

ECIE4003

Additional Needs in Context

Portfolio

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Element 1

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



The poster features a large infinity symbol on the left, colored with a rainbow gradient from red to purple. To its right, the words "Autistic Spectrum" are written in a large, blue, sans-serif font. Below this, a red quote reads: "If children can't learn the way we teach them then we have to teach them the way they learn " (Dr Harry 2012)". The bottom half of the poster is divided into two main sections. The left section has a blue background with red text stating: "ASD IS A DEVELOPMENTAL DISABILITY CAUSED BY THE DIFFERENCES IN THE BRAIN" and "ABOUT 1 IN 100 CHILDREN HAS AUTISM". The right section has a black background with a circular graphic made of colorful puzzle pieces. The word "AUTISM" is written in large white letters across the center of the puzzle pieces. The words "accept", "understand", and "love" are written in white, curved around the top, left, and right of the puzzle circle respectively.

Autistic Spectrum

"If children can't learn the way we teach them then we have to teach them the way they learn " (Dr Harry 2012)

ASD IS A DEVELOPMENTAL DISABILITY CAUSED BY THE DIFFERENCES IN THE BRAIN

ABOUT 1 IN 100 CHILDREN HAS AUTISM

accept understand love

AUTISM

Strategies to help with Autism

• Develop strategies	Use visual timetables
• Use reward charts	Keep to routines
• Identify triggers	Keep things simple
• Use distractions	Use therapies

References

Dr. Harry Chasty in mackay 2012 p,76 Conytempory issues in teaching and learning available at <https://group4tack.wordpress.com/including-all-learners/> accessed on the 22 October 2023.

Element 2

Essay - Explore the wide and complex spectrum of additional needs

In this essay will look at and discuss the definition of additional learning needs and special educational needs, discuss the medical and social models of the disability and why the social model is used in schools and other professionals.

Children and young person with additional needs (ALN) find it difficult to learn, socialise learn to read and write than most children the same age. There are several types of special educational needs which are emotional and behavioural difficulties (EBD), autism, ADHD/ADD, Dyslexia, obsessive compulsive disorder, communication difficulties, medical needs, mobility difficulties. Children with added needs require more support with reading, writing, numeracy, understanding, socialising, help with behaviour, medical or sensory needs more than other children same age this could be long or short term.

Medical and social models of disability are models of how society views, medical models of disabilities understand illness, disabilities, loss of function and means children/ young people are disabled by their impairments of differences, it looks at the child/young person which makes them loose their independence choices and control it.

Social models of disabilities are caused by the society and is seen as a person's identity. It should not investigate fixing the problem but change our society does not focus on cures and focus on helping our daily function in society its shows that is its barriers that disable people not their disability.

Earlier research has found that disabled individuals in the past have been associated with negative stereotypes which inevitably shows that disabled individuals are pitiable and pathetic (Payne, 2006)

Dwyer opinion he says “Basically, my opinion about educational placement is that we need choices. One obvious choice is the mainstream school, and I believe we must have a right to access the mainstream school if we want, but the simple reality is that many of us will find that environment unsuitable. Therefore, we must also have alternative options.” (Dwyer 2019)

I agree with Dwyer I believe all children, young people, adults should all have access to all schools and all environments everyone should be included in our society including disabled. Children should have all access to the same environment as everyone else as well as attitudes towards disabilities.

This is why social model is used in schools and by other professionals children, young people are disabled by barriers in society and by not being different or having impairments. By using social models in the schools helps disabled children have the full education they need and opportunities as everyone else and all be equal this means not just access to buildings but the whole school environment.

Allfie argues that mainstream education should be inclusive of disabled children and young people (Aliance 2023) 100% agree all children should feel the same and have the same as everyone else no matter disability.

The benefit of social model helps us recognise the barriers that stops everyday life for children/ young people with disabilities, it creates more choice, control and makes them feel equal and included which should be happening now in all environments in this modern world. It's not the child's condition that's stopping everyday life it's the barriers withing the environment and by removing these increases social life and quality of life.

There are a lot of physical barriers a disables child faces there are Some examples a child that is in a wheelchair cannot access the school's library as its upstairs and only have stairs the social model knows this is the buildings issue not the person and a ramp or lift should be installed so the child can access this the same as other children. Focus on removing these barriers as best as you can and support all children with disabilities, A child with a visual impairment was in a group and wanted to read a book as a group but struggled he couldn't see the words properly so photocopied it and made words bigger and it worked and he was included, this child was diagnosed with dyslexia and has been supported since reception class and is noe in year 2 and has had all the relevant support. This agrees with Lwrence (2009) recommendation that early intervention is the best policy.

Conclusion

Taking everything into account it has shown that social models of disabilities are important to all, especially schools it has a impact on how our needs are met. I t recognises the boundaries that develop for disabled children/young children and helps to solve the problems quickly and let them access the education they need.

References

- Dewis Cymru Have choice and take control at <https://www.dewis.wales/additional-learning-needs-cyp> accessed on 27/10/23
- University of California Improving outcomes for people with developmental disabilities at <https://odpc.ucsf.edu/clinical/patient-centered-care/medical-and-social-models-of-disability> accessed on 27/10/23
- Payne G (2006) *Social Divisions*. London: Palgrave Macmillan at <https://journals.sagepub.com/doi/full/10.1177/1358229118820742> accessed on 27/10/23
- The social model and the mainstream school Patrick Dwyer (January 26, 2019) at <https://www.autisticscholar.com/social-model-mainstream-school/> accessed on 27/10/23
- The Alliance for inclusive education (2023) at <https://www.allfie.org.uk/accessibility-statement/> accessed on the 27/10/23
- Lawrence, D, 2009. *Understanding Dyslexia, a guide for teachers and parents*. Maidenhead: open university press.

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 is important to the learner**

- I would like to stay with my friends in class more, they are important as I like playing cars with them.
- To have praise from my teachers, I like having stickers and points on my chart.
- I like to have time to play with my toys after I have done some work.
- I like to have the hot chocolate reward from my head teacher, it shows that I have done good learning.

- **What is important for the learner**

- He needs to stay in class longer from the use of reward charts, and positive praise.
- To promote the use of good hands and feet, to keep reminding him of being a good friend.
- Small group interventions, showing listening and social skills (turn taking, sharing)
- A good relationship with a small group of adults to build up trust and support.

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

The rewards charts are working, as it encourages him to show good behaviour and follow his targets. We need to have smaller faster rewards, instead of him waiting for Friday.

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

Small group interventions he struggles with as he gets embarrassed, although he is gaining in social skills.

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

Cognition and Learning

ADHD Attention defiant hyperactivity disorder

Communication and Interaction

He has difficulty in listening to others, and concentrate in a group and carpet time, finds it difficult to socialise with others.
Not being able to share or take in turns.

Sensory and/or Physical

Excessive physical movement

Behaviour, Emotional and social development

Finds in difficult using kind hands.

Can't stay on task more than five minutes.

Using unkind hands

Using bad language.

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)

2B1.1) Intended outcome: These outcomes should be SMART (Specific, Measurable, Achievable, Realistic, Timebound).	To be able to stay on task longer than 5 minutes (10 minutes) look at trying to achieve this every day.			
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:
Supply a now and next board let the child choose an activity he enjoys after he has stayed on task for 10 minutes after he has done this he can go onto his favourite activity and try and stay on same activity Aswell. To do this every day. LSA supports this and if achieved gats a prize at the end of the week.	No	Teacher to supply ALP	17/10/23	3 WEEKS TIME.
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>	The child has agreed to this plan and is looking forward to trying to achieve			

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).	Using kind hands and not to retaliate back at others or get frustrated and not hit out.			
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:
ALP to be provided once a term A daily reward chart with green, amber and red and got to get as many greens as possible and looked at end of the week every week by the head teacher and discuss his week with a prize if achieved. Chart also sent home every Friday with parents. LSA to support child with the activities and fill in the chart.	No	Head teacher Teacher LSA Parents Chid	27/10/23	End of the term
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>	Head teacher wanted to Look at the olan everyday with the child but decided with mum once a week would be better for him.			

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 an able to build friendships with other children in the class.			
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:
Attend the nurture group an hour a day at 12PM for small group interventions which helps nwith listening skills, social skills, sharing and turn taking. LSA goes with him	No	LSA Nurture LSA	30/10/23	8 WEEKS
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>				

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).				
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:
	Yes / No			
2B4.7) 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>				

