Level 3 Children's Care, Play, Learning, and Development: Practice and Theory

Extended Investigation
Unit 331: Investigating current issues in children’s care, play, learning, and development in Wales

Merit Awarded

Learning Outcomes

Task 1	8	/ 9
Task 2	12	/ 30
Task 3	13	/ 15
Task 4	11	/ 14
Task 5	10	/ 20
Task 6	8	/ 12

Mark: 62 / 100 Assign Mark

Level 3 Children's Care, Play, Learning and Development: Practice and Theory

TIMESHEET must be submitted with the candidate's work

Centre Name/*Enw'r Ganolfan*:
Centre Number/*Rhif y Ganolfan*:
Candidate Name/*Enw'r Ymgeisydd*:
Candidate Number/*Rhif yr Ymgeisydd*:

Extended Investigation

The total time allowed must not exceed 15 hours. / *Ni ddylai cyfanswm yr amser sy'n cael ei ganiatáu fod yn fwy na 15 awr.*

The timed, supervised hours took place as follows: / *Dyma'r oriau gafodd eu goruchwylio a'u hamseru:*

Dates *Dyddiadau*			Time Allowed (15 hours) *Amser sy'n cael ei ganiatáu (15 awr)*	
			Hours/*Oriau*	Minutes/*Munudau*
29	03	2022	3	0
30	03	2022	3	0
31	03	2022	3	0
5	04	2022	3	0
		Total/*Cyfanswm*		

I certify that the candidate completed this assessment **within the designated 15 hours** on the above dates. / *Rwy'n tystio bod yr ymgeisydd wedi cwblhau'r asesiad hwn* ***o fewn y 15 awr dynodedig*** *ar y dyddiadau uchod.*

Supervisor's Signature/*Llofnod y Goruchwyliwr:* ..... **Date/*Dyddiad:*** 05/04/2022

I confirm that the evidence submitted for assessment has been produced by me without any assistance beyond that allowed. / *Rwy'n cadarnhau mai fi sydd wedi cynhyrchu'r dystiolaeth sydd wedi'i chyflwyno i'w hasesu heb unrhyw gymorth heblaw am yr hyn sy'n cael ei ganiatáu.*

Candidate's Signature/*Llofnod yr Ymgeisydd:* ... **Date/*Dyddiad:*** 05/04/22

© WJEC CBAC Ltd.

Topic 2

How professionals work together to support additional needs in educational settings?

Task 1

During this extended investigation I was given two topics to choose from which were researching the impacts of government initiatives and legislations in early years education in Wales and how health care professionals work together to support health and development in WALNales. After briefly researching both these topics I decided to choose topic 2 as the role of professionals best suits my needs and has more relevance to me as an individual. I then created my question using my interests which is additional learning needs. During this investigation I will research the professionals at are involved with in additional learning needs and how they work within a school setting, alongside the different legislations and frameworks that are put in place. I will also be analysing which theories are relevant to my topic and how they are used within additional learning needs. I have chosen this topic as I wish to work with those with additional learning needs when I am older. As I progress I would like to be either a Teacher in ALN education setting or a Key Worker therefore, doing this research has helped me gain better knowledge on ALN in preparation for my future. I also have experience with ALN learners as a close family friend has an additional need therefore, I am able to gain first-hand experience and able to watch and observe them if necessary. During my time at my previous placement which was in a primary school (placement A) I observed a child in my class that had physical disability therefore, I was able to gain knowledge when watching themselves and their Key Worker working together to create the best outcome for the child. The Key Worker would incorporate me in her key child's learning so, she would show me the child's ILP's in order to give me an understanding of the child's needs and how they were set to be met during the child's time at school. I was so able to watch how the Key Worker worked with the child's parents to create effective communication. Having real life experience dealing with ALN sparked up some curiosity in my brain which allowed me to think of questions, that I have now been able to answer due to researching them within my topic. I was aware whilst doing my research that I had to use reliable and useful websites as I needed the information to be trust worthy, factual and relevant to my topic. Whilst researching I ensured that I used websites such as the NHS as they are the medical body for Wales so, I knew I could rely on this information to be factual and reliable. I also used the Welsh Government website when I could as they create the legislations etc, therefore I was able to find put a vast majority of information from their websites. I tried to avoid using many newspaper articles as some of them could be bias or more left/ righter wing than others so their arguments aren't very reliable within this investigation.

Task 2

Within Wales many individuals are affected by additional learning needs therefore, the Welsh Government has implemented many legislations to ensure that everyone is treated equally and we all receive the support we need. The Seven Core Aims state that everyone is entitled to a "flying start in life" (Class notes, 2021) meaning that we all need access to services and professionals that can help suit our needs. Mothers will be allocated a Midwife that will offer the antenatal screening tests during her pregnancy. Starting from 10 weeks the Midwife will screen for any health conditions such as sickle cell or thalassemia. As the pregnancy progresses the Midwife will then carry out an ultrasound screening at 8-14 weeks which will check for any physical development and screens for any conditions or disabilities the baby may be presenting. After the results are received and evaluated the Midwife may refer the mother and baby to a specialist Midwife based on their findings. Overall, the Midwife tests for any ALN needs during the antenatal stage of pregnancy.

As the child grows up they will attend education settings which will assess for ALN and support individuals with ALN. However, the referrals for ALN support is a long process as there are many professionals that need to approve the referral before support can be offered. During 2018 a new legislation was implemented called "The Additional Learning Needs and Education Tribunal (Wales) Act 2018". This legislation "sets out the mandatory timetable for specific groups of children to move from special educational learning needs" (SEN) system found in the Education Act 1996. (Welsh Government, 2021). The ALN Act will now be used across schools from "2022 for some children who are new to the system" (Welsh Government, 2021). This means that children who may not have received support before or those who weren't included in SEN statement progress. The ALN act will replace the SEN Act due to the new and improved changed they have made. The first visible change they have made is the change of labelling, as extra learning needs were previously called "special needs" which is quite a derogatory term. This can be offensive to those with additional learning needs as it labels them as "special" so they may feel different to others. In my opinion I believe changing the terminology to additional needs is better as there is less discrimination and labelling being done. The ALN code will be given to practitioners in educational setting to understand how The Additional Learning Needs and Education Tribunal (Wales) Act 2018 will be implemented and how they need to work in order to follow this.

In education settings there are multiple professionals that work together to support each other such as learning support Teacher, Occupational Therapist, Physio Therapist, ALNCo, Social Worker, Speech and Language Therapist, School Nurse and Paediatrician. The Key Worker will work alongside the child and their family to provide the best support for the child following their "best interests of the child" (Article 3, UNCRC). The Key Worker will use a multi-agency approach with other educational professionals to provide the best support for the child. They will get feedback from medical appointments so that they understand the procedures their key child is experiencing and what will be affected etc. New individual development plans (IDPs) will be used to further education and support. The IDP'S will replace the statements of (SEN) and (IEP'S) (Welsh Government, 2018). Based on this

information the Wey Worker will adjust the child's EHCP. Educational Health and Care plans are now applied for by those who have ALN. The EHC plan can be requested by "parents, schools, interested party, paediatrician or a social worker", this is then sent to the local authority for approval (Education Advocacy, 2020). The ECHP will be organised in sections A-K and will be shared with the child if they are over 16 years old so they have a better understanding of their routine and what support they can access in order for them to succeed. Each section has a different overview of the child such as:

"Section A will explain the details of the individuals likes and dislikes is that others are aware of the child on more of a personal level".

"Section B is then the accurate descriptions of the individual's educational needs and their condition/ learning abilities".

"Section c will include the individuals health and wellbeing needs such as their diet etc, section F will be the detailed step by step encounter of the provision the child will be receiving at their education setting".

"Section G looks at the healthcare aspects such as what medication the individual takes or equipment they may need such a wheelchair".

"Section H explains the organised social care provisions for the individual such as their extra breaks, school and home activities and extra support for their family".

"Section I will be the name of the education setting the child attends".

"Section K will consist of evidence such as reports and assessments."

(Education Advocacy, 2020)

The new The Additional Learning Needs and Education Tribunal (Wales) Act 2018 is now been increased until the age of 25 years old therefore these ECHP and IDP's will be used and renewed to allow the child to access the best support. Professionals work in a multi-agency approach to ensure that they are "effectively communicating implying that the correct information about the child is being shared , builds agreements between agencies and strengths their partnership with one another, avoids duplication of provisions , provides mutual exchange od ideas allowing them to share their ideas and expertise to create a great idea, improved coo ordination of services resulting in better relationships and understanding each other will allow them to raise awareness of issues quickly" (City and Guilds/WJEC, 2018).

Members of society also speak another language therefore, its import at to ensure that these documents are offered based on their language preference. Language interpreters are used in educational settings to talk to other professions, families, and children, this is an effective way of communicating with someone of a different language as they can understand what you are saying and express any concerns back to the interpreter. However, the only disadvantage could be that the individual may find a personal breach of confidentiality as they could be discussing a private matter and having to let someone they may not trust may be downgrading for them (AussieTranslations, 2020). In regards to the

Equality Act 2010 any individual cannot be discriminated against for the following characteristics which are: “age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, sex and sexual orientation” (Welsh Government). Based on these characteristics’ discrimination is an illegal offence and everyone deserves to be treated equally.

The new ALN Act will run until the individual is 25 years old, so this is in force the whole time they are in educational settings. The New Curriculum for Wales also will run alongside the ALN Act as they are both new legislations that will work alongside each other in school settings. The New Curriculum for Wales “is more like a journey” (Welsh Government, 2022). This implies that education process will know will be less strict and allows the child to guide themselves through their learning process whilst working at the bets of their ability. Based on The New Curriculum learning doesn’t progress by age, it now uses the child’s progress and then will move them up to their next academic year. This gives everybody a chance to progress at their own pace and facilitate their own learning. Practitioners are able to offer the support needed after reviewing regular work samples.

The Additional Needs Coordinator (ALNCo) is the leader of ALN in an educational setting, they used to be called Special Needs Coordinator in relation to the prior SEN Act. All schools are required to have this leader and they “have equal status to the likes of the Headteacher and Deputy Headteacher” (Provision Map, 2017). They ensure that inclusion is supported around the setting, oversees the day to day operation of each settings policy of ALN, manages all their learning support staff, have meetings with the family, meet with other professionals involved in the additional needs sector. The ALNCo has the main responsibilities regards to additional needs in an education setting as they are seen as the head of the ALN department therefore, they have a big title and go on regular training to ensure that they are up to date on the relevant framework and legislations. The ALNCo will meet with other professional’s such as a Speech and Language Therapist to ensure that the correct support being given to the individual. This will follow “The Children’s Act 2004” as it was seen that multi-agency working approaches are key to offering the best support and care for a child (Class notes, 2021). A routine will then be created for the child. Routines are very important for somebody with ALN as they need structure in their day to feel prepared. Sudden change in plans could be a trigger for those with ALN therefore, it’s important that they are aware what will be happening daily. This can be shared with the individual via picture cards, timetables or communication.

Professionals such as a Speech and Language Therapist and a Physio Therapist work with schools providing the individual with IDPs to use during their day that they are able to carry out with their Key Worker. They also have meetings with the ALNCo to share the individuals progress and ensuring that the activities are working for the child effectively. They will run sessions that the individual will attend where the individuals’ Key Worker may attend these sessions so they understand activities set to repeat with the child. For example, the Physio Therapist may give the individual a sheet with a picture of an exercise they may need to repeat daily however, the Physio Therapist will not be their everyday to monitor the individual completes this. The Key Worker will then learn how this exercise needs to be

done during their attendance in the session. This activity may now need to be structured into the child's routine and be done in the garden which will promote their health and fitness following The Healthy Schools for Wales Scheme. Outdoor play also has a range of benefits for a child for example releasing positive endorphins, viewing outdoor nature and gaining confidence. (Into the outdoor nursery). Professor Helen Bilton believes that the outdoors is "a classroom without walls" (University of Reading). Helen Bilton theory is based on outdoor play and all the benefits that it has for a child which, I really enjoy as this is great for the children not only physically but it also great for their well-being. Specialist Nurses and Paediatricians may also come into the setting and teach the Teachers, Key Workers, School urses and ALNCo's medical treatment such as how to change a feeding tube as this could be necessary if the child has this need. By law the practitioners are unable to refuse to do this as this is part of the ALN Act and The Equality Act 2010 therefore, first hand training by professionals or medical training courses may be offered if necessary.

Some schools also use different types of remedies such as therapies that are medically proven to be calming and engaging for an individual with additional learning needs. After researching I was able to find an ALN school that I am familiar with, that provides multiple varieties of therapies for their pupils. They offer "touch therapy, play therapy and clinical supervision, play and creative arts therapy and holistic sound therapies" (Ysgol Y Deri, 2018). Each individual therapy method has many benefits on the individual, the play and creative arts therapy is a "structured, theoretically based approach to theory that builds on the natural communicative and learning processed of children" (Ysgol Y Deri, 2018). Therefore, these are clinically proven to benefit the child as they will be able to mix with other peers as the same time they are improving holistically. These therapies are run by their clinical professionals within the setting as they need these to support their pupils needs as they all have ALN. Different health care professionals are provided for each individual based on their unique needs. Relationship's will be developed with each professional to meet "Maslow's Hierarchy of Needs" which would be feeling safe and secure. The environment will also be comfortable for the individual in relation to the "heating, furniture and lighting" (Bates. B, 2016, page 68). One professional may specialist in just one focus for example a Neurologist will just focus on the brain therefore, they may not be able to support the individual with hep on their diet or lifestyle therefore, in that case the individual would need to be referred to a Dietician.

Task 3

There are many values and principles that underpin professionals' practice within the additional needs health sector. All professionals work using a multi-agency approach to ensure that the best support is available to their patients. Multi- agency working is "evident in everyday practice within a range of childcare setting" (City and Guilds/ WJEC, 2018). Professionals need to be able to create professional relationships with each other when in their working environment as this will be needed in order to work well within a team. They also need to be welcoming towards the individuals who require support of them as they need to feel comfortable around the professional and trust them to give them the correct support they need. Everybody has different needs therefore; the practitioners may need to

use ‘differentiation’ to adapt the way they offer their help and support. Effective communication needs to be implied by adapting language based on the individuals age or in this case their medical mental age as its important that the individual is in cooperated in their support they have the right to “freedom of expression” (Article 13 UNCRC) this is a legal right provided by the UNCRC. The United Nations Convention on the Rights of the Child is a legal framework that sets out the values that everyone needs to follow in regards to children up the age of 18. It explains children’s rights clearly in articles that are clearly titled and described. Other forms of communication also will need to be offered if needed such as Sign Language, Makaton or Pictorial Exchange Communication System (PECS). This is within the child’s right to receive health care support “non-discrimination” (Article 2 UNCRC). Also, if the individual has a preferred first language they will be given a language interpreter. However, this may take a while as there is less staff and less funding in specific departments during the pandemic. A disadvantage of an interpreter could be they may “misinterpret the message that needs to be transmitted” (AussieTranslations, 2020) This can be extremely dangerous especially in the health care sector.

Teamwork is also another principle that needs to be followed as clinical professionals may need to come into educational settings too teach staff how to complete a medical treatment such as changing a feeding tube or how to support a child who has regular seizures. The practitioners within the setting will be trained and will know how to treat the child and when to contact emergency services if needed. The professionals need to be able to work well in a team as they will be the team around the family and the child. On the other hand, if the child’s needs are too complex they would have had an approval to attend an ALN education setting, who already have trained medics and specialist nurses on sight to ensure the child has the correct professionals around them in order to be healthy and safe.

The next principle is to support Equality, Inclusion and Diversity within practice. This is a legal requirement in regards to the Equality Act 2010. Practitioners need to respect individual’s cultures and beliefs therefore, they need to follow their needs as a legal requirement. Some cultures may only allow the same gender to examine them based on their religion. This needs to be respected and to provide them with this. This will ensure that the individual feels respected by the professional, in order to build a good relationship with them. All facilities also need to be accessible for those with wheelchairs etc therefore, either lifts or ramps will need to be installed if there are any steps in or leading to the building. The Equality Act 2010 aim to “create equal opportunities” (Welsh Government), by ensuring that all places are accessible everybody will have the same opportunity to access them. This will allow everyone to access it as it has the facilities to do so otherwise, this would be discrimination to those who are less able to be physically active.

Activities within school will need to be adapted so they are suited to every child’s needs. For example, one child with less complex needs could find something too easy therefore, this won’t be challenging than somebody who may find the subject extremely difficult. Practitioners need to use the Zone of Proximal Development theory during their planning. Especially for those with ALN its important to ensure that the activity is inclusive for everyone as one child may be in a wheelchair during a physical education session.

Differentiation will need to be used during the Teachers planning and risk assessments may also need to be carried out on the child with ALN as the activity may be overly risky for them to engage in. It's important that children with additional learning needs aren't excluded from many activities as this will leave them will a low self esteem leading to them isolating themselves, which could possibly result in negative mental health. Play is important for everybody to engage in as it has many benefits within development such as healthy lifestyles, forming friendships and gaining knowledge. Article 31 of the states that every child has the right to "leisure, play and culture" (Article 31, UNCRC). So, all activities need to be adapted to ensure that all children have the opportunity to play.

Each professional also needs the correct skills to create a nice environment with both their work colleges and the public. Professional boundaries need to be set to ensure that no codes of conduct are being crossed between the professional and the public as they have a duty to offer professional support and care for the individual. This is essential to know as some individuals with ALN may find it difficult to understand professional boundaries so it's crucial that the practitioner reinforces these. Professionals also need other qualities such as good listening skills and confidence as they will be mixing with other professionals, settings and those they support. For example, the Key WPHYorker will be working with the professionals their key child visits, also as working with their family therefore, they need to have good memory to remember what's previously been said. They will also need to be able to speak to others without feeling uncomfortable to shy as they will be sharing crucial information. They need to be welcoming to the family of they Key Worker so that they can trust them in order for the family themselves and the individual to create a professional relationship with them.

Task 4

I have had previous experience working with a child with ALN therefore, I am familiar of the process of what happens and the thing that are in place in order for them to receive support and succeed. I was able to work closely with their Key Worker to see what their current individual learning plan was at the time. This allowed me to understand what the child was able to and what they were working towards. I was also able to see what I was able to do to help offer my support. The classroom Teacher also allowed me to view the weekly planning and to see what was differentiated to suit child A's needs. An example of the extra support was that the child took longer to eat at lunch time based on their additional need therefore, it was decided that the child was able to go for their lunch 20 minutes earlier so that they weren't missing their lunch time outdoor play time. This was decided when the Key Worker attended a meeting with child A's family with their dietician. Multi agency working was used here to implement the extra time within their IDP. The Additional Learning Needs and Education Tribunal (Wales) Act was used when creating the IDP. The outdoor play was crucial for the child as it offered them a sense of freedom to explore the nature whilst forming friendships with others. It was also seen that the child would become more willing to explore outdoors and also gain confidence.

Outdoor play is theoretically proven to make children "more willing to join in with activities, talk and come out of their shells" (Into the woods, outdoor nursery). I would witness this

first hand as child a was more engaged and social when outdoors compared to the inside classroom. Theorist Helen Bilton created a theory that is based around on outdoor play as she believes it has huge impacts on a child's lifestyle and development. Bilton states "where does it say that the best place to educate somebody is inside four walls" (University of Reading). Outdoor learning is now used in schools around the UK based on Helen Bilton theory. She has now created books based on the importance of outdoor learning and how to manage outdoor learning in a setting.

It's crucial to ensure that a child's basic needs are met otherwise they won't make any progress within their development. A theorist called Abraham Maslow created a pyramid model called the "Hierarchy of Needs". This is separated into two phases one being the lower phase which is more related to "physiological and safety aspects" whereas, the "higher order needs are belonging, self-esteem and self-actualisation" (Bates. B, 2016, page 68). If a child doesn't feel safe within their education setting they are more likely to feel distressed as it's an environment they are unfamiliar with therefore, they could use negative behaviour or cry. I have seen this happen in my current setting, as the children are so young they are unfamiliar with the staff members, the children or the setting so they may need that extra time in the cosy corner with one key member of staff to help them form an attachment with comfort and begin to feel safe.

It's important that each child feels confident about themselves as this way they will be open to any learning without being scare of getting something wrong. Children with ALN may struggle more therefore, it's important that they have support and activities are differentiated for them. Levs Vygotsky's created the theory the "Zone of Proximal Development (ZPD)" (Class notes, 2021). This method of learning still will challenge the child but not push them too far out of their ability. The core circle is what the child has achieved which in my setting was Child A was able to count to 10. The next step for the child was to write the numbers, this was then in the outer circle as this was a skill the child was unable to do. So instead the goal for child A was writing numbers up to 3 which they would repeat these numbers in order to learn, a new number was then added when progress was made. The Teacher decided to achieve this working with the child 1-1 and demonstrate how to write the numbers on a white board to achieve this. This was then the Zone of the Proximal Development as this what was done to help the learner gain knowledge step by step.

Task 5

The New Curriculum for Wales in place from this September will replace the current Foundation Phase. The legislation now goes on a child's progression which is beneficial for those with ALN as they will no longer be assessed on their current ability and not their age. The New Curriculum described as a "learning journey" (Welsh Government, 2022). Within the New Curriculum life skills will be taught to children. This will be extremely beneficial to those with ALN as they will learn skills that will help them live independently (if they are able) in the future. It's harder for those with ALN to understand how to complete simple task compared to somebody that don't have ALN so, this will give them an understanding. The New Curriculum will also include "Expressive Arts" (Welsh Government, 2022) allowing

the individual to express themselves in forms that can be enjoyable and fun. Having ALN can make things more complex due to their thought process being slightly different. This is an easy way to express themselves and their views (Article 13, UNCRC).

The Digital Competency Framework has also been added to this new legislation therefore, it I snow seen that using digital technology is now a core subject alongside maths and English. The Digital Competency Framework will be applied in all subjects when suitable. Settings will use technology in different forms to educate all their learners, those with ALN will now have the opportunity to develop their ICT understanding. This can be done in a variety of ways such as the Physio Therapist sending them videos of exercises to complete with their Key Worker within school. The Key Worker may play educational interactive games with the individual as this is a fun way for them to develop their learning whilst also using technology. School Nurses or those trained in the child's medical procedures may use videos so the child can understand what is going to happen and the process it will be done in, which may help calm their nerves and prepare them. Progress will be tracked by each child by their classroom Teacher or their Key Worker, the framework states that ALN will "work with your Teachers so that you and your Teachers understand how well you are doing" (Welsh Government, 2022). Working together is a crucial way to track development in order for the individual to progress to their next year.

The pandemic coronavisus-19 affected many people through the 21st century in Wales therefore, there were many ALN learners that had a significant impact. The negative aspects of these would be all educational settings were shut so learners had to use interactive learning via online. This was hard for some learners as they felt like they weren't receiving much support as it was independent work. I have spoke to a few people I know with ALN that had to do online learning one said "I found it hard to concentrate at home" I believe that this had a huge impact as working from home is something learners at that time were unfamiliar with. I also spoke to somebody who's a parent of somebody with ALN they said "they found it really hard changing their daily routine". Its been proven that children with ALN especially those with Autism Spectrum Disorder don't like change, and live by the same set routine to avoids any 'meltdowns' which was impossible to have the same routine as everyone was confined to their house. Covid also impacted the health care sector as appointments were postponed therefore, those who needed medical appointments were unable to receive face to face support unless there was an urgent concern otherwise they were given online appointments.

On the other hand, Covid impacted some individuals positively as they were able to still access support via. Interactive 'teams' (the meeting system that was used) meetings with a human that they are already familiar and comfortable with. Some individuals were also able to pick up an extra talent or begin a new hobby when in lockdown. This allowed them to gain extra educational skills whilst doing something they enjoyed this could be being physically active, which improved their health. Although, it was deemed harder for those with ALN they began to adapt their routine and understand why this was happening due to the support around them. Support is essential as proven in "Bronfenbrenner's Ecological System theory". This theory that was a diagram that consisted of 4 circles, the inner ring was

labelled as the microsystem. This was described as “the objects to which he responds or the people whom he interacts on a face-to- face basis” (Pound. L, 2009, page 9). This suggest that the child immediate support such as the professionals they encounter with in their education setting, family or friends have a great impaction the child’s development. Therefore, it’s important that the individual is supported at al times as they need this human love and support in order to develop.

Many families developed financial deprivation during Covid as there were many job shortages due to the lockdown, some people also became mad redundant therefore, the family income have been reduced. “Maslow’s Hierarchy of Needs” believes that the physiological aspects such as “comfort, heating and lighting” (Bates. B, 2016, page 68) needs to be achieved in order for the child to progress within their learning. However, this comes at a financial extend to support the child with all this. The lower needs would also include their nutritious diet, settings are directed to “build in relationship and toilet breaks” in order to meet their needs. Education settings provide the children with ‘snack times’ which are prepared snacks by those who have had food and hygiene training to avoid any risks. The Healthy Schools Wales Scheme states food that can be supplied for the children in a setting to promote healthy diets and lifestyles. Within my placement we are an Organic Nursery therefore, all the food is organic and nutritious for the child. We all respect the Food and Hygiene policy so disposable aprons, gloves and hair nets are worn at meal times when serving food to the children, they are also worn when entering the kitchen to avoid any contamination. The children are given two portions of fruit a day at ‘snack time’, when serving the fruit, the dietary needs of the child are followed to respect the child’s requirements.

Task 6

After completing this research project, I have gained a substantial amount of knowledge on ALN. This is great practice as me as I wish to go down the ALN career path in the future. Before researching this topic, I was unaware of the legislations and theories that went alongside the professional practice. I how have a better understand of the work environment and how they apply the legislations and theories in practice. Overall, I found this topic very interesting and I am glad that I chose to base my research on an interest of mine a sit made it meaningful and educational for my future career.

In the future I wish to start by working in a focuses ALN setting as I feel like this is the correct setting for me to gain a full understanding of ALN.I would then like to become either a Teacher that is in charge of the ALN class. As I progress I then wish to work my way up to an ALNCo as I wold like t have more experience beforehand. I will then work in a multi-agency approach when “liaising with early years providers, maintained schools and FEI’s where relevant to facilitate a smooth transition between settings for learners with ALN” and “liaising with careers specialist to ensure that learners with ALN receive appropriate careers advice” (Provision Map, 2017). I will be using a multi-agency approach in setting to carry out meeting’s with other professionals to gain the best support for those with ALN.

I will now use my knowledge in my new placement and ask to see children's IDP's and their EHCP's so I gain a better understanding of their needs and I'm more bale to meet their care requirements. I will then use these plans to plan and differentiate their activities, I would like to use the inclusion policy to ensure all children feel treated equally and are all included in activities following "The Equality Act 2010 and the Diversity and Inclusion Strategy" (Welsh Government). I can also share my findings on ALN with my work colleges so we all have the same understanding to treat each child with the support required. As I have now gained knowledge on the topic I feel prepared enough to be able to ask further questions to other staff members If I have any concerns.

In my opinion the new legislations regarding education and ALN are better overriding legislations, an have been deeply researched which was deemed a long process. The new ALN act will cover ages up to 25 when this used to be age 18, which wasn't equal as education is available until 25 years of age. The new ALN Act is now in place in all settings therefore, I am now aware of the differences compared to the previous SEN Act. I will be able to implement the changes in my practice. I may also look into being a Key worker as I have worked alongside a Key Worker my previous setting, and now revisiting ALN has reminded me of how I found their profession very engaging and intriguing. Due to now knowing more knowledge on the professional role I am able to do further training with my experience and look into the training I could access to qualify as a Key Worker in the future. The New Curriculum will also be used commencing September and I have gained knowledge on this which is beneficial as I can use this whilst working in the education sector and not only with ALN.

Referencing

Practitioner guide 1

Welsh Government, (2021), *Implementing The Additional Learning Needs and Education Tribunal (Wales) Act 2018: practitioner guide,* A practitioner guide to the implementation of the Act during 2021 to 2022, [online], Available from: https://gov.wales/sites/default/files/pdf-versions/2021/12/5/1639744540/implementing-additional-learning-needs-and-education-tribunal-wales-act-2018-practitioner-guide.pdf , (Accessed on: 17/03/2022 @12:15pm)

Additional learning needs (ALN) system: parents' guide 2

Welsh Government, (2021), *Additional learning needs (ALN) system: parents guide*, [online], Available from: https://gov.wales/sites/default/files/pdf-versions/2022/1/2/1642504560/additional-learning-needs-aln-system-parents-guide.pdf , (Accessed on: date 17/03/2022 @11:56)

Additional needs parents / carers leaflet 3

Welsh Government, (No date), Strichard Gwynflint, *Additional Learning Needs Transformation Programme* , [Online] , Available from https://www.strichardgwynflint.co.uk/attachments/download.asp?file=100&type=pdf , (Accessed on: date 24/03/2022 @14:33pm)

Supporting children with additional needs 4

City & Guilds/ WJEC, (2019), *Supporting children with additional needs ,* Reflecting on the care and support provided to children with additional needs, [online] , Available from: http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_6-13/_multi-lang/unit06/1-reflecting-on-the-care-and-support-given-to-children.html , (Accessed on 17/03/2022 @12:22)

Educational Health and Care Plan (EHCP) 5

Educationadvocacy, (2020), *Making sense of special educational needs*, [online] , Available from: https://educationadvocacy.co.uk/what-is-a-ehcp/ , (accessed on 22/03/2022 @13:14pm)

EBook inclusive practice in the primary school 6
Trussler. S and Robinson. D, (2015), *Inclusive Practice in the Primary School*, Sage Publications Ltd, [Online eBook], Available from: https://ebookcentral.proquest.com/lib/cavc-ebooks/reader.action?docID=5601732&query=9781473916944 , (Accessed on: 17/03/2022 @12:42)

Professionals

Key worker 7

No name, No date, *Key worker guidance*, [Online] Available from: https://www.proceduresonline.com/wakefield/chomes/p_keyworker.html#:~:text=A%20Key%20Worker%20is%20a,the%20details%20of%20t heir%20file , (Accessed on: 17/03/2022 @12:08)

Physio therapist

No name, (2022), *Learning Difficulties Physiotherapy*, [online] , Available from: Learning Difficulties Physiotherapy - Types Of Paediatric Physiotherapy - Paediatric Physiotherapy - Treatments - Physio.co.uk , (Accessed on 17/03/2022 @14:24pm)

8

No name, (2018) , *What is physiotherapy*, [Online], Available from: What is physiotherapy? | The Chartered Society of Physiotherapy (csp.org.uk) , (Accessed on 17/ 03/2022 @14:40pm)

Paediatrician 9

NHS, (No date) , *Paediatrics*, [Online], Available from: Paediatrics | Health Careers , (Accessed on 17/03/2022 @14:57pm)

Rolfe. A, (No date) , *How to become a paediatrician*, [online], Available from: How to become a Pediatrician | reed.co.uk , (Accessed on 17/03/2022 @15:02)

Optometrist 10

NHS, (no date), *Optometrist*, [Online], Available from: Optometrist | Health Careers , (Accessed on 17/03/2022 @14:07)

Occupational Therapist 11

No name, (2020), *Occupational Therapy* , [online], Available from Occupational Therapy (for Parents) - Nemours KidsHealth , (Accessed on 22/03/2022 @14:15pm)

ALNCo 12

No name, (2017), *Provision map*, Role of the Additional Learning Needs Co-ordinator (ALNCo), [online], Available from https://www.provisionmap.co.uk/role-of-the-additional-learning-needs-co-ordinator-alnco/ , (Accessed on 22/03/2022 @10:08am)

School nurse 13

NHS, (No date), *School nurse*, [online], Available from: https://www.healthcareers.nhs.uk/explore-roles/public-health/roles-public-health/school-nurse/school-nurse , (Accessed on 22/03/2022 @13:58pm)

Overview of professionals 14

No name, (no date) , *Nidirect*, Supporting children with special educational needs, [online], Available from https://www.nidirect.gov.uk/articles/supporting-children-special-educational-needs , (Accessed on 22/03/2022 @09:34 am)

Therapies offered in additional needs schools by professionals 15

Ysgol Y Deri, (2018) , *Therapies,* [Online] , Available from: https://www.yyd.org.uk/touch-therapy , (Accessed on 22/03/2022 @14:14pm)

Language interpreter 16

AussieTranslations, (2020), *Aussie Translations,* The Advantages and Disadvantages of Interpreters, [online], Available from: https://aussietranslations.com.au/blog/the-advantages-and-disadvantages-of-interpreters/ , (Accessed on 22/03/2022 @ 12:20pm)

Legislation
Additional Learning Needs and Educational Tribunal (Wales) Act 17

Welsh Government, (2018), *Additional Learning Needs and Education Tribunal (Wales Act, Factsheet*, [Online], Available from https://gov.wales/sites/default/files/publications/2018-06/aln-factsheet-how-will-the-act-affect-non-maintained-early-years-education-providers-in-receipt-of-local-authority-funding.pdf , (Accessed on: date 17/03/2022 @11:50am)

Fact sheets 1-7 paper copy

UNCRC 18

UNICEF, (No date), *A Summary of the Un Convention on the Rights of the Child,* [Online], Available from: https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf , (Accessed on: date 22/03/2022 @14:27pm)

Equality Act 2010 19

Welsh Government, (No date), *Equality and Diversity,* [Online], Avaliable from: https://www.gov.uk/government/organisations/home-office/about/equality-and-diversity , (Accessed on date 22/03/2022 @15:02pm)

The curriculum for Wales 20

Welsh Government, (2022), *The New Curriculum for Wales*, An Easy Read Guide for Young People, [Online], Available from: https://hwb.gov.wales/api/storage/e4dcdb2e-f87f-4f00-b110-488289cc02ca/220209-easy-read.pdf , (Accessed on date 24/03/2022 @10:41am)

Additional needs overall legislation 21

City and Guilds / WJEC, (2018), *Health Wellbeing Learning and Development*, The Legal Frameworks that Apply to the Provision of Services for Children with Additional Needs , [Online], Available from http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit05/01-legal-frameworks-that-apply-to-services-for-additional-needs.html , (Accessed from 24/03/2022 @14:12pm)

Multi agency approach 22

City and Guilds / WJEC , (2018) , *Childcare Provision in Wales* , The Benefits of Multi Agency Working, [Online] , Available from http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/HSC18-19_1.1b/_multi-lang/5-benefits-of-multi-agency-working/1-benefits-of-multi-agency-working.html , (Accessed on date 24/03/2022 @11:57am)

Theorists:

Maslow Book- 23

Bates, B (2016), *Learning Theories Simplified*, Sage Publications Ltd, London

Bronfenbrenner Book - 24

Pound, L (2009) Contemporary Thinking and Theorists, Practical Pre-School, London

Helen Bilton- 25

University of Reading, (No date), *Professor Helen Bilton*, [online], Available from: https://www.reading.ac.uk/education/stories/helen-bilton , (Accessed on: date 22/03/2022 @14:41pm)

- **Outdoor play 26**

Into the outdoors nursery, (No date), *Benefits of outdoor play* [Online] https://www.intothewoodsnursery.co.uk/benefits-of-outdoor-play.php (Accessed on 22/03/2022 @ 14:38 PM)

Levs Vygotsky 27

Dr Mcleod. S, (2019), *Simple psychology*, The Zone of Proximal Development and Scaffolding, [Online], Available from: https://www.simplypsychology.org/Zone-of-Proximal-Development.html , (Accessed on 22/03/2022 @14:40

Class notes, 2021

Paper copy located with other research- hand written

Word count

5469 word without references