



chwarae • dysgu • tyfu
play • learn • grow

cyfnod sylfaen 3–7 foundation phase

Foundation Phase National Training Pack

Module 5

Additional Learning Needs

Objectives

- To build on current practice in supporting an inclusive approach for all children in the Foundation Phase.
- To ensure provision is matched to individual stages of development.
- To up-skill practitioners in the process of early identification and intervention.
- To recognise the importance of identifying children who may need extra support to meet individual needs.

Overview

Session 1: Including all Children

Session 2: Effective Inclusive Practice

Session 3: Theory into Practice

Session 4: Positive Partnership Working

Session 5: So, how well are we doing?

Including the voice of the child ...



Discussion Task

How well am I doing?

Think about the approaches to ALN in your setting or school – what do you do already to meet the needs of individual children?

What does ‘Effective Inclusion’ look like?

Being fully accepted means that whatever their strengths and areas for improvement, interests and inclinations, children will feel they belong and are valued. What we do as practitioners will enable this to happen.



- Recognise that there are children who are not identified as having ALN but who, without the appropriate support and suitable learning environment, may develop ALN later.
- An appropriate learning environment is crucial for **all** children's development – not just those with ALN
- By concentrating on the learning environment and the role of the adults within it, we are not isolating individual children, but supporting the whole group.

Providing developmentally appropriate opportunities can reduce adult input and promote independent learning.



Session 1

Including all Children

The Reasons



ALN and SEN Explained

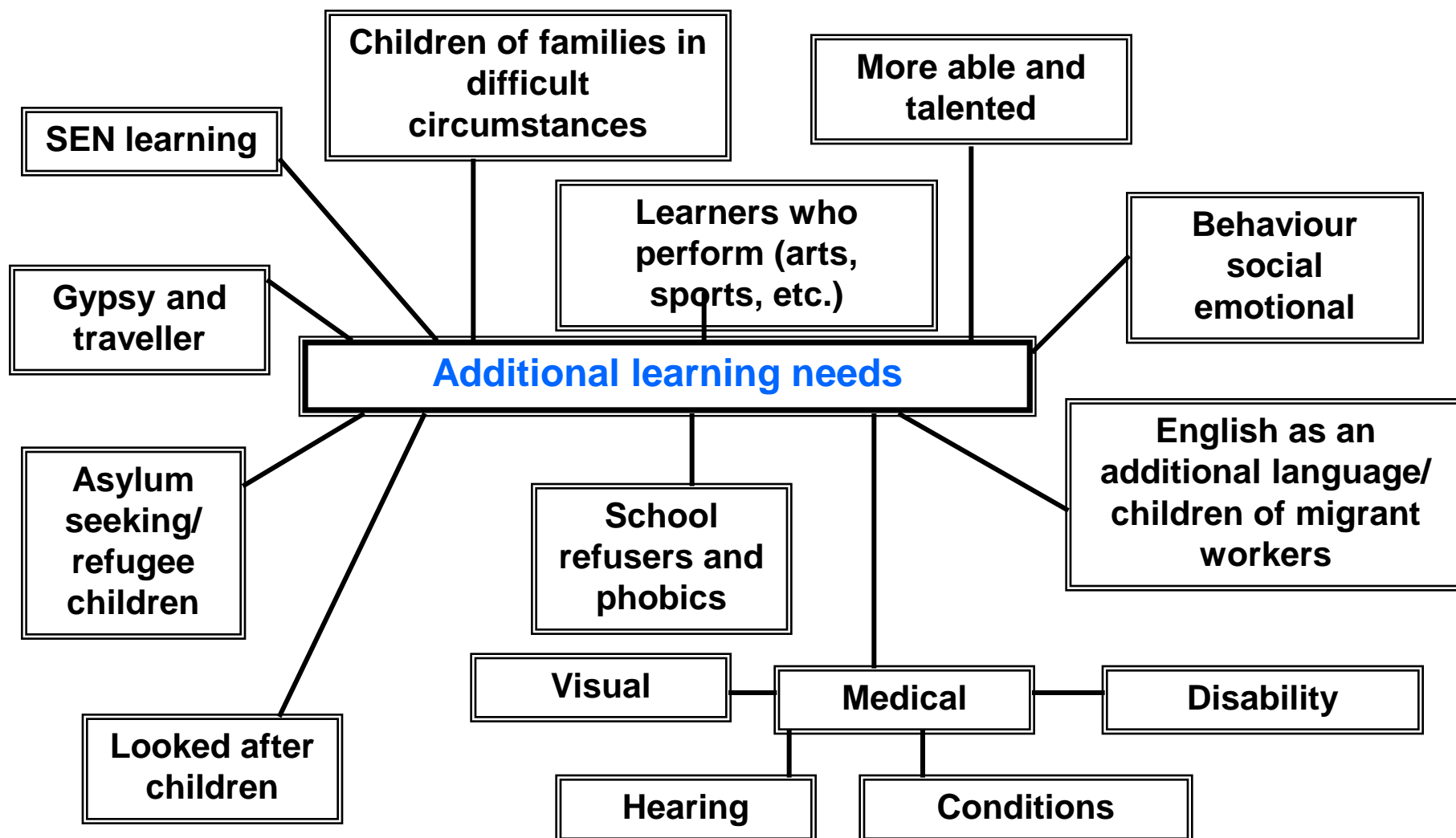
- In order to recognise the diverse and complex needs of learners and reflect a holistic approach, the Welsh Government has adopted a wider term than ‘special educational needs (SEN)’ for those learners who require additional support.
- The concept of ‘additional learning needs (ALN)’ encompasses all children and young people with learning needs which **are greater than those of the majority of their peers** and **not just those identified as having SEN** as defined by the Education Act 1996 and the *Special Educational Needs Code of Practice for Wales 2002*.

- The term ‘**additional learning needs (ALN)**’ includes those learners who require additional support, either due to their circumstances or because they have a longer-term disorder or condition, e.g. sickness, family difficulties.
- The term ‘**special educational needs (SEN)**’ continues to be used to identify learners who have severe, complex and/or specific learning difficulties, as set out in the Education Act 1996 and the *Special Educational Needs Code of Practice for Wales, 2002*.
- SEN is therefore a sub-category of ALN.

Y Cyfnod Sylfaen The Foundation Phase



Llywodraeth Cymru
Welsh Government



Health Warning!

Undertaking this module does not qualify you to diagnose children's additional learning needs – you must refer to the appropriate experts and outside agencies.

Making a Difference



Legislation

The SEN Code of Practice for Wales 2002

All schools/early years settings are required to:

- have an SEN or Inclusion Policy
- appoint a named special educational needs coordinator (SENCO) to have overall responsibility for the children with special education needs.

The Equality Act 2010

The Equality Act 2010 replaced the Disability Discrimination Act 2002 (DDA) and still requires settings/schools not to treat a disabled child 'less favourably' and to make 'reasonable adjustments'.

In practice this means to:

- eliminate discrimination and harassment and promote positive attitudes
- promote equal opportunities
- improve access to the curriculum
- make physical improvements
- provide information in a range of formats
- take specific action for children whose first language is neither English nor Welsh
- ensure that children are provided with material that is appropriate to their ability.

Case Study

Kira

Kira is a child who has Attention Deficit Hyperactivity Disorder which affects her behaviour. The school arrange an outing to the zoo. The children are excited and looking forward to going.

At a staff meeting some practitioners express concern that it may be too dangerous to take Kira as she has a tendency to run off. The head of the school explains to Kira's parents that they won't be taking Kira on the trip.

Inclusion in Practice

- Safeguard the interests of all children.
- Build a positive partnership with parents/carers.
- Celebrate achievements and abilities.
- Foster positive attitudes towards including children with ALN.
- Remember this is a process involving everyone in the setting/school and, where appropriate, outside agencies.
- Take things slowly – start from what the child **can do**.

- Build on existing good practice.
- Gradually increase strategies.
- Adapt environment activities, approaches and resources to ensure access to the curriculum.
- Value and respect everyone's contributions.
- Maximise children's involvement with a range of experiences and people.
- Evaluate the situation frequently – reflect and discuss.

- Give clear instructions.
- Consider learning styles.
- Use multi-sensory approach.
- Question carefully and scaffold/support where necessary.
- Plan according to child's development (provide a range of opportunities).
- Building on strengths and interests to suit the needs of the learner.
- Differentiate.

Ways to Differentiate

- Adapt the activity.
- Offer more help.
- Work in a smaller group with an adult to support.
- Change the materials/resources.
- Provide a range of opportunities through Enhanced/Continuous Provision.
- Ensure activities are stimulating and rewarding to suit the needs of the child.
- Rearrange the equipment or spaces.
- Reduce the distractions:
 - sit in a quieter area
 - restrict choice.

Activity

Do you speak this language?

- ADHD
- ALNCo
- ASD
- BSL
- CAMHS
- CP
- DLA
- EA
- EAL
- EBSD
- EPS
- EWO
- FP
- HI
- IBP
- ICP
- IEP/IPP
- LA
- MAT
- MLD
- PMLD
- SALT
- SENCoP
- SENDIST
- SLI
- VI

Do you speak this language? – Answers

- **ADHD** – Attention Deficit Hyperactivity Disorder
- **ALNCo** – Additional Learning Needs Co-ordinator
- **ASD** – Autistic Spectrum Disorder
- **BSL** – British Sign Language
- **CAMHS** – Child Adolescent Mental Health Services
- **CP** – Cerebral Palsy/Child Protection/Continuous Provision
- **DLA** – Disability Living Allowance
- **EA** – Equality Act
- **EAL** – English as an Additional Language
- **EBSD** – Emotional Behavioural and Social Difficulties
- **EPS** – Educational Psychology Service
- **EWO** – Educational Welfare Officer
- **FP** – Foundation Phase
- **HI** – Hearing Impaired

Y Cyfnod Sylfaen The Foundation Phase



Llywodraeth Cymru
Welsh Government

- **IBP** – Individual Behaviour Plan
- **ICP** – Individual Communication Plan
- **IEP/IPP** – Individual Education/Play Plan
- **LA** – Local Authority
- **MAT** – More Able and Talented
- **MLD** – Moderate Learning Difficulty
- **PMLD** – Profound, Multiple Learning Difficulty
- **SALT** - Speech and Language Therapy
- **SENCoP** – Special Educational Needs Code of Practice
- **SENDIST** – Special Educational Needs and Disability Tribunal
- **SLI** – Specific Language Impairment
- **VI** – Visual Impairment

Session 2

Effective Inclusive Practice

The Procedures



The Evolving Role of the SENCo

Every setting or school needs to identify a member of staff to act as the special educational needs coordinator (SENCo). The SENCo will take the lead in:

- further assessment of children's strengths and areas of development
- planning future support for the child with parents/carers, colleagues and outside agencies
- monitoring and reviewing progress
- ensuring appropriate records are kept.

Identifying and Assessing Additional Learning Needs (ALN)

- Monitoring
- Making adequate progress
- The use of checklists
- Assessing ALN
- Standardised test
- Outside agencies



Concerns/Next Steps

Gather information from:

- records/profiles
- observation
- parents/carers
- a record of strengths and difficulties

and:

- identify strategies and ‘things that work’ in school and at home, being clear on what success looks like
- formulate an Individual Play Plan (IPP)/Individual Education Plan (IEP) including child’s view.

What is Adequate Progress?

Adequate progress can be defined in a number of ways. It might, for instance, be progress that:

- closes the attainment gap between the child and the child's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social and personal skills
- demonstrates improvements in the child's behaviour.

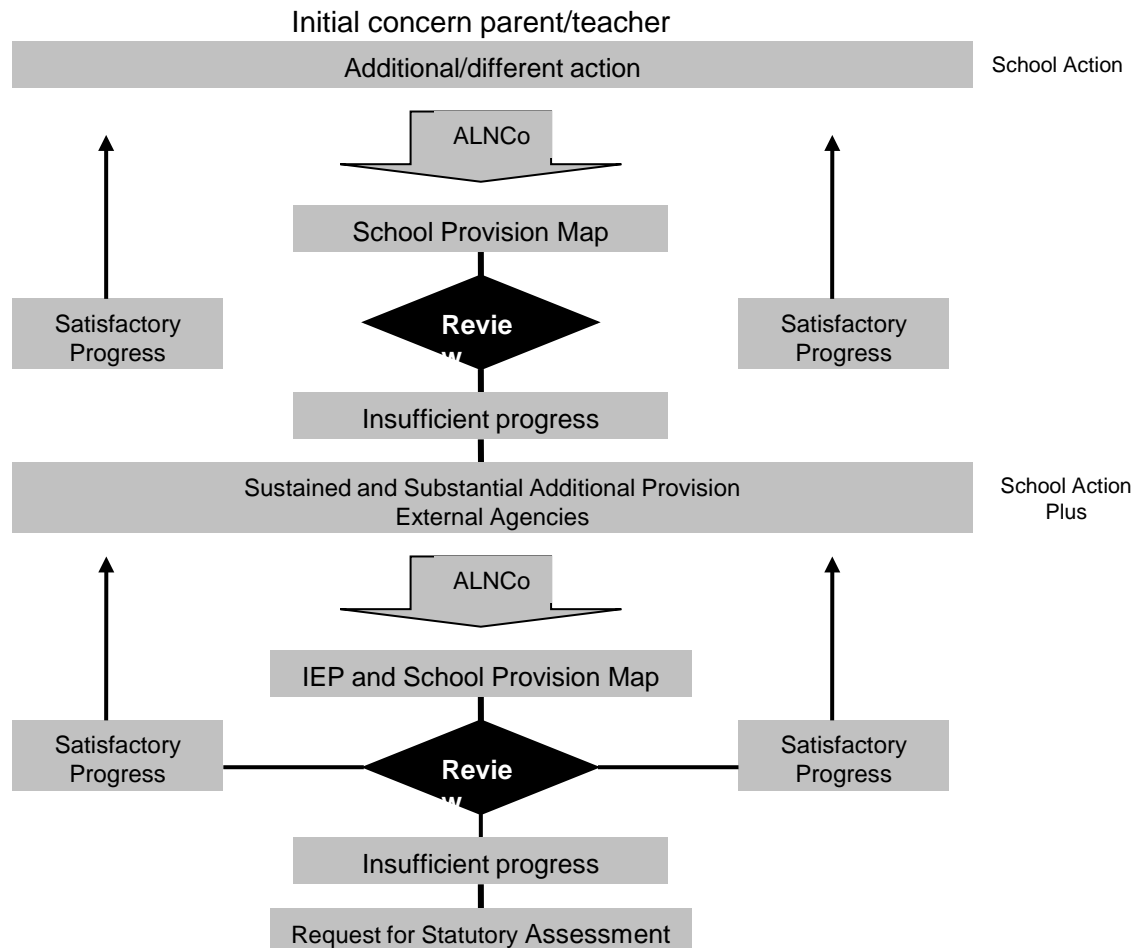
Y Cyfnod Sylfaen

The Foundation Phase



Llywodraeth Cymru
Welsh Government

School-Based Intervention Graduated Response Increasing Strands of Action to meet ALN Needs



Top Tips for IPPs/IEPs

- Maximum 3–4 targets.
- Make them SMART.
- Involve parent/carer/child.
- Avoid jargon and use simple language.
- Decide criteria for success.
- Celebrate/build on child's strengths.
- Record who, what, when and how.
- Note areas of difficulty.
- Don't be afraid to try new approaches.
- Update and review regularly.

Top Tips for Reviews

- Plan the meeting carefully – time, venue, etc.
- Ensure that relevant personnel are able to attend.
- Involve the child/parent/carer/agencies – value all contributions.
- Collate and present information carefully.
- Start with some positives about the child.

- Be open and honest yet sensitive to the needs of parents/carers (and be sure that your problems, e.g. numbers in class/resources, are not presented to already overburdened parents/carers as an issue or a factor).
- Acknowledge the feelings of parents/carers.
- Hold reviews regularly.

Case Study Danielle



Danielle

Danielle, aged 6, was under assessment for ADHD prior to taking up her placement in the reception class of the primary school. At this time Danielle and her mother were supported by the Child and Adolescent Mental Health Service (CAMHS) for behaviour management. The primary school were informed of her diagnosis of ADHD soon after

Danielle has poor concentration and pushes boundaries at every opportunity. Unstructured time, such as free play and lunchtime are particularly difficult for Danielle. Danielle finds it hard to accept 'no' and will often tantrum.





Y Cyfnod Sylfaen

The Foundation Phase



Llywodraeth Cymru
Welsh Government

		Play / SA+ / Statement
My Individual Play Plan		
Name : Ella		D.O.B:
	I am good at : Holding a pencil and making marks on paper I like listening to rhymes	
	 I need to get better at : Playing games with other children Saying more words	
My targets	Activities to help me	Who'll help me & when?
* To copy my teacher when we are playing	* I will play games like Peek-a-Boo, hiding games, simple action games like Round and Round the Garden	* My teacher, my Mummy and Daddy
* To do different types of pretend play	* Simple pretend play such as brushing dolly's hair putting her to bed and so on	* My teacher, my Mummy and Daddy
* To respond to simple questions, such as what's that?, where's the?	* Introduce new words, starting with body parts etc - singing rhymes 'Head, Shoulders ' and so on	* My teacher, my Mummy and Daddy
Signed by pupil and parent :		Date:
Signed by class teacher :		Date:
Signed by SENCo (& Behaviour. Co. if applicable) :		Date:

Activity

What is your role in supporting children with additional learning needs?

Session 3

Theory into Practice

What to do



Social Skills

What skills do you need to be socially competent?



Social Skills

- Be able to watch others and take in what they are doing.
- Be able to listen to others.
- Be able to control your impulses, e.g. wait your turn, not grab, treat others gently, etc.
- Be confident to try something, join in.
- Begin to understand how others might be feeling (empathy).
- Respect other people.
- Know what is expected of you.

Activity

Group 1

You have a large group of children who find the confines of the environment challenging, particularly first thing in the morning. What do you do?

Group 2

You have a group of children who are reluctant to get involved in your planned mark-making activity. How would/could you motivate and get them involved?

Speech and Language



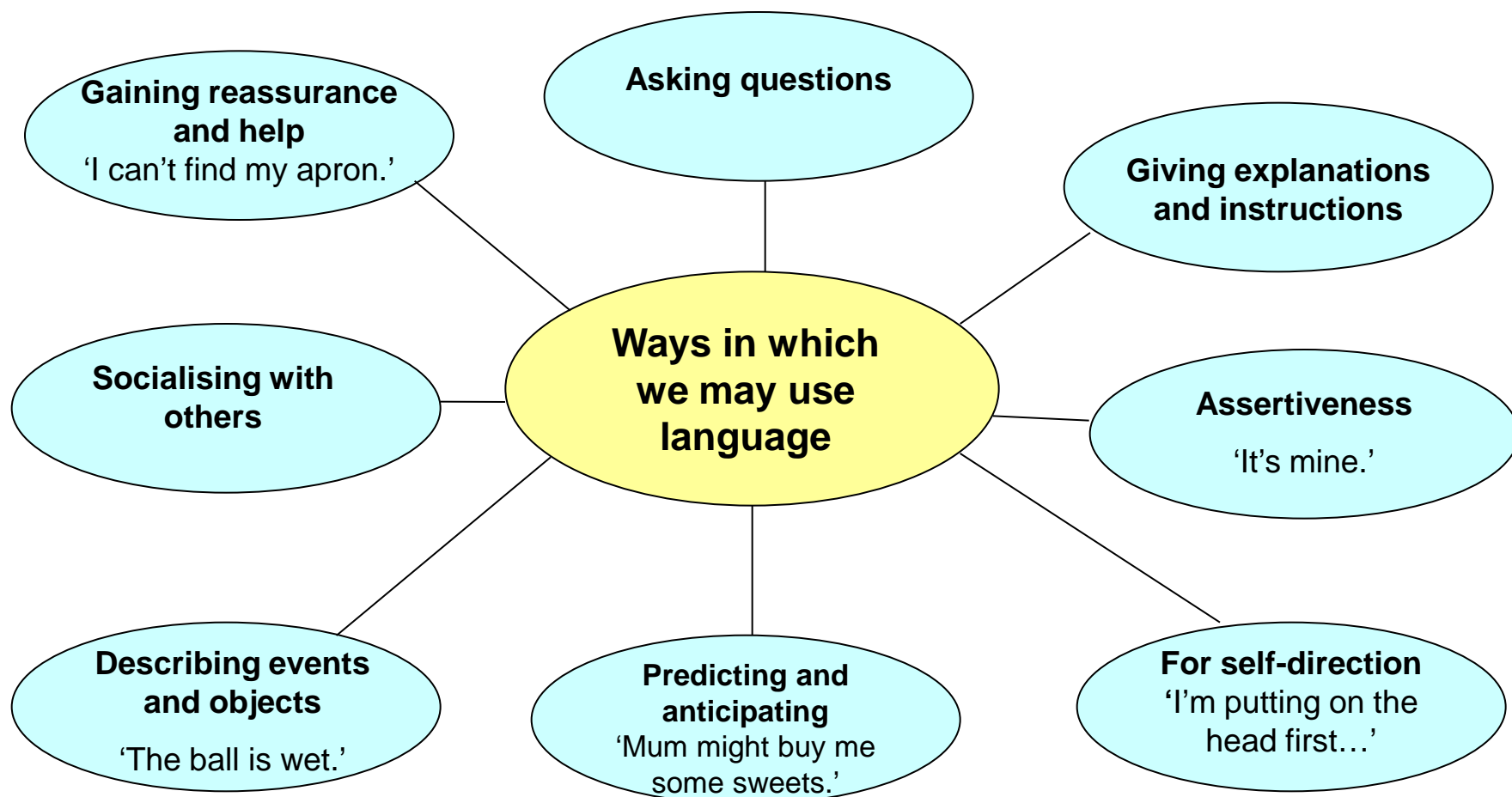
Communication Skills

Communication (expressing yourself and understanding others) is the foundation for all children's learning and social development. Children's verbal communication skills impact on their learning and literacy, their ability to make friends and their behaviour.



What is communication?

Why do we communicate?



Attention and Listening

Length of children's attention span?

- 2 years minutes
- 3 years minutes
- 4 years minutes
- 5 years minutes

What to look for

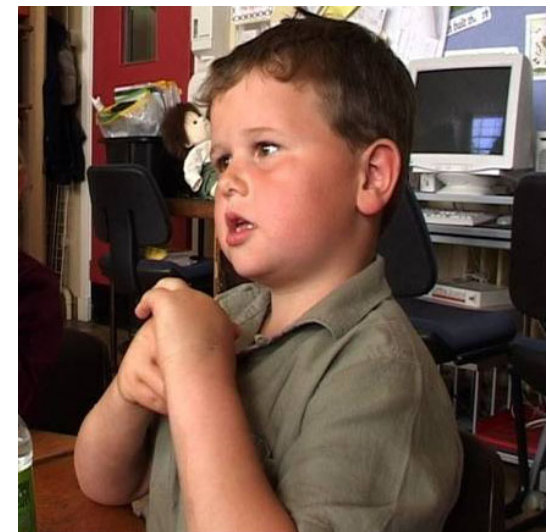
Children:

- whose levels of play and development are significantly lower than those of other children
- who have difficulty generalising ideas/concepts from their own experience
- who make slow developmental progress.

Case Study – Rhys

Rhys is a child who settled well in his class despite his unintelligible speech which meant it was hard to maintain a conversation with him. He had a wide range of interests in class and came to school happily but became frustrated and unhappy because he couldn't make himself understood. Peer group friendships were adversely affected and gradually he became most reluctant to respond verbally; when he did respond it was in a whisper.

His class teacher and additional practitioner had concerns about these significant expressive difficulties and felt there were elements of grammatical speech that Rhys didn't use, for example plurals. In addition at times Rhys appeared not to understand and sometimes not to remember what had been said. He was rather uncoordinated in class and around school, bumping into furniture and unable to hop easily, for example.



Top Tips for Speech and Language

- Check the child's hearing.
- Don't make assumptions that they can hear you.
- Modify your language.
- Chunk instructions.
- Observe children at play.
- Allow extra time to enable children to process information.
- Provide either/or answers.
- Use visual aids where/whenever possible.

- Verbal prompts, for example:
 - ‘good looking’
 - ‘good listening’.
- Keep your instructions short and sweet.
- Give children time to respond.
- Positive adult response.

My Individual Education Play Plan

For: Autumn / Spring / Summer Term

Commence date:

Name: Rhys



I am good at:
Coming to school happily and at sharing toys



I need to get better at:
Talking and moving steadily

My targets**Activities to help me****Who'll help me and when?**

*To consistently produce /c/ /g/ singly and with open vowel sounds

*Sound snake
Post box game
Matching game

*In group Mrs Pritchard and in class Miss Costello and Mrs Lloyd

*To blow and suck well

*Straw and tissue game

*In group Mrs Pritchard and in class Miss Costello and Mrs Lloyd

*To say the names of common animals

* Post box game with animal picture cards and matching game with singular and plural animal picture cards

*In group Mrs Pritchard and in class Miss Costello and Mrs Lloyd

*To windmill each arm in turn, to tap right hand to left knee 6 times then left hand to right knee 6 times repeatedly. To balance on each leg in turn for a count of 5

*Exercises outside or in the hall daily

* Mrs Lloyd

Signed by pupil and parent

Signed by SENCo

Behaviour



What to look for

The child who:

- is verbally and/or physically aggressive
- finds it hard to adapt behaviour to different situations
- has limited concentration and listening skills
- finds it hard to work in a group
- has difficulties with turn-taking and sharing
- has difficulty with emotional control
- finds it hard to follow directions.

The child who:

- finds it hard to make and maintain good relationships
- is introverted, withdrawn and appears anxious, troubled and/or worried
- doesn't seek comfort when upset
- is impulsive, inattentive and inconsequential
- doesn't understand or respect the fact that other people have different needs and emotions
- lacks care and concern for self and/or others.

First Steps

Gather information from:

- records/profiles
- observation
- parents/carers
- a record of strengths and difficulties
- identify strategies and ‘things that work’ in school and at home, being clear on what success looks like
- formulate an Individual Behaviour Plan (IBP) including child’s view.

Top Tips for Good Behaviour Management

- Adopt a simple and easy-to-follow positive behaviour policy and (agree) share it with all the staff, helpers parents and carers and governing body.
- Keep lines of communication open with all concerned.
- Involve parents/carers right from the beginning; be sensitive and offer support rather than recrimination.
- Be factual when talking to parents/carers.
- Keep a list of observations about the child's behaviour.

Y Cyfnod Sylfaen The Foundation Phase



Llywodraeth Cymru
Welsh Government

- Focus on the child's strengths as well as tackling problems.
- Focus on one particular behaviour at a time: a small change in how you respond to a child can result in success on which you can build.
- Be consistent, with yourself and your team.
- Remember, there are no magic answers – what works for one child may not work for another.

Physical



Motor Skills as Building Blocks

Gross motor skills are the building blocks for the development of fine motor skills. For the developing child the ability to move the body and explore the environment influences intellectual, social and emotional development. It leads to knowledge and understanding about the world and how we fit into it.



All children are different and the development of motor skills is influenced by a number of factors such as:

- gender
- opportunities
- experiences
- motivation or interest.

Therefore, children may differ in the rate at which they acquire and master some skills.

Gross motor skills: what do we need?

- Strength and control of the muscles.
- Coordination of both sides of the body as well as the top and bottom halves.
- Balance.
- Body, space and directional awareness.
- Reactions to and timing of movements.
- Muscle-memory and recall.
- Motivation and curiosity.

Fine motor skills: what do we need?

- Coordination and strength of muscles in arms and hand.
- Use of two hands in cooperation with one another.
- Vision.
- Movement sense (kinaesthesia).
- Sensation.
- Hand eye coordination.

Case Study – Tom

Tom has been diagnosed with cerebral palsy which affects his lower limbs. He moves independently with a combination of crawling and using his K Walker. Tom wears splints to aid his stability. Tom is aware of his physical limitations. He moves confidently around the nursery setting – both indoor and outdoors. Tom needs occasional reminders to slow down. Tom has very good communication skills. He is able to communicate verbally using correctly structured sentences. Tom has started forming sentences in Welsh. He knows lots of Welsh words and is starting to put these together. Tom is a very social little boy. He is confident around familiar adults and peers and will happily interact with both. Due to his physical difficulties, Tom needs help with self-care skills.



Top Tips for Including Children with Physical Difficulties

- Involve all outside agencies including the physiotherapist, speech and language therapist, occupational therapist, community doctor, educational psychologist and advisory teacher.
- Ensure a general and manual handling risk assessment is carried out.
- Ensure all staff are trained appropriately using specialist outside agencies.
- Ensure the physical environment is adapted where appropriate (grab and handrails, ramps, etc).
- Maintain regular visits from outside agencies to ensure the appropriate provision is being carried out.
- Review progress.

Additional Resources

Children with physical difficulties may require considerable adaptations and additions to their environment.

There is a wide range of equipment available:

- mobility
- educational
- seating.

Y Cyfnod Sylfaen

The Foundation Phase



Llywodraeth Cymru
Welsh Government

Example of a Play Plan

Specific Targets of Plan	Contribution to each target	How special provision is to be provided – frequently, length of session, location, any special arrangements
<p>1. Therapies</p> <ul style="list-style-type: none"> Physiotherapy Daily walking practice <p>To use standing frame daily</p> <p>Physiotherapy programme</p> <ul style="list-style-type: none"> Occupational Therapy Self help skills <p>Fine Motor activities</p>	<p>Physiotherapist Teaching assistant</p> <p>Teaching assistant</p> <p>Teaching assistant</p> <p>OT Teaching assistant</p> <p>Class teacher / Teaching assistant</p>	<p>Teaching assistant to implement</p> <p>Length and frequency as recommended by Physiotherapist</p> <p>Length of time as directed by Physiotherapist</p> <p>Programme devised by Physiotherapist</p> <p>As necessary</p> <p>As planned in the curriculum</p>
<p>Contribution to be made by the pupil</p> <p>To try hard</p>		<p>Contribution to be made by pupil's parents/carers</p> <p>To reinforce programmes/work highlighted by teachers and therapists</p>
<p>Monitoring arrangements by teacher for Motor Impaired children</p> <p>Regular visits from Specialist teacher. Close liaison with therapists. Close liaison with class teacher and teaching assistant. Ensure staff awareness of Tom's condition and its implications.</p>		
<p>Date Play Plan to commence – April</p>		
<p>Date Play Plan to be reviewed – July</p>		
<p>Brief summary of the outcomes of the Play Plan when reviewed</p>		

Session 4

Positive Partnership Working

One Parent's Story ...



Working with Others

Before children like Sam start playgroup or school the advisory service or educational psychologist should get in touch to discuss their role and the next steps.

- Discuss the child's needs with all the people involved.
- Discuss with all the agencies any special requirements.
- Arrange a risk assessment.
- Devise a Play Plan.

Case Study – Sam

Sam is 6 years old. He is happy to be in school and has built good relationships with classroom staff. Sam was born with Down's Syndrome. In particular this affects his speech as well as having a shorter concentration span. Sam often becomes frustrated and anxious and uses avoidance strategies for carrying out activities set for him. He is able to learn using sign gesture and visual support and has been following the PECS programme to express himself.



Top Tips for Children with Down's Syndrome

- Use a wide range of multi-sensory materials and activities.
- Present work in short, sharp sessions.
- Provide additional practice for gross and fine motor skills.
- Avoid giving a large amount of verbal instructions at any one time.
- Provide visual timetables using printed word, pictures, drawings, signs and photos.
- Give time for the child to process language and respond.

A very useful guide for including children with Down's Syndrome can be obtained from the Down's Syndrome Association.

www.downs-syndrome.org.uk

Activity

**How do we foster good
relationships with parents/carers?**

Linking with Outside Agencies

Who is who?

Session 5

So, how well are we doing?

**Review and reflect on today's
training**

Early intervention is about doing something **different** but **simple** to promote positive change.

It is about making the most of the:

- learning environment and resources we have in our settings/schools to promote inclusion
- adults through the quality of their interactions with children.



- It is about giving children the appropriate support at the time it is needed, i.e. right there, right now.
- It is **not** about specific intervention programmes for individual pupils (ALN route).

The Future

Statutory reform agenda for additional learning needs in Wales 2013

A final thought for the day...

A simple formula for success!

Flexibility = Creativity

A **small** change can have a **HUGE** impact!





chwarae • dysgu • tyfu
play • learn • grow

cyfnod sylfaen 3–7 foundation phase