



# Ysgol Cefnlllys Provision Map 2025-26



## UNIVERSAL LEARNING PROVISION (ULP)

FOR ALL LEARNERS VIA HIGH QUALITY TEACHING (NO ADDITIONAL LEARNING NEEDS)

## ADDITIONAL LEARNING PROVISION (ALP)

LEARNERS IDENTIFIED WITH ADDITIONAL LEARNING NEEDS AS PER THE ALN ACT

### EMERGING CONCERNS

### TARGETED SUPPORT

### SPECIALISED SUPPORT

### HIGHLY SPECIALISED SUPPORT

#### ONE PAGE PROFILE (OPP)

Stage 1

##### Cognition & Learning

High quality teaching and learning  
 Curriculum planned with the four purposes  
 Adaptive teaching and differentiation  
 Modelling, visual aids and manipulatives  
 Monster phonics and Superhero Spelling  
 Big Maths  
 MILES (independent learning tasks)  
 Digital technologies with accessibility tools  
 Extra time arrangements  
 Purposeful learning environment  
 Purposeful use of support staff

##### Behaviour, Social & Emotional

Whole school approach to trauma and wellbeing  
 Daily check in and assemblies  
 Team Teach strategies  
 RSE and health & wellbeing curriculum  
 Positive home-school relationships  
 School reward system and certificates  
 Extra-curricular clubs  
 Outdoor learning  
 Restorative approaches

##### Communication & Interaction

Visual schedules  
 Incidental learning of Makaton  
 Reasonable adjustments  
 Modification of verbal language

##### Physical & Sensory

Sensory tools to support concentration  
 Reasonable adjustments  
 Pencil grips, writing slopes  
 Fine motor tasks and movement breaks  
 School nurse & health care plans (as needed)

#### UNIVERSAL LEARNING PROVISION PLAN (ULP)

Stage 2

##### In addition to Stage 1

Input from school ALNCo  
 Personalised ULP plan and targeted outcomes  
 Advisory support: Early Help, Specialist Teachers, CAMHS, Speech Therapist, Physio, OT.

##### Cognition & Learning

Targeted learning in small focus groups  
 Monster phonics/Superhero Spelling intervention  
 Concrete, Pictorial, Abstract maths tuition  
 Precision teaching and Alphabet Arc  
 Increased opportunities for reading with an adult  
 Skills booster packs (Maths, Literacy)  
 Targeted digital apps (e.g. Nessy, MyMaths)  
 Alternative and/or simplified methods of recording learning

##### Behaviour, Social & Emotional

Targeted/individual wellbeing check-ins  
 Access to reflection/quiet space  
 Short term group access to ELSA or TIS support  
 Social stories  
 Pastoral Support Plan or Flexi-schooling

##### Communication & Interaction

'Now & Next' boards and task planners  
 Digital tools (Flash academy, Giglets)  
 Vocabulary mats  
 ASD affirming strategies and training  
 Implementing SALT interventions and advice.

##### Physical & Sensory

Theraputty/dough disco (small group/1:1)  
 Sensory tent/calming zone  
 Adjustments as advised by advisory services.  
 Personal care plan (low support needs)

#### SCHOOL INDIVIDUAL DEVELOPMENT PLAN (S-IDP)

Stage 3

##### In addition to Stage 1 & 2

Multi-agency support  
 ALNCo writes and maintains S-IDP  
 Annual person centred reviews of IDP and ALP  
 Direct or regular support from advisory services

##### Cognition & Learning

Mixture of whole class, small group & 1:1 support  
 Highly individualised package of intervention  
 Specialised interventions (e.g. PAT, SAFMEDS)  
 Specialised programmes (e.g. Maths4Life)  
 Increased 1:1 reading sessions with an adult

##### Behaviour, Social & Emotional

Pre/post learning regulation breaks  
 Regular group/1:1 access to ELSA or TIS support  
 Timetabled access to pastoral support hub  
 Direct input from Early Help, CAMHS, PRU  
 Evidence based strategies (e.g. 5 point incredible scale, Zones of Regulation)  
 Social skills groups  
 Behaviour Support Plan and Risk Assessments

##### Communication & Interaction

Specialist digital equipment/apps (e.g. clicker)  
 Delivery of intensive SALT programmes  
 Total communication approach

##### Physical & Sensory

Motor skills, physiotherapy/OT programmes  
 Direct support/adaptations from advisory services/specialist teachers  
 Extensive modification to learning materials and environment to meet physical needs.  
 Sensory room and/or sensory diet  
 Personal care plan (high support needs)

#### LOCAL AUTHORITY INDIVIDUAL DEVELOPMENT PLAN (LA-IDP)

Stage 4

##### In addition to Stage 1, 2 & 3

High level of multi-agency support  
 Powys maintains responsibility for the LA-IDP  
 Annual reviews of IDP and ALP with ALNCo  
 Direct or regular support from advisory service  
 Specialist Centre Placement (assigned by Powys)  
 CLA children identified with ALN

##### Cognition & Learning

High level of specialised adult support delivered as a mixture of 1:1 & small group learning.  
 Strategies from evidenced based approaches (e.g. SCERTS, Engagement Model, Attention Autism, colourful semantics, Blank levels)  
 Personalised curriculum, teaching and learning  
 Highly adapted resources and scaffolding

##### Behaviour, Social & Emotional

Low Arousal and PANDAs approaches  
 Staff trained and skilled in responding to high levels of dysregulation/challenging behaviour  
 Zones of Regulation intervention  
 Highly structured environment and transitions

##### Communication & Interaction

Communication supported with symbols or AAC  
 Makaton or signs to support language  
 Highly personalised communication strategies  
 Intensive interaction  
 Secure, structured and safe learning environment

##### Physical & Sensory

High level of support and supervision  
 Increased supervision during non-learning time  
 Personal, needs based adjustments to all aspects of school day.

STANDARDISED ASSESSMENT IN SEPTEMBER AND JULY DUTY TO DECIDE (IF RAISED CONCERNS ARE NOT RESOLVED AFTER 1 TERM):  
 YES CHILD HAS ALN = MOVE STRAIGHT TO S-IDP  
 NO CHILD DOES NOT HAVE ALN = MOVE TO ULP

TERMLY STANDARDISED ASSESSMENT & ULP MONITORING DUTY TO DECIDE (IF PROGRESS IS NOT AS EXPECTED AFTER 2 TERMS OF ULP OR SCORES REMAIN <75):  
 YES CHILD HAS ALN = MOVE TO S-IDP  
 NO CHILD DOES NOT HAVE ALN = REMAIN ON ULP

TERMLY STANDARDISED ASSESSMENT & ALP MONITORING ANNUAL REVIEW OF IDP WITH ALNCO, STAFF AND PARENTS  
 1. TARGET/NEED NOT MET: KEEP ALP IN PLACE OR MODIFY  
 3. ALL TARGETS MET: MOVE BACK TO ULP  
 4. SCHOOL CAN'T PROVIDE ALP: REFER FOR LA-IDP (D2D)

TERMLY STANDARDISED ASSESSMENT & ALP MONITORING ANNUAL REVIEW OF IDP WITH ALNCO, STAFF AND PARENTS  
 1. TARGET/NEED NOT MET: KEEP ALP IN PLACE OR MODIFY  
 3. ALL TARGETS MET: REFER TO LA  
 4. SCHOOL CAN'T PROVIDE ALP: REFER FOR LA (D2D)