

Additional Learning Needs

The term Additional Learning Needs replaced the term Special Learning Needs and covers all children and young adults up to the age of 25, who have physical, sensory or learning needs that make it difficult to learn the same as children the same age. Support may be required with schoolwork, expressing themselves, making friends, behaving appropriately and physical needs (Dewis Cymru, 2018).



To ensure all children's needs are met the following practitioners will be available at the afterschool club:

Speech and Language Therapists

School's designated Additional Learning Needs Co-ordinator

Social Workers

Class Teachers

These professionals will all work together, alongside the child and the child's parents to identify any specific Additional Learning Needs and the support needed. The child will then be able to decide which individuals they would like in any meetings in the future, giving them control over their future.

Reference List

Dewis Cymru (2018) *Additional Learning Needs*. <https://www.dewis.wales/additional-learning-needs-cyp> Accessed: 31/03/19.

Holburn.S. and Vietze, P. (2002) *Person Centred Planning: Research, Practice, and Future Directions*. Baltimore: Paul H Brookes Publishers.

Inclusive Solutions (2015) *PATH*. <https://inclusive-solutions.com/person-centred-planning/path/> Accessed: 31/03/19.

Mental Health Foundation (2019) *Person-centred Planning*. <https://www.mentalhealth.org.uk/learning-disabilities/a-to-z/p/person-centred-planning-pcp> Accessed: 31/03/19.

Sanderson, H. (2000) *Person Centred Planning: Key Features and Approaches*. <http://familiesleadingplanning.co.uk/Documents/PCP%20Key%20Features%20and%20Styles.pdf> Accessed: 31/03/19.

Images

<http://daybreakis.org/wp-content/uploads/2016/08/PCPhexDiagram.png>

<https://inclusive-solutions.com/wp-content/uploads/2015/11/joseph.jpg>

<http://www.essexlocaloffer.org.uk/sites/default/files/Review%20meeting.png>

http://richmondpark.amdro.org.uk/media/90334/learning_support-logo_276x207.jpg

<https://www.benjerry.co.uk/files/live/sites/uk/files/our-values/social-inclusion/community.jpg>

Planning Service for Additional Learning Needs



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Person Centered Planning Service

What is PCP?

Person Centered Planning is a way of helping individuals plan all aspects of their lives, and therefore allowing them to play a part in the making of any decisions that may affect them (Mental Health Foundation, 2019). Person Centered Planning is now part of school reviews for all pupils above the age of 13 that have a Statement of Special Educational Needs.

Sanderson (2000) highlights the one of the key features of Person Centered Planning as ensuring the person is at the centre. This involves consulting the individual throughout the planning process and allowing the person to choose the time and setting of meetings (Sanderson, 2000). Person Centered Planning allows the individual to:



- *Be part of their local community*
- *Gain and maintain relationships*
- *Make choices in everyday life based on individual preferences*
- *To be given the opportunity to live with dignity*

(Kincaid 1996 cited in Holburn & Vietze, 2002, p. 33)

How is PCP being used?

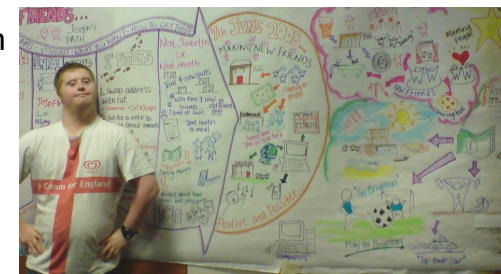
PATH is a Person Centred Planning approach used mainly by individuals and is strongly focused on planning. In PATH the individual is able to choose who to attend the meeting and those in attendance of the meeting need to be committed to helping the individual achieve their dreams. PATH focuses on the individual's dream, and then works backwards to outline an action plan and create positive steps and goals in order to reach the individual's dreams (Sanderson, 2000). The PATH approach requires the individual to be able to outline their dreams themselves, or have an advocate that can act on behalf of the individual to facilitate their dreams and goals rather than the dreams and goals of the team around them (Sanderson, 2000). The seven steps that will be followed in this process according to Inclusive Solutions (2015) are as follows:



- 1) Introduction and setting basic rules.
- 2) Allowing the individual to set their dream.
- 3) Positive and possible goals to achieve one year from now.
- 4) Establishing where the individual is at

present in comparison to where they want to be.

- 5) Establishing who will be involved in achieving these dreams.
- 6) Identifying what needs to be done in order to achieve their dream and what skill may potentially need to be developed further.
- 7) Identifying next steps and setting small, and larger goals that can be achieved in different time frames, and then agreeing on when the next review will take place.



This information is all put together on a large piece of paper, using ways that most appeal to the individual e.g. bright colours, diagrams, pictures and then given to the individual to take home, allowing them to be reminded of their goals and dreams.

Further Information and Case Studies available at <https://inclusive-solutions.com/person-centred-planning/path/>