

# Monmouthshire Additional Learning Needs Post 16 Strategy

Document history			
Version	Date	Reviewer	Note of revisions
V1			
V2			
V3			

Associated documents
<p>Additional Learning Needs Code for Wales 2021 / ALNET Act 2018</p> <p>Equality Act 2010</p> <p>United Nations Conventions for the Rights of the Child</p> <p>United Nations Convention on the Rights of Persons with Disabilities</p> <p>Monmouthshire Inclusion Strategy</p> <p>Monmouthshire Additional Learning Needs Policy</p> <p>Mental Capacity Act 2005</p> <p>Pupil Information (Wales) Regulations 2011</p> <p>Learner Travel Measures 2008</p>

# Aims

Our aim is to support all children and young people with additional learning needs to secure an appropriate placement for Post 16 learning. We recognise that this is a key transition in the lives of young people and planning should begin well before the completion of compulsory schooling (usually Year 11). Wherever possible, young people should be able to attend their post 16 education or training locally, whether in their current school, a local college or work placement.

Our core aims of our Post 16 Strategy for Additional Learning Needs are:

- To place children and young people and their families at the centre of the decision-making process.
- To ensure information around options and placements remains accessible to children and young people and their families.
- To begin transition planning through person centred annual reviews from Year 9 onwards.
- To support schools and settings to follow enhanced transition processes to support movement between schools and settings.
- To secure appropriate Post 16 provision, with an effective pathway to secure appropriate levels of independence and resilience, alongside formal qualifications.
- To support all young people with ALN to develop the skills required for their progression into adulthood.

This strategy has been written to ensure children and young people, their families, schools and settings, as well as other professionals supporting, have a clear understanding of the approach to Post 16 transition. This confirms the commitment of the ALN Service to focus on the needs of our children and young people and continue to review the processes and systems around Post 16 transition.

# Rationale

The 2018 Act (Additional Learning Needs and Education Tribunal (Wales) Act, 'ALNET') and the ALN Code (Additional Learning Needs Code for Wales, Welsh Government 2021) provides the statutory guidance and mandatory requirements which impact significantly on planning for post-16 transitions in Education. It creates a unified system for supporting learners from 0-25 years with Additional Learning Needs (ALN). The common language used and the use of the Individual Development Plan (IDP) across pre-16 and post 16 settings, including further education institutions (FEIs) settings aims to improve consistency across phases with the capacity for greatly improving the effectiveness of transition planning. The responsibilities on Further Education Institutions (FEIs) in relation to maintaining IDPs outlined in the Act and the Code means improved ways of working with partner organisations and increased collaboration between post-16 providers and schools and other pre-16 educational settings.

Inclusion of children and young people in decisions which impact their lives is a fundamental right and crucial to our strategy. The United Nations Convention on the Rights of the Child (UNCRC) states that every child has the right to express their views on matters which affect them and for their views to be given due weight in accordance with their age, understanding and maturity<sup>1</sup>. This is echoed in the Additional Learning Needs Code for Wales 2021, which also considers the United Nations Convention on

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<sup>1</sup> United Nations Conventions of the Rights of the Child – Article 12

the Rights of Persons with Disabilities (UNCPRD). Central to the ALNET Act 2018 is the rights-based approach - listening to children, their parents and young people and taking their views into account<sup>2</sup>.

The Inclusion Service is committed to working towards the key outcomes of the Corporate Plan with a focus on ensuring a truly inclusive educational system that recognises learners starting points, strengths and educational needs. In order to achieve this, we must consider the steps taken from compulsory education to Post 16 provision.

## Implementation

This strategy relates to children and young people with additional learning needs. The definition of additional learning needs is taken from the Additional Learning Needs Code for Wales 2021<sup>3</sup>:

### **Additional Learning Needs (ALN)**

A child / young person has an ALN if an individual:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

### **Additional Learning Provision (ALP)**

Additional learning provision for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age.

Monmouthshire Local Authority and schools recognise that transitions for children and young people with additional learning needs can be more challenging. Planning ahead can help to deliver smooth transitions which is important in terms of wellbeing and learning and social outcomes<sup>4</sup>. Additional support may be required to support the transition from school to a Post 16, 18 or 19 provision. The most successful transitions are those which are person centred in nature, are prepared for, thoroughly planned and include key partners.

Monmouthshire schools will utilise the best practice guidance in the Code<sup>5</sup>, including:

- Including the views of the child and young person through person-centred practice and the use of person thinking tools where appropriate.
- Having a key person who will co-ordinate the transition planning and multi-agency meetings, usually a member of school staff.
- Early transition planning, taking an ongoing approach rather than focusing on one single event, ensuring continuity throughout the transition.
- Consider the IDP review as a vehicle for on-going transition planning, considering the additional learning provision (ALP) required at each stage of learning, recording the additional support requirements for transition in Section 3C
- Taking an individualised approach to the transition itself, the timing, amount and length of any enhanced transition planning

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<sup>2</sup> Additional Learning Needs Code for Wales 2021 – Chapter 3

<sup>3</sup> Additional Learning Needs Code for Wales 2021 – Chapter 2 (2.3 and 2.4)

<sup>4</sup> Additional Learning Needs Code for Wales 2021 – Chapter 27 (27.4 – 27.5)

<sup>5</sup> Additional Learning Needs Code for Wales 2021 – Chapter 27 (27.13 – 27.28)

## Preparing for Post 16 Transition

Transition planning begins from Year 9, where learners have opportunities to find out more about the choices available during person centred annual review meetings. Careers Wales and local college providers are invited to attend review meetings during the transition planning process<sup>6</sup>. Annual reviews at Key Stage 4 and 5 will likely be held earlier than the IDP date to discuss and begin planning for transitions (for example the Autumn Term to support visits to open evenings and applications to providers). During these review meetings, learners and families will share their views on placement and these views will be taken into consideration by the school and the Local Authority. The support requirements around transition should be recorded in Section 3C of the IDP.

Alongside the annual review process, schools provide learning opportunities through the curriculum on planning ahead. Schools arrange opportunities for college visits and careers fairs to allow all children and young people to explore the options available to them in the future. There will likely need to be further transition planning meetings, in addition to the annual review, to ensure any wider support required can be put in place ahead of the transition.

## Leaving School

Young people (aged 16) can legally leave school at the end of June in the school year of their 16th Birthday (usually, year 11). This means that they have completed their compulsory education and are no longer required to attend school by law.

Each of our maintained secondary schools have a Sixth Form. There may be opportunities for learners to remain within this setting until 19. It is important that course choices are explored.

Three of our schools have Specialist Resource Bases, which provide for children and young people with complex additional learning needs until the age of 19<sup>7</sup>.

## Available Options at Post 16

There are options to consider:

- Further education in a school
- Continuing their education in a further education college (FEI) e.g. Coleg Gwent
- Employment
- Get ready for Work – Jobs Growth Wales +/Training
- Apprenticeships
- Voluntary Work

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<sup>6</sup> Additional Learning Needs Code for Wales 021 – Chapter 27 (27.41 – 27.44)

<sup>7</sup> [Specialist Resource Bases - Monmouthshire](#)

For those young people remaining in education, there is universal provision available and most young people will have their needs met in this way. Learners who can access education and training through universal provision will not need an Individual Development Plan (IDP). All learners who need additional learning provision in college will need an IDP to help them transition from school to post-16 education and training. The IDP will usually be in place at school and through review processes will be amended to reflect the support requirements in a college setting.

## **ALN and IDPs**

The school Additional Learning Needs Coordinator (ALNCo) will provide information about how decisions about additional learning needs are made. They will explain all about the Individual Development Plan (IDP), who will maintain it, and the young person's rights including their right to consent or object to ALN decisions and their IDP.

They will give information and help to ensure that the young person is able to understand the possible consequence of decisions so that they can make an informed decision about their ALN and IDP.

We will ask the young person:

- What do you think about your IDP?
- Do you agree with the plan?
- Do you consent to the plan going ahead?
- Who are you happy to share your information with?

If the young person does not consent to a decision about ALN being made or a plan being prepared or maintained the school or local authority must take all reasonable steps to secure the additional learning provision (ALP) called for by the young person's ALN. This means the extra help needed to help the young person learn.

Everybody involved must do everything they can to help the young person to make their own decision.

Where the young person is not able to (doesn't have capacity to) make decisions about their individual development plan, parents can act as their 'representative'. This means parents can exercise the young person's rights under the ALN Code. Where this is the case, it is important to involve the young person as much as possible in decisions being made, taking into account their thoughts, wishes and feelings before making a decision on their behalf.

If the young person or their representative needs support to express their views and wishes, and exercise their rights they can ask an advocate to help. An advocate is someone who speaks up for someone else. They can make sure people know what children and young people think. And how they are feeling.

Local authorities have partnership services which give independent support to families and any young person can access the support of an independent advocate to support them throughout the transition process. These can be accessed through [Information, advice & advocacy for children and young people with ALN - Monmouthshire](#)

## The Transfer of Individual Development Plans

Learners who have ALN will be able to discuss future transition from Year 9 onwards, during their annual IDP review meeting. Careers Wales and college staff may also attend to support learners and their parents at these meetings. The school and LA will advise on the available pathways for the learner. Learners should continue to make applications to their chosen providers as part of the usual process.

Learners consent for the IDP to continue to Post 16 and the IDP will transfer to college with them. There is a duty through the ALNET Act 2018 that any IDP transferring when a young person moves to a further education institute at the start of an academic year, having been at a maintained school in the previous year<sup>8</sup>.

There will be occasions where the ALP is provided by an alternative provider, for example the local health board or SenCom. In these cases, the ALP provider will liaise with the school and Post 16 provider to determine whether the ALP will be required in its current form, this will be added to Section 2 of the IDP. If this ALP needs to be commissioned, the ALN Panel will consider the request and if agreed, the ALP secured.

The organisation which maintains the IDP (school or the local authority) will formally consult with the Post 16 provider to ensure they are able to provide the additional learning provision outlined in the IDP. If there is a request for a specialist or independent placement, this will have to be considered by the Local Authority ALN Panel, before a consultation process begins.

Once the transition has been made, the college / further education setting will work with each young person to make sure the plan is suitable for them within their chosen course.

Should a young person choose to no longer engage in education at 16, the IDP will cease. A formal letter will be issued by the body (LA or school) who maintains the IDP. This will provide the rights to appeal for the

## Suitable Placements

When advising on a suitable college for a learner with ALN, schools and LAs will use the ALN Code as their guide when deciding how best to meet their needs. The Code states that, wherever possible, young people should be able to attend their post-16 education and training locally.

The Local Authority maintains an inclusive approach to educational provision. All young people with an ALN should be provided with equitable access to FE provision, through the inclusive approach available locally. It is the expectation that usually the local FE will be able to meet the needs of the majority of young people with an ALN. FEIs have provision for young people with ALN. Colleges often provide discrete additional support through independent living skills, which prepare young people for work or to move onto a mainstream vocational programme in a chosen area. A range of support can be offered through FEIs, including access to additional adult support and intervention, which allows young people to be educated alongside their peers.

The ALN Pathfinder website provides more information on college provision - [www.alnpathfinder.wales](http://www.alnpathfinder.wales)

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<sup>8</sup> Additional Learning Needs Code 2021 – Chapter 28 (28.3, 28.9-28.10)

Careers Wales provide an overview of the options available at Post 16 and advice around how to access these opportunities - [Careers Wales | Careers Wales \(gov.wales\)](#).

### *Independent Specialist Post 16 Institutions (ISPI)*

In some cases, a learner may not be able to achieve their desired education and training outcomes locally. This might be because their needs are so complex that appropriate local provision cannot be found. The LA may then consider an Independent Specialist Post-16 Institution (ISPI). Where a learner has health or social care needs, local authority education officers will work in partnership with health board and social care to secure the appropriate care and support.

All specialist placements are agreed through an Additional Learning Needs Panel. The ALN Panel will consider the current IDP, recent annual review paperwork and any evidence / advice from professionals supporting the learning.

The panel approach is based on the following principles:

- Meeting the LA statutory obligations outlined in the ALNET Act 2018 and Code 2021.
- Young people will be treated fairly and equitably on a case-by-case basis.
- The best interests of the young person will be considered.
- The local provision will be prioritised, where it is appropriate and reasonable to do so.
- Consideration for the efficient education and effective deployment of resources.
- A balanced decision based on the advice and evidence provided.
- Decisions will be communicated in full to the young person.
- Decisions will be made in a timely way.

Whilst the views and wishes of the young person and their family will be taken into account, there is no legal obligation to fund the specialist placement of choice or for the duration of choice. Funding for an alternative placement may be offered, this may include additional support arrangements at a local mainstream FE.

Following this a thorough consultation with any provider would be required, for the provider to offer a place through a personalised and costed provision map, which outlines how the ALN and ALP will be provided for. This can often involve an assessment at the Post 16 location or in the current educational establishment. For the majority of young people attending a specialist placement, the agreed duration of the provision will be comparable with the duration of the provision available within mainstream FE establishment.

## **Enhanced Transition**

Enhanced transition is where additional activities are implemented to support the transition to the new provider. They are available for any learner who may require this approach, they are not specific to learners with ALN<sup>9</sup>.

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<sup>9</sup> [MCC Training and Support - Post 16 Enhanced Transition - All Documents \(sharepoint.com\)](#)

This is usually planned for in a person-centred way with the young person, parents, staff from the current and new setting and any professionals working with the young person or the family<sup>10</sup>.

A person-centred meeting, will take place to support planning for transition.

Key Areas for discussion:

- Personal Information and identified ALN Needs
- PCP Key Areas
  - What we like and admire
  - What is important to and for
  - What is working / not working
  - How to support well
- Plans already in place – IDP, OPP, Risk Assessment, IHP, PSP, RRP...
- The thoughts / queries / concerns we have around transition
- Development of an Action Plan as part of the Enhanced Transition
- Date for the next meeting

An enhanced transition plan is created as part of this meeting.

Developing the enhanced transition plan:

- Develop a clear action plan which provides specificity:
  - What do we need to do?
  - Who needs to do this?
  - When will this be completed?
- Ideally provide the dates for any additional visits and the purpose of these, alongside who will attend.
- If there is movement between settings, who is transporting the learner and are current school staff supporting.
- All parties can have actions, including the young person, parents and settings.
- Avoid any ambiguity which may lead to confusion.
- Consider any referrals or re-referrals to agencies required.

Enhanced transition can include a range of different activities, depending on the need of the individual, for example:

- Sharing knowledge of the child
- Visiting their current setting to gain the full picture (observations and information sharing)
- New staff to meet the learner in their current setting
- Learner to visit the new setting at a quiet time (i.e. after school)
- Learner to visit at quieter time with current staff / parents, building the time and confidence
- Learner to attend a smaller group lesson, intervention, break, lunch, building the experiences
- Learner to attend group-based visits and follow an enhanced transition programme
- Learner to attend a full day

<sup>10</sup> [MCC Training and Support - Enhanced Transition - All Documents \(sharepoint.com\)](#)



- Use of photos and visuals to support the learner in sharing and explaining the changes in their current setting and at home (need dependent, the learner can create their own photo book)
- Ideally the new school will provide the learner and parents with the photos, names and roles of key staff, as well as photos of the key spaces accessed
- Where the start date is September, is there an opportunity to touch base with the family over the summer?
- Developing a relationship with a 'key person / people'
- Use of social stories
- Storyboarding the day of activities and transitions
- Photobooks with key adults and spaces that can be accessed
- Provide key items which may help preparation for learners to use in the current setting or at home –i.e. timetables, homework recording, clothing
- Providing parents / young person with a key worker in the new setting to go to with any worries or queries

The enhanced transition remains under review, allowing identification of any concerns to take the appropriate actions to overcome these:

Keeping transition under review:

- Ongoing communication with parents and prepare for any unavoidable changes to the plan.
- Sharing feedback with parents – determine whether this will be the current or new school before the transition.
- Adapt the plan if things are not working, communicating this effectively to all parties, holding a further PCP meeting if needed.
- Review the Enhanced Transition – this could be October / November for usual transition points.
- Best practice would suggest an annual review of an IDP within three months of a change of placement.

Year 9	<p>Key Stage 4 and moving forward to Post 16. This will be recorded in Section 3 of the IDP.</p> <ul style="list-style-type: none"> <li>• Careers Wales are available to offer support and advice around pathways and possible Post 16 provision.</li> <li>• School continues to provide education around pathways and the world of work.</li> </ul>
Year 10	<ul style="list-style-type: none"> <li>• The person-centred annual review will likely take place in the Autumn Term.</li> <li>• Careers Wales and local college providers will be invited to the annual review, alongside the learner, family and other professionals.</li> <li>• The learner and family will be signposted towards opportunities available which will allow exploration of the options available (for example college open evenings, the career and higher education fair).</li> <li>• Consideration will be given to outcomes which will focus on independence and transition for Section 2 of the IDP (for example, access to travel).</li> <li>• School will consider any referrals / re-referrals required to agencies in order to support the transition.</li> </ul>

Year 11	<ul style="list-style-type: none"> <li>• The person-centred annual review will take place in the Autumn Term.</li> <li>• Transition will be a key factor of the review meeting, considering options available and applications needed, as well as possible enhanced transition options.</li> <li>• Referrals / re-referrals to other agencies will be considered to support transition.</li> <li>• Outcomes will be reviewed and will consider any specific areas of focus to support independence and resilience at transition.</li> <li>• Consent will be obtained from the learner to share key information, as well as determining whether the learner wants the IDP to transfer to the Post 16 provider.</li> <li>• If there are recommendations from the annual review for funded provision, these will be shared with the LA for discussion at an ALN Panel meeting.</li> <li>• An enhanced transition planning meeting will be held in the Spring Term.</li> <li>• Enhanced transition activities will take place in the Summer Term, with ongoing review.</li> </ul>
Post 16	<ul style="list-style-type: none"> <li>• Annual reviews will continue to take place during Post 16 provision.</li> <li>• Transition discussions will be focused on preparing for adulthood – this may link to work placements or further courses to support in securing employment.</li> <li>• Where there are other professionals supporting, they will be invited to annual reviews. Consideration will be given to any additional support requirements or further advice needed.</li> </ul>

## Independent Support

SNAP Cymru offers free and independent information, advice, and support to help get the right education for young people with additional learning needs and will help them through the transition process. You can find out more information from their website - [www.snapcymru.org](http://www.snapcymru.org)

# Policy and Practice

## Decision Making

All discussions for provision which sits outside of the mainstream offer will be considered at ALN Panel. This includes:

- Funding for additional learning provision (for example therapies, SenCom, health based)
- Funding for specific support / intervention
- Funding for specialist placements

The ALN Panel comprises of the Head of Inclusion, ALN Principal Officer, an educational psychologist and a member of SNAP Cymru, independent parent partnership. Panel consider the IDP, annual review paperwork and any advice / evidence from professionals. Outcomes and decisions from the panel will be shared in writing with the young person (and where appropriate the family) in a timely manner.

The young person and family have the right to appeal any decision made by the ALN Panel. It is expected that any appeal be put in writing with clear reasons for the appeal within 15 days of receipt of the decision. Appeals will be made to the Inclusion Panel. Monmouthshire ALN Service are committed to working with young people and families to avoid disagreement.

Following receipt of the final IDP, the young person and their family have the right to appeal to the Education Tribunal for Wales if they remain discontent with the ALP and placement outlined in Section 2 of the IDP.

Advice and support for young people and their families can be accessed through:

[Information, advice & advocacy for children and young people with ALN - Monmouthshire](#)

## Transport

### *Learners Travel Measures 2008*

There is no legal obligation on the Education Department to provide free transport for post 16 learners, whether they attend school or college placements. Developing travel skills is a crucial part of planning for a young person's development and independence in adult life, and during transition reviews for pupils with ALN, discussions about developing these skills will be extremely important. In considering further education placements, it will be equally as important to consider the route and how the young person will be able to get there.

## Data Sharing

Successful transitions between settings are proven to increase progression. Effective data management and information sharing is therefore paramount. This supports the development of an enhanced transition and leads to increased retention rates, as well as improved wellbeing and learning outcomes. Transitions should be properly planned in a timely manner<sup>11</sup>. We have an Information Sharing Protocol in place with Coleg Gwent, secondary schools have data sharing agreements signed at the point of admission which cover key information sharing. The educational record of a learner can be requested by the setting considering admission of a learner and must be provided within 15 days<sup>12</sup>. For Post 16 providers, this includes the learner's achievements, information about behaviour and wellbeing (not evaluative) and attendance information.

For learners with ALN, it is expected that schools seek consent around sharing the Individual Development Plan and associated paperwork (for example health reports, access arrangements for examinations, risk assessments). It is critical that these key documents are shared in the planning stages of transition. Potential post 16 providers should be invited to attend Annual Reviews from at least Year 10, with the consent of the parents / young person to support information sharing.

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<sup>11</sup> [effective-post-16-transitions-and-data-sharing-a-short-guide-for-schools-and-post-16-learning-providers.pdf \(gov.wales\)](#)

<sup>12</sup> Pupil Information (Wales) Regulations 2011 - Regulation 5(3) - [The Pupil Information \(Wales\) Regulations 2011 \(legislation.gov.uk\)](#)

## Capacity Assessment

The Mental Capacity Act 2005 is a law that protects vulnerable people over the age of 16 around decision-making. It says that:

*Every adult, whatever their disability, has the right to make their own decisions wherever possible.*

We recognise that people should always support a person to make their own decisions if they can. This might mean giving them information in a format that they can understand (for example this might be *easy read* information for a person with a learning disability) or explaining something in a different way. If a decision is too big or complicated for a person to make, even with appropriate information and support, then people supporting them must make a 'best interests' decision for them.

In most cases, teachers in the school attended will know whether or not a child or young person has capacity, as they work with them on a daily basis<sup>13</sup>. Schools will work with NHS and / or social care colleagues to determine whether the child / young person has capacity to make a particular decision, if there is disagreement in whether the child / young person has capacity to make the decision. Chapter 30 of the Code will provide the guide where there is a continued disagreement. The local authority can reconsider any decision made by a school. Parents and / or the child are able to refer to the Tribunal for a declaration<sup>14</sup>.

We follow the 5 main principles of the Mental Capacity Act<sup>15</sup> when determining whether a young person has capacity to make a specified decision. This will be followed in collaboration with other professionals who work with the young person.

1. Always assume the person is able to make the decision until you have proof they are not.
2. Try everything possible to support the person make the decision themselves.
3. Do not assume the person does not have capacity to make a decision just because they make a decision that you think is unwise or wrong.
4. If you make a decision for someone who cannot make it themselves, the decision must always be in their best interests.
5. Any decisions, treatment or care for someone who lacks capacity must always follow the path that is the least restrictive of their basic *rights* and freedoms.

It is also important to remember that a person may have capacity for some decisions but not others, or they may not have capacity right now but may regain it in the future with support. This means all capacity decisions should be regularly reviewed to make sure they still reflect the person's ability to make decisions. Representatives or case friends are able to act on behalf of someone who does not have capacity to make a specific decision.

Whether a young person has capacity or not, they can continue to make significant contributions to the decision-making process. We will continue to have due regard their views, wishes and feelings; the importance of them participating as fully as possible in decisions and the importance of them being provided with the information and support necessary to enable participation in those decisions<sup>16</sup>.

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<sup>13</sup> Additional Learning Needs Code for Wales 2021 – Chapter 30 (30.8)

<sup>14</sup> Additional Learning Needs Code for Wales 2021 – Chapter 30 (30.8 – 30.12)

<sup>15</sup> Mental Capacity Act 2005 – Section 1

<sup>16</sup> Additional Learning Needs Code for Wales 2021 – Chapter 31 (31.3)

# Monitoring and Evaluation

There will be an annual review of the approaches to Post 16.

This will consider:

- Views of young people and families
- Retention in further education establishments
- Learners remaining in school post 16 provision and outcomes
- Development of SRB post 16 provision
- Engagement with providers and supporting agencies (including Careers Wales)

## Further advice for young people and families

### Transport

Many young people with ALN are entitled to a concessionary bus pass which means that they are eligible to travel on all buses throughout Wales at no cost. 2 To find out more information and how to apply online, go to the Transport for Wales website at [TfW - Your Concessionary Travel Card](#)

The Orange Wallet Scheme is a project funded by the Welsh Government as part of the All Wales ASD strategy. It's for anyone who may find it difficult to communicate their needs when travelling on public transport, and can support communication with staff when travelling by bus or train. It's particularly designed for autistic passengers. However, it can be used by anyone with a hidden disability who may like to communicate to staff non-verbally. The wallet has plastic pockets where you can put words and pictures to help communicate your needs to transport staff across Wales. Show it to the station and on board staff when you're travelling or buying a ticket. They're trained to recognise the wallet and provide appropriate help. For more information, go to [Orange Wallet Scheme | TfW](#)

### Mobility Allowance

Some young people with ALN may be receiving Personal Independence Payments (PIP). Part of this payment includes a mobility allowance which helps towards covering the cost of transport if the young person has mobility issues. See the articles below for more information Personal Independence Payment (PIP): What PIP is for - [Personal Independence Payment \(PIP\): What PIP is for - GOV.UK \(www.gov.uk\)](#)

PIP mobility component in 2022: everything you need to know (your-benefits.co.uk) [PIP mobility component in 2022: everything you need to know \(your-benefits.co.uk\)](#)