

ECIE4003

Additional Needs in Context

Portfolio

Student Number: 2205543

## Element 1

*Poster – Outlining good practice in terms of supporting learners with a specific learning need*

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# Autism Spectrum Disorder

*What is Autism Spectrum Disorder (ASD)?*

*Autism is a spectrum disorder that contributes to brain development it affects people differently. Autism children each have their own unique skills and flaws. ASD is a complex need however, it is very uncommon for many ASD students to have requirements in all four major categories of Wales' SEN policy. SEN code of practice for Wales (2002). (Watts, C 2023).*

*Research indicates that one in every 100 people in the UK has ASD (GOV. WALES, 2010).*



(Watts, C. 2023)

**Learners with ASD face many barriers throughout their life such as:**

- Communicating
  - Anxiety and depression
  - Being misunderstood
  - Agitated
  - Frustration
  - Social interaction
  - Repetitive behaviours
  - Motor development delays and deficits
- Ennis- Cole, (2014), Hugs and Segal,(2001).



PNG Mart (2021)

Every child with a Special Education Need has a right to learn. The new ALN Code of Practice (Wales) (2021) states that all ALN children should:

- be taught in a mainstream classroom where possible
- Be included and not marginalised
- must include learners wishes and feelings
- Early identification of needs
- Collaborate with parents and multi agency professionals.

**“ALL children and young people aged 18 and under, have the right to:**

- **be safe**
- **play**
- **have an education**
- **be healthy and happy”**  
(GOV.WALES, 2022).

Vygotsky (1980) indicates that by applying:

- differentiation
- scaffolding of work
- modelling

can prevent the ASD learner becoming overwhelmed with their workload and make it more manageable to process. Best practice implements peer working with a more knowledgeable individual; visual timetables; role model to build confidence and independence of ASD learner and to reach their full potential (GOV.WALES, 2021).

Theory of Mindblindness (Baron-Cohen, 1991) suggests that to be able to show empathy, humans tend to mindread each other. He says, that individuals with ASD are likely to have a cognitive disorder of mindblindness. Best practice teaches the individual emotions and facial expressions via ELSA to overcome this barrier.

Maslow (1954) suggests learners need to have their basic needs met daily:

- physiological needs
- safety & social needs
- love and sense of belonging
- self esteem

before they can begin to engage in their learning. By fulfilling these needs by offering:

- breakfast Club
- free school meals
- feeling respected
- safe and secure
- an effected environment

can enable learners to develop to their best abilities (McLeod 2023).



(Free photo, 2020)

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## Element 2

### *Essay - Explore the wide and complex spectrum of additional needs*

This essay will explore the wide and complex spectrum of additional needs. The term ‘Additional Learning Needs’ (ALN) is used to “identify pupils whose learning needs are additional to the majority of their peers” (GOV.WALES 2021). Additional learning needs may stem from a medical condition or disability. One in every five learners in Wales has an Additional Learning Need (Snap Cymru, no date). Similarly, Special Educational Needs (SEN) is defined as when a learner “has a learning difficulty or disability which calls for special education provision to be made for him or her” (King’s Printer of Acts of Parliament, 2014). SEN needs are a complex ongoing need, which can be supported in a mainstream School with the correct support and resources (Family lives, 2023). Early identification of any ALN or SEN needs is paramount for learners to have the correct Additional Learning Provision (ALP) and support implemented in order for them to fulfil their best ability in an effective learning environment. The learner's Individual Learning Plan (IDP) ensures the Additional Learning Plan (ALP) is bespoke to the individual learner. The ALN Code of Practice mission is to:

Support the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning (GOV.WALES, 2018).

One of the five core principles of the Code is “Inclusive Education”, where all children regardless of their needs are encouraged to engage in a ‘mainstream education’, with a ‘whole setting approach’ implemented to learners with ALN (GOV.WALES, 2018). It is important to note that the new Additional Learning Needs and Education Tribunal Wales Act (GOV.WALES, 2021) (Education Lawyers, 2020 replaces the previous Educational Needs (SEN) Code of Practice Act (Department of Education, 2013).

The Medical model sees the disability or the impairment as the problem and not the learner, and its focus is to ‘cure’ or alleviate the effect of the impairment or disability (Scope, 2022). The medical model approach can reduce the learners’ confidence and self-esteem leading to a lack of freedom in their decisions in life (Disability Wales, 2020). However, the Social Model was created in 1983 by disabled people it is a more equitable system which represents inclusion for ALL learners in an unbiased manner (Scope UK, no date). Inclusion and independence can be promoted by removing barriers for the learner within the school environment such as installing ramps for wheelchair users.

At school A, a small Primary School in rural Wales the Social model is displayed throughout, and with any other relevant healthcare professionals we collaborate with. It is directed at learners with an Additional Learning Need (ALN) and/or impairment-disability. All ALN learners have the right to an education regardless of their disability, gender, or race under section 28 of UNCRC Act (UNICEF UK, 2022). ALN learners need to feel included and not marginalised to be able to learn and develop. The new Wales curriculum suggests that “the legal framework established by the Additional Learning Needs and Education Tribunal (Wales) Act will play a crucial role in enabling the curriculum to deliver strong and inclusive schools” (GOV.WALES, 2020, p. 20). The new curriculum encourages teachers and schools to tailor their curriculum depending on the individual needs, abilities and situations of their students. (Crick & Golding, 2020). Once we understand the learner’s barriers at the earliest possible point, School A can then eliminate any barriers by adapting our teaching and implementing the correct resources and support the learners individual needs to build an effective learning environment that will enable the learner to reach their full potential and go on to live independently later in life (Disability Wales, 2020). Consistently collaborating effectively with any other health care professionals involved with the learner, the learners’ parents-carers, and the pupil. A person-centred approach is a vital component in any ALN progress to deliver an effective Individual Learner Plan (IDP), learners complete a one-page profile detailing what is important to them, and they are invited to all meetings regarding their development to share their perspectives and feelings (GOV.WALES, 2022). The advantages of delivering the social model at School A promotes independence, confidence, and inclusion. An ALN learner with Autism can feel included in an effective learning environment when barriers are removed such as Child A struggles with change and likes consistency, therefore, School A use a visual timetable for this learner so they know exactly what their day will consist of. If any changes were made to the normal daily routine, they

would inform the learner as soon as possible to prepare for this change. Child A has their work chunked so they do not feel overwhelmed with the workload, they find this easier to process. Child A is also offered a time-out card which warrants them to take a break outside as and when needed accompanied by 1:1. School A reward any positive behaviours such as completing their work on time with tokens, and house points this is an example of Skinner's (1948) Operant Conditioning approach, positive behaviour that is rewarded is more likely to continue (Mcleod, 2023). Child A suffers from hyperacusis and struggles with the loud noise in the dining hall; therefore, child A eats lunch in the classroom with a friend where he feels safe and secure. This links in with Articles 3, 19, & 23 of the UNCRC Act (2019). Implementing the social model and removing the barriers faced by learners with ALN school A is promoting inclusion, enabling the learner to learn in an effective environment and ensuring we meet any SMART targets the learner may have included in their IDP.

## **Conclusion**

This essay has demonstrated that best practice in school A is delivered through the social model and by adapting and supporting ALN learners with resources and strategies to include the learner within a mainstream school in an effective environment. By eliminating these barriers for ALN learners school A facilitates the learner to thrive in their learning and develop self-esteem, resilience and independence. Therefore, the learner will go on to be a healthy, confident individual ready to live meaningful lives as respected members of society.

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## **Element 3**

*Explore and summarise the additional learning needs of a pupil using a person centred planning approach.*

(Based upon Section 1C IDP : Profile (About me)  
and

2A IDP : Description of the child or young person's additional learning needs (ALN))

## Section 1C: Profile (About me)

### What other people think and admire about me...

- Funny
- Helpful sometimes (on the farm).
- Helpful at home, especially - with Nanny and Grandad.
- Observant likes to look at and supervise things.
- Good listener – takes everything in
- Loyal friend.
- Makes everyone laugh.
- Creative, problem solver.
- Very hands on.
- Show me once and I know how to do it
- Knowledgeable – knows about things in depth
- Popular

### I wish people knew that...

I don't like school. I like going to the farm.

### The best way to support me...

- Give me control and choices.
- Give me time so I can process.
- Allow me space if I feel overwhelmed.
- Have a visual timetable which shows what I am doing each day.
- Choose activities which let me use my hands – preferably outside.
- Be flexible with me.
- Use calm voice.
- Avoid direct requests.
- Scaffolding, key vocabulary and sentence starters are helpful.
- Wears glasses to read from whiteboard.

### What I am currently achieving...

- Eating lunch in class with my friends.
- Staying in school premises until 12.45pm.
- Communicating effectively with staff he trusts.
- Outdoor projects working with others.
- Big group of good friends.
- Good playtimes playing football.
- Marros Riding Centre - consistently working towards certificates.

### Views of my family...

- Mum thinks I need lots of extra help and different provisions to help me to reach my potential.
- Mum thinks that I prefer to not be in a classroom and my timetable and support needs to allow me to access specialist's provisions.
- Mum is happy with everything at Marros Riding Centre – we will build up for mum not to attend.
- Mum and Dad listen to me and if I am not ready or able to come to school I can stay home.

### • What is important to the learner

- Playing Minecraft on tablet, 15minutes first thing in morning and after playtime - 15minutes use visual timer for this.
- Playtimes – play football with Child B and C (football in class cupboard).
- Mum, dad, nan, Bob and dog Roxy.
- Farming – anything to do with Farming.
- Going to work with my dad on the farm
- Marros Riding Centre – mucking out, grooming horses, feeding, riding.
- Baking with 1:1.
- Certificates from Marros Riding Centre for completing specific tasks.
- Bushcraft with Buzzard \*\*\*\*\*.

• **What is important for the learner**

- To have 1:1 support from staff he knows and likes.
- To sit at the back of the class, near the door, on their own
- To have a visual timetable on his desk and made aware of any changes ideally the day before.
- Attend Marros Riding Centre with 1:1 every Thursday morning.
- Attend Bushcraft with Buzzard \*\*\*\*\*, 1:1 and small group of children no more than 4.
- To be able to use tablet to play Minecraft.
- To eat lunch in class with 2 other friends (Child B and Child C).
- To arrive at school via the main entrance as I do not like crowds.
- To bake every Wednesday - 9am until 10.30am with 1:1 I like and trust.
- Brain break card to use as and when - 1:1 to accompany.
- No shouting at the learner.

• **What is working and should be built on**

Use of visual timetable – structured day.

Weekly visits to Marros Riding Centre and Bushcraft.

• **What is not working and needs to change.**

Child A bringing his mobile phone to school. Tends to get his mobile phone out as and when it suits him - refuses to give to staff.

Meeting with parents to suggest keeping phone in locked unit in teachers locked drawer, in conjunction with School A's E-Safety, Safeguarding, Child Protection, and Anti-bullying policies - mobile phones not permitted at school A.

Transition steps to next year group accompanied by 1:1 to be made after Christmas to fully prepare Child A for next year group.

To ensure all staff in next year group understand learners' needs before arriving and can have correct strategies in place.

**Section 2A: Description of the child or young person's additional learning needs (ALN)**

Child A has social communication difficulties and has a diagnosis of Autism Spectrum Disorder, with a demand avoidant profile . Pastoral Support Plan in place. Monday – Friday 9am – 12.45pm.

## Element 4

*Discuss the potential support provided to your chosen pupil (utilising the key principles, approaches and policies that guide inclusive practice).*

Based upon Section 2B IDP : Description and delivery of the child or young person's additional learning provision (ALP)

I have provided 4 section boxes in this template 2B1, 2B2, 2B3, 2B4.  
This will provide space for 4 ALPs

If you require more, copy and paste the section box as needed – each ALP should be contained in its' own individual section box.

n.b. Each section box contains 858 title words – these do not count towards your word count for this element

| Section 2B1: Description and delivery of the child or young person's additional learning provision (ALP)                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                |                                                                                                                  |                           |                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------|----------------------------------|
| <b>2B1.1) Intended outcome:</b><br><br>These outcomes should be SMART (Specific, Measurable, Achievable, Realistic, Timebound).                                                                                                                                                                                                                                                                                                                                                                                                                   | Displaying positive behaviours such as listening in class while other children check-in at least 4 times over a 8-week period. |                                                                                                                  |                           |                                  |
| <b>2B1.2) ALP to be provided:</b><br><i>This should include how often (daily, weekly); the type of support; who provides the support. The description of the Additional Learning Provision (ALP) should be very clear and precise, the above could then be split into smaller goals and targets.</i>                                                                                                                                                                                                                                              | <b>2B1.3) Should the ALP be provided in Welsh?</b>                                                                             | <b>2B1.4) Organisation/ Service to provide the ALP, (e.g. NHS, Inclusion Service, Specialist Teacher, etc.):</b> | <b>2B1.5) Start date:</b> | <b>2B1.6) End / Review date:</b> |
| <ul style="list-style-type: none"> <li>Reward system is used via the Dojo app it can be accessed by parents, teacher, 1:1 and child A.</li> <li>Daily updates to parents via text, photos or videos.</li> <li>Child A awarded Dojo points for completed tasks and displaying positive behaviours throughout their day.</li> <li>Child A builds up points to the end of term and then a reward is given such as going to trampoline park, farm or tractor showroom with 1:1 and 2 friends.</li> <li>Do not sanction for poor behaviour.</li> </ul> | No                                                                                                                             | 1:1 (trained LSA level 3)<br>Teacher<br>All school staff                                                         | September 2023            | November 2023                    |

|                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                                                                                                     |                                                                                                                  |                           |                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------|----------------------------------|
| <b>2B1.7) Rationale for the ALP listed above:</b><br><i>If there is a difference of opinion it should be recorded here e.g. a difference of opinion between the child, child's parent or young person and professionals. The section could explain how different opinions have been taken into consideration before a particular decision was reached.</i>                                                  |  | Child A and parents enjoy the Dojo app as Child A can show parents any successful tasks that have been completed daily.<br><br>Child A enjoys consistently earning Dojos for displaying any positive behaviours. Child A consistently earns Dojo points to attend end of term outing of his choice (within reason). |                                                                                                                  |                           |                                  |
| Section 2B2: Description and delivery of the child or young person's additional learning provision (ALP)                                                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                                                                                                     |                                                                                                                  |                           |                                  |
| <b>2B2.1) Intended outcome:</b><br><br>These outcomes should be SMART (Specific, Measurable, Achievable, Realistic, Timebound).                                                                                                                                                                                                                                                                             |  | To make eye contact and greet leader at Marros Riding Centre without prompting at least 5 out of 8 times over 8-week period.                                                                                                                                                                                        |                                                                                                                  |                           |                                  |
| <b>2B2.2) ALP to be provided:</b><br><i>This should include how often (daily, weekly); the type of support; who provides the support. The description of the Additional Learning Provision (ALP) should be very clear and precise, the above could then be split into smaller goals and targets.</i>                                                                                                        |  | <b>2B2.3) Should the ALP be provided in Welsh?</b>                                                                                                                                                                                                                                                                  | <b>2B2.4) Organisation/ Service to provide the ALP, (e.g. NHS, Inclusion Service, Specialist Teacher, etc.):</b> | <b>2B2.5) Start date:</b> | <b>2B2.6) End / Review date:</b> |
| <ul style="list-style-type: none"><li>Attend Marros Riding Centre every Thursday with 1:1 and mum.</li><li>Have correct equipment with him for session, e,g wellies, wet weather gear.</li><li>1:1 as role model greeting leader at Marros Riding Centre and making eye contact when communicating with her.</li><li>Obey rules at Riding Centre.</li><li>Actively listen to leader instructions.</li></ul> |  | No                                                                                                                                                                                                                                                                                                                  | 1:1 (trained LSA Level 3) Marros Leader                                                                          | September 2023            | November 2023                    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                  |                           |                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------|----------------------------------|
| <b>2B2.7) Rationale for the ALP listed above:</b><br><i>If there is a difference of opinion it should be recorded here e.g. a difference of opinion between the child, child's parent or young person and professionals. The section could explain how different opinions have been taken into consideration before a particular decision was reached.</i>                                                                                                                                                                                                                                                                |  | Mum feels she shouldn't have to attend Marros Riding Centre every week as 1:1 attends with child A. We are hoping to phase mum attending out slowly by her attending for an hour and then her waiting in coffee shop on site at Marros, then waiting in coffee shop the whole session the week after to gradually build up to just child A and 1:1 attending. |                                                                                                                  |                           |                                  |
| <b>Section 2B3: Description and delivery of the child or young person's additional learning provision (ALP)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                  |                           |                                  |
| <b>2B3.1) Intended outcome:</b><br><br>These outcomes should be SMART (Specific, Measurable, Achievable, Realistic, Timebound).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | Child A will recognise 3 triggers for his anger. Will speak to a trusted adult when he is feeling Angry himself on at least 5 occasions over 8-week period.                                                                                                                                                                                                   |                                                                                                                  |                           |                                  |
| <b>2B3.2) ALP to be provided:</b><br><i>This should include how often (daily, weekly); the type of support; who provides the support. The description of the Additional Learning Provision (ALP) should be very clear and precise, the above could then be split into smaller goals and targets.</i>                                                                                                                                                                                                                                                                                                                      |  | <b>2B3.3) Should the ALP be provided in Welsh?</b>                                                                                                                                                                                                                                                                                                            | <b>2B3.4) Organisation/ Service to provide the ALP, (e.g. NHS, Inclusion Service, Specialist Teacher, etc.):</b> | <b>2B3.5) Start date:</b> | <b>2B3.6) End / Review date:</b> |
| Elsa sessions provided weekly by 1;1 (Elsa trained) teaching child A the basics of anger. <ul style="list-style-type: none"> <li>Identifying an angry face.</li> <li>Matching scenarios to anger emotion.</li> <li>Learning what triggers are and what triggers his anger.</li> <li>To understand when others are feeling angry.</li> <li>Use social stories to prepare Child A for new or complex situations.</li> <li>Teach belly breathing strategies and look at what happens to our bodies when feeling angry.</li> <li>Introducing angry thermometer for child A to eventually use in classroom setting.</li> </ul> |  | No                                                                                                                                                                                                                                                                                                                                                            | 1:1 (trained LSA Level3)<br>Elsa trained                                                                         | September 2023            | November 2023                    |

|                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                  |                                    |                                  |                                         |
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| <ul style="list-style-type: none"> <li>• When feeling angry to use brain break card and remove himself from classroom and go to quiet area outside.</li> <li>• Will be able to name 3 different synonyms for anger when asked how he is feeling.</li> <li>• These sessions are conducted in a private room, recognising dignity, respect and confidentiality.</li> <li>• look at how anger feels inside his body.</li> </ul> |                                                                                                                                                                                                                                                                                                                  |                                    |                                  |                                         |
| <p><b>2B3.7) Rationale for the ALP listed above:</b><br/> <i>If there is a difference of opinion it should be recorded here e.g. a difference of opinion between the child, child's parent or young person and professionals. The section could explain how different opinions have been taken into consideration before a particular decision was reached.</i></p>                                                          | <p>Child A does not always respond to Elsa sessions – depends what type of morning he has had. Mum has suggested maybe another Elsa trained member of staff could deliver Elsa sessions to Child A as she feels Child A is confusing the 2 roles between 1:1 and Elsa. This will be revised at next meeting.</p> |                                    |                                  |                                         |
| <p align="center"><b>Section 2B4: Description and delivery of the child or young person's additional learning provision (ALP)</b></p>                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                  |                                    |                                  |                                         |
| <p><b>2B4.1) Intended outcome:</b></p> <p>These outcomes should be SMART (Specific, Measurable, Achievable, Realistic, Timebound).</p>                                                                                                                                                                                                                                                                                       | <p>Child A will share and take turns in a small group of peer's up woodlands at least 5 times out of 8 sessions.</p>                                                                                                                                                                                             |                                    |                                  |                                         |
| <p><b>2B4.2) ALP to be provided:</b></p>                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>2B4.3) Should the ALP be provided in Welsh?</b></p>                                                                                                                                                                                                                                                        | <p><b>2B4.4) Organisation/</b></p> | <p><b>2B4.5) Start date:</b></p> | <p><b>2B4.6) End / Review date:</b></p> |

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------|----------------------|
| <p><i>This should include how often (daily, weekly); the type of support; who provides the support. The description of the Additional Learning Provision (ALP) should be very clear and precise, the above could then be split into smaller goals and targets.</i></p>                                                                                                                   |                                                                                                                                                                                                                                                                                                                                      | <p><b>Service to provide the ALP, (e.g. NHS, Inclusion Service, Specialist Teacher, etc.):</b></p> |                       |                      |
| <p>Weekly sessions up woodlands with Buzzard *****, 1:1 and 3 other peers.</p> <ul style="list-style-type: none"> <li>• Will share and take turns with peers within a small group.</li> <li>• Will listen actively to instructions from Buzzard *****</li> <li>• Will wait patiently for his turn.</li> <li>• Speak when it is his turn.</li> <li>• Ask meaningful questions.</li> </ul> | <p>No</p>                                                                                                                                                                                                                                                                                                                            | <p>1:1 (trained LSA level 3) Buzzard *****</p>                                                     | <p>September 2023</p> | <p>November 2023</p> |
| <p><b>2B4.7) Rationale for the ALP listed above:</b><br/> <i>If there is a difference of opinion it should be recorded here e.g. a difference of opinion between the child, child's parent or young person and professionals. The section could explain how different opinions have been taken into consideration before a particular decision was reached.</i></p>                      | <p>A few members of staff think Child A shouldn't be trusted with knives at Bushcraft, however, with the correct measures in place such as: Dynamic Risk Assessment; risk assessments; protective clothing; rules and insurances we are trialling it as Child A enjoys working outside with hands on activities in small groups.</p> |                                                                                                    |                       |                      |