



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

ALN and Supporting Pupils with Physical and Medical Difficulties



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Aims

- Consider the statutory requirements for including pupils with ALN in schools and the ALN Transformation Programme in Wales
- Discuss the importance of respecting equality and diversity when planning and supporting learning
- Explore some of the physical and medical difficulties that children have and the barriers to learning that they face.



Defining Additional Learning Needs (ALN)

- ‘he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for **additional learning provision**’
- a) ‘has a significantly greater difficulty in learning than the majority of others of the same age, or (b) has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector’
- ‘a person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.’

(Welsh Government, 2021, p. 21-22)

The ALN Transformation Programme for Wales

Additional Learning Needs and Education Tribunal (Wales) Act

Factsheet 5



Llywodraeth Cymru
Welsh Government

A 0-25 age range

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

A unified plan

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

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

Welsh language

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

A mandatory ALN Code

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

Clear and consistent rights of appeal

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

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

How will the Act affect children, young people and parents/carers?

Increased participation of children and young people

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

Avoiding disagreements and earlier disagreement resolution

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

Increased collaboration

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

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WATCH: https://www.youtube.com/watch?time_continue=4&v=00gHqzWowPg&feature=emb_logo



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FURTHER READING:

https://gov.wales/sites/default/files/publications/2019-02/aln-frequently-asked-questions-2_0.pdf

www.athrofa.cymru

ALN - Key developments in Wales

(www.impact.wales, 2019)



ALN replaces the terms SEN & LDD in order to refocus on the expectations & experiences of those supported with ALN.



Everyone involved in supporting ALN from 0-25 will now be working from the same legislative framework.



A new, single IDP format provides continuity from birth to age 25.



Planning for ALN will use a Person Centred Approach, which is done with the child or young person.



The new IDP will focus on tangible steps to support children & young people to reach their full potential.



The new planning system should simplify & streamline current planning procedures.



All agencies supporting ALN will be expected to work more closely together & collaborate.



Disagreement resolution will happen at the most local level possible.



Rights of appeal are clear and consistent for all.



The new ALN Code will provide a set of clear, statutory, legally enforceable parameters.

A Bilingual Approach- Wherever possible if services are requested in Welsh, they will be provided in Welsh.

What are inclusion and equality?

How would you define these?

Inclusion and Equality

Scenario 1

- 2B/C are holding an end of year party in the Students Union. You've received an invitation and several members of the group have been in touch to ask you if you intend coming.
- How do you feel?
- What type of feelings are these?

Scenario 2

- 2B/C are holding an end of year party in the Students Union. You haven't received an invitation and none of the group have been in touch to ask you if you intend coming.
- How do you feel now?
- Are these feelings different to those in Scenario 1?
- Why?

REFLECT: How could you transfer this to a school context from the perspective of a child with a disability? Write 2-3 sentences for a classroom situation scenario.
What could you as a teacher do to ensure the child is included?

How might we promote inclusion?



What is inclusion?

Bethany has a hearing impairment and communicates through sign language. Instead of removing Bethany from her classroom to have lessons on her own with her assistant, the class teacher...?

How inclusive are we?

- 38% of people believe that people with disabilities are a burden on society
- 45% % of people with disabilities said they had problems at school because of their impairment
- More than two thirds admitted (65%) that they avoided people with disabilities because they didn't know how to react in their company
- More than half (52%) believe that disability is a physical issue
- More than a third (34%) believe that a hearing impairment is not a disability
- People with a hearing or visual impairment are the least represented in sports, and 72.1% of disabled people have never taken part in any physical activity
- 18% of the UK population are disabled and the majority are hidden disabilities
- 6% of the population under 16 years of age are disabled. In England, 83% of all the disabled children attend mainstream school.
- Adults with disabilities are twice as likely to lack formal qualifications compared to adults without disabilities - 26% and 12% respectively
- At 26 years of age, people with disabilities are nearly four times more likely to be unemployed or out of work compared to people without disabilities.

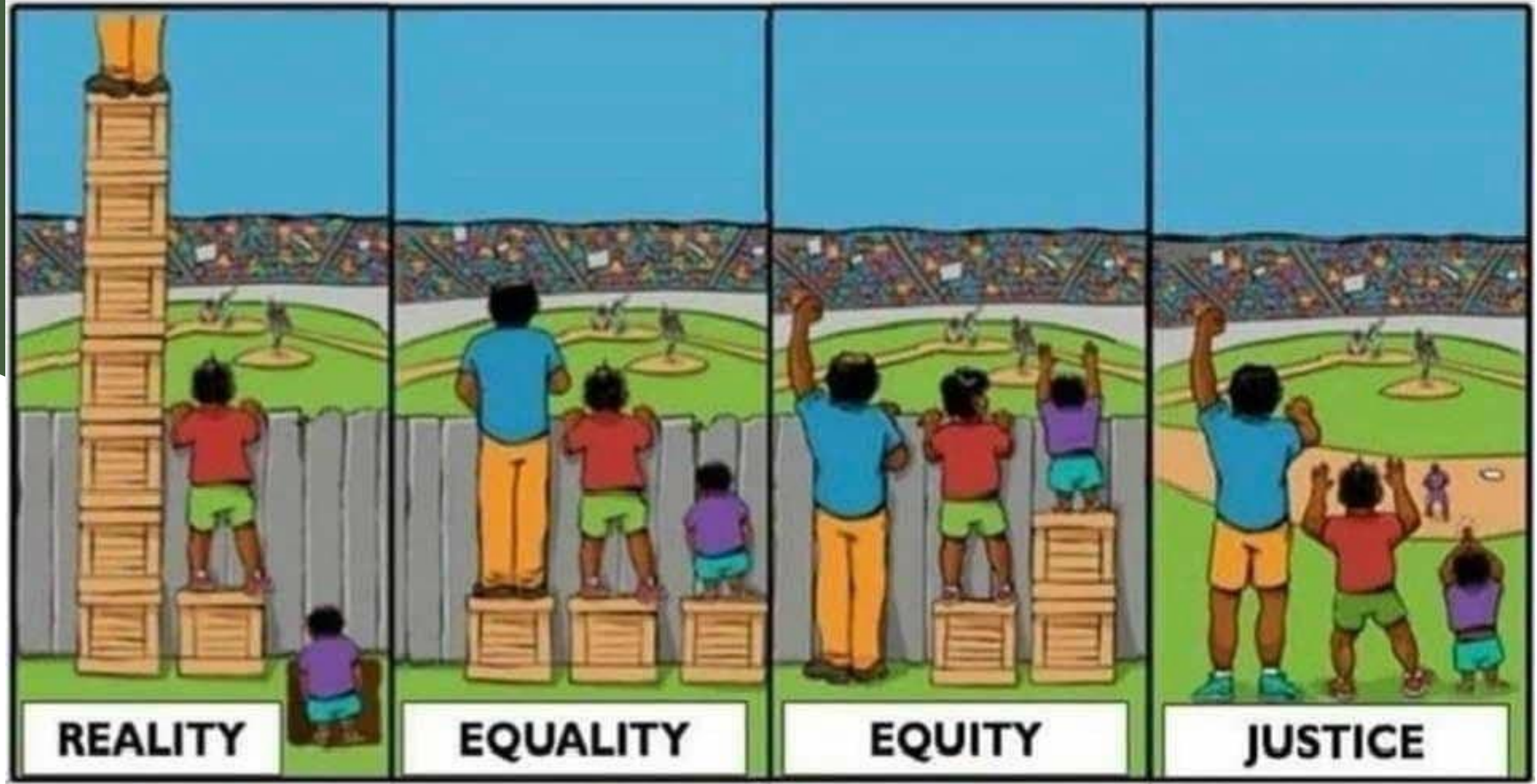
http://www.efds.co.uk/resources/facts_and_statistics

Why is inclusion important?

- United Nations Convention on the Rights of the Child (1991)
- UNESCO Salamanca Statement (1994)
- United Nations Convention on the Rights of Persons with Disabilities (2008)
- Equality Act (2010)
- Rights of Children and Young People (Wales) Measure (2011)
- Well-being and Future Generations Act (Wales) (2015)
- The Additional Learning Needs Code for Wales (2021)



Equity not equality



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4 Areas of Need

(Welsh Government, 2021)

Communication and
interaction

Cognition and learning

Behaviour, emotional and
social development

Sensory and/or physical

4 Areas of Need

(Welsh Government, 2021)

No cheating now!

Without looking at the next slide, list all the medical and physical difficulties you are familiar with, and note any relevant additional information.

Did you encounter learners with medical/physical difficulties on PTE2? If so what? How were they supported?

Communication and interaction

Cognition and learning

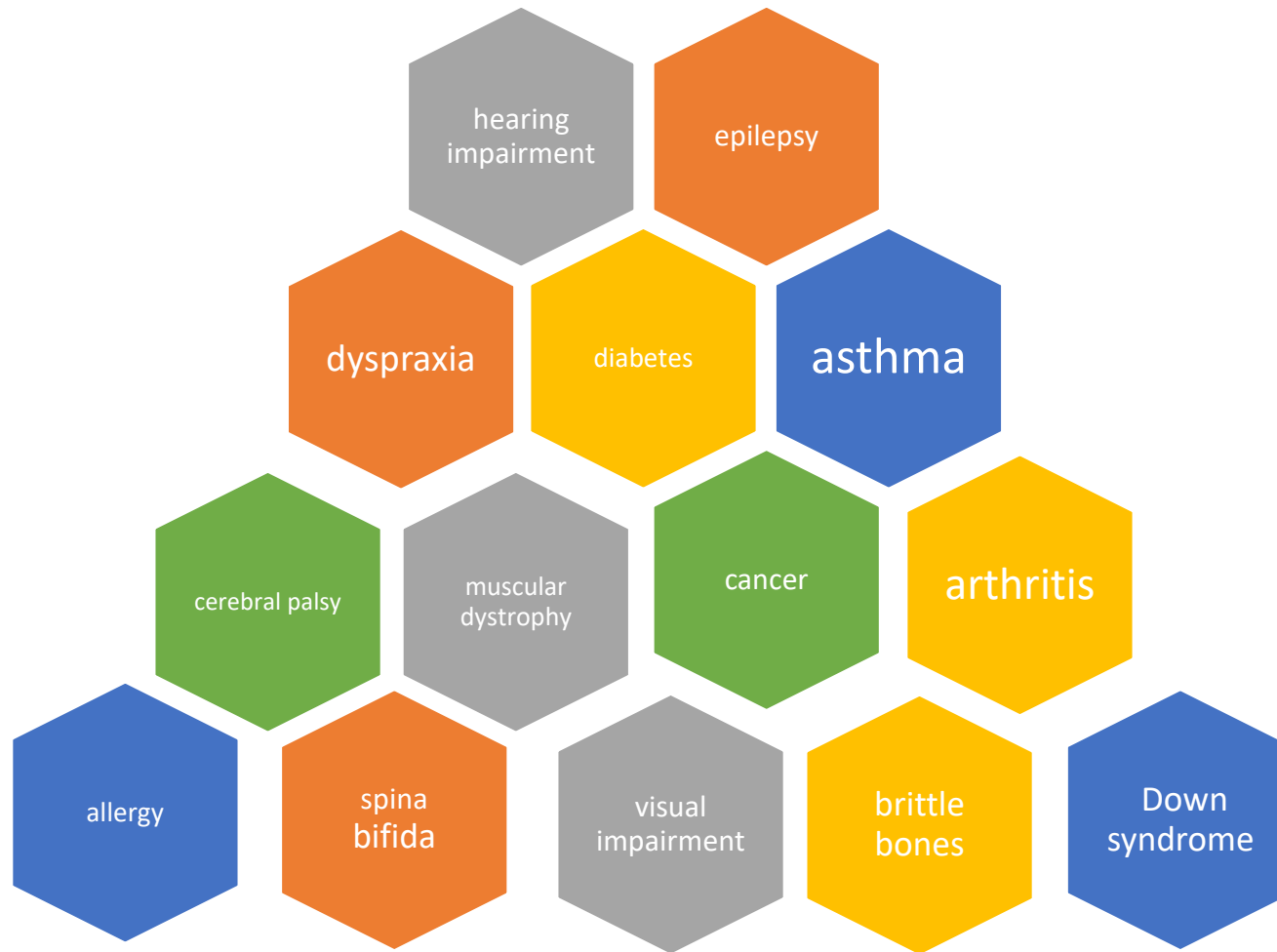
Behaviour, emotional and social development

Sensory and/or physical

?



Did you mention these?



Are there some unfamiliar difficulties here?
If so why not research for further information regarding these?

Some facts about Down's syndrome (taken from the Down's Syndrome Association)

- Down's syndrome is the most common form of learning disability – about 1 in every 1,000 live births a year.
- It is caused by the presence of an extra chromosome. Instead of the usual 46 chromosomes, a person with Down's syndrome has 47.
- All children with Down's syndrome will have some degree of learning difficulty, although this will range from mild to severe.
- Although Down's syndrome is due to genetic factors, environmental factors play an important part in development as with any child.
- Children with Down's syndrome vary as widely in their development and progress as typically developing children.
- Generally speaking, children with Down's syndrome develop more slowly than their peers, arriving at each stage of development at a later age and staying there for longer. The developmental gap between children with Down's syndrome and their peers thus widens with age.

DSI Education Guidelines

https://uowtsd-my.sharepoint.com/:b:/g/personal/m_bowen_uwtsd_ac_uk/ERD-u8GdJetCiCKs413x-m8BsnUPNp4ANbpaoWlr7AFytw?e=NE4aES

Dyspraxia

- Specific learning difficulty
- Affects gross and fine motor skills
- Sometimes affects speech
- Not a reflection of intellectual ability
- Linked to neuroscience

For further information go to: [Dyspraxia at a glance – Dyspraxia Foundation](#)

Glyn's day at school

A whiteboard with a silver frame and two metal clips at the top. The word "ACTIVITY" is written in large, bold, black capital letters in the center of the board.

ACTIVITY

Activity – Glyn’s day at school

Glyn is in the same class as Idris in school, but Glyn has dyspraxia

TASK:

- Read ‘Glyn’s day at school’
- List Glyn’s strengths and some of the concerns which arise here.
- Next read the leaflet on ‘Dyspraxia- Classroom guidelines’ (on Moodle)
- Which steps/activities would you use to support Glyn to ensure progress in his education?
- Note these down.
- Why did you specifically choose these?
- Which other stakeholders could provide you with advice and support for yourself and Glyn?

Reasonable adjustment – the three planning responsibilities for children with disabilities

- Complete access to the curriculum including activities outside and after school.
- Ensuring appropriate physical facilities and environments.
- Provide accessible information.



Principles of Good Practice

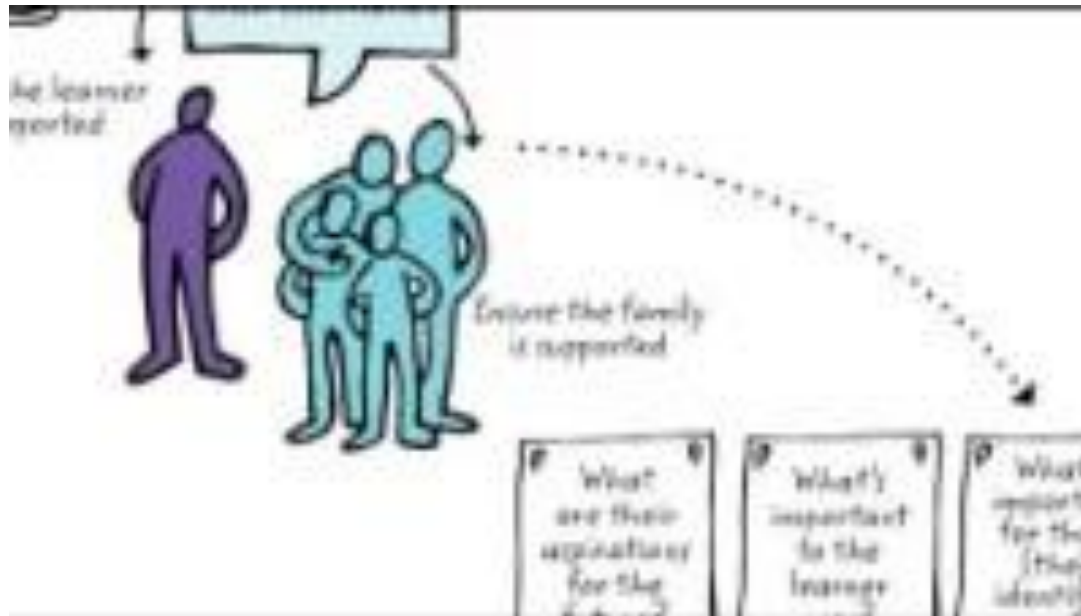
- Set appropriate and challenging learning opportunities
- Respond to the diverse learning needs of pupils
- Overcome any barriers to learning and assess individual as well as groups of children

(Spooner, 2011; Glazzard *et al.* 2010)

Planning for inclusion

- Collaborate with the Additional Learning Needs co-ordinator(*ALNCo*)
- Individual development plan
- Person-centered provision
- Multi-agency collaboration
- Collaborate with parents
- Ensure reasonable adjustments
- Specific training if relevant

An Introduction to Person Centered Planning – the process in Wales



<https://www.youtube.com/watch?v=ssscLGznQsU>

FURTHER READING:

[A-guide-to-using-person-centred-practices-in-school.pdf](#)

helensandersonassociates.co.uk



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Supporting Resources 'Eye Gaze' Technology

https://youtu.be/dGt_Z3lxJ24



Access
Include
Engage
Empower

<https://youtu.be/Mgp8DD6Zl6c>



FURTHER READING:

<http://www.inclusive.co.uk/lib/downloads/atia-eyegaze-leaflet-2015.pdf>

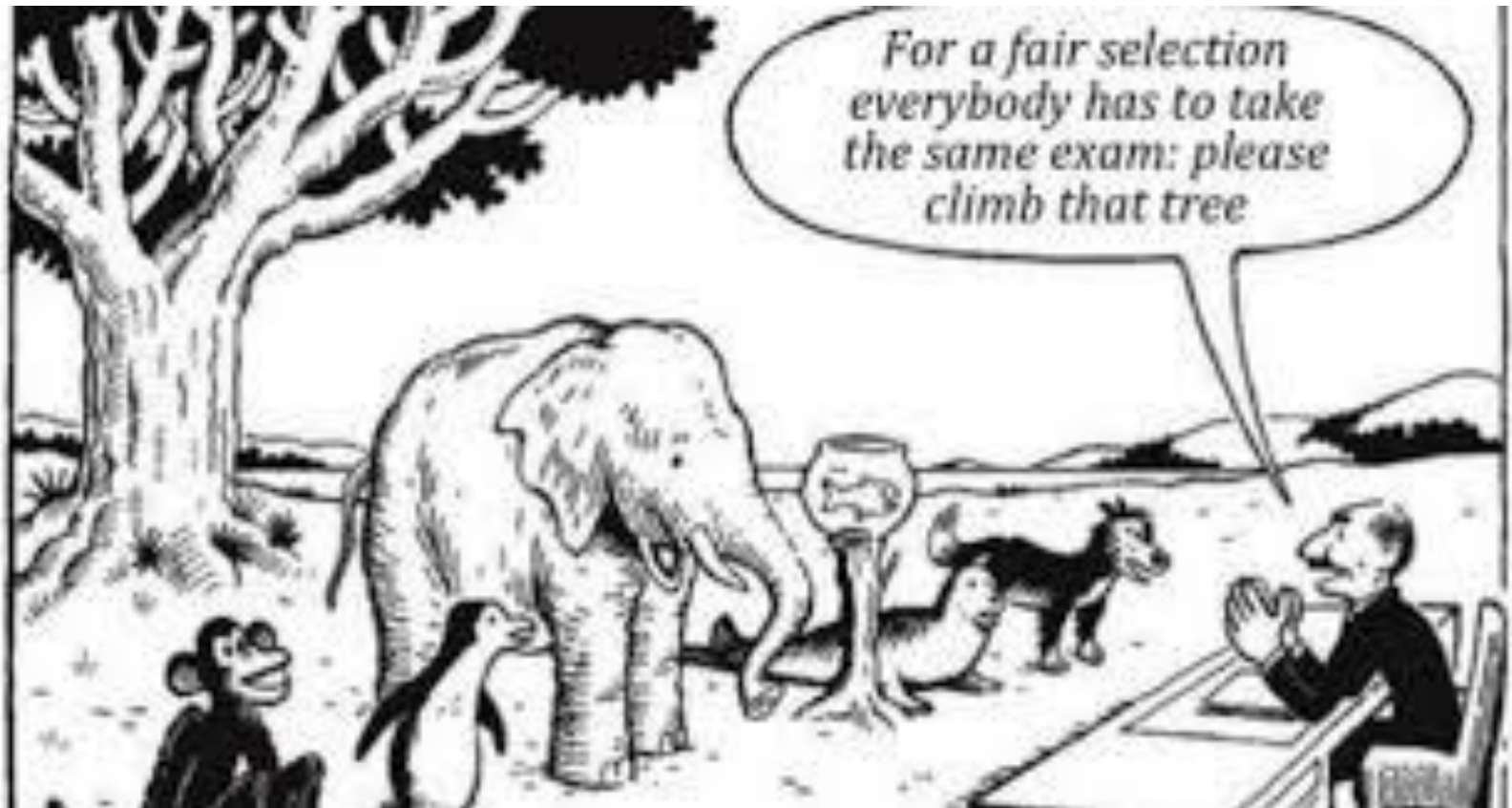


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Consider assessment in the new curriculum



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Obligations for schools

- Schools have a responsibility to provide a broad and balanced curriculum for all learners
- The curriculum is the starting point for planning e.g., Routes for Learning
- Provide a curriculum that meets the needs of individual learners as well as that of groups of learners
- Teachers have a right to adapt the curriculum to provide work that is suitable, appropriate and challenging for every learner

<https://hwb.gov.wales/curriculum-for-wales/routes-for-learning>

Further reading

http://www.childrensplayadvisoryservice.org.uk/pdf_files/Publications/can_play_will_play-CPASwebsite.pdf

<https://www.actionforchildren.org.uk/what-we-do/our-work-in-wales/help-i-blant-a-phobl-ifanc-anabl-support-for-disabled-children-and-young-people/>

ALN Training course : [ALN L1 \(gov.wales\)](https://gov.wales/aln-l1)

References

Glazzard, J., Hughes, A., Netherwood, A. Neve, L & Stokoe, J. (2010) *Teaching Primary Special Educational Needs*, Exeter: Learning Matters Ltd.

Packer, N. (2017) *The Teacher's Guide to SEN*. Williston: Crown House Publishing.

Peer, L. & Reid, G. (2016) *Special Educational Needs – A Guide for Inclusive Practice (2nd ed.)*. London: Sage.

Spooner, W. (2011) *The SEN Handbook for Trainee Teachers, NQTs and Teaching Assistants*. Abingdon: Routledge.