

Identification of ALN at St Illtyd's Primary



Step 1: Universal Provision at St Illtyd's Primary School

Universal Provision is support that is available to **all pupils** who attend St Illtyd's Primary School. A pupil may need to access this support in order to make progress in their learning. This support is available in all classes and is part of school's good practice so that all pupils can make progress.

Cognition & Learning	Communication	Social, Emotional & Behavioural difficulties	Physical and Sensory
<ul style="list-style-type: none">• Clear and simple instructions• Check for understanding• Consistent use of positive language• Visual cues and prompts• Visual timetables• Time for processing• Consistent use of terms• Repetition and reinforcement of skills	<ul style="list-style-type: none">• Say what you mean (explain double meanings, avoid sarcasm)• Prepare for change (supply, routines etc)• Visual prompting and cues (timetables, instructions)• Label objects in class where appropriate• Picture / label fans of subject	<ul style="list-style-type: none">• Clear whole school behaviour policy• Consistent use of rewards and sanctions• Reinforcement of rules with visual prompts if necessary• Positive intervention strategies• Time out systems• Use of choice and motivation	<ul style="list-style-type: none">• Reduce background noise• Preferential seating• Positioning of teacher• Uncluttered well organised learning environment• Appropriate lighting• Choice making opportunities• Specialist vocabulary shared at start of each topic• Thinking time

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<ul style="list-style-type: none"> • Tasks simplified or extended • Multi-sensory approach to learning • Offer alternatives to written recording (ICT, scribe) • Provide handouts to minimise copying from the board with recognised writing difficulties • Provide key words for topics to support spellings and understandings • Ensure fonts on board are a reasonable size and clear. Avoid a white background • Use coloured overlays for pupils where required 	<p>specific words or everyday words</p> <ul style="list-style-type: none"> • Systematic organisation of independent learning tasks and activities • Translate key words for child as appropriate • Displays to reinforce subject specific vocabulary • Clear rewards and sanctions, including appropriate motivators • Calm learning environment • Regular short sensory breaks • Personalised social stories • Buddy system 	<ul style="list-style-type: none"> • Structured routines and clear guidelines • Calming strategies • Clear communication with parents / carers • Programmes for managing Behaviour e.g PSP • Counselling and peer support- Trauma informed schools • Enhanced Nurture sessions • Behaviour targets • Proactive plans 	<ul style="list-style-type: none"> • Consolidate learning • High colour contrast materials/resources • Good quality print and worksheets/resources • Electronic copies of work • Printed copies of work • Letter formation / Fine motor skills activities • Small group work
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Step 2: Early Intervention targeted support

All pupil's progress and achievements are monitored closely by teaching staff. If there is little progress through Universal Provision then specific targets and more in-depth interventions are then put in place to help support the pupil's specific needs. Teachers will be required to complete the 'Concerns and Actions prompt sheet' and this will be evidence of what has been tried within universal provision. This is essential as forms part of the graduated response.

One-page profiles are created and parents/carers are invited to participate in a meeting in which targets are agreed. Evidence needs to be gathered to support any future referrals to the pathways or possible EP consultations. This step may be a short-term provision for the pupil, if interventions have the necessary impact the the pupil will move back to Universal Provision. If still limited progress is made, the pupil will need to move to more targeted support.

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Step 3: Targeted ALN Identified need- IDP

If pupils continue to make limited progress against their early intervention short term targets, then a PCR meeting with parents/carers and other supporting agencies will take place. The support will then become long term which will require an ALP. An IDP for the pupil will be created in line with the guidelines.