

BELOW IS AN OUTLINE OF THE SUPPORT AVAILABLE AT CASTELL ALUN HIGH SCHOOL. THE DIVISION BETWEEN UNIVERSAL, TARGETED AND ALP ARE NOT DEFINITE AND ARE DECIDED USING A PERSON-CENTRED APPROACH

| Universal Provision | | Targeted Provision | Additional Learning Provision ALP |
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| Definition | Provision available to all learners | Provision available to individuals / groups of learners who have been identified as needing additional targeted intervention to enhance their learning. | Learners have agreed additional intervention addressing specific individual needs. |
| <p>Cognition and Learning Includes learners with traits of eg Dyslexia , Dyspraxia, Dyscalculia or moderate learning difficulties</p> | <p>National reading and numeracy test for tracking Literacy Planet Form time numeracy (Years 7, 8 & 9) Mathswatch Maths weekly skills check Visual aids and practical resources High expectations of learners and appropriate challenge for all Clear learning objectives Feedback / next steps in learning, learners involved in the process Access to ICT to help reduce barriers to learning Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals Multisensory learning approach (visual, auditory and kinaesthetic learning) Personalised and differentiated teaching, including questioning Learning presented in small chunks. Mini plenaries throughout session to ensure pupils are making good progress. Differentiated curriculum planning, activities, delivery and outcome Word banks/mats, dictionaries Use of coloured overlays Additional thinking time Scaffolding</p> | <p>Targeted interventions for groups which include: phonics awareness training (PAT), reading, spelling and handwriting. Small group English Individual Reading Practice (Buddy) Literacy Planet Literacy word games Small group Maths Numicon delivered by LSA Maths games Nurture group (Year 7) Precision Teaching Access to ICT to support recording and learning. Alternative learning opportunities outside of school Use of coloured paper or overlays Use of redrafting / green pens as a stimulus to improve CAHS discreet help card</p> | <p>Targeted one to one or group sessions with TA or teacher. Specialised curriculum Additional Small group/individual guided sessions focusing on needs led provision that are delivered regularly Specific individual literacy provision in line with severity and complexity of need Specific individual numeracy provision in line with severity and complexity of need Guidance provided by Ed. Psych. Individualised curriculum based on learning needs Individualised alternative learning opportunities outside of school</p> |

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| <p>Behavioural Social, Emotional, and Mental Health Includes learners with traits of eg. ADHD and Attachment disorder</p> | <p>Praise identifying desired behaviours Careful use of seating plans Clear boundaries Restorative conversations Rewards and sanctions Behaviour system Work with pastoral support workers Structured school and class routines Visual aids Use of quiet fidget toy Occasional visits from outside agencies</p> | <p>Time out cards Social skills groups and access to Emotional Literacy Support Assistant (ELSA) Alternative learning opportunities outside of school Self-esteem groups led by pastoral Increased home/school communication Counselling Inspire sessions Individual, bespoke social stories TAC/TAF Personal Inclusion Plans Report Card (green, amber, red) Internal inclusion LEA short-term Nurture support intervention</p> | <p>Specific long-term intervention delivered by outside agencies eg CAMHS, NDT Individualised targeted sessions with ELSA Individual Pastoral Support Alternative/bespoke timetable LEA long-term involvement of Nurture Support / Secondary Intervention Individual, bespoke social stories Guidance provided by Ed. Psych. One to one support to access the curriculum Y-Bont</p> |
| <p>Communication and Interaction Includes learners with eg ASD, Speech and Language disorders and delays</p> | <p>Breaking tasks down Seating plans Clear learning objectives Use of visual aids/checklists to support organisation Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language Structured school and class routines Support during unstructured time</p> | <p>Subject specific key word banks Extra processing time Speech and language targets delivered by support staff Specific interventions/strategies developed from SALT targets. Liaison with external professional agencies, e.g. Speech and Language Therapists/ Ed. Psych./NEWSSS Social skills group Social skills board games Individual support for Social Stories Pre-teach/over teach vocabulary Use of task boards Input from CAMHS/NDT teams Language for emotion and behaviour</p> | <p>Specific long-term intervention delivered by outside agencies. Regular, targeted one to one sessions to meet specific individual needs Specialised equipment/Sensory aids Speech and Language support; delivering speech therapist devised support programme Individual support for Social Stories One to one support to access the curriculum</p> |

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| <p>Sensory and / or physical</p> <p>Including eg VI, HI, multisensory impairment, physical disability</p> | <p>Adaptations to the environment Adaptations to resources Writing slope/folder Fidget toy Visual aids Alternative ways of recording/IT Low level medical needs and care Staff aware of implications of physical impairment Careful use of seating plan</p> | <p>Specialist equipment provided by OT/Physio/Sensory Service Ear defenders, pencil grips etc Access to Occupational Therapy (OT), Physiotherapy or the Sensory Support Services Monitoring safety in practical lessons and PE. Handwriting programmes. Reduction of over- stimulation e.g. Ear defenders, visual breaks, uniform Personal Inclusion Plan Alternative changing facility if required Bespoke/reduced timetable Reasonable adjustments to environment to support access Medical/toilet pass Use of specialised disabled toilet facilities</p> | <p>Targeted, regular small group or individual intervention One to one support to access the curriculum School Nurse/High-level medical need care Individual Occupational Therapy programme Individual Physiotherapy programme Individual programmes/strategies to VI and HI Specialised equipment provided by OT/ Physio team/Sensory team Guidance provided by Occupational Therapist/Physiotherapist/Sensory Support Services Guidance provided by Continence Nurse and/ or other healthcare services Use of specialised disabled toilet facilities</p> |
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