

ECAD6007 / C

**Pwy ydw i'n dysgu?
Who am I teaching?**

Anghenion Dysgu Ychwanegol

Additional Learning Needs

Sian Brooks, Nerys Defis, Nanna Ryder

10/09/19

MODULE AIMS

be provided with a deep understanding of how contractual, pastoral, and legal responsibilities (including Additional Learning Needs, safeguarding and child protection, children's well-being, rights and voices) interact in a range of situations.

be equipped with a deep understanding of the physical, emotional, social, intellectual and other needs that impact on learning and development, and identifying pedagogies which mitigate negative effects.

critically evaluate strategies and approaches to best support equality and diversity, including challenging beliefs and assumptions about the norm

MODULE LEARNING OUTCOMES

Upon the successful completion of this module, you should be able to demonstrate the ability to:

evidence a critical understanding of theories and research that impact on well-being, child development and learning from 0-19 years and apply this to personal practice.

present a personal, critical stance on the role of the professional teacher in relation to meeting the needs of a diverse range of children and young people, including challenging assumptions, beliefs that lead to prejudice and stereotyping.

critically reflect and evaluate a range of different approaches for meeting the diverse needs of all learners in a range of settings, and justify choices made in personal practice.

ECAD6007 Assignment

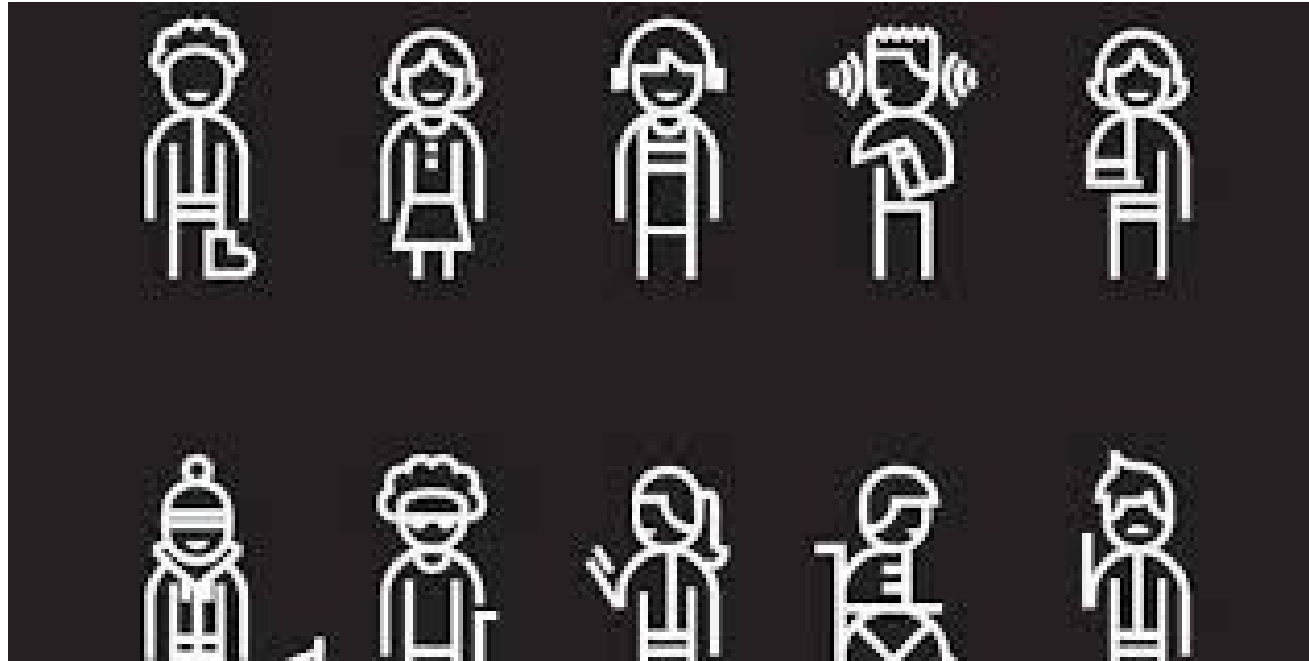
- How will this session contribute to the assignment?



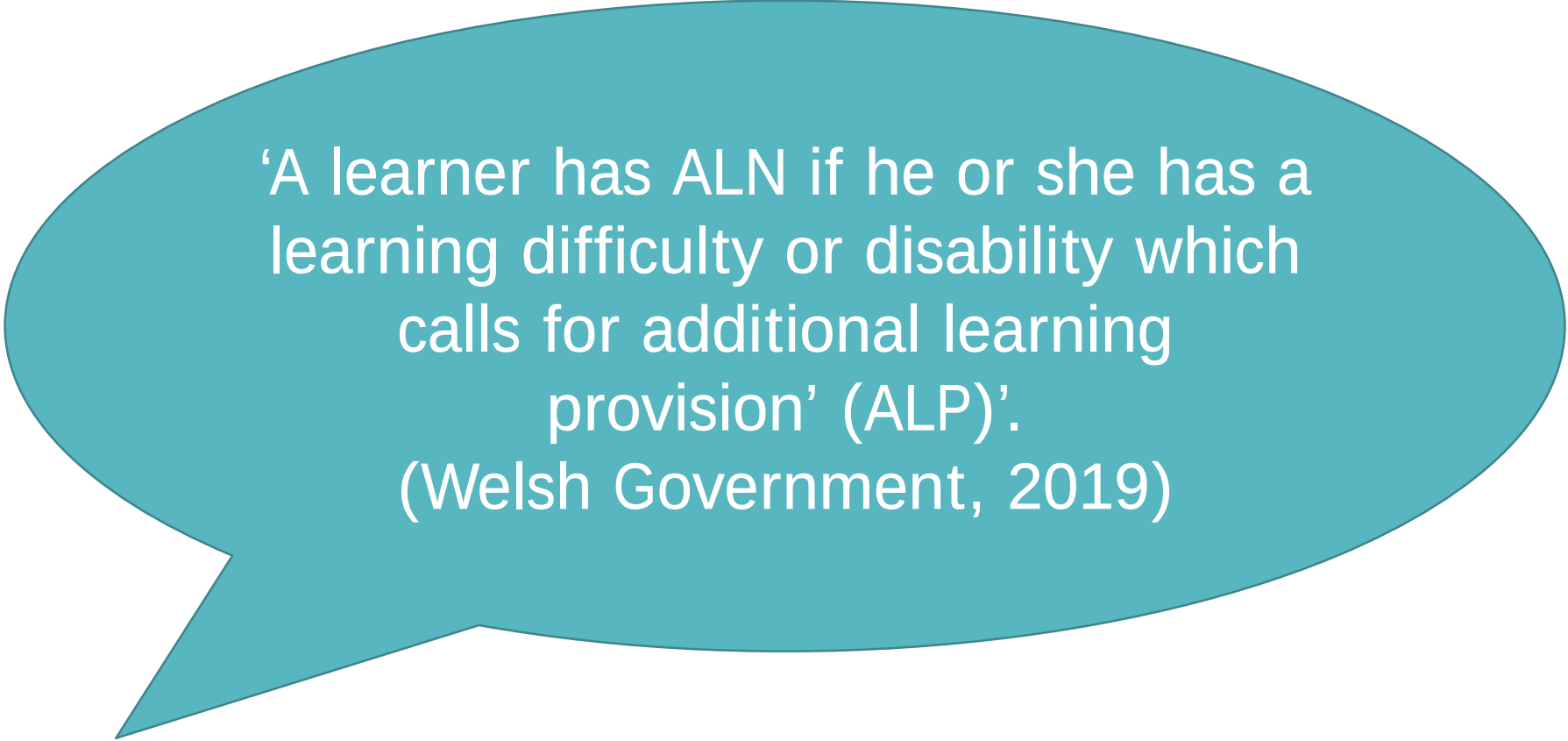
A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident (equivalent to 5000 words).

Submission: 29/10/19 (deadline 23:59)

What do you already know
about ALN?

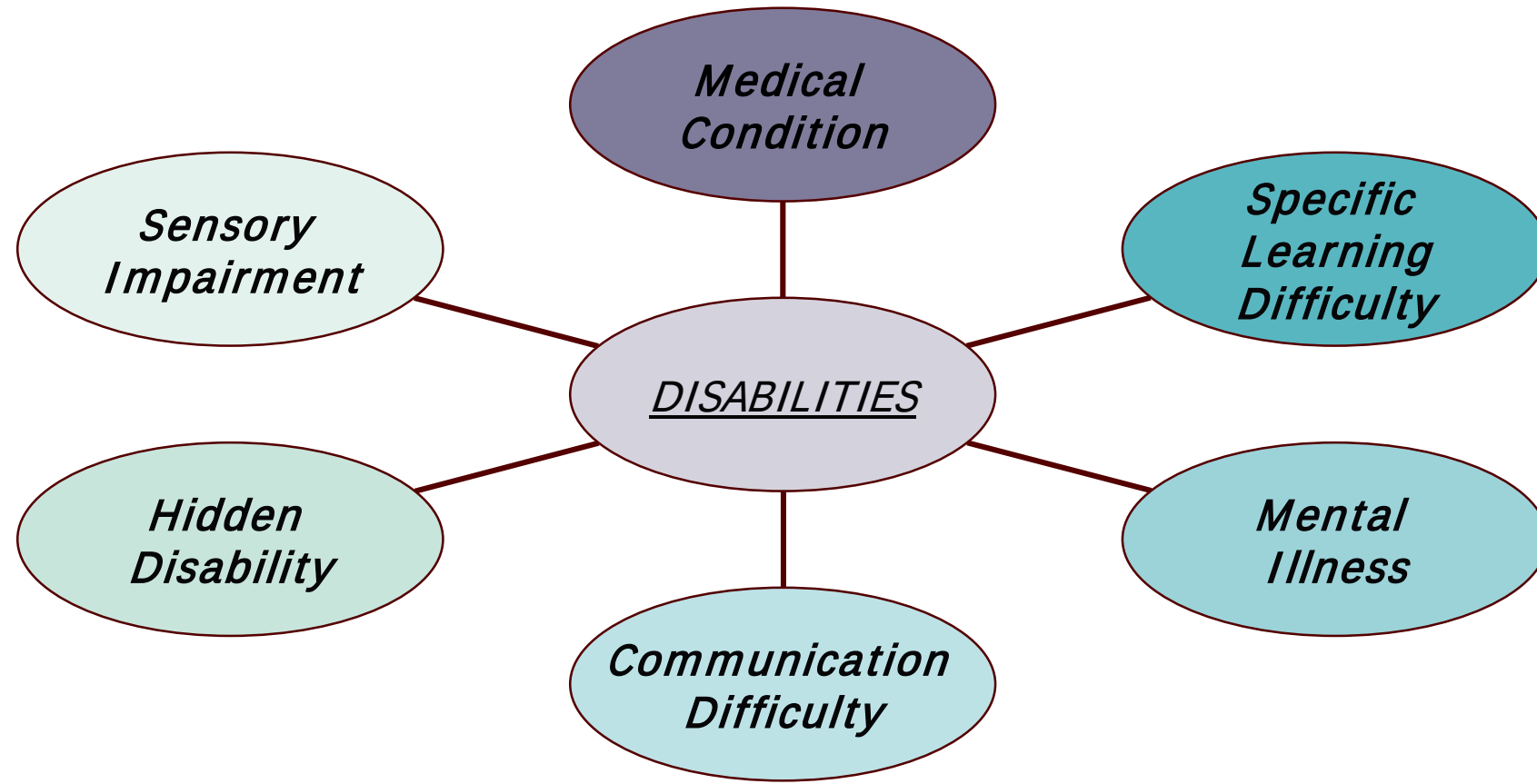


Defining Additional Learning Needs (ALN)



‘A learner has ALN if he or she has a learning difficulty or disability which calls for additional learning provision’ (ALP).
(Welsh Government, 2019)

Disability



Language, Literacy & Communication

- ➡ Language and communication difficulties
- ➡ Specific learning difficulties, e.g. dyslexia, dyspraxia
- ➡ Sensory disability

Behaviour & emotional and social development

Goleman (1995) – 5 characteristics of emotional intelligence:

1. Self-awareness
2. Managing feelings
3. Social skills
4. Empathy
5. Motivation

(Frederickson & Cline, 2009)

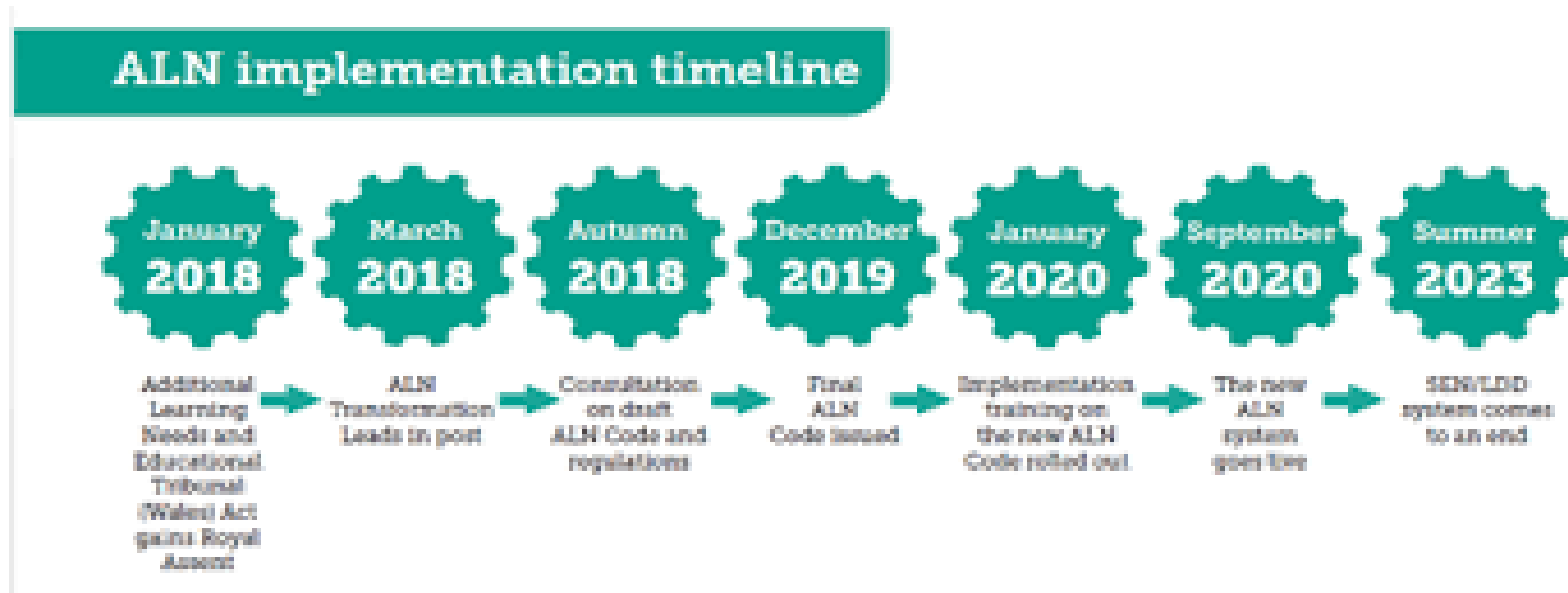
Current developments – the ALN Transformation Programme

<https://www.youtube.com/watch?v=z2bkbs00Z68>

Further reading: https://gov.wales/sites/default/files/publications/2019-02/aln-frequently-asked-questions-2_0.pdf

Where are we now?

The current timeline



Other key legislation

**United Nations
Convention on
the Rights of
the Child (1991)**



**Equality Act
(2010)**



**Rights of
Children and
Young People
(Wales)
Measure
(2011)**



**Well-being and
Future
Generations
Act (Wales)
(2015)**



**Draft
Additional
Learning Needs
Code (2017)**



Consider this ...

‘Difficulties in learning often arise from an unsuitable environment, inappropriate groupings of pupils, inflexible teaching styles, or inaccessible curriculum materials.’

(DfES, 2004:28)



Key Issues for Teachers

- Early intervention
- Role of parents
- Multi-agency collaboration
- Individualised learning (Individual Development Plan)
- Differentiation
- Models of disability
- Inclusive practice
(Peer & Reid, 2016)



Individual Development Plan

- Any child/young person (0-25) who has ALN and needs support that differs from or is additional to the provision as part of the usual or differentiated curriculum.
- Partnership between education, health and social services.
- Follows person-centered steps to structuring an agreed action plan.

Setting Targets –guess the acronym

R - Relevant

T - Timely

M - Measurable

S - Specific

A - Achievable

One Page Profile

One Page Profiles note:

i) What?

ii) Who?

iii) When?

iv) Success criteria

v) Review date

Review at least every 6 months.

Person Centered Planning

- 4 key principles:
 - i) rights
 - ii) choices
 - iii) independence
 - iv) inclusion
- Promotes the social model of disability
- Includes consultation with the individual in order to incorporate their views and aspirations
- Careful planning that focuses on:
 - i) strengths
 - ii) likes
 - iii) areas of difficulty
 - iv) support strategies

Principles of Good Practice

- ➡ Set appropriate and challenging learning opportunities
- ➡ Respond to the diverse learning needs of pupils
- ➡ Overcome any barriers to learning and assess individual as well as groups of children

(Spooner, 2011; Glazzard *et al.* 2010)



An inclusive approach – why?

A basic human right to

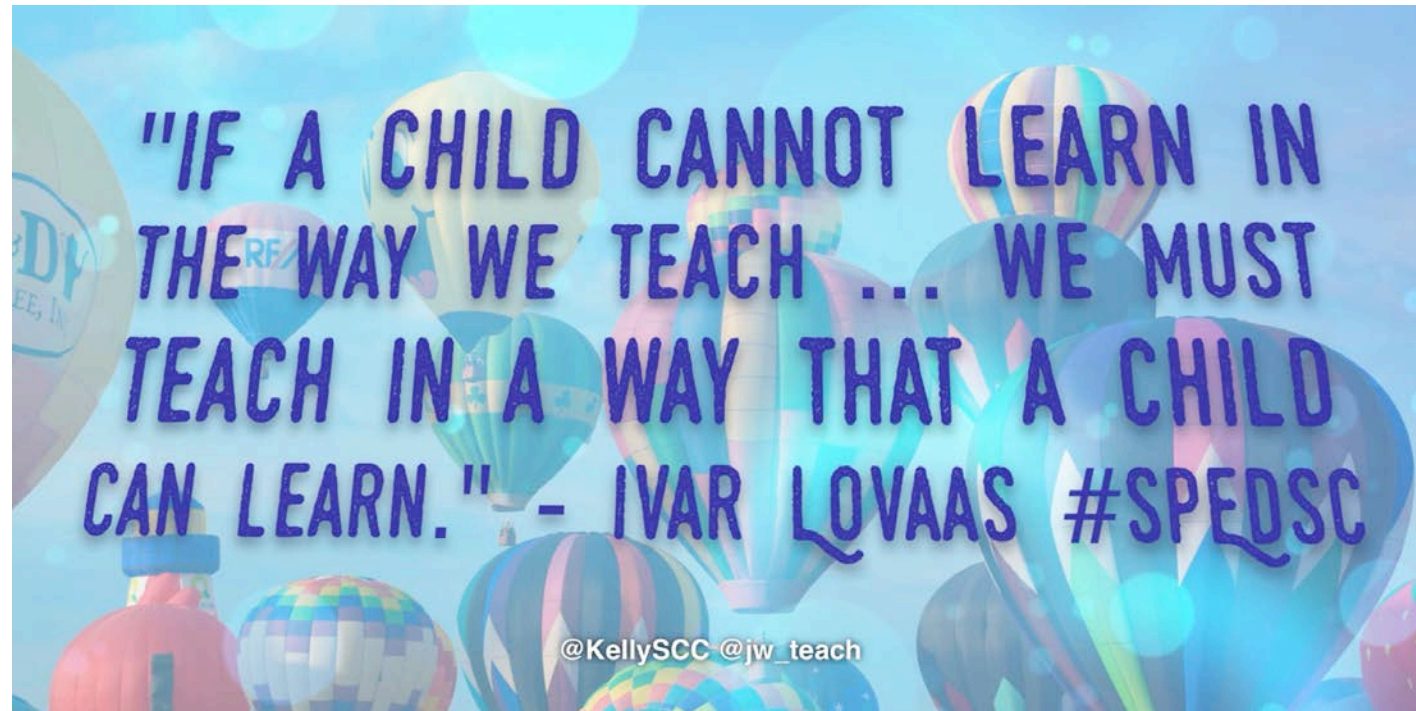
- ➡ a good education
- ➡ be accepted
- ➡ belong
- ➡ be respected
- ➡ be equal but different
- ➡ express a different opinion and be listened to
- ➡ take part
- ➡ safety
- ➡ information
- ➡ survive

(Glazzard *et al.*, 2015:25)

Obligations for schools

- ➡ Schools have a responsibility to provide a broad and balanced curriculum for all learners
- ➡ The National Curriculum is the starting point for planning
- ➡ Provide a curriculum that meets the needs of individual learners as well as that of groups of learners
- ➡ Teachers have a right to adapt the National Curriculum to provide work that is suitable, appropriate and challenging for every learner

Plenary



(https://teachsen.files.wordpress.com/2015/10/img_0663.jpg)

Directed Tasks

- 1) Complete ALN 'Acronym Buster' sheet.
- 2) Complete online ASD course and save a copy of the certificate for your PDP. Choose the most appropriate phase for your course (Early Years/Primary/Secondary) or have a go at all 3.

<https://www.asdinfowales.co.uk/professionals>

REFERENCES

Glazzard, J., Hughes, A., Netherwood, A. Neve, L & Stokoe, J. (2010) *Teaching Primary Special Educational Needs*, Exeter: Learning Matters Ltd.

Packer, N. (2017) *The Teacher's Guide to SEN*. Williston: Crown House Publishing.

Peer, L. & Reid, G. (2016) *Special Educational Needs – A Guide for Inclusive Practice (2nd ed.)*. London: Sage.

Spooner, W. (2011) *The SEN Handbook for Trainee Teachers, NQTs and Teaching Assistants*. Abingdon: Routledge.

