



The Maelor School ALN Provision Map

Area of Potential Difficulty	Universal Provision (The following can be applied on a group or individual basis as deemed appropriate.)	Additional Learning Provision (Requiring an Individual Development Plan)
Cognition and Learning	<p>Quality differentiated teaching. Subject catch up and target groups Comprehensive support and guidance at all key transition points. Access arrangements and reasonable adjustments made to examinations and assessments. Literacy and numeracy development programmes and workshops. Interventions from the Universal Provision applied in an individually tailored way under the guidance of a specialist teacher, specialist HLTA or external professional from whom the school have requested support. This remains universal provision but is more targeted to the individual: Phonic Interventions e.g. Read Write Inc (used in a small group), Rolling programme of literacy support. Spelling Interventions e.g. IDL Literacy/Reading Interventions e.g. IDL, Headsprout, Accelerated reader, rolling programme Numeracy Interventions e.g. Accelerated maths, rolling programme of numeracy support.</p>	<p>For those experiencing significant difficulty advice from the LSU resourced provision with intervention from the specialist teacher for literacy support can be requested and in discussion with the local authority, a student may be placed in the Learning Support Unit (LSU) for sustained specialist literacy intervention Significant modifications, making use of the Maelor Support Unit (MSU) to the mainstream curriculum to provide an appropriate curriculum offer which allows space for further differentiation that requires ongoing additional support to maintain. Support from an LSA in class on an individual or small group basis to provide further differentiation within the classroom setting to meet the specific needs of the individual.</p>
Communication and Interaction	<p>Quality differentiated teaching Comprehensive support and guidance at all key transition points. Thera-putty and fidget objects. Lunch clubs SAP Use of visual timetables or visual communication cards where verbal communication is challenged. Reasonable adjustments to oral aspects of formal assessment. Interventions from the Universal Provision applied in an individually tailored way under the guidance of a specialist teacher, specialist HLTA or external professional from whom the school have requested support. This remains universal provision but is more targeted to the individual: Interventions and General Strategies used with the whole class or smaller groups e.g. ELKLAN, BLANK Levels, Alex Kelly Talkabout. CSU rolling programme of social communication support ELSA support Working in partnership with SALT and Neurodevelopmental Teams to make reasonable adjustments.</p>	<p>For those experiencing significant and persistent difficulty in the area of social communication, advice from the specialist teacher or specialist TA in the Communication Support Unit (CSU) may be requested. Access to the CSU resourced provision with intervention from the specialist teacher and Specialist teaching assistant may be agreed with the local authority following low or limited progress being made at the universal level. Through the MSU we are able to agree a modified curriculum to allow for sensory breaks, access to a low sensory environment, smaller group provision or adapted communication methods. This may include additional access to vocational qualifications at KS4. A specific programme of sustained intervention informed, guided and/or delivered by the Specialist teacher, specialist teaching assistant or an external professional from whom the school and student/parents have requested support. Support from an LSA in class on an individual or small group basis to provide further differentiation within the classroom setting to meet the specific needs of the individual. Sustained consultation and partnership working with external agencies such as SALT, CAMHS and the neurodevelopmental team.</p>

Area of Potential Difficulty	Universal Provision (The following can be applied on a group or individual basis as deemed appropriate.)	Additional Learning Provision (Requiring an Individual Development Plan)
Behavioural, Emotional and Social Development	<p>Quality differentiated teaching Comprehensive support and guidance at all key transition points. Clear and consistent behaviour improvement pathway. Interventions and General Strategies used with the whole class or smaller groups e.g. Friends for Life, SAP, ELSA, Mindfulness. Time out pass/focus card The pastoral support base. Lunch and break clubs Interventions from the Universal Provision applied in an individually tailored way under the guidance of a specialist teacher, pastoral support manager or external professional from whom the school have requested support. This remains universal provision but is more targeted to the individual: Pastoral support including curriculum modification, EOTAS and PSP School Based Counselling service Multi agency working Exam access arrangements or reasonable adjustments to assessments and examinations on the basis of a behavioural, emotional or social need. Sustained ELSA support.</p>	<p>Intensive support programmes and curriculum modifications that are required for an ongoing period of time. Support from a teaching assistant in class on an individual or small group basis to further support and differentiate teaching and learning. Sustained support from external agencies at the request or with the agreement of school to provide support in behavioural, emotional and social development, or the delivery of a programme of intervention within school that has been designed or recommended by an external agency to meet behavioural, emotional and social needs. Modified curriculum packages for those who struggle to access an academic curriculum offer can be agreed making use of the MSU and external providers through the Alternative Pathways team at the Local Authority.</p>
Sensory, Physical and/or medical	<p>Quality differentiated teaching Interventions and General Strategies used with the whole class or smaller groups e.g. Sensory Breaks, Pencil grips, shaped pens or pencils, movement Reasonable adjustments such as use of word processor/laptop, writing slope, coloured paper/books, enlarged text. Scheduling of classes to ground floor rooms or similar adjustments to support mobility. Modified seating arrangements and use of adjustable tables to meet physical or sensory needs. Working in collaboration with professionals from external agencies. Interventions from the Universal Provision applied in an individually tailored way under the guidance of a specialist teacher, pastoral support manager or external professional from whom the school have requested support. This remains universal provision but is more targeted to the individual: Support for treatment or administration of medication in accordance with a health care plan. Practical assistance or adjustment to physical or practical tasks in line with risk assessments. Accessible or differentiated sports activities. Targeted or personalised adjustments to support learning such as voice to text programmes.</p>	<p>Significant and sustained curriculum modification as a result of a sensory, physical or medical need and requiring ongoing intervention and support to maintain. Support from a learning support assistant or other member or support staff on a individual or small group basis to provide further differentiation within the classroom or to deliver a differentiated programme within the curriculum area. Intensive support for the treatment or medication of a health condition as directed through a health care plan.</p>

N.B. For the purposes of this provision map, a sustained programme of intervention is one that would be foreseen at the outset to last for at least two terms.