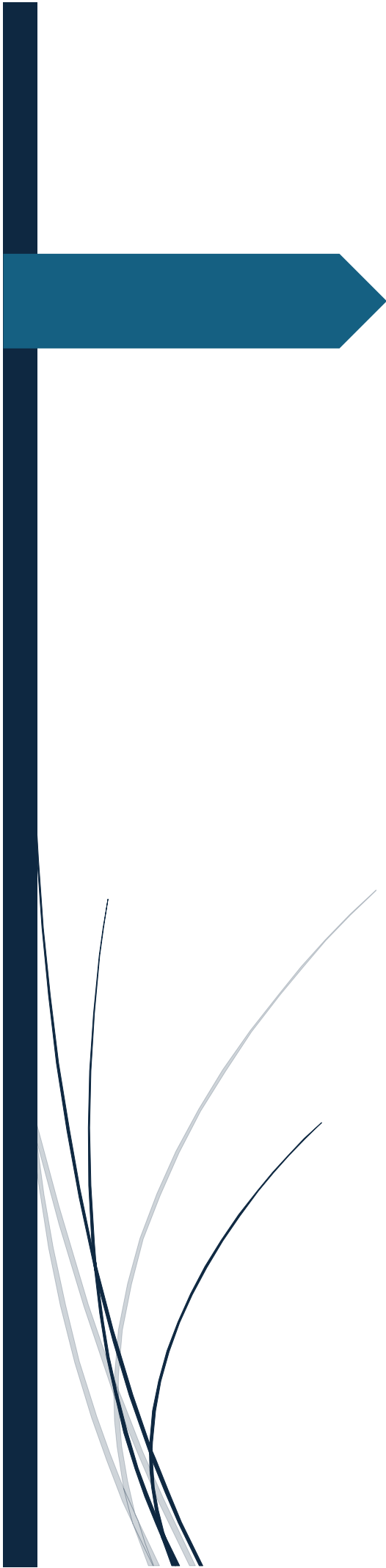




ECIE5007

E-Portfolio Evidence of Learning

Zoe Williams (2309079)

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Dear Zoe,

Congratulations- you did it you secured the role of Deputy ALNco, and I am writing this letter as a record and a reminder of the journey that brought you to the role of Deputy Additional Learning Needs Coordinator (Deputy ALNCo). It was not an easy road, nor one without challenges, but each step was purposeful and grounded in a commitment to inclusion, equality, and the belief that every child deserves an education that meets their needs.

The first foundation of this journey was built upon your classroom practice. You worked hard to understand how learners with diverse needs engage with the curriculum and how barriers to learning can be reduced. This was where the Equality Act (2010) became more than just a piece of legislation—it became a principle you lived by daily. You came to appreciate that making reasonable adjustments was not simply a legal duty but a moral imperative, ensuring every child had fair access to learning opportunities (Equality Challenge Unit, 2010). You trusted the journey and believed in your capacity to grow as an inclusive practitioner. You demonstrated resilience, not by avoiding challenges, but by embracing them as opportunities to learn (Wall, 2021). Every time you adapted teaching strategies to meet diverse needs, you proved that inclusive education is not a theory but a lived practice (Rapp and Corral-Granados, 2024).

The second important step was your growing understanding of the Additional Learning Needs Act (2018) and the ALN Code (2021). You immersed yourself in these texts, not just to meet compliance, but to ensure you were shaping your practice around the rights of learners. You began to see the crucial role of coordinated planning through Individual Development Plans (IDPs). This knowledge made you confident and credible when discussing provision with colleagues, parents, and external professionals, and also helped you build strong collaborative relationships with colleagues, parent, and external agencies. By listening to others and valuing pupil voice you showed that leadership in ALN is about empowering, not dictating (*McCarthy, 2024*).

But legislation alone did not earn you the role. It was your commitment to collaboration that stood out. You worked closely with the school's ALNCo, demonstrating that you could handle the complex demands of the role, like reviewing meetings, coordinate assessments and liaising with outside agencies. You made yourself reliable, approachable, and solution-focused. When challenges arose, whether it was a parental concern or a gap in provision, you sought constructive answers rather than excuses.

Your commitment to professional learning was another key. You didn't just attend your Inclusive Education lectures, you engaged in discussions and debates with your peers and critically engaged with research, reflecting on how it could improve provision for learners (Cordingley, 2015). You translated theory into practice and practice back into theory, embodying the reflective professionalism that Stenhouse (1975) argued makes education meaningful. But It was not only external learning that helped you grow. Reflective practice was a constant companion. You asked colleagues for feedback, and

engaged with research from the Education Endowment Foundation (2018) on effective interventions. This habit of reflection aided by using Gibb's reflective cycle (1988) showed your leaders that you were not static but always evolving, always striving for better.

But, most importantly, you believed in yourself. You realised that leadership is not about knowing everything, but about guiding others towards shared goals (Bush & Glover 2014). You stepped into the Deputy ALNco role with confidence, humility, and a vision for inclusion that inspires others.

So when doubts creep in, remember this: you earned this position through integrity, persistence, and care. You are exactly where you are meant to be.

P.S. Always remember the wise words of Dr Frank-N-Furter "Don't dream it, Be it" (Sharman 1975)

With Pride,

Your Future Self.

xxx

Reference List

Additional Learning Needs and Educational Tribunal (Wales) Act 2018, Available at: <https://www.legislation.gov.uk> (Accessed 2nd October 2025)

Bush, T., & Glover, D. (2014). School leadership models: what do we know? *School Leadership & Management*, Available at: <https://doi.org/10.1080/13632434.2014.928680> (Accessed 4th October 2025)

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Rapp, A.C. and Corral-Granados, A., (2024). *Understanding inclusive education—a theoretical contribution from system theory and the constructionist perspective*. *International Journal of Inclusive Education*, Available at: [Full article: Understanding inclusive education – a theoretical contribution from system theory and the constructionist perspective](#) (Accessed 2nd October 2025)

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Stenhouse, L. (1975). *An introduction to curriculum research and development*. London: Heinemann.

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Welsh Government (2023) *Additional Learning needs code for Wales 2021(updated 2023)*. Cardiff: Welsh Government. Available at: [The Additional Learning Needs Code | GOV.WALES](#) (Accessed 23rd September 2025).

Curriculum Vitae

Name: Zoe Williams

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Email: Zoe_williams7@aol.com

LinkedIn: <https://www.linkedin.com/in/zoe-williams-379802254>

Personal Statement

Compassionate and highly organised professional with extensive experience supporting children and young people with Additional Learning Needs (ALN). Skilled in coordinating provision, creating inclusive learning environments, and working collaboratively with families, staff, and external agencies. Adept at developing and monitoring Individual Development Plans (IDPs), delivering interventions, and providing guidance to colleagues on best practice. Seeking the role of Deputy ALNCo to contribute expertise in learner-centred strategies, staff support, and provision planning to ensure that all pupils can thrive.

Key Skills

- Strong knowledge of ALN legislation and statutory requirements (ALNET Act, Code of Practice).
- Experience in writing, reviewing, and monitoring IDPs.
- Skilled in supporting a wide range of needs, including ASD, ADHD, speech and language, and social, emotional & behavioural difficulties.
- Confident liaising with multi-agency professionals (educational psychologists, health, and social care teams).
- Experience in data tracking and reporting to measure pupil progress and intervention impact.
- Ability to provide staff support and deliver ALN-focused training/CPD.
- Excellent organisation, communication, and problem-solving skills.
- Knowledge of safeguarding and child protection procedures.

Education & Training

- First-Class Foundation Degree in Inclusive Education - 2026

- Specialist ALN Training: Autism awareness, Dyslexia training, Speech & Language strategies, Trauma-informed practice - 2025
- Safeguarding / Child Protection Training – 2025
- British Sign Language Level 1 - 2023
- Ongoing inclusive practice and ALN support.

Professional Experience

Current Role – Learning Support Officer / Interventions Support, Tonyrefail Community School - September 2023 – Present

- Supported the ALNCo in coordinating ALN provision across the school.
- Assisted with the creation, review, and monitoring of IDPs in collaboration with staff, pupils, and parents.
- Created One Page Profiles in collaboration with pupils and parents.
- Delivered targeted interventions for pupils with literacy, numeracy, and social skills needs.
- Acted as a key contact for parents and carers, maintaining positive relationships to support pupil outcomes.
- Attended and contributed to multi-agency meetings.
- Helped to deliver training sessions for staff on differentiation and inclusive strategies.

Previous Role – Learning Support Assistant Tonyrefail Community School, September 2022- June 2023

- Provided in-class support for pupils with a range of additional learning needs.
- Developed resources and adapted materials to ensure accessibility.
- Supported behaviour management and emotional regulation strategies.
- Collaborated with teachers and ALN staff to embed inclusion into classroom practice.
- Recorded and tracked pupil progress against personalised targets.

Hobbies

In my free time, I enjoy baking, reading and building Lego alongside my daughter. These activities not only provide quality family time but also help me strengthen creativity, attention to detail, continuous learning, problem solving and innovative thinking.

Reference List

C.V. Checked using CV 360 Available at: <https://uwtsd.careercentre.me/CV360> (Accessed 25th September 2025)

Development Plan

NAME:	Zoe Williams	STUDENT NUMBER:	2309079
COVERING THE PERIOD FROM:	01/09/2025	TO:	01/09/2027

Planned Outcome

To become Deputy ALNco, supporting the ALNco in leading inclusive practices, coordinating provision for learners with Additional Learning Needs (ALN), and promoting a whole-school approach to inclusion.

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
(Specific & Relevant)	(Specific)	(Achievable)	(Measurable)	(Timebound)
Knowledge of the ALN Act (2018) Deepen understanding of statutory duties.	Attend training sessions/webinars; read statutory guidance.	Mentorship from current ALNco Access to professional development courses Time allocated for shadowing and reflection. Opportunities to attend multi-agency meetings.	When I can confidently apply principles in practice	3 months

Person-Centred Practice Embed PCP in planning and reviews	Shadow ALNco during PCP meetings; reflect in journal	Mentorship from current ALNco Time allocated for shadowing and reflection.	Clear evidenced of PCP in learners one-page profiles	Ongoing
Leadership Skills Develop confidence in leading initiatives	Take the lead on a small-scale inclusion project	Mentorship from current ALNco Access to professional development courses	Positive feedback from staff and learners.	6 Months
Data & Provision Mapping Improve skills in tracking and evaluating ALN provision.	Learn to use the school system; attend training	Mentorship from current ALNco Access to professional development courses	When the data is accurate and the reports are insightful	3 Months
Multi-Agency Working Build Relationships with external professionals	Attend meetings with health/social care professionals.	Mentorship from current ALNco Opportunities to attend multi-agency meetings.	When there is effective collaboration in learner support plans.	Ongoing
Communication & Advocacy Strengthen ability to advocate for learners	Practice writing learner-centred IDPs; role-play scenarios	Mentorship from current ALNco Access to professional development courses Time allocated for shadowing and reflection	When I can produce clear, learner focused documentation	4 months

Reference List

Additional Learning Needs and Educational Tribunal (Wales) Act 2018, Available at:
<https://www.legislation.gov.uk> (Accessed 2nd October 2025)

