Barker's Lane School ALN Provision Matrix September 23

	Universal Provision (UP)	Targeted Universal Provision (TUP)	Additional Learning Provision (ALP)
Definition	**Provision available to <u>all</u> learners**	**Provision available to individuals or groups of learners who have been identified as needing additional targeted intervention.**	**Learners have agreed additional learning provision (ALP).**
ALN Code:	*Teaching which recognises and responds to the needs of individual learners is a key component of all high quality education, and is something which is generally made available in schools.* *Most children and young people will require a differentiated approach in some aspect of their education at some point. (**ALN Code 20.14**)*	*All education settings are expected to put in place differentiated teaching or other <u>targeted interventions</u> designed to secure better progress where appropriate, for all learners. **This is a fundamental element of high quality – but routine – teaching. (ALN Code 20.14)***	*A person has additional learning needs if he or she has a <u>learning difficulty</u> or <u>disability</u> (whether the learning difficulty or disability arises from a medical condition or otherwise) <u>which calls for additional learning provision</u>.* *(**ALN Code 2.3**)*
Cognition and Learning	- Adaptations to the environment - Personalised and differentiated teaching - Visual aids and practical resources *e.g. number lines, number squares, Numicon, cubes, sound mats, word banks, videos on Seesaw, key words display, Have a Go books for spelling* - Scaffolds *e.g. writing frame, sentence starters*	- Small-step targets - Targeted literacy interventions individual/groups which include phonics awareness, reading, spelling and handwriting *e.g. RWI, Jolly Phonics, pre-teach* - Targeted numeracy interventions individual/groups *e.g. SAFMEDS, pre-teach* - Targeted short-term memory interventions *e.g. Memory Fix, specific games*	- Individualised targeted sessions - Specialised curriculum - Individualised timetable - Specific individual literacy provision in line with severity and complexity of need - Specific individual numeracy provision in line with severity and complexity of need - Individualised curriculum based on individualised need

	• High expectation of learners and appropriate challenge for all • Clear learning intentions • Steps to Success • Expected criteria for spelling, punctuation and grammar • WAGOLLs / WABOLLs • Working Walls • Pit stops • Pre-teach groups • Learning partners • Feedback and next steps in learning • All learners involved in the process • Access to IT to support access to learning • Variety of teaching styles and approaches • Specific strategies *e.g. hand over hand* • Variety of questioning • Multi-sensory learning approaches • Learning tasks broken down into manageable chunks • Reasonable adjustments and adaptations *e.g. pencil grips* • Additional thinking time	• Access to IT to support recording and learning. • Refer and consult with the relevant outside agencies. • Over learning	• Specific resources to support individual need *e.g. IT based recording* • One-to-one support to access the curriculum
Communication and Interaction	• Clear learning intentions • Learning tasks broken down into manageable chunks • Reiteration of instructions • Simplified/reduced language	• Language rich environment • Word banks • Speech and language group/ individual	• Individualised long-term interventions • Targeted individual sessions

	• Structured routines • Visual aids and practical resources • Differentiated curriculum planning • Adaptations to the environment • Preparations for changing in routine *e.g. Now and Next board, When and Then board*	• Specific intervention and strategies following recommendation from Outreach/ SALT • Social skills group • Social stories • Pre-teach vocabulary • Over learning	• Communication systems, including visual resources, IT and specialist equipment • Individual social stories • Individual social skills • One-to-one support to access the curriculum
Behavioural, Social, Emotional and Mental Health	• Adaptations to the environment • Clear rules and expectations – our Golden Rules • Restorative practices *(Pivotal)* • Rewards and consequences • Structured routines • Visual timetables • Positive reinforcement of 'good' behaviours • Fidget / fiddle toys • Risk Assessments • Preparations for changing in routine / transitions *e.g. Now and Next board, When and Then board, social stories* • Jigsaw • Feelings lanyards • Forest School / outdoor access • Home / school communication • Trauma Informed Practices • ACE aware	• Social skills small groups • Small group emotional literacy *e.g. Fun Friends, Friends, SAP, Lego ABC* • Self-esteem individual/group sessions • Counselling (where available) *e.g. Strong Minds* • Nurture support individual or group • Home/school communication • Safe space *(in class, Ystafell Enfys Bach, Ystafell Enfys)* • Individual reward programme • Fidget/fiddle toys • Social stories • Over learning • PSP	• Individualised long-term interventions • Individualised social skills support • Individualised emotional literacy support • Individualised nurture support • One-to-one support

Physical, Sensory and Medical	- Adaptations to the environment - Appropriate placement within environment - Adaptations to the environment - Writing slopes - Alternative ways of recording - Low level medical needs and care - Communication with Health e.g. Health Care Plan - Reduction of over stimulations*, e.g. hessian backing on boards, sensory breaks* - Larger print texts	- Targeted intervention small group or individual for specific need - Microphones - Larger print texts - IT visual support - Specialist equipment and programmes provided by OT/ sensory/ physio - Gross and fine motor activities *e.g. Theraputty* - Reduction of over stimulations, *e.g. sensory breaks, ear defenders* - Alternative changing facilities	- Individualised programmes - One-to-one support to access curriculum - Bespoke timetable - Individualised programmes/ strategies/ resources to aid significant sight and hearing impaired. - Specialised equipment provided by OT/ physio/ sensory services
General Considerations	- One Page Profile – PCP information gathered each Sept. - Person Centred Approaches ongoing throughout the year, involving child/parent - Assessment profile to establish a baseline and identify areas of need - Termly pupil progress meetings - ongoing review and evaluation of progress - Refer and consult with the relevant outside agencies	Small step targets	- IDP - Small step targets