

ECIE4003

Additional Needs in Context

Portfolio

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Element 1

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Autism



What is Autism?



Autism is a neurodevelopmental condition that affects how a person communicates, interacts socially and experiences the world. Common features/traits of Autism include repetitive behaviours, sensory sensitivities, social and communication difficulties and noise triggers. Each individual's needs can be challenging and support needs can be very different.

How a learner with Autism presents



A learner with Autism can present in many ways however most of the common factors are Communication differences, Social interaction differences, Repetitive behaviours or routines, focused interests and sensory needs. (Kanner 1943)

Good Practice for the learner



- **EQUITABLE** -some learners have other needs that require extra attention. For example equipment such as walking aids, wheelchairs, frames etc. It is good practice to help the learner overcome boundaries, help them achieve their full potential and be inclusive.
- **Learning Environments Are Sustainable**- making sure the environment is inclusive for learners such as wheelchair users. For good working practice, your setting should provide safe and sustainable access in and out of classrooms/play areas/ quiet areas. Provide quiet rooms/breakout rooms for learners who need personal space, and extra support.



- Provide structure and predictability(Kanner)
- Teach social and emotional understanding (Baron-Cohen)
- Personalise learning plans (Happe)
- Celebrate neurodiversity and inclusion(Singer)



Theory



- Baron-Cohen theory tells us that children with autism have the inability to achieve joint attention with others. Children/ young adults are blind to others mental states. Barons 'Theory of mind' helped explain social and communication challenges in autism. (Baron-Cohen 1995)
- Kanner saw autism as a distinct development disorder, not just childhood schizophrenia. Kanner's work defined autism as a distinct condition. It laid the foundation for decades of autism research(Kanner 1943 - early clinical description) .

UNDERSTANDING AUTISM

- Use visual schedules, clear routines and advanced warnings about changes(Kanner 1943)
- Keep transitions calm and supported
- Use simple and direct language
- Visual supports such as symbols, pictures, Now and Next
- Provide quiet areas, noise cancelling headphones, regulation spaces
- **BE PATIENT**



References

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Element 2

Explore the wide and complex spectrum of additional needs'

In the essay I will be discussing and presenting the wide and complex spectrum of additional needs. The essay will investigate extra support that learners might need. I will be exploring, highlighting, and comparing the complex spectrum, theories, and linking good practice to policies. Theorists develop ideas and evidence that help us gain knowledge and understanding through proven information.

port of multiple agencies is crucial. The Children act (2004) made a legal binding contract leading to multi agency panels and the local safeguarding children's board and they merged for educational and social services. Schools recognised the higher and greater needs of learners with ALN and that by using multi agencies, the support would become more person – centred and the recourses would become larger and more apparent. Transitions are one of the most important times for a learner. Transitioning may occur from a different location, first school transition, different class etc. During transition it is important to provide the learner with a comfortable and engaging environment. It is extremely important for the learner to feel like they are being '*heard*'. Whilst transition is occurring it is the important job of the learning practitioner to assess the needs of the learner. In addition to transitioning, practitioners/ Teachers need to assess the complex needs especially with ALN learners. To ensure the learner has been given all help and encouragement during transition and or after, Teachers use multi-agencies. Multi agencies can include SALT, NHS, OT's, Doctors and or CAMMHS. Using multi-agencies is good working practice.

Whilst working with learners in the classroom, practitioners are to look closely at what works and what does not. Learners with ALN have a variable social development that may affect their ability to function in society. Initially, some environments may occur to be un-functional for learners with ALN. For example, in Tesco we do not see any symbols for learners who use core-boards/ eye gazes. For learners who use these communication aids everyday, this could become a social barrier. Individuals may only see a disability as someone who appears with a physical disability such as a wheelchair user. This can become a barrier to learning for individuals and is known as the 'Medical Model of Disability'(Maslow, 1943). Practitioners within society that cause discrimination. Inaccessible transport would be an example; in a mainstream environment a learner may be a wheelchair user and the whole class will be visiting another site which is important to the learning curriculum that term and due to the bus provided not having wheelchair access, the learner would not be able to participate. Oliver (1945) believed that schools must remove learning barriers, such as attitudes,

buildings, accessibility to enable inclusion. Oliver's ideas underpin modern inclusive education policies and the ALN framework.

The social model encourages schools to promote inclusion. It encourages ALN learners to work alongside their peers and helps them build a sense of belonging and acceptance. By using the Social Model, practitioners focus on adapting to the learning environment and it powers learners to see that they are seen as capable individuals and have strengths and potential. The Social Model theory encourages multi-agency work. It recognises that education, health and social, care all has the roles to remove the learning barriers. The social model supports policy and legal, It aligns with modern legislation such as the ALN Acts (Wales,2018) Which requires schools to work inclusively.

Good and safer working practice involves policies and procedures set by the government and schools to enable safety, efficiency, and high performance. Key policies include codes of conduct, health and safety, anti-discrimination and harassment policies, efficiency, flexibility legal and ethical compliance. The key to have a thriving and productive working environment enforces the critical tools to provide learners with as much education as possible. Policies and theories are set to aid our learners to be able to thrive. Schools have their own policies and regulations due to different setting style for example a mainstream school would have different variable policies compared to a Special needs/ALN school.

Good working practices in Welsh schools focus on safeguarding, staff wellbeing, health, and safety. The Additional Learning Needs Code for Wales 2021 holds requirements on the delivering of education in Wales. Under the ALN system, only a local authority in Wales can be responsible for a child/ young adult with ALN. It tells a key principle of the ALN system is the need for collaboration with multi-agencies to provide the support needed for children and young people with ALN. The local authority offers a range of Muti-agencies available for learners to develop including, NHS, CAMMHS, OT Therapists. Once the local authority has been informed by schools/GPs that the child/young person has been provided with an ALN diagnosis, the local government will help the authority plan for provision that the child will need when he/she attends early years. Informing the local authority could allow and enable an ALP to be put in place before the young person reaches compulsive school age, challenging the higher and accessible education for learners with ALN.

Successfully inclusive schools are effective and protective of all learner managing to encourage participation from learners themselves. By ensuring access to all aspects of the ALN curriculum and through a high-quality routine provision, it enables the possibility to address and anticipate barriers to learning.

In conclusion to the essay, the policies, and procedures, followed by theories assure us that by following the inclusive education and ALN curriculum put in place, learning

barriers can be broken down and addressed to provide the best education and safer learning environment possible. Social developments play a substantial role in a child/young person learning and allows them to become more engaging and progressive. Theorist Bronfenbrenner's (1979) in site explains that a child's development is influenced by multiagency. Providing us with proof and theories, schools can adhere to this.

References

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Element 3

Section 1C: Profile (About me)

- **What is important to the learner**

I like sports activities, swimming and football. I like working with my 1.1 familiar staff

- **What is important for the learner**

- It is important for learner 'A' to attend 1 PE session a week. For this to happen, the learner is assigned a 1.1 support worker to escort them from their earlier lesson 10 minutes early and walk with them to the destination to avoid any corridor congestion and or anxiety.
- It is important for learner 'A' to have access too their calming fidget toys and a supportive environment that allows them to manage feelings of anxiety. Learner 'A' benefits from opportunities to use self-regulation strategies, such as deep breathing.

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

Learner 'A' is showing steady progress and enjoyment during hydrotherapy sessions. 'A' is gaining confidence in the water and responding well to the familiar routine and consistent support from staff. This positive engagement should be built on by introducing sessions in a larger pool setting to further develop confidence, independence and skills.

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

Learner 'A' finds larger group settings challenging and does not respond or engage positively in these environments. To support participation and confidence, Learner 'A' should be included in smaller groups of 3/4 with familiar peers and staff.

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

Learner 'A' has a mental diagnosis of Anxiety

Cognition and Learning

Communication and Interaction

Sensory and/or Physical

Behaviour, Emotional and social development

- Low Confidence, lack of motivation and low self-esteem
- Managing feelings like worry, anger, or frustration
- Hitting out
- Throwing objects

Element 4

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).	Target : To improve attention and interaction with others				
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:	
- To initiate a conversation with another peer, using a teacher-led task - To work alongside others to complete a task together - To work in a quiet environment when with low level stimulation	Yes / No	SALT/ Class TA/ Class Staff	08/09/2025	08/01/2026	
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>	By improving attention and interaction, Learner 'B' will be more confident in communicating with others, expressing feelings, and building relationships to widen their friendship group.				

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).	Target: To go out into the community with class peers/staff and pay for an item			
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:
- To initiate a conversation with a Tesco worker - Find 2 items from a shopping list and ask for help from a Tesco worker to find 1 item - Pay for 2 items independently using coins and or notes	Yes / No	Class teacher/ Tesco staff	15/01/2026	15/04/2026
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>	- By asking unfamiliar staff/ people where items are, Learner 'B' will be able to meter the community shops and confidently be able to locate their items they need/are looking for - Recognising the value and use of money and also recognising the coins/notes			

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 go to a café with familiar peers and staff and initiate a task			
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:
For a task, Learner 'B' can choose a board game or bring choosing conversation cards and initiate the conversation based on the tasks for at least 2 minuets	Yes / No	Class teacher/ TA	16/04/2026	15/06/2026
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>	By going to a non familiar location, 'Learner B' will become more confident in travelling to locations and decrease social anxiety. Learner 'B' can expand on this by also paying for something at the café.			

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).	Independently do a shop with a 1.1 member of staff in Morrisons			
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:
- Write a list for a whole class shop - Go with a 1.1 TA to Morrisons instead of Tesco once a week - Locate items as independently as possible and ask staff if help is required - Use a card machine or notes to pay for the shop - Bring a communication core board if needed	Yes / No	SALT/ 1.1 TA/ Morrisons staff	05/09/2026	05/11/2026
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>	By changing staff and locations Learner 'B' will become more confident in social life aspects. Learner 'B' will be become confident in dealing with money situations, variable locations, different people and more confident in using a communication aid if necessary			

