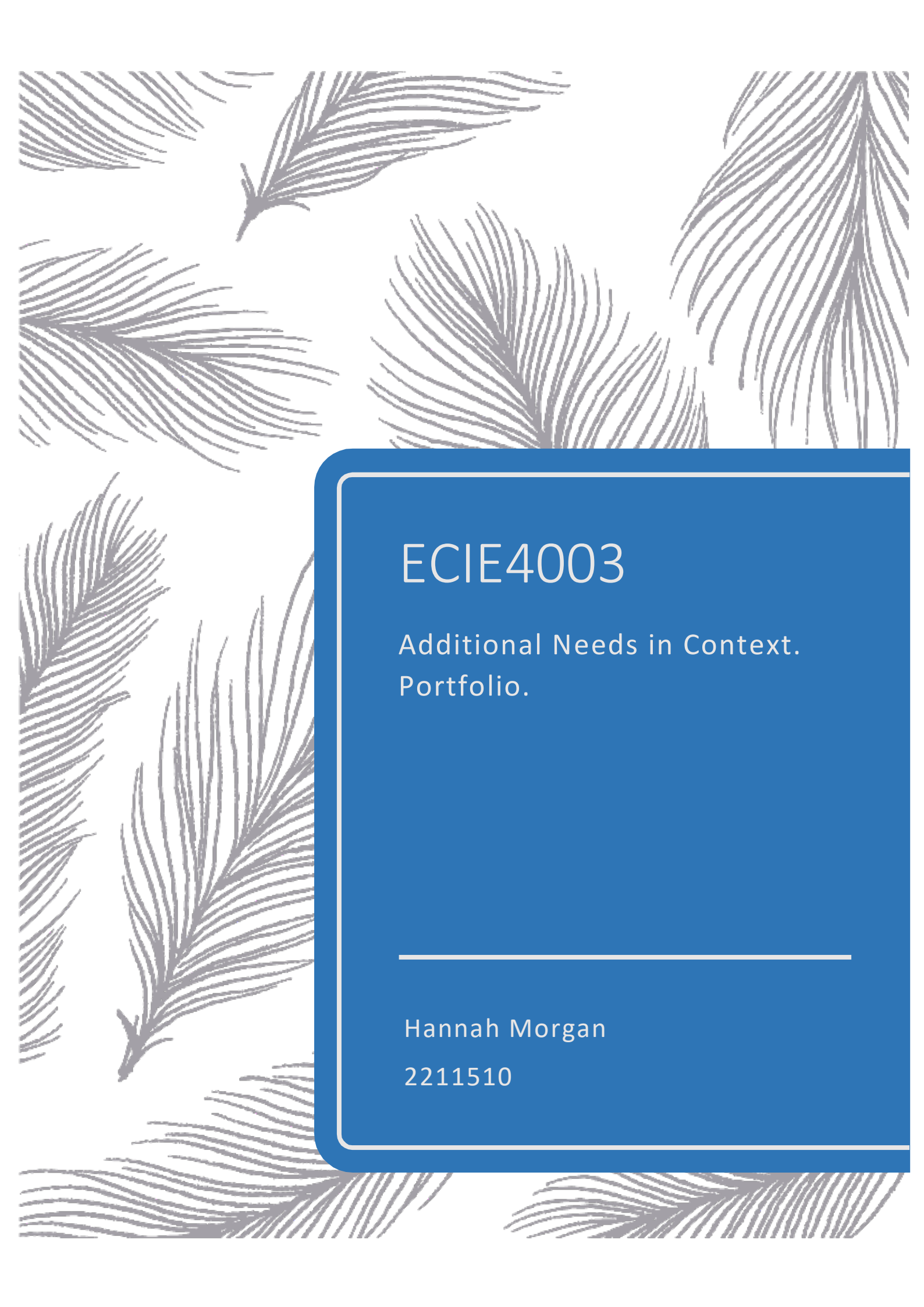




ECIE4003

Additional Needs in Context.
Portfolio.

Hannah Morgan
2211510

Contents ...

Element 1: Poster	Page: 3
References	Page: 4-5
 Element 2: Essay	 Page: 6-8
References	Page: 9-11
 Element 3:	
Person Centred planning approach	Page: 12-14
 Element 4:	
Additional Learning Provisions	Page: 15-19

What is Autism?

Autism is a neuropsychiatric disorder characterised by severe and sustained impairment in social interaction, deviance in communication, and patterns of behaviour and interest that are restricted, stereotyped, or both. (Pauls and Volkmar, 2003, P.1133)

“Because autism is a spectrum disorder, each person with autism has a distinct set of strengths and challenges.” (Autism Speaks, 2023).

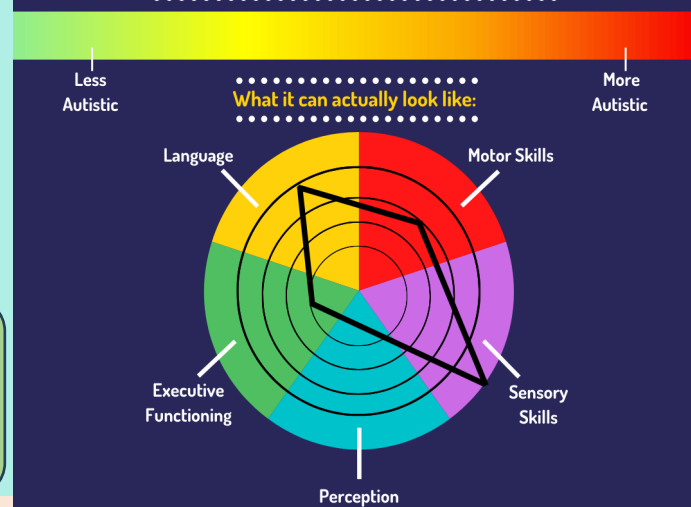
Although the ASD spectrum is broad and displays itself in a variety of ways, The common characteristic's according to The National Autistic Society (2023) include:

- Social Communication and interaction challenges
- Repetitive and Restrictive behaviours.
- Over or Under sensitivity to light, sound, taste, or touch.
- Highly Focused interests or hobbies
- Extreme Anxiety
- Meltdowns or Shutdowns

Autism Spectrum Disorder

THE AUTISM SPECTRUM

.....
What people think the autism spectrum looks like:
.....



(CAMHS Professionals, 2021).

As vast as the ASD spectrum can be, shown above is why professionals should not view the spectrum as linear but as a wheel which shows how symptoms can differ and be much more complex. “All autistic people share certain difficulties, but being autistic will affect them in different ways.” (CAMHS Professionals, 2021).

Cause:

With many controversies over the years, In present “The best scientific evidence suggests that ASD is present from birth—in fact has a strong genetic component” (Towle, 2013, P.11)

Any Child in an educational setting will be unable to learn unless certain needs are met. Maslow's Hierarchy of needs suggests “people are motivated to fulfil basic needs before moving on to other, more advanced needs.” (Cherry, 2022). A child with autism may have additional needs, but their core needs of food water and shelter remain the same, best practice is to ensure these are met before being able to learn.

Best Practice in Education.

Maslow's Hierarchy of Needs



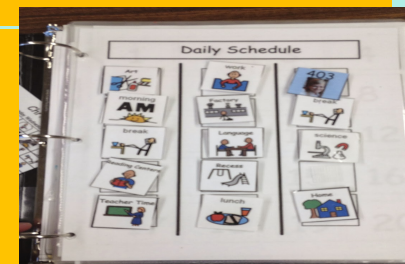
(Cherry, 2022).

INCLUSION – “the process of identifying, understanding and breaking down barriers to participation and belonging” (Guldborg, 2010).

Working with parents/care givers – “inclusive practice involves proactively engaging with parents and caregivers to establish and develop ways to communicate and share information, ideas and progress.” (Guldborg, 2019).

Visual Supports- “Visual supports (eg photos, picture symbols, written words or real objects) are commonly used to enhance communication - to lead to positive outcomes for many children with ASN, including autism, by giving clarity and reducing the demands on memory.” (Cebula, et Al. 2020)

Achieve Potential- “Paying attention to the gifts and abilities of children on the autism spectrum, and especially to their special interests, is of paramount importance in helping them realize their full potential.” (Armstrong, 2012)



(Long, 2016).

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Every child has basic requirements for them to learn, grow and develop but some children have additional needs that need to be met, the author will be looking at the wide and complex spectrum of these additional learning needs. The term additional learning needs (ALN) can be defined as “Various groups of children and young people who for a variety of reasons may face additional barriers to education and learning.” (Department of Education, N.D). However, in the past ALN would differ from Special Educational Needs (SEN) which “is a legal definition and refers to children with learning problems or disabilities that make it harder for them to learn than most children the same age.” (Nidirect, N.D) but as of September 2021 the additional learning needs transfer programme came into act “to transform the separate systems for (SEN) in schools or learning difficulties and/or disabilities (LDD) create a unified system for supporting learners from 0 to 25 with ALN.” (Welsh Government, 2020). This new system will replace the SEN system by all children with additional needs receiving “an individual development plan (IDP) which will replace the current SEN Statement, Individual Education Plan or Learning and Skills Plan. This new system will protect the rights of all children, regardless of the extent of their additional learning needs.” (Snap Cymru, N.D).

As well as legislation changing to stay relevant and up to date, The ways in which schools and professional's view additional needs has changed drastically throughout the years. The medical model of disability “common in the 1800s, medical care for disabled people has focused on making the bodies and brains of disabled people conform as closely as possible to society's idea of a normal person.” (Zaks, 2022). This model vastly contradicts the approaches and opinions used in modern day, and completely removes the persons thoughts and/or feelings and focuses on their disability. “Disabled individuals are then considered unable, pitiful, and dependent.” (Koch, 2001).

However, in contrast to the medical model of disability is The Social Model of disability, this model is what we can see being used throughout schools and practices in modern day. The Social Model says that “people are disabled by barriers in society, not by their impairment or difference” (Scope, N.D). Scope (N.D) also identifies that barriers can be caused by lack of accessibility such as no wheelchair access or barriers being formed by the beliefs of others, such as an individual judging a disabled's person ability to achieve goals.

The social model of disability is favoured in schools and by professionals in modern day as it prioritises equality and the belief that once certain barriers are overcome, the child/young person has the protentional to learn and grow. The focus of the social model is

“on trying to remove those barriers and supporting disabled people to have independence and make choices about their own lives.” (Sense, N.D). One of the current ways that schools have come to help individuals with additional needs is creating a One-page profile and an Individual Development plan (IDP). “Children, young people, parents, and carers will contribute to the creation and maintenance of IDPs through person-centred meetings/reviews.” (Carmarthenshire County Council, N.D.) This assures that the teaching strategies and reasonable measures are suited and relevant to the child.

Once an IDP has put into place and the various goals and needs of the child have been outlined, another way schools and professionals follow the social model is their use of good practice. Inclusivity is an important part of good practice, Future Learn (2022) mentions it as the ability for all pupils to learn together regardless of their ability, however notes that partial inclusion may work better for children with more complex needs. This would be the act of coming together as a whole school for events, play etc but having separate classrooms for their learning needs.

mainstream education is not always right for every child or young person all the time but if mainstream education is not right at a particular stage this should not prevent the child or young person from being included successfully. (Welsh Government, 2016).

Another form of good practice is the involvement of parents/care givers and multi-agency working.

It is considered good practice for parents to be consulted about the plan and for the plan to contain information about what parents can do at home to reinforce what is happening at school. (Swansea Council, 2023).

It is also vital to create a good working relationship with parents/care givers to achieve the best possible outcome for the child, including working with other agencies such as speech therapists, family engagement and the local community. These outside agencies can help “strengthen the school, bring in resources and enrich the curriculum by contributing” (Welsh Government, 2016).

A final example of good practice is reasonable adjustments, Due to the Equality Act 2010, Service providers are “required to remove or minimise barriers to enable access to the environment, learning opportunities/curriculum and facilities to ensure that all children can fully participate in the experiences provided.” (Flintshire County Council, N.D). Examples of reasonable adjustments according to Welsh Government (2023) include, Wheelchair Ramps, Coloured Paper, Ear defenders, Laptops and many more which can cater for each individual need.

In conclusion the social model of disability is rooted within school's person-centred approach to learning, using this person-centred approach has found that,

learners learn more effectively because their learning reflects their individual strengths and interests. Relationships will be more productive and positive. Staff, learners, and parents will find it easier to share information and communication will flow more easily. (Welsh Government, 2015).

Each child with an additional learning need is unique and using the social model of disability, following best practice guidelines and theories will help alleviate the barriers and help each child grown and learn and have access to the education they are entitled too.

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Section 1C: Profile (About me)

- **What is important to the learner**

Child A likes to have a plan and to be able to predict his day, its important they know what is happening.

Child A likes predictable situations where they feel safe and secure, they do not like unfamiliar surroundings or over busy/crowded settings as they become unsettled.

Child A values his independence but may need reminding to stay on task an/or repetition of instructions.

Child A has a friendship group that who compliment his energetic outlook and is important to maintain.

Child A has a wealth of knowledge of his interests and is important they are respected.

- **What is important for the learner**

It is important for Child A to have firm structures and boundaries supported by visual prompts.

It is important for Child A to have a quiet distraction free work zone and/or a member of staff to ensure Child A remains on task.

It is Important for Child A to have strategies to support his impulsivity.

It is important for Child A to have their sensory toys to support their sensory needs.

It is important for Child A to receive simple clear instructions and for them to be repeated as necessary.

It is important for Child A to be reminded of the code of conduct and the consequences of certain actions.

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

Child A thrives off lots of encouragement and praise and staff should continue to do so.

Child A works best in a quieter environment and should be given the space where possible.

Child A finds having a TA/staff available to repeat instructions and remind them to stay on task very useful.

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

Child A has sensory needs and uses sensory toys to meet them, having more available in class/around school would be beneficial.

Child A finds activities that require sustained mental effort difficult, Child A should have access to shorter activities and/or movement breaks to complete.

Child A can become dysregulated often and needs a safe place and regular staff to help them regulate, having unfamiliar staff can be unhelpful.

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

Cognition and Learning

Child A is of average ability but struggles to stay focused and keep on task due to their distractibility. They find sitting for prolonged periods of time difficult and can concentrate for a very short period. Child A benefits from repeated instructions and having tasks broken down into parts with concrete examples.

Communication and Interaction

Child A struggles to focus their attention in all areas of school life but is very knowledgeable and talks about their interests with excitement and enthusiasm. They usually interact well with their peers but can be easily led and act in an inappropriate way at times.

Sensory and/or Physical

Child A is very impulsive and often moves around the class when it is not appropriate to do so and make noises and gestures whilst class is being taught. They appear to be unable to control these actions and become remorseful when realising what they've done. Child A requires sensory toys and fidgets to meet their sensory needs. Child A is well coordinated and has no problem with gross motor and is developing their fine motor skills.

Behaviour, Emotional and social development

Child A has had assessments carried out and it was deemed that the behaviours they display are consistent of ADHD and has been referred as suggested. Child A is aware of their behaviours but usually after the fact, they find it hard to think of the consequences of their actions due to their impulsivity. Child A finds it difficult to regulate their emotions and will need to have access to a quiet space and staff to help regulate themselves, they have a keen sense of justice and likes to be treated fairly.

Section 2B1: Description and delivery of the child or young person's additional learning provision (ALP)

2B1.1) Intended outcome: These outcomes should be SMART (Specific, Measurable, Achievable, Realistic, Timebound).	To be able to identify when the classroom environment becomes too much and request to go to a quieter area.			
2B1.2) ALP to be provided: <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>	2B1.3) Should the ALP be provided in Welsh?	2B1.4) Organisation/ Service to provide the ALP, (e.g. NHS, Inclusion Service, Specialist Teacher, etc.):	2B1.5) Start date:	2B1.6) End / Review date:
A teaching assistant and/or teacher will provide Child A with a red card, Child A can then use this card when the classroom environment begins to become too much without having to disturb the teacher and/or pupils in the classroom.	No.	School Provided.	20/10/2023	20/01/2023

2B1.7) Rationale for the ALP listed above: <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>		Due to Child A's sensory needs and impulsivity being given the ability to non-verbally let staff know they are becoming dysregulated has been deemed helpful for the child and all staff involved.		
Section 2B2: Description and delivery of the child or young person's additional learning provision (ALP)				
2B2.1) Intended outcome: These outcomes should be SMART (Specific, Measurable, Achievable, Realistic, Timebound).	To be able to manage the school day and start thinking about consequences to actions.			
2B2.2) ALP to be provided: <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>	2B2.3) Should the ALP be provided in Welsh?	2B2.4) Organisation/ Service to provide the ALP, (e.g. NHS, Inclusion Service, Specialist Teacher, etc.):	2B2.5) Start date:	2B2.6) End / Review date:
Child A will be provided a visual support timetable by staff which will be completed with Child A each day and will include every aspect of the day, including natural breaks to avoid reactions to change and dysregulation. Child A will also be provided Check ins/Check outs (included in visual support) so they can discuss any difficulties or concerns that arise and possible solutions/outcomes to said difficulties.	No	School.	20/10/2023	20/10/2023

2B2.7) Rationale for the ALP listed above: <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 struggles with changes in routine and distractions, providing visual support and structured breaks will help the child reduce the unknowns and help focus remain on the small tasks at hand. Child A will find it extra beneficial to have all equipment needed with them to help minimise extra distractions.		
Section 2B3: Description and delivery of the child or young person's additional learning provision (ALP)				
2B3.1) Intended outcome: These outcomes should be SMART (Specific, Measurable, Achievable, Realistic, Timebound).	To be able to sit in class without distracting / or being distracted and moving about.			
2B3.2) ALP to be provided: <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>	2B3.3) Should the ALP be provided in Welsh?	2B3.4) Organisation/ Service to provide the ALP, (e.g. NHS, Inclusion Service, Specialist Teacher, etc.):	2B3.5) Start date:	2B3.6) End / Review date:
Child A will be given fidget and sensory toys to use whilst in school. Child A will be provided with their sensory timetable which will involve being in a smaller group for core subjects with teaching assistant support and involves natural and/or structured breaks out of intense environments. Child A will join in with the 'Developmental Coordination Disorder' (DCD) group to help with their fine motor skills and movement in class.	No	School	20/10/2023	20/01/2023

2B3.7) Rationale for the ALP listed above: <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 is easily distracted and can distract others, they are aware that their behaviour escalates and may need to find a safe space that can de-escalate his behaviour. Having Child A work in smaller groups with a Teaching Assistants aid can help them remain on task and having access to natural breaks can minimise the risk of meltdowns.		
Section 2B4: Description and delivery of the child or young person's additional learning provision (ALP)				
2B4.1) Intended outcome: These outcomes should be SMART (Specific, Measurable, Achievable, Realistic, Timebound).	To be able to follow three step instructions every day to develop independent working skills and concentration.			
2B4.2) ALP to be provided: <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>	2B4.3) Should the ALP be provided in Welsh?	2B4.4) Organisation/ Service to provide the ALP, (e.g. NHS, Inclusion Service, Specialist Teacher, etc.):	2B4.5) Start date:	2B4.6) End / Review date:
Child A will continue to work in small groups for core subjects with the assistant of a teaching assistant, The teaching assistant once a day will provide child A with three simple and clear instructions, the instructions will be repeated as needed and staff will provide encouragement and praise.	No	School.	20/10/2023	20/01/2023

2B4.7) Rationale for the ALP listed above:

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.

Child A benefits from structured support and clear and precise instructions although easily distracted, the goal of following three instructions is achievable and can help child A's confidence in themselves. Use of an individual work completion programme with praise given after each step may also be helpful.