

I have not used AI in this assignment

Contents page:

1. Meeting agenda
2. Script
3. Group reference list

2418126 – Hannah Headon

2416820 – Ria Ratti

2404590 – Megan Ronan

2414375 – Claire Monaghan

Meeting members and agenda

school setting

Members in attendance

Ria Ratti – Nursery teacher and foundation phase coordinator (FPC)

Megan Ronan – Year 1 teacher and designated safeguarding officer (DSO)

Hannah Headon – year 2 teacher and additional learning needs coordinator (ALNCo)

Claire Monaghan – Family engagement officer (FEO)

Agenda for team meeting – 24.11.2025

1. The curriculum – planning and preparing (Ria Ratti – FPC)
2. Reviewing safeguarding policy and procedures (Megan Ronan – DSO)
3. Updating procedure from the ALN bill – training (Hannah Headon – ALNCo)
4. Parent partnership and wellbeing (Claire Monaghan – FEO)
5. New staff member – induction (FPC, DSO, ALNCo and FEO)

Script

My name is Hannah Headon and I am the year 2 teacher and the additional learning needs coordinator (ALNCo) throughout primary. I will be discussing about how we are going to update the procedures from the recent ALN bill and how we can offer staff further training from this.

Since the last time I met with you all, there has been some changes to the ALN bill in our school. The additional learning needs and education tribunal (Wales) act 2018, often referred to as the ALN bill is the key legislation that replaces the SEN framework, introduces individual development (IDPs), places duties on schools, local authorities and health boards to identify and meet ALN. The ALN tribunal act (2018) also emphasises collaboration and strengthens the rights of appeal through the education tribunal for Wales.

The act introduces individual development plans (IDPs) for all learners identified with ALN, which replaces statements and individualised education plans (IEPs). These plans are maintained by the school and must be reviewed regularly, ensuring that children receive support, which is tailored, inclusive and evidence based (Florian, L and Black-Hawkins, K. 2011).

Throughout the school day, teachers will be supported to embed inclusive strategies. The first strategy would be to use multimodal instructions. Kress, G. (2010) defines multimodal instructions as an approach to teaching that recognises and utilizes multiple modes of communication such as text, image, gesture and sound to construct meaning in educational contexts. The next strategy that teachers should incorporate is to scaffold questions and dialogue teaching. Alexander, R. (2020) emphasises that dialogue teaching, when carefully scaffolded, can be especially powerful for children with additional learning needs. This idea will help foster inclusion, cognitive engagement and language development through structured, and purposeful classroom talk. Alexander, R. (2020) also states "scaffolding is not merely a matter of simplifying questions or reducing cognitive demand, but of enabling all pupils to engage with ideas at a level that stretches them appropriately". The last strategy to implement would be the use of visual timetables and structured routines. Children with ALN often struggle with transitions, language and unstructured environments. According to Vygotsky's (1978) sociocultural theory, learning is mediated through tools and signs. Visual timetables act as tools as they scaffold the understanding and participation in classroom routines. Cooper, P., Smith, C., and Upton, G. (2007) notes that routine and structure are particularly beneficial for learners with ALN which helps them focus and engage more effectively.

Staff are to be reminded of the importance of regular progress monitoring for pupils with ALN. These are done by using both formative and summative assessment tools. Birth to 5 matters, (2021) states that formative evaluation leads to a reliable summative assessment. Florian, L and Black-Hawkins, K (2021) explain that

formative insights provide rich, contextualised narratives while summative data offers clear, comparable evidence.

Booth, T and Ainscow, M (2011) index for inclusion is a framework designed to help schools develop inclusive cultures, policies and procedures that support the participation and achievement of all learners, especially those with ALN. They state "inclusion is about increasing participation, reducing exclusion and building community". Norwich, B (2013) adds that the index supports whole school reflection, collaborative planning, inclusive classroom strategies and monitors' progress. It aligns with the Welsh ALN code by promoting person – centred practise, multiagency collaboration and inclusive pedagogy.

I'd like to provide a brief update on our current external agency involvement to support children with ALN. As outlined in the ALN code (Welsh Government, 2021), multiagency collaboration is essential to ensuring that learners receive holistic support tailored to their IDPs. Updates will be shared regarding current involvement from external professionals (Wearmouth, J. 2017). Speech and language therapy (SALT) input is important for supporting expressive and receptive language needs, particularly where classroom differentiation is required (Dockrell, J.E., *et al*, 2012).

During professional development sessions, ALNCos will equip staff with inclusive strategies, reflective tools and practical frameworks that will support diverse learners across the curriculum (CAST, 2024). Tomlinson, C.A (2014) adds that ALNCos like myself often lead these meetings by demonstrating differentiated lesson planning based on children's readiness, interest and learning profiles. Staff will be offered trauma – informed practice training throughout these meetings (National Education Union, 2024). Staff will be encouraged to reflect on their own inclusive practice and consider area for growth (Rose, D.H., Meyer, A. and Hitchcock, C. 2006).

McKinsey's 7S model can serve as a powerful framework to enhance teamwork by aligning strategic goals with inclusive practice (Waterman, R.H., Peters, T.J., and Phillips, J.R. 1980). Having structure throughout these meetings reinforce consistent support systems and build staff capacity, through targeted skills that ensures that every team member understands their contribution to supporting children with ALN (Ravanfar, M.M.2015).

I hope after hearing about the changes since the recent ALN bill, this will give you a greater understanding regarding strategies with children with ALN.

When inducting new staff under the ALN and Education Tribunal (Wales) Act (2018), ALNCos play a central role in embedding inclusive values and practices outlined in the ALN Code (Welsh Government, 2021). This involves introducing person-centred planning, Individual Development Plans (IDPs), and fostering multiagency collaboration. To strengthen inclusive pedagogy, they promote differentiation (Tomlinson, C.A 2024) and Universal Design for Learning (CAST, 2024), ensuring lessons are proactively designed to reduce barriers and adapt to individual needs.

Induction also emphasises trauma-informed practice (Blaustein & Kinniburgh, 2023), helping staff recognise the impact of adverse experiences and create emotionally safe environments. Whole-school reflection is supported through the Index for Inclusion (Booth & Ainscow, 2011), while updates from external agencies ensure staff understand specialist input and its alignment with IDP goals. This holistic approach ensures that new staff are equipped to contribute meaningfully to inclusive, evidence-based provision for learners with ALN. This will also give new staff members a greater knowledge towards the policies and procedures that we use with children throughout the school.

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