

## Tier 1 – Universal: *Effective whole school practice and inclusion of all learners*

### Quality First Teaching

- Appropriate and focussed use of support assistants (if available)
- Regular access to training for all staff on effective practice and inclusion
- Positive, consistent communication
- Pupil centred practice
- Clear instructions (short, concise, visual)
- Positive whole-school and classroom ethos

Assistive Technology  
All computers within Cowbridgeoleg Walia have the following software:

- Microsoft learning tools (including an immersive reader)
- Basic magnification tools

Access to targeted literacy **and** are screened to identify if they require to orto help support their learning

**Access to our Health and Wellbeing Coordinator and School Nurse.**

**Alternative curriculum type packages such as MPCT, CAVC, Princes Trust etc.**

### Quiet spaces

The Wellbeing Garden or Learning Resource Centre is available to all pupils to spend free time in.

**Achievement** team including counsellors

### Enrichment Activities

Enrichment gives learners the chance to have fun whilst they learn. Learners can take part in lots of different activities such as debate club, code club, dance, sports, outdoor activities and much more.

### PSE/Health and Wellbeing

Our curriculum is responsive to current issues affecting young people. Lessons are designed to explore these issues and provide opportunity for discussion. Personal tutorial reviews  
All pupils have the opportunity for a one-to-one tutorial interview with their Head of Year to measure individual progress against their targets.

### Careers Advice

Pupils from Y9 onwards can request support from Careers Wales to provide advice on the world of work and

### Assessment for and provision of exam access arrangements (EAA) or special considerations

Reasonable adjustments include:

- Extra time
- A reader
- Rest breaks
- Use of a computer to complete an exam
- Enlarged or adapted papers
  - A scribe

### In addition to the above, the school provides for....

#### HI needs

Classroom strategies to improve access to the curriculum for the learners:

- Environmental noise kept to a minimum – doors and windows shut, fans and air conditioning quietened
- Pupils seated towards the front of the class in clear sight of the teacher.
- Staff check to ensure the pupil is looking at the speaker before they start talking
- Avoidance of talking whilst writing on whiteboard
- Speakers stand with face in good lighting

#### VI needs

Classroom strategies to improve access to the curriculum for the learners:

- Appropriate, well-maintained lighting, blinds and boards
- Resources are clear, uncluttered and well-contrasted, and pupils have time to read and view these fully
- All environments are safe and well-laid out for all – bags and chairs are placed safely and corridors are clear

#### Emotional, Social or Behavioural Needs

Classroom strategies to improve access to the curriculum for the learners:

- Clear boundaries and expectations
- A positive, supportive ethos
- Calm, understanding approach to all learners
- Advice regarding wellbeing support

#### Physical Disability & Medical needs

An Equality and Diversity Policy and adherence to the Equalities Act

Basic First Aid/designated First Aiders

Meeting continence needs

Accessible classrooms, toilets and communal areas

## Tier 2 –ALN Provision: *The school implements support, strategies & interventions to meet individual learner needs*

### Support

- Shared or 1:1 support in class as needed
- Regular access to a staffed support base
- Support to and from class as needed
- Regular, timetabled learning support in addition to course timetable
- , akeep in touch days, etc.
- A named emotionally available adult available to pupils.
- Start of day check-ins to support in organisation of learning.

### Good quality teaching

focussed on the needs of the individual pupil with ALN through

- Individual Development Plan devised with learners and their parents / carers
- Suitable adaptations made when transitioning in and out of school.
- a focus on individual pupil wellbeing and promoting independence

### Effective individualised differentiation of work including,

- Tasks broken down into achievable steps, fostering success for the individual
- Tailored resources to support / scaffold learning, such as words mats, letter mats, number lines, writing frames, key words, sentence starters, visual / symbol reinforcement

### Established

#### communication with home including

- IDP reviews, through which school staff maintain open dialogue with parents/carers about learner progress
- individual communication strategies agreed and in place
- school staff offer signposting for support where needed

### Experienced Staff

- ALNCos engage in regular (termly) discussions with LA to discuss pupils of concern, specialist staff needed, provision, paperwork, training etc.
- ALNCos understand the requirements of the ALN Act and Code
- ALN staff at school share good practise with other settings
- Use of Diagnostic BESD tools & forms of assessment
- Consideration of ALL CPD/Training available.
- Development of Restorative Approach & intervention

<i>In addition to the above, the school provides for....</i>							
HI needs	VI needs	ASD	SpLD	Learning Difficulties & Disabilities	Medical needs	SEBD	SLCN
<ul style="list-style-type: none"> <li>• BSL communicators through LA</li> <li>• Note-taker</li> <li>• Referral to HI Team to access specialist equipment and support.</li> </ul>	<ul style="list-style-type: none"> <li>• In-class support (1:1 if needed)</li> <li>• Modification support for resources</li> <li>• Mobility support</li> <li>• Braille support through the Local Authority.</li> <li>• Specialist equipment</li> <li>• Referral to VI Team.</li> <li>• Enhanced transition support.</li> <li>• Specialist support for teachers from VI Team.</li> <li>• School seek advice from qualified habilitation specialist to ensure safe access to buildings, and dignified, independent movement within school spaces.</li> <li>• School to ensure that equipment is kept safely and maintained and made available to support access in line with professional advice</li> <li>• School would ensure appropriate equipment and spaces were</li> </ul>	<ul style="list-style-type: none"> <li>• In-class support in mainstream lessons as needed</li> <li>• Bespoke curriculum – Skills for Progression</li> <li>• Support from YYD.</li> <li>• Access to Health and Wellbeing Coordinator as part of bespoke curriculum.</li> </ul> <p><u>All staff</u> have access autism awareness training.</p> <p>Consideration is given to unstructured times and, where appropriate, support is given to scaffold social interaction and / or alternative opportunities are made available such as clubs, buddies, support to understand games.</p>	<ul style="list-style-type: none"> <li>• Specialist SpLD lessons</li> <li>• Specialist literacy and numeracy support</li> <li>• In class support</li> <li>• Liaison with specialist outreach teacher</li> </ul> <p>School staff have access to appropriate and focused cognition and learning training and professional development courses.</p>	<ul style="list-style-type: none"> <li>• Access to Tyfu support.</li> <li>• Access to LSA support.</li> <li>• Speech and Language trained support workers</li> <li>• Bespoke curriculum – Towards Independence, Work Skills and Vocational Access</li> </ul> <p>School staff have access to appropriate and focused cognition and learning training and professional development courses.</p>	<ul style="list-style-type: none"> <li>• 1:1 support at school if needed</li> <li>• Multi agency meeting to discuss and plan a way forward</li> <li>• Complex individual health care plan written by a Health professional</li> <li>• Complex individual risk assessment</li> <li>• Specific medical awareness training e.g. epilepsy training.</li> <li>• Manual handling training</li> <li>• Regular input from manual handling trainer</li> </ul>	<ul style="list-style-type: none"> <li>• Support from an emotionally available adult.</li> <li>• Referral to appropriate support services.</li> <li>• Liaison with organisations such as CAHMS to create unified plans.</li> <li>• Bespoke curriculum towards developing independence.</li> <li>• Behaviour Support Plan and Risk Assessment.</li> <li>• Planned enhanced transition of vulnerable and anxious learners prior to start date.</li> <li>• Referral to SEMHP Panel for advice in establishing and development of modified programmes of support to sustain the inclusion of ALN learners and to prevent risk of disengaged learners.</li> </ul>	<p>Referral to the Joint mainstream SLCN Team and SALT Referral panel, with a description of need and evidence of interventions and strategies and their impact.</p> <p><u>Formal Training.</u> School staff can access appropriate focussed speech, language and communication training.</p> <p>LSA staff have access to appropriate training in Makaton. Classroom teachers can access Inset to provide basic competence in Makaton signs.</p>

available to staff to provide differentiated resources in a timely manner and to keep equipment safe

All staff have access to training in Pivotal and ACES/Trauma awareness.

Consideration is given to unstructured times and, where appropriate, support is given to scaffold social interaction and / or alternative opportunities are made available such as clubs, access to the Health and Wellbeing Coordinator.

**Tier 3 – Referral to LA requesting an LA maintained IDP.**