

ALN Transformation: Everybody's Business

**Additional Learning Needs and Educational Tribunal
(Wales) Act 2018**

School Implementation Planning Document

February 2021



Key Aims and Principles of the Code

Aim - To support the creation of a **fully inclusive education system** where all learners are given the opportunity to succeed, have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.

Principles

- a) **Rights-based approach** where the views, wishes and feelings of the child, child's parent or young person are central to the planning and provision of support; and the child, child's parent or young person is enabled to participate as fully as possible in the decision-making processes and has effective rights to challenge decisions about ALN, ALP and related matters.
- b) **Early identification, intervention and prevention** where needs are identified, and provision put in place at the earliest opportunity and where possible interventions are put in place to prevent the development or escalation of ALN.
- c) **Collaboration and integration** where services work together to ensure ALN are identified early and appropriate co-ordinated support is put in place to enable children and young people to achieve positive expectations, experiences and outcomes.
- d) **Inclusive education** where the majority of children and young people with ALN are supported to participate fully in mainstream education and a whole setting approach is taken to meeting the needs of learners with ALN.
- e) **A bilingual system** where all reasonable steps are taken to deliver ALP in Welsh for children and young people who require support through the medium of Welsh, with scope for increasing the delivery of ALP in Welsh over time.

Carmarthenshire's Vision – ALN is everyone's business

Creating a fully **inclusive** education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and which enables them to participate in, benefit from, and enjoy learning is the foundation on which Carmarthenshire Education Department will build its new Additional Learning Needs (ALN) Systems.

At all stages Carmarthenshire will promote the **independence** and **resilience** of all learners so they can lead dignified lives in their local community through the provision of **sustainable** and **integrated** services that support them. All services will be developed through the **person-centred** processes of **collaboration** and **co-production** which emphasise facilitated discussion about needs, outcomes and provision that consider **views, wishes and feelings** and are designed to avoid or resolve **disputes** and **disagreements** at an early stage.

Therefore, we want the process of creating individual development plans (IDPs) to be a dynamic one that encourages **participation** and **engagement** of children, their parents and carers and young people with the design of support and intervention to meet their additional learning needs, in an integrated way with their social and health care needs. This means a process of ongoing discussion over the period of the plan rather than producing information for an annual event.

Rationale

The purpose of this document is to support schools with their planning in the implementation of the Additional Learning Needs and Education Tribunal (Wales) Act (ALNET).

The ALNET Act operates under three overarching objectives:

A unified legislative framework

An integrated collaborative process of assessment which facilitates early, timely and effective interventions

A fair and transparent system for providing information and advice

This document does not replace the objectives or actions laid out within the ALNET Act but is intended to work alongside these points to give a template and structure for the strategic introduction of the bill into schools within Carmarthenshire, highlighting available support and documentation in order to achieve this.

ALN is everybody's business, and it is important that all stakeholders are involved in the planning of ALN transformation. The document is set out into 4 priority areas, and how each priority area could be successfully introduced will vary from school to school. Each school should ensure that what is in place is appropriate for them and, more importantly, the learners within the school. For each of the priority areas, targets and outcomes are suggested, and key questions that planning can be structured around are given, with support and documentation available linked to these. The priority areas, targets and questions are all based on national, regional and local planning for ALN transformation.

Priority Areas for Carmarthenshire Schools

1. Improvement

Activity that supports the development of learning organisations through the processes of leadership, self-evaluation and professional development

2. Inclusion

Activity that supports an understanding and development of inclusive practice across the 0 – 25 age range

3. Integration

Activity that supports the development of integrated services and provision between key delivery partners

4. Independence

Activity that develops independence and resilience in learners across the 0 to 25 age range

Priority Area 1 - Improvement

Activity that supports the development of learning organisations through the processes of leadership, self-evaluation and professional development

Target	Outcome	Key Questions	Support Documentation
<p>To provide ALNET implementation <u>awareness raising</u> opportunities to all stakeholders [staff, governors, parents, learners], providing opportunities for feedback and questions.</p>	<p>All stakeholders will understand the purpose and timescale of ALNET implementation and have input into this within the setting.</p>	<ul style="list-style-type: none"> ○ Are all school staff aware of the ALN Transformation plans? What evidence is there? ○ Are all school governors aware of the ALN Transformation plans? What actions have been undertaken? ○ Are all parents/carers aware of the ALN Transformation plans? What actions have been undertaken? ○ Are all pupils aware of the ALN Transformation plans? What actions have been undertaken? ○ Have the LA (or similar version) PowerPoints and briefs on ALNET been delivered to staff, governors and parents (e.g. in-person or virtually) with opportunities for plenary sessions? * ○ Has key documentation (Welsh Government FAQ sheet, ALNET easy reading guide and ALNET fact sheets) been shared with all stakeholders – staff, governors, parents and learners? ○ Has how the ALNET Act will affect learners been discussed with them (e.g., during IEP/IDP or Statement reviews)? ○ Have Welsh Government fact sheets been shared with learners and parents? ○ Have the Welsh Government tier 1 e-learning modules been shared with staff and with members of the governing body? ○ Does the school website give information about the changes to ALN for parents? 	<p>Governors' PowerPoint (EG/HA*)</p> <p>New Curriculum through an ALN lens</p> <p>Regional PCP Awareness and ALN Reform PPT (SC)</p> <p>Regional Developing Quality Outcomes Playlist</p> <p>How to Write Quality Outcomes Guidance Documents (in development. Expected completion date June 2021)</p> <p>Carmarthenshire's Expectations and Principles for Maintained Schools (In development. Will be shared incrementally (chapter by chapter) as draft versions and additional content added over time – chapter 1+2 (draft version) expected June 2021)</p> <p>WAG ALNET Maintained Schools Information Sheet</p> <p>WAG FAQ Sheet</p> <p>Welsh Government tier 1 e-learning modules</p>

			<p>LA ALNET for Parents PowerPoint (under development. Expected date TBA)</p> <p>WAG ALNET Information Sheet for Parents/Learners LLCC DADYTA Taflen wybodaeth ar gyfer rhieni / dysgwyr</p> <p>WAG ALNET Easy to Read Guide</p> <p>Welsh Assembly e-learning modules (Link)</p> <p>IDP Templates (English and Welsh) IDP Template LAC</p>
To have a clear understanding of <u>schools' readiness</u> for ALN transformation, sharing information with relevant stakeholders.	Schools and stakeholders will have a clear understanding of the school's readiness for ALN transformation.	<ul style="list-style-type: none"> ○ Has the LA school readiness audit been completed and returned to the LA (PCP readiness and Transformation readiness)? ○ Has the audit been revisited and used to show progress against the outlined actions? ○ Has progress been shared with relevant stakeholders (e.g., governing body)? ○ Has any additional support that is needed been sought from LA staff? ○ Has the school's progress with relation to ALN transformation been discussed in ALNCo cluster meetings? ○ Is the ALNCo aware of the standards with relation to ALN that are inspected by Estyn? 	<p>LA School Readiness Audit (Schools completed copy can be e-mailed on request scampbell@carmarthenshire.gov.uk)</p> <p>Estyn Supplementary Guidance on ALN (2018)</p> <p>PCP Audit</p>
To ensure that all staff have undergone <u>appropriate training</u> to support those learners with additional	All staff within the school will have the skillset to support learners with additional learning needs.	<ul style="list-style-type: none"> ○ Have the ALN training needs of all staff been identified through the performance management process? ○ Do all staff receive appropriate core professional development opportunities relating to ALN? 	<p>LA inclusion service training menu</p> <p>ALN Support Road Map</p>

<p>learning needs within the school.</p>		<ul style="list-style-type: none"> ○ Has a collaborative approach, with other schools, been adopted to share/view good practice (as advised by LA staff) to increase staff skills/confidence? ○ Is the ALNCo attending all LA ALN training events to receive key messages, guidance and updates? Are these messages shared with school staff, governors, parents and pupils? Are there planned opportunities for this? ○ Has the LA training menu been used to identify training gaps amongst staff? * ○ Has the ALNCo/HT referred to the LA ALN Support Road Map which provided additional training opportunities in readiness for ALN Transformation? ○ Is the LA training menu reviewed regularly to drive staff training in relation to ALN transformation? * ○ Has the LA inclusion/Behaviour and Wellbeing service training menu been shared with all staff within the school? * ○ Do staff within the school understand a wide range of ALN needs and how do you know? ○ Is a training log kept showing what training staff have had in relation to ALN? ○ How is the impact of staff professional learning on pupil learning measured? ○ Has the school completed or are there plans in place for working through the national 'Learning with Autism' programme? ○ Has the ALNCo attended Person Centred Practice (PCP) training? ○ Is the ALNCo accredited as a PCP Coach? ○ Has the head teacher/deputy head and/or members of the SMT attended the PCP training? ○ Have other key staff e.g., teaching assistants (TAs), pastoral staff etc attended the PCP training? ○ Are all teaching staff trained in PCP? What evidence is available? 	
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<p>To ensure that ALN and ALN transformation are <u>whole school priorities</u>, with all stakeholders clear as to their <u>roles and responsibilities</u> and kept updated with progress made.</p>	<p>ALN and ALN transformation will be embedded within the improvement structure of the school.</p>	<ul style="list-style-type: none"> ○ How does ALN feature within the whole school development plan? ○ Is inclusive policy embedded into school policy? Is this evident in the ALN policy for the school? ○ Is the school’s management structure appropriate to meet the needs of the ALN Education and Tribunal Act (Wales)? ○ How well do leaders /managers work alongside the ALNCo and class teachers to support effective provision and curriculum development for all learners with ALN? ○ Are all school staff, including the ALNCo and class teachers, aware of their duties and legal responsibilities in meeting the needs of learners with ALN as outlined in the ALN Code? What training evidence is there of this? ○ Are ALN transformation and the needs of ALN learners considered with other areas of planning, e.g. New Curriculum for Wales planning? ○ Do ALN and ALN transformation targets feature within the performance management structure of the school (where appropriate)? ○ Is the governor for ALN well-informed about the quality of the standards of provision, including teaching and learning in classrooms, for pupils with ALN? ○ How effectively do governors hold the school to account for the progress in learning of pupils with ALN? 	<p>Routes for Learning Guidance (Welsh Assembly Government)</p> <p>Routes for Learning Overview and Additional Information</p> <p>Briefing Document - Roles & Responsibilities for ALNCOs</p> <p>Roles and Responsibilities Bitesize Presentation</p>
<p>For the ALNCo to be part of the strategic planning and implementation of ALN and ALN transformation at a whole school level, having adequate time and resources to do so.</p>	<p>The ALNCo will be central to ALN planning at a whole school level.</p>	<ul style="list-style-type: none"> ○ Does the ALNCo have adequate non-contact time to carry out their role? ○ Is the ALNCo part of the senior management team or have clear lines of communication to the senior management team? ○ <i>Does the current ALNCo have the leadership skills to undertake the new role of ALNCo?</i> ○ Has the ALNCo enrolled on or completed the middle management training or other such relevant training (see link)? 	<p>ERW New and Aspiring Middle Leaders Course Information</p> <p>Briefing Document - Roles & Responsibilities for ALNCOs</p>

		<ul style="list-style-type: none"> ○ How has the middle managers' training impacted on their role across the school? ○ How does the headteacher monitor whether the ALNCo is effective in discharging their duties? ○ Have the ALNCo and Headteacher read the Welsh Government Guidance on the statutory role of the ALNCo? ○ Does the ALNCo have the resources they require to carry out their role successfully? 	
<p>For <u>self-evaluation</u> and <u>quality assurance</u> activities to drive improvement in support of learners and their outcomes.</p>	<p>Support and learner outcomes will be improved, removing barriers to learning.</p>	<ul style="list-style-type: none"> ○ How well does the school evaluate pupil progress and assess value for money to inform strategic improvement priorities? ○ How does the school identify the school's strengths and weaknesses in relation to support for pupils with ALN? ○ How does the school ensure and evaluate appropriate allocation of resources for learners with ALN? ○ Is relevant data used within the school for tracking and for decision making? ○ How is self-evaluation used to measure the effectiveness of interventions? ○ How does the school ensure TAs are deployed effectively to support learners with ALN? How is this monitored and quality assured? ○ What information does the school use to identify, track, monitor and review the progress of pupils with ALN? ○ Do all learners with ALN make progress relative to their starting point and in line with their agreed targets/outcomes? What evidence is available? How is this reviewed and monitored? ○ How do you monitor, evaluate and report on the progress of pupils with ALN? ○ How well do leaders monitor the effectiveness of teaching of those learners with ALN? 	<p>Carmarthenshire School Implementation Planning Document</p> <p>PCP Audit</p> <p>LA School Readiness Audit (Schools completed copy can be e-mailed on request scampbell@carmarthenshire.gov.uk)</p>

Priority Area 2 - Inclusion

Activity that supports an understanding and development of inclusive practice across the 0 – 25 age range

Target	Outcome	Key Questions	Support Documentation
<p>To promote a culture of inclusion, with <u>inclusive practice</u> embedded across all areas of the school.</p>	<p>All learners will reach their potential and achieve.</p>	<ul style="list-style-type: none"> ○ How is specialist capacity for all areas of need built and shared across the setting/school? ○ Has the ALNCo accessed the Welsh Government documentation for different additional learning needs? ○ Are the materials and methods of delivery suitably adapted or differentiated to make the curriculum accessible to all learners (for example, are suitable reasonable adjustments made to ensure wherever possible barriers to learning are reduced for pupils with ALN)? ○ During lessons, does the curriculum planned match the needs of all learners with ALN, and how do you know this is the case? ○ Are learners with ALN able to work in a range of ways, and how do you know this is the case? ○ Is teacher feedback effectively improving learning for ALN pupils? ○ Do teachers know how best to utilise teaching assistants within the classroom? ○ Do teaching assistants know how best to support the learners they work with? 	<p>LA Inclusion Service Training Menu</p> <p>Welsh Assembly Government ASD Document</p> <p>Welsh Assembly Government ADHD Document</p> <p>Welsh Assembly Government Hearing Impairment Document</p> <p>Welsh Assembly Government Visual Impairment Document</p> <p>WOW Training for Teachers and Teaching Assistants:</p> <p>Carmarthenshire’s Expectations and Principles for Maintained Schools (In development. Will be shared incrementally (chapter by chapter) as</p>

		<ul style="list-style-type: none"> ○ Are statement/IEP/IDP reviews shared with teachers and teaching assistants? ○ How are the participation, engagement and enjoyment in learning of ALN pupils evaluated? ○ Are wellbeing audits undertaken, and how are the results of these used by the school? ○ Do groupings and support systems meet the range of pupils' needs? ○ How does the attendance of ALN learners: <ul style="list-style-type: none"> a) Compare with non-ALN learners? b) Compare with national figures and those of similar schools? Is there a clear trend of strong or weak attendance? ○ Are reasons for and frequency of fixed-term and permanent exclusions for pupils with ALN explored? ○ Are learners with ALN given the opportunity to take on leadership roles and responsibilities, and to play a full part in the life and work of the school? 	<p>draft versions and additional content added over time – chapter 1+2 (draft version) expected June 2021)</p> <p>Mike Gershon (Differentiation)</p> <p>Communication Friendly Classroom</p> <p>PCP Awareness</p>
<p>For Person-Centred Practices (PCP) to be embedded in practices across the school, involving all relevant stakeholders in decisions around the best support for learners.</p>	<p>Learners' voices will be central to all ALN decision making within the school, with all who work to support the learner involved in the process.</p>	<ul style="list-style-type: none"> ○ Has PCP training taken place for all staff within the school? Has a training log been kept for this? Will refresher training be taking place? ○ Has the ALNCo attended the PCP Coach training? ○ Does the ALNCo know how to access support from the LA PCP champion? ○ Has the ALNCo attended outcomes training, and do they understand how to use outcomes to promote learner progress? ○ Are statement/IEP/IDP reviews conducted using a person centred approach? ○ How well does the school involve the child/young person and their family in decision-making processes? ○ Has the WG PCP documentation been shared with staff, parents and learners? 	<p>Inclusion Service training menu (p.19)</p> <p>WG PCP toolkit</p> <p>PCP Tools</p> <p>Adapted Tools</p> <p>Good one-page profile examples</p> <p>IDP sample template</p> <p>WAG PCP Guidance documentation</p> <p>Regional Developing Quality Outcomes Playlist</p>

		<ul style="list-style-type: none"> ○ How well does the ALNCo ensure all staff involved with the learner contribute to statement and IEP/IDP reviews? ○ How well does the ALNCo involve external organisations working with the learner in statement or IEP/IDP reviews? ○ Do all ALN learners within the school have one-page profiles? ○ Are the one-page profiles that ALN learners have fit for purpose and to a high standard? ○ Are learners' one-page profiles shared with all staff who work with the learner? ○ Are interventions targeted and appropriate to meet the needs identified? ○ Do the targets in IEPs/ IDPs impact on the teaching methods employed? ○ Are the targets highlighted in IEPs/ IDPs addressed within the classroom and during intervention groups? ○ Where applicable, are examination access arrangements made for pupils well planned, discussed and agreed with learners, parents, and all staff, and based on their usual way of working? ○ Has the school trialled the use of IDPs in order to put relevant planning in place for their successful implementation? ○ Are electronic chronologies of significant events in a young person's life kept, for easy transfer to IDPs? Are these kept securely? 	<p>How to Write Quality Outcomes Guidance Documents (in development. Expected completion date June 2021)</p> <p>WAG guidance document for communicating with professionals in the PCP process.</p> <p>WAG Guidance Parental Booklet</p>
<p>To promote and support <u>bilingualism</u> in the introduction of the Additional Learning Needs and Tribunal (Wales) Act.</p>	<p>Documentation, support, and additional learning provision will be available in Welsh, should this be required.</p>	<ul style="list-style-type: none"> ○ Are reasonable steps taken to deliver ALP in Welsh for young people who require this? ○ Is the school looking at producing ALN information bilingually in compliance with the national Welsh language standards? ○ What support is available to provide staff with learning opportunities to develop their Welsh language skills? 	<p>https://learnwelsh.cymru/</p> <p>WESP – Welsh in Education Strategic Plan (Porth)</p>

		<ul style="list-style-type: none"> ○ Are statement or IEP/IDP review meetings conducted in Welsh, where this is required for the learner and parent? 	
To have systems and processes in place that allow the <u>early identification</u> of those learners who might have additional learning needs.	Learners' needs will be met as young as possible, or as early as possible, through early identification and intervention.	<ul style="list-style-type: none"> ○ How effective are the school's early identification and intervention procedures? What are these procedures? ○ How effective is the school's current graduated response in meeting the needs of learners with ALN? ○ Has the ALNCo considered how the school will respond in relation to early intervention in relation to the ALNET Act? 	Carmarthenshire's Expectations and Principles for Maintained Schools (In development. Will be shared incrementally (chapter by chapter) as draft versions and additional content added over time – chapter 1+2 (draft version) expected June 2021)

Priority Area 3 - Integration

Activity that supports the development of integrated services and provision between key delivery partners

Target	Outcome	Key Questions	Support Documentation
<p>For appropriate <u>interventions and support</u> to be put in place for learners in a pupil-centred, timely manner, requesting additional help and support that is needed for learners.</p>	<p>All learners with additional learning needs will access the support that they need.</p>	<ul style="list-style-type: none"> ○ Are interventions provided in a timely manner for learners? ○ How are parents involved in planning of interventions for learners? ○ Are interventions informed by need and is their impact reviewed regularly as part of the school's monitoring and evaluation processes? What is the evidence of this? ○ Are all stakeholders consulted in considering external support requests made for learners? ○ Does regular feedback take place to learners and parents regarding the success of interventions? 	<p>Carmarthenshire's Expectations and Principles for Maintained Schools (In development. Will be shared incrementally (chapter by chapter) as draft versions and additional content added over time – chapter 1+2 (draft version) expected June 2021)</p> <p>Updated Inclusion Referral & Review Form (Under development. Expected date September 2021)</p> <p>Request for Help – OT</p> <p>Communication Forum request for help.</p> <p>Referral criteria document</p> <p>ADHD</p> <p>NDT</p> <p>Educational Psychology Full Consultation</p> <p>Dyslexia Advisory teacher Criteria document.</p>

			Specialist settings criteria for entry and exit.
To strengthen partnership between schools and external agencies to provide the best holistic support for learners.	Strong partnership between school and external agencies will lead to an increase in support for learners.	<ul style="list-style-type: none"> ○ Are external agencies involved in learner reviews, where appropriate, e.g., social services, medical, etc. ○ Is there regular liaison and joint planning with external agencies to provide effective support for learners with ALN? ○ How well is the information provided by LA services and outside agencies shared and used to inform teaching and learning? 	Family Information Services WAG guidance document for communicating with professionals in the PCP process.
To strengthen partnership between schools to improve school performance and support for learners.	Strong partnership between schools will lead to an increase in holistic support for learners and increased provision and support planning.	<ul style="list-style-type: none"> ○ Do integrated models of support/Clusters/TAPPAS work together towards a consistent approach to ALN reform, sharing resources and ideas in order to achieve consistency and share best practice? 	Cluster model terms of reference Collegiate approach for supporting schools guidelines (Pilot) Roles and responsibilities document Inclusion Roles and responsibilities – ECP (Under development. Expected July 2021) Roles & Responsibilities – behaviour (Under development. Expected July 2021) Roadmap Training menu ERW – schools as learning organisations
For parents and learners to fully understand their legal rights, what support is	Parents and learners will understand the support that is available to them and how	<ul style="list-style-type: none"> ○ Are parents informed of the LA parent forum programme? 	For further information on the parent Forum Programme contact the Inclusion Department Family Liaison Officers

available to them and how they can access this.	they are able access this support.	<ul style="list-style-type: none"> ○ Are parents made aware of support available to them via Family Liaison Officers, Team Around the Family and independent advocacy services? ○ Is the school aware of the children and young person’s national participation standards? 	SNAP Cymru Carmarthenshire’s Expectations and Principles for Maintained Schools (In development. Will be shared incrementally (chapter by chapter) as draft versions and additional content added over time – chapter 1+2 (draft version) expected June 2021)
For early resolution to take place when disagreements arise, with key staff having the skills and training in order to conduct this.	Disagreements will reach an early resolution.	<ul style="list-style-type: none"> ○ What is the current system for resolving disagreements within the school? i.e., restorative approaches. ○ Are there effective procedures for resolving disagreements? ○ Does the school monitor and evaluate trends in groups of learners who deregister (managed moves/EHE/Parental choice)? ○ Has the ALNCo registered or participated in the early resolution training? 	Dispute resolution training (delivery details and dates TBA)

Priority Area 4 - Independence
Activity that develops independence and resilience in learners

Target	Outcome	Key Questions	Support Documentation
To trial the use of IDPs, using a holistic and pupil centred approach, and resolve any concerns with IDP implementation.	All concerns regarding IDP implementation will be removed, leading to IDPs successfully being introduced into schools on a rolling programme from Sept 2021.	<ul style="list-style-type: none"> ○ Do staff know what IDPs look like and the information that is required for them? ○ Have schools trialled the use of IDPs, and evaluated the process for possible concerns pre-statutory implementation? ○ Do IDPs take a holistic approach, including all information relevant to the learner from all agencies involved? ○ How are IDPs (and current IEPs) quality assured within the school? ○ How does the school monitor whether pupils with ALN have challenging targets and have achieved their agreed targets? ○ Are those working with IDPs understanding of outcomes and how to write these in a pupil centred way? ○ Has the ALNCo attended the LA outcomes training? 	<p>IDP template</p> <p>Regional Developing Quality Outcomes Playlist</p> <p>Inclusion Dept Training Menu</p>
To ensure that all stakeholders are involved in the transition of learners across key stages and settings.	Learners will be supported appropriately in their new setting.	<ul style="list-style-type: none"> ○ Does the school have good arrangements in place to ensure effective transition across all stages (into school, across key stages, between schools/settings and post-16/18)? ○ How is the ALNCo involved in transition processes between different key stages? ○ What are your links with pre-school settings? ○ Do staff undertake link visits to pre-school settings/have detailed discussions with parents? ○ How is the ALNCo involved in the admissions process within the school (e.g., mid-term transfers)? ○ How does information exchange take place when a learner moves between schools (e.g., one secondary school to another in a mid-term transfer)? ○ Are there strong links between primary and secondary schools in terms of information sharing and collaborative working in looking at best support for 	Regional Transition Protocol (In development. Expected July 2021)

		<p>learners? How does information exchange take place between primary and secondary schools?</p> <ul style="list-style-type: none"> ○ Are learners with more severe needs identified earlier for enhanced transition opportunities to take place? ○ What enhanced transition opportunities take place? ○ Is PCP embedded into transition and admission processes? ○ Are there strong links between secondary schools and college and/or sixth form? ○ How does information exchange take place between secondary and college or sixth form? ○ Are electronic records passed from one learning organisation to another? ○ Is any relevant documentation (e.g., IEPs, IDPs, statements, statement reviews, access arrangements) passed from one learning organisation to another? 	
<p>To ensure information sharing within schools allows all staff to have a good understanding of learners and how best to support their needs.</p>	<p>Staff will know how to support all ALN learners within the school.</p>	<ul style="list-style-type: none"> ○ Are person centred processes in place to keep one-page profiles live and updated? ○ How is documentation relating to ALN (one-page profiles, statements, IEPs) shared with staff throughout the school? ○ How do all stakeholders, including class teachers and teaching assistants, feed into the IEP/IDP/Statement reviews so that progress can be tracked? ○ How good is ALN information sharing within the school, e.g., information from Autism Aware Wales and HWB resources? ○ Have all staff who work with learners with ASD completed the Autism Awareness certification? Has the school applied for the Autism Awareness certification? ○ Are health care plans in place for pupils who need them? How are their contents communicated to all staff and reviewed? 	<p>Autism Wales Website</p> <p>Health care plan guidance / templates / examples.</p> <p>Intimate care policy</p> <p>Diabetes policy (Hywel Dda)</p> <p>Cluster Model ToFR</p> <p>SharePoint</p> <p>ALNCo Fora (Teams)</p>

		<ul style="list-style-type: none"> ○ Are a range of plans in place for pupils who need them? How are their contents communicated to all staff and reviewed? <ul style="list-style-type: none"> ▪ risk assessment ▪ positive handling ▪ pastoral support ▪ emotional support ▪ behaviour support ▪ PEP 	<p>Communication Strategy (Under development. Expected date September 2021)</p> <p>Family Liaison Officers – Roles & Responsibilities Document</p> <p>Manual Handling Risk Assessments – Please contact Eddie Cummins</p> <p>ProAct ScIP – Please contact Paul Williams (EOTAS)</p> <p>Corporate Website - link</p>
<p>For all learners to develop life skills, in line with the four purposes of the new curriculum.</p>	<p>Pupils will be ambitious and capable, enterprising creative contributors, healthy and confident and ethically informed.</p>	<ul style="list-style-type: none"> ○ Are there opportunities for learners with ALN to develop life skills, in line with the four purposes of the new curriculum? ○ Are ALN learners considered in the planning processes for the new curriculum? ○ How do you ensure that provision prepares pupils with ALN to become active citizens, for example by making decisions about the life and work of the school? ○ Have key members of staff within the school (senior leaders, ALNCo, teaching assistants) undertaken the WOW training on HWB? 	<p>WOW Training for Teachers and Teaching Assistants:</p> <p>WOW Training for ALNCo and Senior Leaders:</p> <p>Curriculum for Wales Through an ALN lens</p>