



Tyfu gyda'n gilydd, dysgu am byth
Growing together, learning forever

Maes yr Haul Graduated response:



❑ Stage 4

- Additional Learning Need (significantly greater than that of others the same age) is identified
- School or LA maintained Individual Development Plan in place.
- Significant adjustments made to support a pupil.
- Highly tailored additional provision/ bespoke timetable / outside agencies in, specialist services involved, and a range of individualised interventions are in place consistently
- School liaising and referring to Health (if necessary)
- Potentially alternative provision that is not mainstream

❑ Stage 3

- A range of provisions in place to minimise barriers to learning – evidence gathered from stage 1 & 2
- Individual precision teaching and targeted interventions in place to support progress
- External referrals after **at least 2 terms worth of evidence and very little or no progress being made**
- Possibility of agencies working with staff, families and pupils
- Specialist forums accessed, advising re more complex pupils, observations, data gathering, meeting with home

❑ Stage 2

- Children targeted with more specific support / interventions to enhance learning... group / individual intervention - Literacy, Numeracy, speech and language, behaviour, physical, sensory, precision teaching ...
- Group or individual One Page Profile and further reasonable adjustments for pupils failing to progress after accessing support daily through universal provision
- Generic advice can be accessed from the Inclusion service to support teachers in delivering class based interventions

❑ Stage 1

- All teachers are teachers of ALN.
- Universal provision / ordinarily available provision & in-class support from staff
- Effective whole school inclusion of all pupils
- Differentiated work in all lessons
- Reasonable adjustments made to the environment, routines and/or times if needed



ALN in Wales