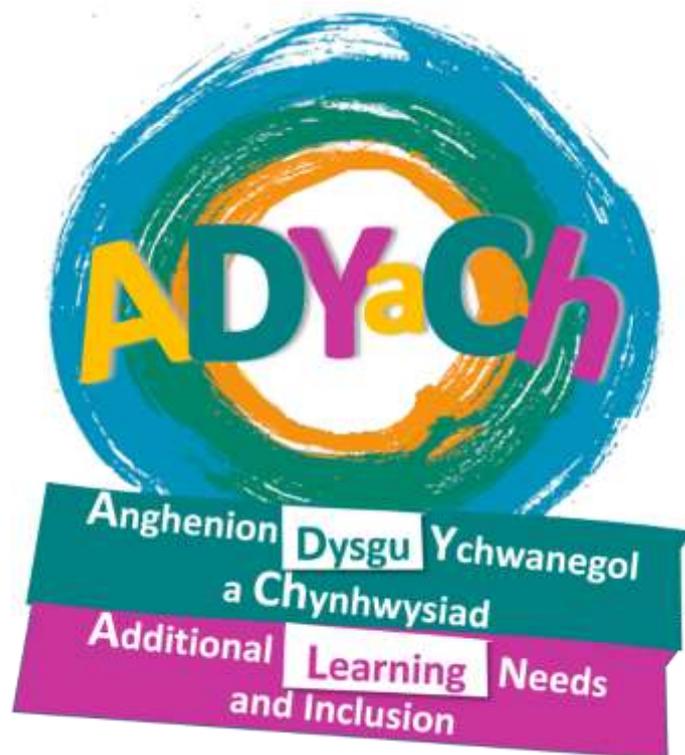


Gwynedd and Anglesey

Additional Learning Needs (ALN) Principles Document



January 2024



CYNGOR SIR
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL



Introduction

The Additional Learning Needs Code for Wales states how local authorities in consultation with schools and others, should establish and publish, a set of principles they will apply when determining whether it is reasonable for a school to secure the Additional Learning Provision (ALP) required by a pupil or whether the authority ought to do so.

Section 12.44 of the ALN Code states

Principles should relate to:

- (a) the extent and duration of advice from external specialists that is likely to be unreasonable for a school to secure;
- (b) the equipment that is likely to be unreasonable for a school to provide;
- (c) the intensity and duration of support and scale of internal engagement of staff (including the ALNCo) at the school that is likely to be unreasonable for a school to provide.

This document describes the principles which Gwynedd and Anglesey local authorities and schools will apply when deciding about appropriate ALP to support children and young people with additional learning needs.

Legislative context : Additional Learning Needs and Education Tribunal (Wales) Act 2018

In Wales, children and young people with Additional Learning Needs requiring Additional Learning Provision, have an **Individual Development Plan (IDP)**.

The ALN legislative framework in Wales is created by the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (the ALN Act), the Additional Learning Needs Code for Wales 2021 (the ALN Code) and regulations made under the Act.

Legislation to create a new approach to supporting learners with additional learning needs (ALN) was passed on 24 January 2018 - that is the Additional Learning Needs and Education Tribunal Act (Wales) 2018.

The principles underpinning the Additional Learning Needs (ALN) system in Wales are:

- children, their parents and young people's views, wishes and feelings are listened to when decisions are being made about how to help children and young people
- the right support is put in place quickly to help children and young people with ALN
- everyone works together to help children and young people with ALN, including education and health services
- most children and young people with ALN can go to their local nursery, school, or college, if it is right for them
- children, and their parents, can access learning support even before they start school or nursery
- children, their parents and young people understand the additional learning provision being offered
- children and young people with ALN get help in Welsh, wherever possible, if they need it
- central to the planning and provision of support from local authorities, schools, and colleges will be the application of a person-centred approach

Additional Learning Needs and Inclusion Strategy: Gwynedd and Anglesey

Gwynedd Council and Isle of Anglesey Council collaborate on an overall ALN and Inclusion Strategy for both LEAs.

The **Integrated Additional Learning Needs and Inclusion Service** has been operational from September 2017.

The aim of our Additional Learning Needs and Inclusion Strategy is:

‘To ensure that children and young people who have additional learning needs take advantage of opportunities and gain experiences that are planned effectively for them, in order to allow them to make progress according to their ability.’

Whole school approach to inclusive education

Inclusive education where children and young people are supported to participate fully in mainstream education, wherever feasible, and where a whole setting approach is taken to meeting the needs of learners with ALN, is one of the principles of the ALN system. That is, most children and young people with ALN can go to their local nursery, school, or college, if it is right for them

There should be an inclusive ethos at whole school level. Providing for children and young people with additional learning needs is a priority for the whole school community of all schools in Gwynedd and Anglesey. Meeting the additional learning needs of pupils is not solely the responsibility of the ALN co-ordinator, teaching assistants and senior management team; the whole school community plans and provides appropriately for them.

Graduated response

A graduated response is required as stated in section 20.23 of the ALN Code:

Schools and local authorities should adopt a graduated response in relation to children and young people with ALN, making use of a wide range of strategies. This means that the ALP made should be at the lowest level necessary to meet the child or young person's identified needs. In particular, schools should make full use of their available resources before, where necessary, bringing specialist expertise to bear on the difficulties that a child or young person may be experiencing.

See *Provision Map Gwynedd and Anglesey*. The provision map is arranged according to a graduated response approach:

- Universal Provision
- Targeted Universal Provision
- Additional Learning Provision (ALP) – If Additional Learning Provision is required, an Individual Development Plan (IDP) must be in place
 - o Individual Development Plan (School IDP)
 - o Individual Development Plan (School IDP) School Input + Forum Input
 - o Individual Development Plan (Authority IDP)

Access to support for pupils with additional learning needs (ALN) – Gwynedd and Anglesey

Gwynedd and Anglesey have a skilled Integrated Team which includes specific teams of expertise in fields in additional learning needs and inclusion. These teams advise and support schools and ensure consistency in providing individuals with appropriate interventions and support.



Gwynedd and Anglesey Integrated Team
ALN and Inclusion specialist teams

Universal Provision

It is a clear responsibility within the ALN Code – and also with regard to the Equality Act – that every school must provide effective differentiated teaching. Effective differentiated teaching for ALL PUPILS is an integral part of any good teaching and learning. Universal Provision is the general strategies and interventions that have been identified as good classroom practice to enhance learning experiences.

Targeted Universal Provision

The school identifies needs and provides provisions; this can be through specific evidence-based strategies or interventions (for example, target groups) within a school to respond to specific areas. If there is a specific strategy or intervention, clear entry and exit criteria are required. All schools are expected to deliver targeted provisions, and this is stated in section 20.14 of the ALN Code: Where progress is not adequate, it will be necessary to take some additional or different action to enable the learner to learn more effectively. The first response to inadequate progress would often be teaching targeted specifically at a learner's areas of weakness. **All education settings are expected to put in place differentiated teaching or other targeted interventions designed to secure better progress where appropriate, for all learners.**

Such differentiated teaching does not, itself, constitute ALP and just because a child or young person requires a differentiated approach does not mean that they have ALN. **ALP encompasses additional or different educational or training provision, which goes beyond that generally made available.**

Individual Development Plan (School IDP)

School secures the Additional Learning Provision (ALP)

ALP encompasses additional or different educational or training provision, which goes beyond that generally made available.

Individual Development Plan (Authority IDP)

Local Authority secures the Additional Learning Provision (ALP)

ALP encompasses additional or different educational or training provision, which goes beyond that generally made available.

The circumstances of the school (i.e. its location, size, budget, experience etc.) could affect the school's view on whether it would be reasonable for it to secure the ALP. For example, any of the following circumstances might affect that view:

- (a) the child has a low incidence or rare condition which requires specialism that the school cannot provide;
- (b) to meet the child's needs, the school requires regular advice and support from external agencies which is over and above that which can be reasonably arranged and accessed by the school;
- (c) the child requires equipment which can only be used by one pupil or cannot be reused or is beyond the reasonable resources of the school;
- (d) the child requires very intensive daily support which cannot be reasonably funded or secured by the school's budget.

Children and young people in specific circumstances

Gwynedd and Anglesey local authorities will prepare and maintain IDPs for children and young people with ALN who are

- looked after (where Gwynedd or Anglesey is the responsible authority)
- dual registered
- receive Elective Home Education
- attend an Independent School

Keeping ALN under review

The ALN system in Wales requires local authorities to review the ALP available and other arrangements to support the identification of ALN and to meet the needs of pupils with ALN. This document describes Gwynedd and Anglesey's principles regarding children and young people with ALN. This document offers an explanation to schools when it is reasonable for a school to secure the ALP required by a pupil or whether the authority ought to do so.

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Appendix

ALN and Inclusion Specialist Teams Criteria

- criteria for input from the ALN and Inclusion Specialist Teams

- Visual Impairment Team
- Hearing Impairment Team
- Physical Medical Team
- Specific ALN Team
- Communication and Interaction Team
- ABC – Early Years Team
- Inclusion Team

Visual Impairment Team Input

Medical information :-

School Input?	<u>Evidence</u>
Information about Vision Impairment in the IDP/Profile Vision Impairment Outcome and targets are a priority in the IDP	
Access to appropriate and regular input at school (e.g. resources have been modified appropriately, 1:1 work on the IDP targets)	
Has the school previously received input from the team? Are previous strategies recommended by the Service suitable for the pupil in question? Is there evidence of this in the IDP?	
Have school staff members attended the OLT training?	
Effective use of designated hours by the Authority – number of hours:	

Further comments:-

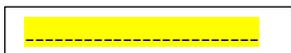
Vision Information non-clinical BEO:

Distance Vision:

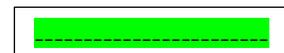
Near Vision:

Vision - General

Today -



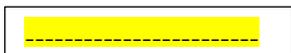
Targets to be implemented-



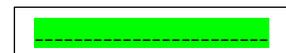
	E	Dd	D	Ch	C	B	A
Access to work – long term programme	The pupil is dependent on staff members to prepare relevant work which has been modified for the pupil	The pupil is dependent on staff members to prepare relevant work which has been modified to the correct print size	Is able to work on a modified task, with support	Is able to work independently on some modified tasks	Is able to work independently on most of the modified tasks	Is able to access some aspects of the work independently	Is able to access work independently
	The pupil is dependent on staff members to be responsible for preparing/presenting specific resources for the pupil	The pupil is dependent on staff members to remind the pupil/ encourage the pupil to locate/ return the specific equipment.	Dependent on staff members to prepare/switch the specific resources on for the pupil.	The pupil switches on the specific resources with guidance.	The pupil switches on the specific resources independently.	The pupil ensures he/she has located/returned the specific resources independently.	The pupil ensures he/she has located/returned the specific resources independently. The pupil ensures the resources are ready to be used. Does not need access to specific resources/equipment
	Not yet started using print. Receives printed reading books which have been modified to the correct print size (on paper)	The pupil is dependent on staff members to ensure that modified printed reading books for him/her/ RNIB Bookshare is used to ensure he/she has access to reading books in the correct print size	Receives support from staff members to ensure the reading books (paper) have been modified/ RNIB Bookshare is used to ensure he/she has access to reading books in the correct print size	Uses RNIB Bookshare with guidance to choose reading books/ work books.	Uses RNIB Bookshare with support to choose reading books/ work books.	Uses RNIB Bookshare independently to choose reading books/ work books.	Uses RNIB Bookshare independently to choose reading books/ work books, to download them, and to save them. Does not need Access to modified print
Self-advocacy	Dependent on staff members to recognise if modification/ specific resources/ specific location is needed	Dependent on staff members to advocate - if modification/ specific resources/ specific location is needed	Beginning to develop self-advocacy skills– has developed confidence to ask for specific modification/resources/ location if needed in some situations	Self-advocacy skills are developing – can ask for specific modification/ resources/ location if needed in some lessons/with some members of staff	Displaying good self-advocacy skills – asks for specific modification/ resources/ location when needed	Displaying strong self-advocacy skills – confidently asks for specific modification/ resources/ location when needed	Does not need modified work/ specific resources/ location in class
Further comments :-							

Typing

Today -



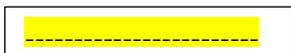
Targets to be implemented-



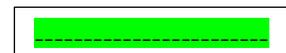
	E	Dd	D	Ch	C	B	A
Access to work – long term programme Based on Typing Club	Long term programme (touch typing) has been introduced	Long term programme (touch typing) has been introduced	Long term programme (touch typing) has been introduced	Long term programme (touch typing) has been introduced	Long term programme (touch typing) has been introduced	Long term programme (touch typing) has been introduced	A long/short term programme is not needed
	Is able to position and use correctly: f, j, k, d	Is able to position and use correctly: s, l, a, ;	Is able to position and use correctly: r, u, e, i, w o, g, y, p, a, t	Is able to position and use correctly: v, m, c and coma x full stop, z a /	Is able to position and use correctly the Numbers from 1-10. Is able to position and use correctly all the letters.	Use touch typing correctly in order to record class work.	A long/short term programme is not needed
	Typing accuracy 0-50%	Typing accuracy 51-69%	Typing accuracy 70-80%	Typing accuracy 81-94%	Typing accuracy 95-99%	Typing accuracy 100%	A long/short term programme is not needed
	Typing Speed 1-5 wpm	Typing Speed 6-10 wpm	Typing Speed 11-15 wpm	Typing Speed 16-19 wpm	Typing Speed 20-24 wpm	Typing Speed 25 – 30 +wpm	A long/short term programme is not needed
	Typing shortcuts 0-20%	Typing shortcuts 21-40%	Typing shortcuts 41-60%	Typing shortcuts 61-80%	Typing shortcuts 81-100%	Use shortcuts consistently and accurately	A long/short term programme is not needed
Further comments :-							

Pre-Braille

Today -



Targets to be implemented

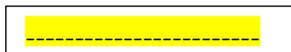


	E	Dd	D	Ch	C	B	A
Access to work – Pre-Braille long term programme	Long term programme (pre-braille) has been introduced	Long term programme (pre-braille) has been introduced	Long term programme (pre-braille) has been introduced	Long term programme (pre-braille) has been introduced	Long term programme (pre-braille) has been introduced	Long term programme (pre-braille) has been introduced	A long/short term programme is not needed
Sensory/ Motor Development	Can recognise everyday 3D objects	Can match everyday objects	Can sort according to size- large/small Can sort according to shape Can sort according to location Can sort according to relation	Stacking activities – Can sort 3 -5 blocks Can sort 3-5 beakers	Can place beads on a nail Can place beads on a chord/ elastic Can place beads on a thin string	Can create a line of pegs on a pegboard Can handle/manage play doh Can pinch a clothes peg to the side of a tin/ in a bag Can screw/ unscrew tops	Ready/ happy to open hands Hands are open Hands are happy to investigate Hands are happy to touch pictures/objects Hands investigate pictures/objects Can recognise individual fingers on each hand
Tactile Perception	<p>Arranging textiles: Able to match and differentiate between hair and plastic</p> <p>Light and detailed touch of the fingers: Can move light tickets</p> <p>Matching 4 objects – through touch</p> <p>Distribute/classify Can classify to a sorting tray by touching four 2D objects / touching four 3D objects</p>	<p>Arranging textiles: Able to match and differentiate between visual cards</p> <p>Light and detailed touch of the fingers: Can feel fine objects/materials with the fingers</p> <p>Matching 3 objects – through touch</p> <p>Classify Can classify to a sorting tray by touching three 2D objects/ three 3D objects</p>	<p>Arranging textiles: Able to match and differentiate between cylinders and similar textures</p> <p>Light and detailed touch of the fingers: Can understand how light you can touch the braille paper</p> <p>Matching 2 objects – through touch</p> <p>Classify Can classify to a sorting tray by touching two 2D objects/ two 3D objects</p>	<p>Arranging textiles: Able to match and differentiate by using textured puzzles correctly</p> <p>Light and detailed touch of the fingers: Can take paper clips out of a small pot</p> <p>Able to identify left and right</p>			

<p>Auditory differentiation (Starting Braille Reading)</p> <p>Linguistic/conceptual development (Start Reading Braille)</p>	<p>Following a line from left to right: Able to follow a line from left to right</p>	<p>Following a line from left to right: Able to 'go back' to a new line (use the scissor method/touch)</p>	<p>Following a line from left to right: Able to follow a line of braille dots</p> <p>Hand placement: Correct Posture Sits correctly</p>	<p>Following a line from left to right: Able to follow a piece of string, across Happy to follow a wire/string from right to left Is able to discover a space in a line of full cells</p> <p>Hand placement: Curling of fingers.</p>			
		<p>Using braille dots: Is able to recognise one dot pattern that is different to the other dot patterns</p>	<p>Using braille dots: Is able to move from left to right</p>	<p>Using braille dots: Is able to match</p>			
	<p>Is able to recognise and respond to familiar sounds. Is able to recognise and respond to the direction of the sound.</p>	<p>Is able to imitate and repeat sounds</p>	<p>Is able to repeat simple phrases. Shows understanding (appropriate response)</p>	<p>Is able to repeat rhymes sung. Is able to attend for up to 3 minutes.</p>	<p>Is able to respond to/differentiate between sounds. Can copy claps/ simple rhymes</p>	<p>Is able to follow a sequence of directions Can reiterate a simple story</p>	<p>Is able to recognise consonant sounds at the beginning of simple words. Is able to exchange sounds in simple words</p>
	<p>Similarities/ Differences: e.g. Matching spoons and forks Clothes Parts of the body Doors plants</p>	<p>Small/medium/large: e.g. A set of toys Saucepans and pans Crockery Clothes Shoes Toys</p>	<p>Large/ small: e.g. People Clothes Toys Chairs Sizes of food</p> <p>Shapes: e.g. Circles- glasses, cups, bowls Squares- Windows, cushions, carton bottoms Triangles – carton tops, dolls house roofs Rectangles- doors, Windows, toys</p>	<p>In/ Out: e.g. Boxes Set of toys Spoons in a pot Climbing into a car Out of the house In the garden Foot in the shoe</p> <p>Up/ down: e.g. Stairs Up on the shelf Walking downstairs</p>	<p>Top/ bottom: e.g. Clothes Drawers Shelves Doors</p> <p>On top/ under: e.g. Over a puddle of water Under the trees Toys Physical Education resources</p>	<p>Fat/ Thin: e.g. Materials in clothes Sausages Crayons/ pencils/ books</p> <p>Wide/ narrow: e.g. Hallway Ribbons Sleeve holes/ necklines in clothes mugs</p>	<p>Time sequence and respbite: First, last, middle Days of the week e.g. Wait on a walk Races with toys</p>
<p>Further comments :-</p>							

Braille

Today -



Targets to be implemented-



	E	Dd	D	Ch	C	B	A
Access to work – Braille long term programme	Long term programme (braille) has been introduced	Long term programme (braille) has been introduced	Long term programme (braille) has been introduced	Long term programme (braille) has been introduced	Long term programme (braille) has been introduced	Long term programme (braille) has been introduced	Long term programme (braille) has been introduced
	<p>Has completed pre-braille requirements</p> <p>Fingers correct on the Perkins</p> <p>Load paper</p> <p>Recognise 'page up'</p> <p>Familiarise with 5 Welsh Braille letters</p> <p>-Reading</p> <p>-Creating</p> <p>Learn and remember 5 Welsh AEUS</p>	<p>Recognise 'page back' on the Perkins</p> <p>Familiarise with 6 letters Welsh Alphabet</p> <p>-Reading</p> <p>-Creating</p> <p>Recognise the capital letter sign</p> <p>-Reading</p> <p>-Creating</p> <p>Recognise the number sign</p> <p>-Reading</p> <p>-Creating</p> <p>Learn and remember 6 Welsh AEUS</p>	<p>Familiarise with 6 letters Welsh Alphabet</p> <p>-Reading</p> <p>-Writing</p> <p>Learn and remember the rest of the AEUS</p> <p>Recognise full stop</p> <p>-Reading</p> <p>-Creating</p> <p>Recognise numbers 1-10</p> <p>-Reading</p> <p>-Creating</p>	<p>Familiarise with 4 last letters</p> <p>-Reading</p> <p>-Creating</p> <p>Start using the Perkins to record in class</p> <p>-Recognise exclamation mark</p> <p>-Reading</p> <p>-Creating</p> <p>Recognise Question Mark</p> <p>-Reading</p> <p>-Creating</p> <p>Recognise 'to bach'</p> <p>-Reading</p> <p>-Creating</p> <p>Recognise strong word sign ED/ER</p> <p>-Reading</p> <p>-Creating</p> <p>Recognise dot 5 words CH-O</p> <p>-Reading</p> <p>-Creating</p>	<p>-Recognise OF/OW</p> <p>-Reading</p> <p>-Creating</p> <p>-Recognise the dot 5 words P – Y</p> <p>-Reading</p> <p>-Creating</p> <p>-Recognise speech marks</p> <p>-Reading</p> <p>-Creating</p> <p>-Recognise last strong group signs ST</p> <p>-Reading</p> <p>-Creating</p> <p>AR</p> <p>-Reading</p> <p>-Creating</p> <p>Recognise lower group signs EN</p> <p>-Reading</p> <p>-Creating</p> <p>IN</p> <p>-Reading</p> <p>-Creating</p>	<p>-ST/AR/IN/EN operational whilst recording</p> <p>Recognise first letter combinations with dot 4-5-6</p> <p>-Reading</p> <p>-Creating</p> <p>-Recognise last letter group signs</p> <p>-Reading</p> <p>-Creating</p> <p>-Understand the meaning of short word forms</p> <p>-Interpret short word forms whilst reading</p> <p>-Using relevant short word forms in pieces of work</p>	<p>Use the Braille Code relevant to the need</p> <p>Grade 1</p> <p>Grade ½</p> <p>Grade 2</p> <p>Welsh</p> <p>Mathematics</p> <p>French</p> <p>Science</p> <p>Music</p>

Further comments :-

Wider impact of the difficulty	
The pupil is making progress in terms of outcomes/ curriculum levels.	
The pupil has developed adequate skills in order to complete differentiated tasks appropriately and independently most of the time.	
The level of the need has decreased and as a result effect less on the access to the educational opportunities provided.	

Further points to consider	
The lack of progress over a specific time period (year) following the targets and the specialist input of the Visual Impairment Team suggests the need to re-consider our understanding of the main needs of the pupil. It is not appropriate to continue with the provision given by the Visual Impairment Team. Re- submit the case to the Forum/ School to discuss with the Educational Psychologist in a Planning Meeting.	
Another diagnosis/ different understanding of the main primary needs of the pupil has been submitted, and continuing with the provision offered by the Visual Impairment Service is not appropriate. School to discuss with the Educational Psychologist in a Planning Meeting.	
The pupil has expressed regular discontent to receive input from the Visual Impairment Service.	
The school has up-skilled adequately to be able to satisfy the additional needs of the pupil without further guidance. It will be possible to ask for advice from the Visual Impairment Service in future, if needed. However the functional vision monitoring visits will continue.	

Hearing Impairment Team Input

Input from the school	Evidence
Hearing Impairment Outcome and targets are a priority in the IDP	
Access to appropriate and regular input in the school (e.g. resources have been modified appropriately, 1:1 work on the IDP targets)	
Has the school previously received input from the team? Are previous strategies recommended by the Service suitable for the pupil in question? Is there evidence of this in the IDP?	
Have school staff members attended the OLT training?	
Effective use of designated hours by the Authority – number of hours:	

Further Information:-

	E	Dd	D	Ch	C	B	A
Degree of Hearing impairment	<i>Profound hearing loss in both ears. Uses BSL as a main form of communication 95+dBHL</i>	<i>Severe/Profound hearing loss in both ears. 80-95+Dbhl</i>	<i>Severe hearing loss in both ears. Moderate hearing loss with conductive overlay. 71-95dBHL</i>	<i>Moderate hearing loss in both ears or long term moderate conductive hearing loss. 41-70dBHL</i>	<i>Moderate hearing loss in both ears or long term moderate conductive hearing loss. 41-70dBHL</i>	<i>Unilateral hearing loss or fluctuating conductive hearing loss.</i>	<i>No Hearing loss. Under 20dBHL</i>

USE OF EQUIPMENT

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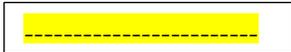
Targets to implement- 

	E	Dd	D	Ch	C	B	A
Being able to use equipment to access school work	<p>Refusing to wear equipment that has been recommended by health/education (e.g. a hearing aid)</p> <p>Constantly removing the hearing aid</p>	<p>Understand how the aids help and use them with encouragement.</p> <p>Age appropriate removal/placement of equipment</p> <p>Happy to ask for help in dealing with aids</p> <p>Take part in the daily Maintenance (according to age) with the help of an adult</p>	<p>Receive and use aids regularly - in accordance with adult recommendations</p> <p>Notify when equipment is not working. Know why a battery change is necessary.</p> <p>Developing independence when maintaining equipment</p> <p>Change batteries appropriately for age. Aware of battery disposal needs.</p>	<p>Be able to explain why equipment is not needed in certain situations</p> <p>Use the 'volume' button correctly.</p> <p>Start Naming and understanding the function of Main pieces of equipment correctly</p> <p>Independent in maintenance.</p>	<p>Use equipment programmes – P1 P2 Loop etc</p> <p>Self-sufficient in equipment maintenance and monitoring</p> <p>Be able to initiate problem checking sensibly.</p> <p>Understand the benefit that equipment offers in various situations</p> <p>Understanding hearing aids from other individuals CI , BAHA etc</p>	<p>Can change tube etc</p> <p>Check problems sensibly</p>	<p>Be able to describe how equipment works.</p> <p>Understand various equipment options - in various situations e.g.. Loop , OA</p> <p>Gallu defnyddio offer clyw ar y cyd a OA yn hyderus</p> <p>Able to use hearing aids and OA jointly confidently</p> <p>Discuss confidently in an audiology appointment. Share feedback sensibly.</p>
Specialist equipment – FM, soundfield etc				<p>Understand that specialist tools can be used to support listening</p>	<p>Use OA with confidence and support</p> <p>Developing independence in using OA.</p> <p>Identify situations when OA can help and use the equipment</p>	<p>Explain how OA works</p> <p>Understand the implications of not using equipment.</p> <p>Confident and independent when handling equipment.</p> <p>Being able to connect a piece of equipment to classroom technology etc</p> <p>Start using apps / accessibility settings</p>	<p>Fully independent with equipment</p> <p>Understand various equipment options - and the benefit in specific situations</p> <p>Aware of the latest tools and their benefits.</p> <p>Use accessibility apps/settings effectively</p>
Self awareness and negation skills	<p>Dim yn derbyn fy nghollod clyw</p> <p>Anfodlon gwneud unrhyw addasiadau i gefnogi gwrando.</p>	<p>Aware that I have a hearing loss.</p> <p>Happy to show my hearing aid / hearing loss to a friend.</p>	<p>Aware of different levels of hearing loss Know the specific level / impact of my hearing loss</p>	<p>Be able to name the main parts of the ear.</p> <p>Being able to tell someone close that I have a hearing loss and</p>	<p>Be able to name the main parts of the ear and their function</p> <p>Being able to tell a stranger that I have a hearing loss.</p>	<p>Be able to understand a simple audiogram.</p> <p>Being able to explain my hearing loss - and explain strategies to support me</p>	<p>Being able to understand an audiogram in terms of 'language sounds' access</p> <p>Be able to explain different types of hearing loss with the specific effect of this.</p>

	Not accepting my hearing loss Unwilling to make any adjustments to support listening.	With support to follow simple strategies to support my listening	Understand where is the best position to sit in order to listen. Aware of how an environment can be a barrier to listening	how to help make listening easier for me. Understand why I haven't heard / understood Understand the impact of barriers to my listening	Identify barriers and offer ideas on how they could help make listening easier for me.	or ask for adjustments.	Confident to explain the nature of my hearing loss and the impact of this in my daily life. Being able to identify and explain barriers to my communication with confidence.
Futher comments :-							

COMMUNICATION AND LANGUAGE DEVELOPMENT

Today -



Targets to implement-



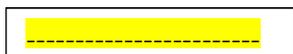
	E	Dd	D	Ch	C	B	A
Communication	Able to express needs using individual sounds or words.	Being able to express needs using 2 words or signs together,	Able to express needs using clauses/ simple sentences. Able to follow simple instructions.	Able to give and follow instructions within a 1:1, small group and social level.	Start using varied sentences.	Able to use a variety of sentences to communicate. Able to respond to instructions in a variety of situations.	Able to respond and talk about events, and manages to reason when responding to a question. Use language for a variety of social purposes.

	E	Dd	D	Ch	C	B	A
Language Development	Start responding to simple questions like Where is...? What is...? Respond by looking at, pointing/signing or using a word.	Respond firmly to the questions What? and Where? Understand linguistic concepts such as size and colour.	Starting to respond to the question Who? is appropriate. Beginning to be able to sort and categorize simple objects eg toys.	Be able to tell a simple story or event. Be able to arrange pictures in a sequence.	Able to predict. Being able to summarize a story in 1 sentence.	Be able to organize a story using purposeful language such as... First, then, finally with help.	Being able to organize a story independently and reason why things don't happen.

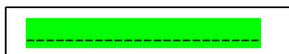
	<p>Respond to 1 step instruction - e.g Go get the ball.</p>	<p>Begin to understand how objects are different.</p> <p>Begin to express using two words/2 signs. e.g. a sleeping teddy bear.</p> <p>Show awareness of basic feelings such as sad and happy.</p>	<p>Able to communicate at 3 word/sign level.</p> <p>Be able to describe a scene.</p> <p>Able to express feelings with support.</p>	<p>Be able to explain how some objects are similar.</p> <p>Able to express themselves at 4 word/sign level Identify more categories and the function of different objects.</p> <p>Able to express feelings independently.</p>	<p>Being able to think about what a character in a story is saying or feeling.</p> <p>Be able to define individual words.</p> <p>Beginning to become aware of other people's feelings.</p>	<p>Being able to communicate a story or event using the link of words.</p> <p>Be aware of other's feelings and begin to understand why.</p>	<p>Able to communicate confidently using full sentences.</p> <p>Able to express feelings and reason why.</p>
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BSL

Today -



Targets to implement-



	E	Dd	D	Ch	C	B	A
<p>Languages connect us</p>	<p>I am beginning to be aware of a link between language(s) and culture and am developing a sense of belonging.</p> <p>I am beginning to understand that there are different languages in my environment.</p> <p>I am beginning to talk with my peers in the language of the setting/school.</p>	<p>I can recognise that there is a relationship between languages, culture and my own sense of Welsh identity.</p> <p>I can understand that people use different languages.</p> <p>I am beginning to understand that there are similarities and differences between our languages..</p> <p>I am beginning to draw on information presented in one language and convey it in my own words in another.</p>	<p>I can understand that there are connections between language, culture and identity and that these differ within Wales and around the world.</p> <p>I can communicate in a growing range of languages.</p> <p>I can recognise and discuss connections, commonalities and differences between the languages I speak and those that I am learning.</p> <p>I can understand how and why languages have evolved and are continually evolving.</p> <p>I can recognise and respect different accents and dialects.</p> <p>I can receive information in one language and adapt it for various purposes in another language.</p>	<p>I can understand how languages can give a sense of belonging to a local and global community.</p> <p>I can explore and analyse how languages affect identity and culture and understand that learning them offers better opportunities in Wales and in international contexts.</p> <p>I can use my knowledge of connections, common features and differences between languages to support my language learning skills.</p> <p>By examining the process of language evolution and etymology, I can improve my knowledge of language architecture.</p>	<p>I can show an open attitude towards learning different languages and learning about different cultures in Wales and the world.</p> <p>By learning about languages, I can express how the connection between languages and culture prepares me for Welsh and global citizenship.</p> <p>I can use my knowledge of how languages work to further support language learning.</p> <p>I can apply my translanguaging skills to support my learning in familiar and new languages.</p> <p>I can adapt and be sensitive to diversity within languages and understand that diversity occurs within different social, regional and linguistic groups</p>	<p>I can apply my knowledge of connections, commonalities and differences between languages to improve my communication.</p> <p>I can independently identify translanguaging opportunities to improve my learning and communication in my languages</p>	<p>I can communicate, interact and mediate in several languages and identify myself as multilingual.</p> <p>I have a positive attitude towards different accents and dialects and welcome language diversity. I can use my knowledge of language evolution and etymology to deepen my understanding of language architecture</p>

	E	Dd	D	Ch	C	B	A
<p>Understanding languages is key to understanding the world around us</p>	<p>I am beginning to distinguish between phonologically similar signs.</p> <p>I am beginning to recognise some BSL lip patterns and mouthings</p> <p>I can understand a range of signs across different contexts.</p> <p>I can experiment with vocabulary.</p> <p>I can recognise non-manual features in emotion signs.</p> <p>I am beginning to recognise fingerspelled words, particularly for familiar names.</p> <p>I can recognise and follow multi-step instructions about familiar topics and routines.</p> <p>I can engage with BSL users with growing attention, making good use of eye contact.</p> <p>I can follow storytelling and descriptions of past events.</p>	<p>I can recognise similarities in meaning across signs that share features, for example handshape and location.</p> <p>I can recognise signs, including those for verbs associated with cognition (for example 'think', 'know', 'understand', 'sense') and signs that express time references and abstract concepts.</p> <p>I understand how individual signs can be modified to change meaning.</p> <p>I can develop my vocabulary through interaction with other BSL users and with BSL texts, and use these new signs in a variety of contexts.</p> <p>I can understand the use of manual and non-manual modifiers.</p> <p>I can understand the difference between signs and fingerspelling and that fingerspelled letters represent</p>	<p>I can understand when phonology is being used creatively in BSL poetry, prose and songs.</p> <p>I can understand some regional BSL variants, such as signs for colours and numbers.</p> <p>I can engage with other BSL users and with BSL texts to build my vocabulary and to develop my understanding of BSL grammar.</p> <p>I can understand an increasing range of general and subject-specific vocabulary.</p> <p>I can understand increasingly complex common words regarding a specific subject.</p> <p>I can recognise and understand common patterns in fingerspelling.</p> <p>I can engage empathetically with different people's viewpoints on various subjects.</p> <p>I can use inference and deduction to understand BSL texts and to consider their reliability.</p> <p>I can understand the gist of what is being signed.</p>	<p>I can recognize signs that are derived from forms that are fingerspelled.</p> <p>I can understand words spelled with the fingers at a natural pace.</p> <p>I can understand questions about BSL text and in time I can respond to them. I can understand information in BSL about a variety of subjects, and I can summarize the main points</p> <p>I can follow more complex narratives that incorporate role shift and different referents.</p> <p>I can understand signs, including signs that time relations, abstract concepts and verbs associated with cognition, and signs associated with feelings.</p> <p>I can understand how both manual and non-manual features can be used to modify the meanings of individual signs.</p> <p>I can understand the use of manual and non-manual features, for example to show prominence.</p>	<p>I can understand a wide range of regional variations of BSL</p> <p>I can understand a range of general vocabulary and vocabulary relating to specific subjects.</p> <p>I can understand and analyse the general meaning and ideas implicit in BSL texts.</p> <p>I can understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts.</p> <p>I can interpret meaning</p>	<p>I can understand complex vocabulary relating to specific subjects and I can understand sophisticated use of general vocabulary.</p> <p>I can engage in BSL conversations and texts to reinforce and develop my vocabulary and signing structures</p> <p>I can understand increasingly complex morphological constructions, including features without the hands, and adjustments to the speed and length of signs, which add to or change meaning.</p>	<p>I can engage in BSL conversations and texts to develop a wide range of general and subject-specific vocabulary, and I can use them accurately in different contexts. I can relate empathetically to different people's views on various topics, using those views to come to my own conclusions.</p>

		<p>letters in written words.</p> <p>I can recognise fingerspelled words for names and places.</p> <p>I can understand information about a variety of topics, identifying main points.</p> <p>I can engage with others and recognise that they may have a different perspective from my own.</p>	<p>I can use context and cues to help me understand BSL in a range of familiar and unfamiliar contexts.</p> <p>I can follow narratives and descriptions of past events, including some authentic narratives, for longer periods of time.</p>				
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	E	Dd	D	Ch	C	B	A
<p>Expressing ourselves through languages is key to communication</p>	<p>I am beginning to form letters correctly.</p> <p>I can describe objects and events, building and extending my vocabulary.</p> <p>I am beginning to use the non-manual features of individual signs consistently.</p> <p>I am beginning to use signs to indicate time.</p>	<p>I can express BSL signs and individual letters that are fingerspelled correctly.</p> <p>I can express numbers correctly. I can use an increasingly creative and varied vocabulary.</p> <p>I can vary meaning by including non-manual features.</p> <p>I can use increasingly varied and imaginative vocabulary.</p>	<p>I can sign clearly, using appropriate expression and non-manual features to communicate my ideas.</p> <p>I can use single and multi-clause sentences, making choices to meet the intended audience and purpose.</p> <p>I can review my signing and modify it to improve my BSL narratives.</p>	<p>I can adapt and manipulate language and make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity.</p> <p>I can explain where and why I have made changes or corrections in a BSL text.</p>	<p>I can respond to other people's views, asking for clarification, structuring arguments, summarizing and explaining what I have seen.</p> <p>I can use a variety of strategies to participate effectively in conversations. I can interact with others, conveying my</p>	<p>I can express the aspect through a variety of grammatical devices. I can use body part classifiers. I can choose appropriate language for different audiences and purposes</p> <p>I can reflect on my signing and use a range of strategies to improve</p>	<p>I can use spatial verbs and classifiers appropriately. I can reflect critically on my use of language and</p> <p>I can objectively consider the impact of my sign language across different genres. I can evaluate and respond critically to BSL conversations and texts .</p>

	<p>I am beginning to use fingerspelled signs, for example for familiar names.</p> <p>I can combine signs to form sentences.</p> <p>I can use manual and non-manual features when asking questions.</p> <p>I am beginning to show negation and affirmation using manual and non-manual features.</p> <p>I am beginning to modify spatial verbs to show movement or manner.</p> <p>I can use directional verb agreement.</p> <p>I can use a range of handling classifiers.</p> <p>I am beginning to use size and shape specifiers.</p> <p>I can use classifier repetition or numbers to show plurals.</p> <p>Rwy'n dechrau cymryd fy nhro mewn sgysiau, gan ddilyn y pwnc a'r normau diwylliannol Byddar priodol (e.e. ar gyfer cael sylw a rhoi adborth).</p> <p>I am beginning to take turns in conversation, following the topic and following appropriate Deaf cultural norms (for example for</p>	<p>I can use signs that have directly associated lip patterns or mouthings.</p> <p>I can fingerspell accurately at my own pace.</p> <p>I can use single and multi-clause sentences.</p> <p>I can use manual and non-manual features to modify spatial verbs in order to show manner and/or movement.</p> <p>I can show consistency in referent location.</p> <p>I can link sentences to develop meaning and to build a whole BSL text.</p> <p>I can indicate when things happen in the past, the present and the future through use of signing space and timelines.</p> <p>I am beginning to ask and answer questions.</p> <p>I can share ideas and feelings, and express what I like and dislike.</p> <p>I am beginning to use digital technology to communicate.</p>	<p>I can vary how I communicate depending on context and audience.</p> <p>I can ask and answer questions, and exchange ideas and information.</p> <p>I can use familiar strategies to engage in conversations effectively.</p> <p>I can explain information and share ideas, opinions and feelings.</p> <p>I can plan and organise my BSL narratives in a logical sequence for different purposes and audiences.</p> <p>I can use both hands to represent verbs happening simultaneously.</p> <p>I can use size and shape specifiers, and whole entity classifiers.</p>	<p>I can topicalise through use of manual and non-manual features.</p> <p>I can fingerspell accurately and at a natural pace.</p> <p>I can use BSL variants from other regions, as appropriate for the audience.</p>	<p>thoughts, feelings and views, showing empathy and respect. I can use familiar idiomatic language and an appropriate tone when communicating</p>	<p>my BSL across different registers and contexts.</p>	<p>I am able to convey my thoughts, my feelings and my views in challenging and controversial contexts by, showing empathy and respect.</p> <p>I can use sophisticated idiomatic language and appropriate tone in a range of contexts</p>
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	gaining attention and giving feedback).						
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Wider implications of difficulties	
The pupil is making progress in terms of outcomes/ curriculum levels.	
The pupil has developed adequate skills in order to complete differentiated tasks appropriately and independently most of the time.	
The level of the need has decreased and as a result effect less on the access to the educational opportunities provided.	
Further considerations	
The lack of progress over a specific time period (year) following the targets and the specialist input of the Hearing Impairment Team suggests the need to re-consider our understanding of the main needs of the pupil. It is not appropriate to continue with the provision given by the Hearing Impairment Team. Re- submit the case to the Forum/ School to discuss with the Educational Psychologist in a Planning Meeting.	
Another diagnosis/ different understanding of the main needs of the pupils has been discussed, and the Hearing Impairment Service will collaborate with the relevant Service. The school to discuss with the Educational Psychologist in a Planning Meeting.	
The pupil has expressed regular discontent to receive input from the Hearing Impairment Service.	
The school has up-skilled adequately to be able to satisfy the additional needs of the pupil without further guidance. It will be possible to ask for advice from the Hearing Impairment Service in future, if needed. Visits will continue if/when requested.	

Physical/Medical criteria for school age

Fine motor skills	I can close my hand to make a fist I can close my hand around a finger	I can hold a small toy	I can pick an object and move it from one hand to the other	I can turn the pages of a book I can paint with a brush	I can turn and open a tap or door handle I can use a pencil to write	I can write age appropriately I can close buttons and zips	I can use a laptop (mouse and keyboard) I can tie shoe laces
Gross motor skills	I can throw a ball I can catch a ball	I can stand and balance for a short period -In a stander -Independently	I can walk with a walking frame or splints	I can walk independently on even ground	I can walk up and down stairs -one step at a time -with supervision	I can run safely in a straight line I can walk up and down stairs independently	I can participate in physical activity *with reasonable adjustments*
Mobility	I need adult support when transferring and using specialised equipment	I can transfer with adult supervision to use specialised equipment	I can transfer independently to use ordinary equipment (toilet, chair)	I can move my wheelchair with adult support	I can move my manual or powered wheelchair independently	I occasionally use a wheelchair or crutches	I do not need any specialised equipment for mobility
Personal care	I need adult support with every aspect of my personal needs	I can express when I have soiled or wet myself through sound, crying or language	I can use the toilet when an adult reminds me	An adult can recognise the signs when I need to use the toilet	I can communicate when I need to use the toilet	I can control the need to use the toilet	I am competent to take care of my own personal needs
	<p align="center">I need adult support to wipe and change I need adult guidance to take care of my personal needs I need additional equipment e.g. seat, handrail, step, frame</p>						
Drinking and eating	i am tube or peg fed	I am reliant on an adult to feed me	I can eat food with my fingers	I can use a spoon with adult support	I can use a spoon independently	I can eat independently but am reliant on an	I can eat and drink independently

						adult to cut my food	I can carry my own tray to the table
	<p>I drink from a beaker I can drink with a straw I can drink from a regular cup I use specialised cutlery</p>						
Medication	I am reliant on an adult to administer my medication	I need adult support with my medication	I can follow adult guidance to take my medication	I can take my medication with adult supervision	I am aware of the key person to support me with my medical needs	I understand that taking my medication is part of my daily routine	I know where my medication is kept
Medical Condition	My medical condition is not stable with medication	My medical condition can fluctuate quickly	I rely on an adult to recognise symptoms of my condition	I can recognise signs and triggers of my condition	I can respond and react appropriately to signs or triggers	My medical condition is stable with medication	I do not need medication
Emotional wellbeing	I cannot recognise / cope with my condition	I am starting to ask questions about my conditions	I am starting to understand and accept my condition	I understand that my condition has limitations and restrictions	I can discuss my feelings and my condition with a familiar adult	I can manage my emotions when faced with challenges	I show emotional resilience
Clothes	I rely on an adult	I can cooperate by following simple commands	I can follow step by step instructions	I rely less on adult guidance and support	I can open and close buttons and zips independently	An adult or friend will check that I have dressed correctly	I can dress myself independently

Comments

Adaptions / Additional equipment

Specific ALN Team Input

Input from the school	Evidence
Does the school use and implement the strategies referred to in the Schools' ALN-Friendly Self-assessment document?	
Has the school used "I can" to assess needs and to set specific learning objectives?	
Are SpLD targets evident in the school's IEP/IDP, and have they been monitored over a minimum two months?	
Does the pupil receive regular support e.g, multi-sensory resources, visual cues, small group or 1/1 lessons based on the targets noted in the IEP/IDP?	
Has the school discussed the pupil in a Planning Meeting with the educational psychologist, and have the recommendations given been implemented?	
Has the school already received input from the ALN Team and made use of recommended strategies/ resources with the pupil? Are these recommendations included in the IDP?	
Have members of staff attended SPLD presentations / training?	
Do the standardised scores (<75) reflect the evidence showing the under-achievement of the pupil in terms of outcomes/ levels?	

Further comments:-

Today -



Target -



	ACTIVITY LEVEL 7	ACTIVITY LEVEL 6	ACTIVITY LEVEL 5	ACTIVITY LEVEL 4	ACTIVITY LEVEL 3	ACTIVITY LEVEL 2	ACTIVITY LEVEL 1
Phonological/Phonemic Skills	Identifies initial sound in CVC words Segments and blends multi-syllable words	Identifies final sound in CVC words Segments CVCs into onset and rime	Identifies middle sound in CVC words Segments CVCs into onset and rime	Blends individual sounds to create CVC words	Blends individual sounds to create CVC words	Segments CVC words into individual sounds	Segments and blends individual sounds in CVC and CCVC word (blends)
Reading	Recognises some letters and familiar words (mam, dad, own name) Matches letters & sounds 7 letters 14 letters 21 letters	Matches all letters of the alphabet to their sounds. Recognises digraphs SH, CH, TH, CK, WH ch ll rh ff th ph	Reads regular words CVCs CVCs + Digraph <i>e.g. PHONICS 1/ Ffoneg 1 Lists 1 - 4</i>	Reads regular words Initial consonant blends <i>e.g. PHONICS 1/ Ffoneg 1 Lists 5 – 8</i> <i>Words beginning with si</i> <i>Words ending with -ng</i> <i>High Frequency Words e.g. mae dyma roedd ei yw</i>	Reads regular words Final blend CK Initial consonant blends <i>e.g. PHONICS 1/ Ffoneg 1 Lists 9</i> <i>Words with the apostrophe: a'r i'r a'i i'w mae'r</i>	Reads regular words Initial digraph QU <i>e.g. PHONICS 1/ Ffoneg 1 Lists 10-11</i>	Reads regular words Final consonant blend 2-syllable regular words <i>e.g. PHONICS 1/ Ffoneg 1 List 12</i>
			Reads some of the first high frequency words HFW Booklet/ Geiriau Cyffredin – List 1	Reads up to 20 of the first HFW HFW Booklet/ Geiriau Cyffredin – List 2	Reads up to 30 of the first HFW HFW Booklet/ Geiriau Cyffredin – List 3	Reads up to 40 of the first HFW HFW Booklet/ Geiriau Cyffredin – List 4	Reads most of the first 50 HFW HFW Booklet/ Geiriau Cyffredin – List 5
			Reads sentences containing target words.	Reads sentences containing target words.	Reads sentences containing target words. Beginning to use word attack skills to	Reads and understands a short text containing target words. Reads a short text with some guidance	Reads a short text independently Decodes and self-corrects

					decode unfamiliar words	Uses word attack skills with increasing confidence	
Reading Comprehension	Can tell what the subject of the text is by looking at the illustrations	Answers Who and What questions	Answers When and Where questions	Predicts events and characters' actions	Answers questions about how characters are feeling	Relates the content in correct order	Answers Why questions. Draws inference from text
Spelling	Spells regular words VC and CV words <i>e.g. PHONICS 1/ Ffoneg 1 List 1</i>	Spells regular words CVC words <i>e.g. PHONICS 1/ Ffoneg 1 Lists 2</i> Spells up to 5 HFW	Spells regular words CVCs + Digraph <i>e.g. PHONICS 1/ Ffoneg 1 List 3-4</i> Spells up to 10 HFW HFW Booklet/ Geiriau Cyffredin – List 1	Spells regular words CVC + final CK Initial QU <i>e.g. PHONICS 1/ Ffoneg 1 List 5 - 8</i> Spells up to 20 HFW HFW Booklet/ Geiriau Cyffredin – List 2	Spells regular words Initial consonant blends + final CK <i>e.g. PHONICS 1/ Ffoneg 1 List 9 - 10</i> Spells up to 30 HFW HFW Booklet/ Geiriau Cyffredin – List 3	Spells regular words Two-syllable words <i>e.g. PHONICS 1/ Ffoneg 1 List 11</i> Spells up to 40 HFW HFW Booklet/ Geiriau Cyffredin – List 4	Spells regular words 1-syllable words + final consonant blend <i>e.g. PHONICS 1/ Ffoneg 1 List 12</i> Spells most of the 1 st 50 HFW HFW Booklet/ Geiriau Cyffredin – List 5
Writing	Forms and repeats a series of lines/shapes Records some letters (5-10) correctly and tries to write familiar words e.g. Mam	Builds a full sentence with some help (oral work) Records an increasing number of letters correctly (10-20)	Records a dictated sentence correctly e.g. "The dog is big"/ "Mae dad yn y fan". Writes on the line and uses spaces between words	Records a sentence with the help of resources e.g. word bank.	Thinks of own sentence to write e.g. to describe picture. Checks for capital letter and full stop *Rhys Bys	Thinks of and records more than one sentence independently. Consistent letter size and placement Self – corrects	Writes a sequence of longer sentences containing connectives. Correct punctuation Consistent handwriting

Wider implications of difficulties	
The pupil is able to make progress in terms of outcomes and curricular levels (SS of 80+)	
The pupil has developed adequate skills to complete suitably differentiated work in class.	
The level of need has decreased so that it no longer has an impact on access to educational opportunities provided in school.	
Further considerations	
A lack of progress over a period of some 12 months, despite working on specific targets and input from the SLD Team, suggests that our understanding of the pupil's difficulties needs further consideration. Continuing with the SpLD service is not appropriate. The case should be referred back to the Forum.	
A new understanding or diagnosis of the pupil's difficulties means that continuing with SpLD input would not be effective. The school to discuss further with the educational psychologist.	
The pupil is continually reluctant to receive input from the service.	
The school and staff are sufficiently upskilled to meet the needs of the pupil without further guidance for the moment. Advice from the Team may be sought if needed again and the school may apply to the Forum if necessary.	

Communication and Interaction Team

Input from the school	Evidence
Language/communication/interaction outcomes and targets are a clear priority on the School IEP/IDP (and have been reviewed over a period of at least two terms).	
Access to appropriate and consistent intervention at the School (e.g. visual resources, Narrative/Sequencing/Talkabout group work, 1:1 work on IEP/ICP/IDP targets).	
Has the school received the team's input previously? Have the strategies previously recommended by the service been applied in the case of the child in question? Is there evidence of this in the IDP?	
Have members of the school attended training by the Communication and Interaction Team?	
Effective use of designated hours by the Authority - number of hours -	

Further comments:

Today -



Targets to be implemented -



Language	7	6	5	4	3	2	1
Blank (Elklan)	Working towards Blank 1 (<60% accuracy)	Blank 1 (80% accuracy)/ Working towards Blank 2 (<60% accuracy)	Blank 2 (80% accuracy)/ Working towards Blank 3 (<60% accuracy)	Blank level 3 (organise and recite a story, including feelings and/or dialogue) (60-80% accuracy)	Blank level 3 (80% accuracy)/ Working towards 4 (<60% accuracy)	Blank level 4 (60-80% accuracy)	Blank level 4 (80% accuracy +)
What	Begins to name objects	Begins to describe a with visual choice/categorisation/ function	Description/Categorisation /Function	Begins to share information – start and continue dialogue.	Repeats a story and Begins to reason by reaching a conclusion	Begins to reason	Reasoning - able to answer questions why and 'How do you know?'
Sequencing	Able to name objects in picture	Visual ability only (using word to label with prompt)	Sequences 2/3 steps following a practical activity and can recite the narrative.	Sequences 3 steps and repeats what happens	Sequences 4 steps and repeats the story. Able to say what is going to happen next	Sequences more than 4 pictures and is able to orally say what happens in the sequence - using the vocabulary of first, then, finally.	Able to sequence without a visual stimulus – organise an event / experience.
Expression/Narrative	Able to communicate at a 1 word level/with Makaton	Able to communicate at a 2 word level - who, verb	Able to communicate at a 3 word level - person, verb, object	Able to communicate at a 4 word level - person, verb, object, where	Able to communicate at a 5 word level - person, verb, object, where, when	Able to communicate using meaningful and coherent sentences.	Able to communicate fluently using sentences confidently.
Follow instructions	Follows 1 step instructions	Follows 2 step instructions on a 1:1 level.	Follows 2 step instructions in the classroom /3 steps on a 1:1 level	Follows 3 step instructions in the classroom / 4 steps on a 1:1 level.	Follows 4 step instructions in the classroom.	Follows introductions / simple instructions and responds appropriately. Can ask for help if needed.	Follows instructions and introductions without support.
Organisation	Follows a routine (i.e. morning) with support / visual cues.	Follows a routine (i.e. morning) by following others.	Follows and remembers the classroom routine independently.	Knows what is needed for different tasks / times of the day.	Understands daily time concepts. (morning, afternoon and evening.)	Understands weekly time concepts (today / yesterday / tomorrow / days of the week).	Is able to organise themselves independently.

Further comments:

(see Communication and Interaction Team – Language activities to support the above targets)

Interaction	7	6	5	4	3	2	1
Communication	Uses emotions to communicate	Expresses needs through gestures (leads, holds hand, points, sounds).	Able to express needs using words / symbols.	Able to express needs using sentences. Able to follow simple instructions	Manages to give and follow instructions on a 1:1, small group and social level	Able to use a variety of sentences to communicate. Able to respond to instructions in a variety of situations	Able to respond and talk about events, and manages to reason when responding to a question. Uses language for a variety of social purposes
Interaction	Begins to follow 'Can I join you' strategies with an adult	Plays alongside others	Able to share space and toys on occasion	Participates interactively (taking turns, sharing) in social games with adults and peers.	Shows two sides to a speaker and listener role in order to share information	Follows social conventions when initiating and conducting conversations	Understands and solves social problems that arise naturally on a daily basis
Emotional tolerance	Uses emotions to communicate	Makes choices within time constraints (now/next)	Starts to show emotional control in response to situations that arise from day to day	Asks for help/a rest in the form of symbols or orally	Understands and uses words to convey emotions. Able to provide reasons for personal emotions	A need for occasional emotional support to cope with every day routine	Able to use appropriate strategies and behaviour when feeling frustrated
Flexibility	Likes to follow his/her own agenda	Is able to follow whole class routines (sitting on the carpet, lining up, retrieves coat and bag etc).	Is confident in making everyday choices; with symbols, words or gestures. Able to stay on task for short periods (minutes).	Able to use strategies to organise time and cope with times of change independently by using visual cues e.g. visual timetable, now/then, selection board	Able to use appropriate strategies to plan and organise time and resources during focus tasks (task cards, checklists, etc.)	Able to use strategies to plan and cope with change	Able to plan and prepare ahead in order to be able to cope in new situations/day to day situations
Self-care (excluding medical factors)	No interest in using the toilet independently	Has started using the toilet independently - still needs support	Uses the toilet independently but needs reminding	Dresses and undresses independently. Feeds independently	Able to undertake self-care tasks with some support (showering, brushing teeth)	Aware of physical changes and how to respond appropriately	A good awareness of personal hygiene and safety
Sensory	Unable to cope in situations that are not within his/her control	Starting to cope with situations where there is a lot of sensory stimulation	Uses the strategies and techniques introduced with support	Able to share when feeling overwhelmed	Chooses a resource or adaptation to their environment which will help	Uses appropriate coping strategies independently to cope	Copes successfully in various situations

Further comments:

(see Communication and Interaction Team – Interaction activities to support the above targets)

Wider impact of the difficulty	
The pupil is now able to make progress in terms of outcomes/curricular levels.	
The pupil has developed sufficient skills to be able to independently complete appropriately differentiated tasks most of the time.	
The level of needs has fallen and consequently this has less impact on pupil's access to the educational opportunities provided.	
Further points to consider	
The lack of progress over a period of time (one year) following the Communication and Interaction Team's specialist input and targets suggests that our understanding of the pupil's main area of difficulty needs to be reconsidered. Continuing with the Communication and Interaction team's provision is not appropriate. Resubmit the case in the Forum/School to discuss with its Educational Psychologist at a Planning Meeting.	
Another diagnosis has been made/there is a different understanding of the pupil's main area of difficulty, and continuing with the Communication and Interaction team's provision is not appropriate. The school to discuss with its Educational Psychologist at a Planning Meeting.	
The pupil has displayed constant discontent at receiving input from the service.	
Staff from the school have not been in contact with the team, there have been no concerns from the school for over a year.	
The school in question has been sufficiently upskilled to meet the pupil's additional needs without further guidance. Advice can be sought from the Communication and Interaction team in the future, if necessary.	

Access Criteria / Indicator for ABC Service

Classroom observations	What strategies have been used in the setting?

Recommended Strategies and Resources	Date set	Responsibility

Further Comments:

The School to contact the Specialist Teacher for further advice.

Access Criteria / Indicator for ABC Service

Today



Targets to implement

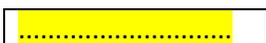


1: Personal and Self-care Skills	7	6	5	4	3	2	1
1a: Eating	Liquids and puréed food.	Starting to eat mashed solids.	Eats chopped food. Drops food out of mouth when chewing.	Eats chopped food. Eats more varieties.	Eats more varieties. Start to show clear likes and dislikes of some foods.	Eats a variety of food. Prepared to try new things.	Eats a variety of food. Prepared to try new things. Swallow food well with good lip control and no loss of food.
1b: Feeding	An adult to spoon feed.	Eats food with fingers. Attempts to hold a spoon to feed.	Eats food with fingers and handles a spoon.	Self-feeds with a spoon.	Starting to hold a fork.	Starting to stab at food with a fork.	Uses a spoon and fork.
1c: Drinking	An adult holds a bottle.	Holds a bottle.	Uses a beaker.	Starting to learn to drink from an open cup with assistance.	Drinks from an open cup. Able to put it back on the table.	Drinks from a variety of items including an open cup. Uses two hands to lift it and sometimes one hand.	Able to place a straw in a drink. Able to fill a cup of water on his/her own.
1ch: Toileting	Wears a nappy - an adult deals with every aspect.	Starting to show signs of wetting. Starting to sit for a short time on the toilet/potty while dressed and with an adult present.	Sitting on the toilet/potty while undressed. Uses the toilet after being reminded. Able to stay there with an adult for a short time.	Asks to go to the toilet in reasonable time. Sits on the toilet for a short time without an adult being present throughout.	Asks to go to the toilet in reasonable time. Self-toilets (is able to pull his/her underwear down and up). Needs support to fasten buttons. Needs to be	Asks to go to the toilet. Uses the toilet on his/her own. Understanding is increasing but needs to be reminded to wash	Aware of personal hygiene and able to do this himself/herself.

				Sometimes goes but has accidents.	reminded to wash hands after using the toilet.	hands after using the toilet.	
1d:Dressing Skills	An adult helps with getting dressed.	Starting to recognise his/her clothes and puts an arm out. Takes socks off.	Able to remove an item of clothing.	Able to put on a simple item of clothing.	Able to get dressed and undressed.	Able to get dressed and undressed and is starting to zip and button.	Able to change on his/her own.

Access Criteria / Indicator for ABC Service

Today



Targets to implement



2:Play and Social Skills	7	6	5	4	3	2	1
2a: Play Skills	Investigates objects with the senses, e.g. licking, watching and listening.	Seems to enjoy the impact of what he/she is doing and understands that he/she can make something happen, e.g. a toy popping up, hitting a drum.	Appears to understand the conventional purpose of objects, e.g. filling and emptying, building a tower.	Plays a role within his/her own experiences, e.g. feeding a doll, brushing hair.	Uses real-life objects to be something, e.g. a box as a car.	A series of imaginative play outside his/her personal experience, e.g. playing at 'Frozen' and superheroes.	Uses language to enrich his/her play.

2b: Emotional Well-being	Dependent on Mum or a key person in another setting.	Finds it difficult to leave Mum.	Able to let go and understand that Mum is coming back.	Starting to recognise simple feelings - happy, sad.	Able to deal with emotions with adult support.	Able to ask for help in any way.	Able to recognise and express their simple feelings - happy, sad, angry, excited.
2c: Awareness of danger	Totally dependent on an adult to keep him/her safe.	Totally dependent on an adult to keep him/her safe.	Learning to understand about 1-2 dangerous situations in the home. Able to respond appropriately with support. Needs supervision.	Learning to understand about dangerous situations in the home. Able to respond appropriately with support.	Understands some dangerous situations in the home. With support, he/she remembers and responds appropriately.	Understands some dangerous situations in the home and outside. Able to remember, and responds appropriately to some.	Understands and begins to sense dangerous situations around him/her. Remembers and responds appropriately.
2ch: Order and flexibility	Depends on order and routine.	Depends on order and routine to cope and understand what is happening.	Benefits from order and routine to understand what is happening.	Benefits from order and routine but is developing the ability to be flexible.	Able to be flexible and does not depend on order/routine.	Able to be flexible and accept new events as a matter of course.	Totally flexible.

Access Criteria / Indicator for ABC Service

Today



Targets to implement



3: Language Development	7	6	5	4	3	2	1
3a: Non-verbal	Reaches.	Makes sounds.	Points to ask and share an interest. Raises a hand to say goodbye. Shakes the head.	Eye contact to communicate need. Draws and uses an adult for what he/she wants.	Gives someone else an object. Turns away/pushes away to mean 'no'.	Appropriate non-verbal skills.	Appropriate non-verbal skills.
3b: Attentiveness	Attention diverts from one thing to another. Takes notice of a familiar voice (parent). Startled by loud noises.	Pays attention for short periods to things of his/her choice, ignoring things around him/her.	Pays attention to things of his/her choice and starts sharing attention with an adult.	Pays attention to things of his/her choice and is able to divert attention between tasks with support.	Pays attention to something an adult has chosen, e.g. listening to a story, taking part in a greeting circle.	Able to pay attention to an adult while doing something else. Able to concentrate for short periods.	Flexible attentiveness skills and able to concentrate for a period of time.
3c: Understanding	Does not understand words. Does not understand gestures.	Understands familiar routines when seeing real objects, e.g. shoes mean going outside, keys mean going in the car. Responds to simple gestures,	Responds to familiar instructions, e.g. come here, using a visual card for support.	Understands everyday words, e.g. body parts, names of toys.	Understands 'doing' words/verbs.	Understands and follows instructions that include two key words.	Understands and follows instructions that include three key words. Understanding of - Adjectives Prepositions Pronouns.

		e.g. waving a hand to say goodbye.					
3ch: Use of Language/Communicating a need	Sounds including crying and shouting are made to express a need.	Imitates the sounds made by a familiar person.	Uses his/her own language and simple Makaton signs.	Uses initial sounds to name/label objects.	Names objects.	Word bank develops, bringing words together.	Word bank develops, including simple sentences.
3d: Interaction with others	Does not appear to notice others.	Starting to accept an adult joining in and following the child's lead for short periods.	Starting to enjoy an adult following his/her play. Interacts at a simple level.	Enjoys an adult joining in and following his/her play. Interaction developing.	Enjoys adult attention jointly playing for long periods. Starting to accept other children interacting with him/her.	Enjoys adult attention jointly playing for periods of time. Starting to interact with others.	Plays alongside others. Able to share space and toys with support.

Access Criteria / Indicator for ABC Service

Today



Targets to implement

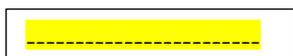


4: Motor skills	7	6	5	4	3	2	1
4a: Gross Motor	Able to sit without help/assistance. Able to crawl or bottom-shuffle.	Able to walk unsteadily/clumsily.	Able to carry out movements including running, jumping, able to make a large toy move with their feet.	Able to go up and down stairs with two feet on each step. Able to pedal backwards.	Able to go up and down stairs with one foot on each step. Able to pedal forwards.	Able to change direction safely whilst running.	Able to imitate physical shapes. Able to jump safely over a low-slung rope.
4b: Fine Motor	Able to close his/her hand when you hold out your finger. Able to grip large objects, e.g. blocks.	Holds items of his/her choice and changes hands.	Able to lift small objects.	Fist-grips marking equipment, with a tendency to change hands at times.	Able to turn the pages of a book - several pages at a time.	Handles small equipment correctly, including gripping marking equipment with a tripod grip.	Handles small equipment correctly, including gripping marking equipment with a tripod grip.

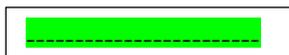
Inclusion Team Input

Input from the school	<u>Evidence</u>
Behavioural outcomes and targets are a priority in the IEP/IDP (and have been reviewed over a period of at least two terms).	
Has had access to appropriate and consistent interventions in school (i.e. visual resources, ELSA group work, TalkAbout, 1:1 work on the targets in the IEP/IDP.	
Has been discussed in a planning meeting with the school's Educational Psychologist and recommendations have been followed.	
Has the school had Input from the team previously? Have previous strategies that have been recommended by the Inclusion Team been implemented? Is there evidence of this in the IDP?	
Have staff members from the school attended 'Safety Intervention' training?	
Do the standardised scores match with the evidence that the pupil is under achieving with regard to the Outcomes/Targets?	
Effective use of the designated hours of support from the Authority – number of hours -	

Today -



Targets to implement-



Behaviour	7	6	5	4	3	2	1
Emotional regulation	Can recognise limited emotions and express what they like/dislike. Unable to control strong emotions.	Can name basic feelings/emotions. Starting to show some emotional regulation when reacting to situations/experiences that are not pleasing.	Can express and name more complex emotions.	Can give reasons for personal emotions and the emotions of others.	Can ask for help/a break when frustrated/angry. Can apply a feeling to an experience.	Can regulate emotions in a way that is not dangerous to himself/herself and/or others.	Shows empathy towards himself/herself and others. Can use appropriate behaviour strategies when frustrated/angry.

Coping with change	Unable to accept change at all.	With assistance, is beginning to accept change.	Beginning to accept small changes.	Accepts change.	Accepts unexpected changes without over reacting.	Shows flexibility and compromise when facing change.	Shows resilience following change most of the time.
Coping with disappointment	Unable to accept disappointment at all.	With assistance, is beginning to accept disappointment.	Beginning to accept disappointment	Accepts disappointment.	Accepts unexpected disappointment without over reacting.	Shows flexibility and compromise when facing disappointment.	Shows resilience following disappointment most of the time.
Accepting consequences	Unable to accept that they've done wrong and unable to accept the consequence.	Beginning to accept that they've made a mistake but can't accept the consequence.	With support, is beginning to accept that there are consequences to actions.	Beginning to accept that there are consequences to actions and can discuss incidents.	Accepts consequences and with support, beginning to understand the effect on others.	Shows flexibility and compromise when discussing incidents and accepting consequences.	Shows resilience following an incident most of the time and can discuss/offer a solution.
Interaction with others	Beginning to follow interaction strategies lead by an adult.	Works and plays side by side with others.	Can share space, equipment and toys occasionally.	Can take turns, share during social games with an adult and peers. Can work together in a small group.	Shows 'two sides' in the role of the speaker and the listener in order to share information and to play.	Follows social convention's when starting and maintaining a conversation.	Understands and solves social problems that arise day to day.
Structure and flexibility	Likes to follow their own agenda.	Can remain on task for short periods with the support of an adult.	Can remain on task reasonably independently using strategies under the guidance of an adult.	Can begin and end a task and cope with periods of change using specific strategies.	Can use appropriate strategies in order to plan and time manage and prepare equipment during an activity.	Can make decisions/choices without difficulty and without relying on an adult.	Can concentrate and persevere for extended periods of time appropriate to their age and ability.
Risk behaviours	Behaves in a way that the individual or others could	Behaves in a way that the individual or others could be	Behaves in a dangerous manner but calms down	The pupil behaves in a way that causes concern to	The pupil can step back before injuring themselves,	The pupil can step back before injuring themselves,	The pupil can control their behaviour.

	suffer serious injury.	injured or property damaged.	with the support of an adult.	others but doesn't injure or damage property.	others or damaging property with support.	others or damaging property.	
Attachment difficulties	Hyper vigilant Constantly 'on edge' Needs to control every situation.	Anxious. Feels uncomfortable even in familiar situations.	Beginning to start to settle and accept that others are in control.	Beginning to accept rules, consequences and praise. Beginning to accept small changes.	Beginning to trust and invest in a relationship with adults. Beginning to accept big changes with the support of an adult.	Beginning to trust and invest in relationships with adults. Beginning to show perseverance when facing a challenge.	Can trust and share experiences with an adult/peers that they don't know very well and put in place clear boundaries in relation to others. Copes well with difficult situations.
Self-esteem/ Self awareness.	Constantly critical of themselves. Often spoils their own work. Has negative feeling towards themselves	Unable to accept attention/praise. Over reacts to outward criticism.	Beginning to accept personal praise.	Beginning to accept public praise.	Feels positive about the things he/she does well and accepts themselves for who they are.	Recognise and accept when things are difficult. Can move on following disappointment.	Recognise and accept when things are difficult and accept strategies in order to face the challenge.

Further Comments:

Wider implications of difficulties	
The pupil can now show progress in the outcomes and targets of the curriculum.	
The pupil has developed appropriate skills most of the time to be able to complete tasks independently which have been differentiated..	
The level of difficulty has reduced and as a result has less impact on his/her access to the educational opportunities provided.	
Further considerations	
A lack of progress over a period of time (a year) following targets and specialist intervention from the Inclusion Team suggests that we should re consider our understanding of the pupils main difficulties. It is therefore not appropriate to continue with input from the Inclusion Team. Re-refer the pupil to the Forum/School to discuss with their Educational Psychologist at a planning meeting.	
Another diagnosis/understanding of the pupils main difficulties has been made. It is therefore not appropriate to continue with input from the Inclusion Team. School to discuss with the Educational Psychologist in a planning meeting.	
The pupil has consistently shown an unwillingness to receive support from the Inclusion Team.	
The school has successfully up-skilled in order to meet the additional needs of the pupil without requiring further guidance from the Inclusion Team. The school can ask for further advice from the Team in the future should they require.	

