reading difficult. It uses a book based approach to support learners in their reading of a book, so they activate both dimensions of reading - word recognition processes (including phonics) and language comprehension processes.

The pupils identified as requiring this intervention have two 15 minute sessions per week in which they read from an appropriate level book and complete a linked writing/ recording activity that addresses identified miscues. The emphasis is on providing effective, personalised learning support for the learner within a positive, supportive and enabling framework.

Repeated Reading

Repeated reading is an intervention that focusses on reading fluency using passages of text (both fiction and non-fiction). The pupils have three sessions a week involving repeated time practise of the same passage, with feedback. They work towards a specific aim that is appropriate for their age and current fluency level.

Safmeds

Say-All-Fast-Minute-Every-Day-Shuffled (SAFMEDS) is a daily practice and assessment strategy. It uses a set of flashcards with a maths question on the front and the correct answer on the back to help children to answer Maths questions both quickly and accurately as well as to identify any questions that they might be struggling with.

Pupils receive three 20 minute sessions per week.

Rapid Maths

Rapid Maths includes lots of variety within sessions. Rapid Maths makes catch-up fun and gives each child personalised support and repeated practice in the fundamentals of numeracy.

Drawing and Talking

This is an attachment-based therapeutic intervention which allows individuals to discover and communicate emotions through a non-directed technique. This intervention uses a person-centred approach and is completed on a one-to-one basis. This support is offered for a 12 week block.

Precision Teaching

Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to target and improve specific skills within an intervention.

Precision teaching is a highly focused, evidence based intervention.

Lego Therapy

LEGO-Based Therapy has been found to benefit children with a variety of communication and social developmental difficulties.

Playing with LEGO promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills. By using a commonly adored tool like LEGO it capitalises on its existing motivation and supports self-esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations.

FRIENDS

The FRIENDS programmes help people of all ages build resilience, confidence and emotional wellbeing which improves learning and social outcomes in schools, families and work settings.

At Ysgol Cefn Meiriadog we offer 'Fun Friends' for pupils age 4-7, to promote positive social development, and 'Friends for Life', for pupils aged 8-11, to inspire confidence and emotional strength.

The pupils work in small groups with a trained member of staff for 10 weekly sessions. The aim of these sessions is to: build self-esteem and confidence, build social and emotional strength, help prevent anxiety, identify and develop support networks and give pupils the skills and tools for coping with life's stresses, build resilience

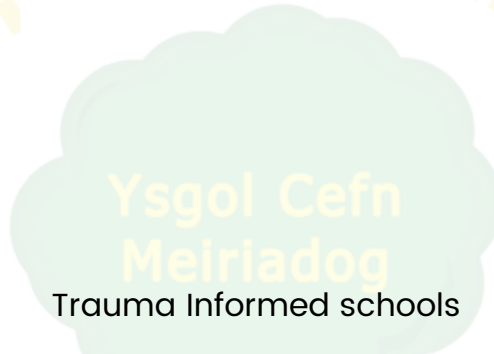
Seasons for Growth

This programme aims to strengthen the social and emotional wellbeing of children and young people who are dealing with significant life changes by:

- Exploring the impact of the change and loss on everyday life.
- Learning new ways to respond to these changes.

The sessions are held in small groups of 4 – 6 pupils and are held weekly for eight weeks by our trained 'Companion' Mrs Gina Wilkins. The programme ends with a 'Celebration' session and the group meets later in the year for two further sessions to build on earlier learning .

Alongside the listed interventions we also provide nurture support in the form of breakfast and one on one time with an emotionally available adult, daily reading, streamed groups for Maths and Literacy and individual or group phonics support. We have a therapy dog, Maisie, who visits the school fortnightly to spend time with all learners, although those requiring her support are prioritised.



Mrs Laura Evans (our ALNCo) has a diploma in Trauma Informed Schools (TIS). TIS is a practical skills-based course, underpinned by evidence-based research studies. The course is designed to inform and empower staff to respond effectively to vulnerable children/ young people who have experienced trauma and/or have mental health issues by delivering interventions addressing mild to moderate mental health problems, with a focus on recovery.

Should any learner present as requiring support of this nature then Mrs Evans will work with them and/ or their Emotionally Available Adult (EAA) to ensure they receive the support they require.

Support offered at Ysgol Cefn Meiriadog

Universal Provision

Universal Provision is support that is available to all pupils. A pupil may need to access this support in order to make progress in their learning. This support is available in all classes and is part of the school's good practice so that all pupils can make progress.

Universal provision in Ysgol Cefn Meiriadog includes:

- small group support
- differentiated work
- individual reading
- access to manipulatives and resources to support learning
- visual timetables
- appropriate, supportive areas in the classroom

Targeted Provision

Universal Provision is available to pupils who require targeted interventions when progress is not adequate. Where there is an identified lack of expected progress there may be the need to put in place some intervention/ strategies that target the child's area of weakness.

Targeted provision in Ysgol Cefn Meiriadog includes:

- Catch Up
- Safmeds
- Specific Literacy Support
- Rapid Maths
- Repeated Reading
- FRIENDS
- Lego Therapy

Additional Learning Provision

Additional Learning Provision (ALP) is provision that is additional to, or different from, what is generally given to other children/ young people of the same age.

ALP in Ysgol Cefn Meiriadog includes:

- High level of adult support
- Significantly modified curriculum
- Support from external agencies
- Specialised resources/ equipment

Flowchart and Allocation of Provision at Ysgol Cefn Meiriadog

Initial concern raised

If a parent/ teacher/ staff member highlights an area of concern to the ALNCo then it is the responsibility of the ALNCo to move to the next stage of the flowchart (graduated response).

Entry Criteria

Based on classroom performance, teacher observation and/ or professional judgement.
Pupil Progress meetings can highlight areas of weakness.
Standardised scores from WNT identify areas for development.

Intervention allocation

Interventions are allocated by the ALNCo and Interventions Lead based on the area of need.
Progress is monitored half termly and should there be little/ no progress made then an alternative intervention will be introduced. Should there continue to be little progress then the ALNCo will attend TAS for external advice and support.

Tracking & Monitoring

ALN tracking document tracks weekly scores/ observations wherever relevant. Parents receive termly report of progress made and next steps.
Half termly meetings between ALNCo and intervention leads.
ALN is a weekly item on staff meeting agenda.

Exit Criteria

Some interventions are run for a specific amount of time, these learners will then access on-going support on completion.
Exit Criteria for all other interventions is decided on a case by case basis following discussions with class teachers as to whether there has been significant improvement in class work. The ALNCo and Interventions Lead will also analyse data and make recommendations based on that.

On-going support

Depending on the intervention delivered the on-going support could take the form of differentiated work in the classroom/ regular well-being check ins.
Should staff feel further intervention is required in an area then the flowchart process will begin again.