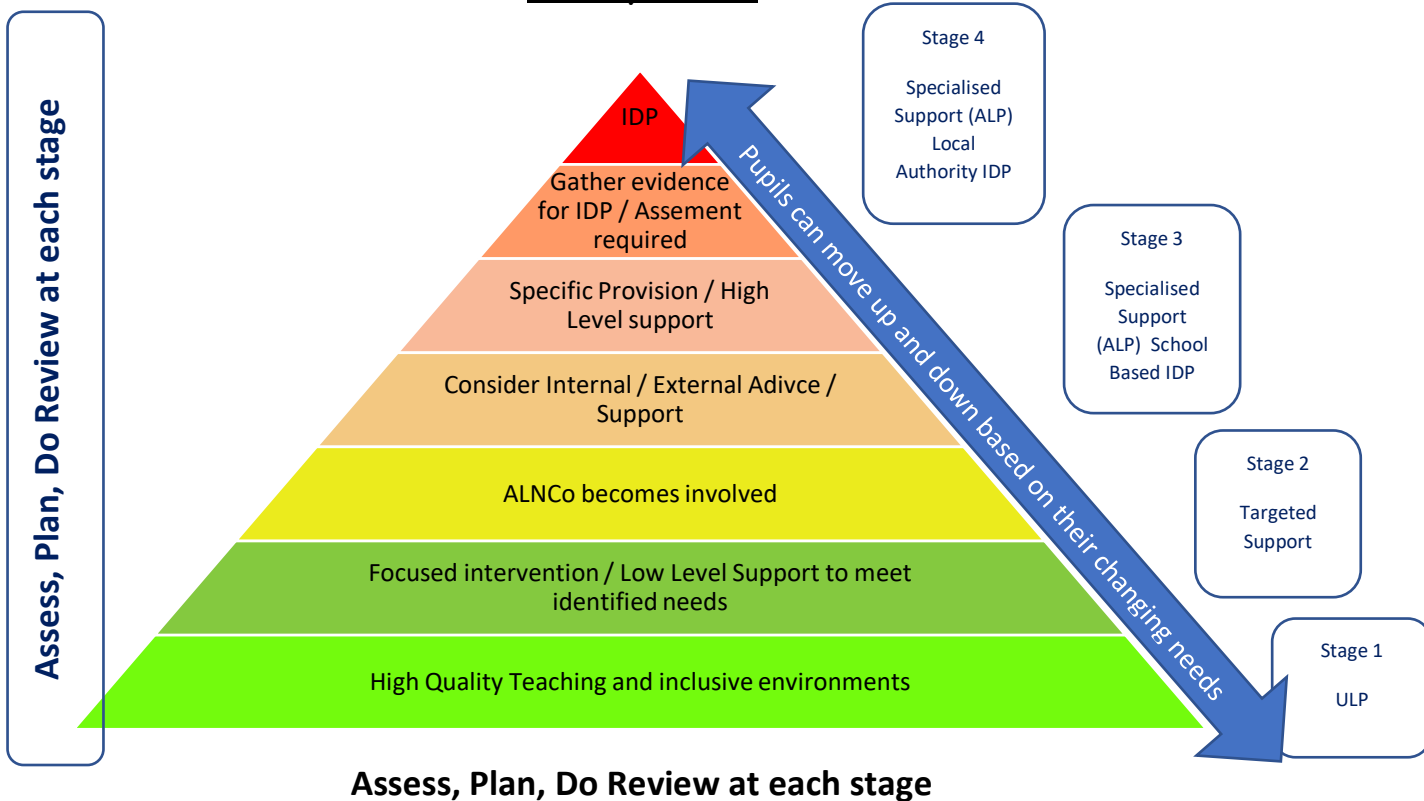




**Our approach to Additional Learning Needs at Milford Haven Community  
Primary School**



**Assessment, Tracking, Monitoring, Reviewing and Communication with pupil and parents**

**Communication and interaction**

Code 2.35	Stage 1	Stage 2	Stage 3	Stage 4
Area of Need	Universal provision Emerging needs One Page profile	Targeted support One Page profile	Specialised support (ALP) School IDP In addition to Stage 1 & 2	Specialised support (ALP) LA – IDP In addition to Stage 1, 2 & 3
Communication and interaction Pupils might experience difficulty in one, some or all aspects of speech and language	High quality teaching and learning	Support within class through small groups and individual support	Additional groups or individual programmes	Specialist placement – LRC, Portfield, PLC, EOTAS
	Personalised learning targets	Assessment completed	Multi – agency support	YPLA
	Carefully planned differentiation	Speech & Language interventions –	ALNCo becomes involved & monitors progress Annual Review	ALNCo involved & monitors progress Annual Review



**Our approach to Additional Learning Needs at Milford Haven Community  
Primary School**

		Time to Talk, Narrative, SALLEY		
	Assessment for learning	EAL support / specialist dictionaries	Speech and Language targeted support 1:1 with SALT assistant	
	Visual timetables.	Staff set personalised learning targets for all pupils.	Clubhouse/Nurture provision	BSL- A structured language intervention which may be devised in consultation with external professionals (e.g. Speech and Language Therapists, Advisory Teachers,) with support to generalise the skills taught.
	Elkan strategies		LA Advisory teacher supports Educational Psychologist	
	Talk for Writing	Visual timetables	Speech & language therapy programmes	
	Reasonable Adjustments		Highly structured and personalised teaching environment.	
	Appropriate deployment of LSA in collaboration with teacher		A high level of care and supervision.	
	Adult support used to prepare specific resources including use of appropriate IT programmes to support language and communication.			



**Our approach to Additional Learning Needs at Milford Haven Community  
Primary School**

			A consistent approach to multi-sensory communication. This could include the use of Augmentative and Alternative Communication (AAC) devices	
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**Cognitive and learning**

Code 2.36	Stage 1	Stage 2	Stage 3	Stage 4
Area of Need	Universal provision Emerging needs One Page profile	Targeted support One Page profile	Specialised support (ALP) School IDP In addition to Stage 1 & 2	Specialised support (ALP) LA – IDP In addition to Stage 1, 2 & 3
Cognitive and learning Pupils who have moderate or profound learning difficulties such as dyslexia or dyspraxia	High quality teaching and learning	Hands on Literacy, Time to Talk, Letters and Sounds, Beat Dyslexia EAL literacy support, Write from the Start, touch typing,	Nurture Provision	Specialist placement – LRC, Portfield, PLC, EOTAS
	Differentiated curriculum planning, activities, delivery and outcome. Increased visual aids/modelling etc.	In class support from a teacher /TA. Focused group work with teacher/ TA e.g guided reading Big Maths/Numicon	SpLD support – advisory teacher input	
	Visual timetables.	Literacy support, Reading Dog, reading catch-up groups	Complex needs advisory teacher input	ALNCo involved & monitors progress Annual Review
	Use of writing frames.	SpLD intervention programme	ALNCo becomes involved & monitors progress	Support with social interaction and friendships
	Reasonable Adjustments	Write from the start/Fine motor skills / Writing slopes /seating wedge/pencil grips	Annual Review	Activities that promote independent learning skills.



**Our approach to Additional Learning Needs at Milford Haven Community  
Primary School**

	Illustrated dictionaries.	Close home-school links so that school are aware of any changes in the home circumstances that may impact on learning	A high level of care and supervision	
	Guided reading/Reciprocal Reading/Writing/Letters and Sounds/Talk for Writing		Pupil & parent involvement in the teaching programmes is clearly defined	Switches to access a computer e.g. hand switch
	TT Rock Stars			Practical and concrete learning supported by real world contexts, visual cues and simplified recording tasks

**Behaviour, emotional and social development**

Code 2.37	Stage 1	Stage 2	Stage 3	Stage 4
Area of Need	Universal provision Emerging needs One Page profile	Targeted support One Page profile	Specialised support (ALP) School IDP In addition to Stage 1 & 2	Specialised support (ALP) LA – IDP In addition to Stage 1, 2 & 3
Behaviour, emotional and social development Pupils may demonstrate	High quality teaching and learning	Construction Crew	Nurture	Specialist placement – LRC, Portfield, PLC, EOTAS, Young offender institution



**Our approach to Additional Learning Needs at Milford Haven Community  
Primary School**

features of emotional and behavioural difficulties. They may be withdrawn or isolated, disruptive and disturbing, hyperactive or lacking concentration. For example, Mental Health difficulties	Differentiated curriculum planning, activities, delivery and outcome. Increased visual aids/modelling etc.	Relationship Based Play	EHWB / CAMHs	Individual programmes used to manage emotional and behavioural needs throughout the school day.
	Attachment Awareness Strategies/ Trauma informed school	In class support from a teacher /TA. Focused group work with teacher/ TA e.g guided	Multi agencies	Staff trained and skilled in responding to very challenging behaviours.
	Assemblies	Social Skills group / ELSA/ Circle time/ anxiety group/Drawing and Talking		A secure, structured and safe learning environment.
	Visual timetables.	YPLA Adult support		
	Team Teach Training	Risk Assessment / Positive Handling Plans		
	Restorative Practice	Emotion Coaching /Team Teach Training		
	Scripts	Milford Mindful Moments		
	Health & Wellbeing lessons	Jigsaw		
	Close home - school liaison to ensure reinforcement of strategies and the generalisation of skills.	Multi agencies YIPs Fire Service TAPPAS		
		Pastoral Support Plans (reduced timetable)		



**Our approach to Additional Learning Needs at Milford Haven Community  
Primary School**

**Sensory and /or physical**

Code 2.38	Stage 1	Stage 2	Stage 3 In addition to Stage 1 & 2	Stage 4
Area of Need	Universal provision Emerging needs One Page profile	Targeted support One Page profile	Specialised support (ALP) School IDP	Specialised support (ALP) LA – IDP In addition to Stage 1, 2 & 3
Sensory and /or physical this is an area which include a wide spectrum of sensory, multi – sensory and physical difficulties. For example, VI, HI, ASC, Sensory processing	High quality teaching and learning	School nurse		Specialist placement – LRC, Portfield, PLC, EOTAS
	Differentiated curriculum planning, activities, delivery and outcomes. Increased visual aids/modelling etc.	ELSA/Relationship Based Play		
		VI – specific teaching strategies / use of specialist equipment / use of auditory reinforcement /	VI –Support from LA advisory teacher and termly review • Highly modified learning environment • Carefully monitored access to low visual aids. • Access to specialist ICT equipment. • Access to low vision aids (e.g. CCTV). • Extensive modification and adaptation of all curriculum materials (e.g. enlarged text, tactile diagrams and maps, Moon and large print).	VI - Access to more highly focussed specialist programmes of support. • Highly structured and individualised learning programme. • A high level of care and supervision. • Individual programmes used to support learning throughout the school day. • Support to develop specific individual targets. This may include Specialist VI services to aid mobility and independence, self-help and specialised skills to



**Our approach to Additional Learning Needs at Milford Haven Community  
Primary School**

			<ul style="list-style-type: none"> <li>• Regular and frequent access to LA advisory teacher to provide specialist interventions and approaches.</li> </ul>	<ul style="list-style-type: none"> <li>equip them for their future.</li> <li>• A secure, structured and safe learning environment.</li> </ul>
	Reasonable adjustments	<p>HI – Key adult /opportunities to develop communication skills/ support to develop language and literacy / clear instructions supported with visual cues / sensitive check ins of pupils understanding and use of specialist equipment / access to specialist amplification systems such as radio aids</p>	<p>HI – Support from the LA advisory teacher /Additional targeted teaching in small groups on a weekly basis</p>	<p>HI - Access to more highly focused specialist programmes for support. A language programme implemented with advice from Advisory teachers and SALT</p>
	Visual timetables.	ASC – Social stories, Social Skills, Sensory activities	ASC Outreach programmes	
	Healthcare Plans	Sensory – sensory curriculum /		
	Movement break	Risk Assessments		
		Planned strategies to combat fatigue		
		TAPPAS Multi agencies – TAF, Health professionals LA Advisory teachers		