



**Prifysgol Cymru**  
Y Drindod Dewi Sant  
**University of Wales**  
Trinity Saint David

**Module Code: ECAD5015**

**Assignment Title: Deepening Practice**

**ALN – Part 1 Journal / Part 2 Video**

**Reference list and link (delete as appropriate)**

**Student Name:**

**Student Number:**

**BA Primary Education (QTS)**

**AI Acknowledgement**

I confirm that I have not used any AI tools in the research and creation of this assignment.

I confirm that I have not presented any AI generated materials as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

**OR:**

I acknowledge the use of [AI Tool] [(AI Tool url)] on [Date] to [Purpose my work]. I used the prompt(s):

1. [Prompt]

2. [Prompt]

3. [Prompt]

I confirm that I have not presented any AI generated text as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used before and after the use of AI tools which I may be asked to provide in evidence.

**Please refer to the next page for examples.**

**Prior to submission of your assignment, please delete any information on these pages that is not relevant to your submission, including the examples given below.**

### **Examples of AI statements**

**Example 1:**

I acknowledge the use of Grammarly (<https://www.grammarly.com/>) on 10 February 2024 to check my work using the prompt(s):

1. Please check the following text for readability, grammar and syntax.

I confirm that I have not presented any AI generated text as my own work. I confirm that I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

**Example 2:**

I acknowledge the use of SciSpace (<https://typeset.io/>) on 7 March 2024 to support my research using the prompt(s):

1. Please provide me with materials on the biology of the liver.
2. Please provide me with materials on liver cells.

I confirm that I have not presented any AI generated text as my own work. I confirm that I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

**Example 3:**

I acknowledge the use of ChatGPT (<https://chatgpt.com/>) on 13 April 2024 to write my notes into submission format using the prompt(s):

1. Please write up these bullet points as an essay paragraph at university level.

I confirm that I have not presented any AI generated text as my own work. I confirm that I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

**Example 4 - acknowledgement of the use of multiple AI tools:**

I acknowledge the use of SciSpace (<https://typeset.io/>) on 28 June 2024 to support my research using the prompt(s):

1. Please provide me with materials on the American Civil War.
2. Please provide me with materials on the reception of Gone with the Wind.

I confirm that I have not presented any AI generated text as my own work. I confirm that I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

I acknowledge the use of Adobe Express (<https://www.adobe.com/express/>) on 24 June 2024 to edit photographic material:

1. Remove background from Figure 1.

I confirm that I have not presented any AI generated materials as my own work. I confirm that I have copies of my drafts, notes, and other resources I used before and after the use of AI tools which I may be asked to provide in evidence.

| Targets from previous module | How I have worked on these? | An example can be seen on... |
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|                              |                             |                              |
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|                              |                             |                              |

## **INTRODUCTION**

Inclusive practice relating to Additional Learning Needs (ALN) is essential in Welsh primary schools to ensure that every learner has equitable access to education, in line with the principles of the Curriculum for Wales and the Additional Learning Needs and Education Tribunal (Wales) Act 2018. This legal framework places a duty on schools to identify, assess, and support children with ALN through a person-centred approach that values pupil voice and collaboration with families and professionals. In a diverse classroom, inclusive practice helps remove barriers to learning by providing differentiated instruction, tailored support strategies, and inclusive classroom environments that promote participation and achievement for all learners. Emphasising inclusion also supports the well-being and development of all pupils, reflecting the wider goals of the Well-being of Future Generations (Wales) Act 2015, and prepares children to thrive in a society that respects diversity, promotes equality, and encourages mutual understanding.

During my placement in a Welsh primary school, I developed a deeper understanding of the need for inclusive practice, particularly when supporting learners with Additional Learning Needs (ALN). Observing the ALNCo and class teacher work collaboratively to implement Individual Development Plans (IDPs) highlighted how vital it is to take a person-centred and rights-based approach to planning and provision. One key learning moment came when I was involved in a Person Centred Review, where the learner's voice was actively prioritised in line with the United Nations Convention on the Rights of the Child (UNCRC), particularly Article 12, which upholds the child's right to express their views in all matters affecting them. This experience made me realise the importance of listening to pupils and adapting provision to reflect their individual strengths and needs. I began to incorporate inclusive strategies into my own practice, such as using visual timetables, flexible groupings, and differentiated questioning, ensuring that all pupils could access learning and feel valued in the classroom community. Through this, I have come to see inclusive education not just as a statutory requirement, but as a moral and professional commitment to equity and dignity for every child.



There has been significant growth in the recognition of Additional Learning Needs (ALN) within Welsh education, influenced by legislative reform and a cultural shift towards inclusive practice. The ALNET (Wales) Act 2018 and the Curriculum for Wales emphasise the importance of meeting the diverse needs of all learners through early identification, person-centred planning, and collaboration with families and professionals. Increasing awareness and understanding among educators has led to more inclusive classroom environments that prioritise equity, well-being, and learner voice, as championed by the United Nations Convention on the Rights of the Child (UNCRC). However, despite these positive developments, several barriers to inclusion remain. These include time constraints, high staff workloads, limited access to specialist services, and the ongoing challenge of managing diverse needs within mainstream classrooms (Florian, 2014; Norwich, 2013). Furthermore, Estyn (2023) notes that while inclusive practice is improving, its implementation can be inconsistent across schools due to variable leadership, training, and resource availability. As such, while the intention to be inclusive is often present, the capacity to fully realise this in practice may be constrained. In this assignment, we will explore two inclusive strategies that can help overcome some of these challenges and support the meaningful inclusion of learners with ALN in the Welsh primary classroom.

## STRATEGY 1 – VISUAL TIMETABLES



Visual timetables are widely recognised as an effective inclusive strategy in primary classrooms, particularly for supporting learners with Additional Learning Needs (ALN), such as autism spectrum disorder (ASD), speech and language difficulties, or

social, emotional, and behavioural needs. A visual timetable presents the structure of the day using symbols, pictures, or photographs to represent activities, transitions, and routines. This supports understanding, reduces anxiety, and fosters independence by making the learning environment more predictable and accessible (Dettmer et al., 2000; Mesibov & Shea, 2010).

In practice, I observed that using a visual timetable had a noticeable impact on learners who struggled with transitions or verbal instructions. For example, one pupil with communication difficulties became visibly calmer once the daily schedule was explained using symbols, allowing them to anticipate what was coming next. I also found that routinely referring to the visual timetable helped the whole class develop greater autonomy and time awareness. As a student teacher, I incorporated a daily routine where I invited pupils to remove each symbol once the activity was completed, which reinforced a sense of structure and accomplishment. This small but consistent use of inclusive practice helped foster a more supportive classroom culture for all learners.



However, despite their benefits, visual timetables also present limitations. Research highlights that their effectiveness depends heavily on consistent use and the appropriateness of the visuals for the child's developmental level (Knight et al., 2015). In busy classrooms, it can be challenging to update the timetable throughout

the day or individualise it for children with highly specific needs. Furthermore, some learners may become overly reliant on the visual structure and experience distress if the routine changes or the timetable is not available, as noted by Hodgdon (1995). It is therefore important that visual timetables are used flexibly and supported by adult scaffolding and verbal reassurance.

Overall, while visual timetables are a powerful tool for promoting inclusion, their success depends on thoughtful implementation, ongoing review, and an understanding of each learner's unique needs. In the following section, we will examine a second inclusive strategy to further explore how small, intentional adaptations can contribute to a more inclusive and equitable classroom environment.

## **STRATEGY 2 – COMMUNICATION LANYARDS**

Communication lanyards are another valuable inclusive strategy used in primary classrooms to support learners with Additional Learning Needs (ALN), particularly



those who experience difficulties with expressive or receptive language. These lanyards typically feature a set of visual symbols or key words attached to a wearable strip, enabling both adults and pupils to quickly access communication aids during interactions. Their portability and ease of use make them a practical tool for promoting

understanding, reducing frustration, and encouraging independence in communication (Bondy & Frost, 2001).

During my school placement, I witnessed the effective use of communication lanyards with a non-verbal pupil who had an Individual Development Plan (IDP) targeting communication goals. Staff wore lanyards containing core symbols (e.g. toilet, help, stop, finished, more) from the school's visual communication system, such as PECS or Widgit. The pupil learned to point to symbols or respond when shown options, which reduced behavioural incidents caused by miscommunication. As a student teacher, I began using a communication lanyard myself and found it

supported quieter pupils as well, particularly those who were new to English or reluctant to speak in group settings. It prompted me to slow down and be more intentional in the way I communicated, reinforcing inclusive, accessible practice for all learners.



However, communication lanyards also have their limitations. Research by Goldbart and Caton (2010) highlights that while visual aids can support inclusion, their impact is reduced if staff lack training or confidence in using them effectively. In some cases, lanyards may be used inconsistently or not at all during busy periods, reducing their reliability as a communication support. Additionally, they may not fully meet the needs of learners with complex communication profiles who require bespoke systems, such as voice output devices or sign language. Learners may also become dependent on symbols without developing verbal or social communication skills if not supported by adult modelling and interaction (Ganz, 2007).

Despite these challenges, when used consistently and reflectively, communication lanyards are a low-cost, inclusive resource that can help reduce communication barriers and promote participation. In combination with other inclusive strategies, they contribute to a classroom culture where every child feels seen, heard, and supported.

## CONCLUSION

Being an inclusive practitioner means recognising and responding to the diverse needs of all learners, ensuring every child is supported to achieve their full potential. Throughout my experiences in school settings, I have learned that inclusion is not about providing the same for every pupil, but about adapting teaching, communication, and the classroom environment to remove barriers and enable participation. Using strategies such as visual timetables and communication lanyards has helped me to reflect on the importance of accessibility, predictability, and pupil voice in creating inclusive classrooms. These approaches align closely with the

Professional Standards for Teaching and Leadership in Wales, particularly the requirement to "meet the needs of all learners" and "demonstrate high expectations of all learners" (Welsh Government, 2017). I am committed to ongoing reflection, collaboration, and professional learning to ensure my teaching is inclusive, equitable, and child-centred. Inclusion is not a fixed goal, but a continuous process of listening, adapting, and improving practice to meet the unique needs of every learner, in line with both legislative frameworks and ethical responsibility as a future teacher in Wales.

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