Ysgol Y Waun ALN Provision Matrix

	Universal Provision (UP)	Targeted Universal Provision (TUP)	Additional Learning Provision (ALP)
Definition	Provision available to **all** 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 **targeted interventions** 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 **learning difficulty or disability** (whether the learning difficulty or disability arises from a medical condition or otherwise) **which calls for additional learning provision.*** ***(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, multilink, sound mats, word banks, videos on seesaw, key word displays, working walls, visual timetable	- Small steps targets - Targeted individual and small group literacy interventions which include reading, spelling, handwriting e.g. RWI phonics, IDL, Pathways to Spelling, Narrative groups - Targeted individual and small group numeracy interventions e.g. IDL	- 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

	- Scaffolds e.g. writing frame, sentence starters - High expectations of all learners and appropriate challenge for all - Clear learning intentions - Steps to success - Expected criteria for spelling, grammar and punctuation - WAGOLLs - Working walls - Feedback and next steps in learning - Access to IT to support learning - Variety of teaching styles and approaches - Variety of questioning - Multisensory learning approaches - Learning tasks broken down into manageable chunks - Reasonable adjustments and adaptations e.g. pencil grips - Additional thinking and processing time	- Targeted short term memory interventions e.g. memory fix, specific games - Dyslexia strategies e.g. coloured paper - Coloured acetate overlays for reading - Over learning - Access to IT to support recording and learning - Refer and consult with outside agencies - Nurture Group Provision	- Individualised curriculum based on individualised need - Specific resources to support individual need e.g. IT based recording - Individualised support to access the curriculum - Individualised Nurture Group support
Communication and Interaction	- Clear learning intentions - Learning tasks broken down into manageable chunks - Reiteration of instructions - Simplified/reduced language - Structured routines	- Language rich environment - Individual/group Speech and Language - Specific intervention and strategies from outside agencies e.g. SALT/Outreach	- Individualised long-term interventions - Targeted individual sessions - Specific intervention and strategies from outside agencies e.g. SALT/Outreach

	- Visual aids and practical resources - Differentiated curriculum planning - Adaptations to the environment - Preparations for changes in routine e.g. Now and Next Board	- Social skills groups - Boxall groups - Social stories - Core Communication Boards - Lanyard Communication Symbols - Now and Next strategies - Nurture Group	- Individualised social skills support - Individualised Boxall support - Individualised social stories - Core Communication Boards - Lanyard Communication Symbols - Now and Next strategies - Individualised emotional literacy support - Individualised Nurture Group support - Individualised support to access the curriculum
Behavioural, Emotional and Social	- Clear rules and expectations - Rewards and consequences - Adaptations to the environment - Structured routines - Visual timetables - Positive reinforcement of "good behaviours" - Fidget/fiddle toys - Preparations for changes in routine e.g. Now and Next Board, Social Stories - Jigsaw reward system - Choice Board - Task and Finish Boxes - Feelings Lanyards - Check in Board - Access to calm area	- Social skills groups - Boxall groups - Social stories - ELSA - Lego Therapy - Small group emotional literacy e.g. Fun Friends, Friends for Life, SAP - Self-esteem individua/group sessions - Counselling (where available) e.g. Strong Minds - Nurture Group - Individual reward programme - Fidget/fiddle toys - Home/School Communication - Trauma Informed Practices	- Individualised long-term interventions - Bespoke timetable - Targeted individual sessions - Specific intervention and strategies from outside agencies e.g. Primary Behaviour Support - Individualised social skills support - Individualised Boxall support - Individualised social stories - Individualised emotional literacy support - Individualised Nurture Group support - Individual support to access the curriculum - Home/School Communication

	• Trauma Informed Practices • ACE aware • Home/School Communication	• ACE aware • PSP – individual reduced timetable	• Trauma Informed Practices • ACE aware • PSP – individual reduced timetable
Physical, Medical and Sensory	• Adaptations to the environment • Appropriate placement within the environment • Writing slopes • Alternative ways of recording work • Low-level medical needs and care. Communication with Health e.g. Health Care Plan • Reduction of over stimulation e.g. hessian backing on boards, sensory breaks • Larger print texts	• Targeted intervention small group or individual according to specific need • IT visual support • Larger print texts • Text printed on different coloured paper • Equipment to record work verbally • Specialist equipment and programmes provided by OT, Physio, Sensory Service • Gross and fine motor activities e.g. theraputty • Reduction of over stimulations e.g. sensory breaks, ear defenders, calm areas • Alternative changing facilities • Sensory Circuits	• Individualised programmes • Bespoke timetable • Individualised strategies and resources to aid significant communication, sight, hearing, and physical impairment • Individual access to specialist equipment provided by OT, Physio, Sensory Service • Individualised support to access the curriculum • Individualised Nurture Group support
General Considerations	• Assessment profile to establish a baseline and identify areas of need • Termly progress meetings – ongoing review and evaluation of pupil progress	• Small steps targets • Assessment profile to establish a baseline and identify areas of need	• IDP • Small steps targets • Assessment profile to establish a baseline and identify areas of need

	• Person centred approaches involving the child and the parents/carers • One Page Profile • Refer and consult with the relevant outside agencies	• Termly progress meetings – ongoing review and evaluation of pupil progress • Person centred approaches involving the child and the parents/carers • One Page Profile • Refer and consult with the relevant outside agencies	• Termly progress meetings of small steps – ongoing review and evaluation of pupil progress • Person centred approaches involving the child and the parents/carers • Annual review of IDP • One Page Profile • Refer and consult with the relevant outside agencies