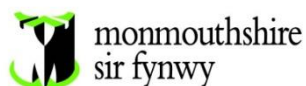


Public Document Pack



County Hall
Rhadyr
Usk
NP15 1GA

Monday, 10 February 2025

Notice of meeting :

People Scrutiny Committee

**Tuesday, 18th February, 2025 at 10.00 am,
Council Chamber, County Hall, The Rhadyr USK and Remote Attendance**

Please note that a pre meeting will be held 30 minutes prior to the start of the meeting for members of the committee.

AGENDA

| Item No | Item | Pages |
|---------|--|-------|
| 1. | Apologies for Absence | |
| 2. | Declarations of Interest | |
| 3. | Public Open Forum Our Scrutiny Committee meetings are live streamed and a link to the live stream will be available on the meeting page of the Monmouthshire County Council website If you would like to speak under the Public Open Forum at an upcoming meeting you will need to give three working days' notice in advance of the meeting by contacting Scrutiny@monmouthshire.gov.uk The amount of time afforded to each member of the public to speak is at the Chair's discretion, but to enable us to accommodate multiple speakers we ask that contributions be no longer than 3 minutes. Alternatively, if you would like to submit a written, audio or video representation, please contact the team via the same email address to arrange this. The deadline for submitting representations to the Council is 5pm three clear working days in advance of the meeting. If combined representations received exceed 30 minutes, a selection of these based on theme will be shared at the meeting. All representations received will be made available to councillors prior to the meeting. If you would like to suggest future topics for scrutiny by one of our Scrutiny Committees, please do so by emailing Scrutiny@monmouthshire.gov.uk | |

| | | |
|-----------|--|-----------|
| 4. | Inclusion Strategy and Additional Learning Needs Policy To conduct pre-decision scrutiny of the policy. | 1 - 156 |
| 5. | Revenue and Capital Budget Proposals To scrutinise the 2025/26 Draft Revenue and Capital Budget Proposals. | 157 - 178 |
| 6. | People Scrutiny Committee Forward work Programme and Action List | 179 - 184 |
| 7. | Cabinet and Council Planner | 185 - 188 |
| 8. | To confirm the minutes of the previous meeting held on 21st January 2025 | 189 - 194 |
| 9. | Next Meeting: 2nd April 2025 at 10.00am | |

Paul Matthews

Chief Executive

**MONMOUTHSHIRE COUNTY COUNCIL
CYNGOR SIR FYNWY**

THE CONSTITUTION OF THE COMMITTEE IS AS FOLLOWS:

County Councillor Jan Butler, Goetre Fawr;, Welsh Conservative Party
County Councillor Christopher Edwards, St. Kingsmark;, Welsh Conservative Party
County Councillor Simon Howarth, Llanelly Hill;, Independent Group
County Councillor Penny Jones, Raglan;, Welsh Conservative Party
County Councillor Maureen Powell, Pen Y Fal;, Welsh Conservative Party
County Councillor Sue Riley, Bulwark and Thornwell;, Welsh Labour/Llafur Cymru
County Councillor Maria Stevens, Severn;, Welsh Labour/Llafur Cymru
County Councillor Jackie Strong, Caldicot Cross;, Welsh Labour/Llafur Cymru
County Councillor Laura Wright, Grofield;, Welsh Labour/Llafur Cymru

Public Information

Access to paper copies of agendas and reports

A copy of this agenda and relevant reports can be made available to members of the public attending a meeting by requesting a copy from Democratic Services on 01633 644219. Please note that we must receive 24 hours notice prior to the meeting in order to provide you with a hard copy of this agenda.

Welsh Language

The Council welcomes contributions from members of the public through the medium of Welsh or English. We respectfully ask that you provide us with adequate notice to accommodate your needs.

Our purpose

To become a zero-carbon county, supporting well-being, health and dignity for everyone at every stage of life.

Objectives we are working towards

- Fair place to live where the effects of inequality and poverty have been reduced.
- Green place to live and work with reduced carbon emissions and making a positive contribution to addressing the climate and nature emergency.
- Thriving and ambitious place, where there are vibrant town centres and where businesses can grow and develop.
- Safe place to live where people have a home where they feel secure in.
- Connected place where people feel part of a community and are valued
- Learning place where everybody has the opportunity to reach their potential.

Our Values

Openness. We are open and honest. People have the chance to get involved in decisions that affect them, tell us what matters and do things for themselves/their communities. If we cannot do something to help, we'll say so; if it will take a while to get the answer we'll explain why; if we can't answer immediately we'll try to connect you to the people who can help – building trust and engagement is a key foundation.

Fairness. We provide fair chances, to help people and communities thrive. If something does not seem fair, we will listen and help explain why. We will always try to treat everyone fairly and consistently. We cannot always make everyone happy, but will commit to listening and explaining why we did what we did.

Flexibility. We will continue to change and be flexible to enable delivery of the most effective and efficient services. This means a genuine commitment to working with everyone to embrace new ways of working.

Teamwork. We will work with you and our partners to support and inspire everyone to get involved so we can achieve great things together. We don't see ourselves as the 'fixers' or problem-solvers, but we will make the best of the ideas, assets and resources available to make sure we do the things that most positively impact our people and places.

Kindness: We will show kindness to all those we work with putting the importance of relationships and the connections we have with one another at the heart of all interactions.

Monmouthshire Scrutiny Question Guide

| Role of the Pre-meeting | |
|--|---|
| <ol style="list-style-type: none"> 1. Why is the Committee scrutinising this? (background, key issues) 2. What is the Committee's role and what outcome do Members want to achieve? 3. Is there sufficient information to achieve this? If not, who could provide this? <ul style="list-style-type: none"> - Agree the order of questioning and which Members will lead - Agree questions for officers and questions for the Cabinet Member | |
| Questions for the Meeting | |
| <p><u>Scrutinising Performance</u></p> <ol style="list-style-type: none"> 1. How does performance compare with previous years? Is it better/worse? Why? 2. How does performance compare with other councils/other service providers? Is it better/worse? Why? 3. How does performance compare with set targets? Is it better/worse? Why? 4. How were performance targets set? Are they challenging enough/realistic? 5. How do service users/the public/partners view the performance of the service? 6. Have there been any recent audit and inspections? What were the findings? 7. How does the service contribute to the achievement of corporate objectives? 8. Is improvement/decline in performance linked to an increase/reduction in resource? What capacity is there to improve? | <p><u>Scrutinising Policy</u></p> <ol style="list-style-type: none"> 1. Who does the policy affect ~ directly and indirectly? Who will benefit most/least? 2. What is the view of service users/stakeholders? What consultation has been undertaken? Did the consultation process comply with the Gunning Principles? Do stakeholders believe it will achieve the desired outcome? 3. What is the view of the community as a whole - the 'taxpayer' perspective? 4. What methods were used to consult with stakeholders? Did the process enable all those with a stake to have their say? 5. What practice and options have been considered in developing/reviewing this policy? What evidence is there to inform what works? Does the policy relate to an area where there is a lack of published research or other evidence? 6. Does the policy relate to an area where there are known inequalities? 7. Does this policy align to our corporate objectives, as defined in our corporate plan? Does it adhere to our Welsh Language Standards? 8. Have all relevant sustainable development, equalities and safeguarding implications |

- | | |
|--|---|
| | <p>9. been taken into consideration? For example, what are the procedures that need to be in place to protect children?</p> <p>10.</p> <p>11. How much will this cost to implement and what funding source has been identified?</p> <p>12.</p> <p>13. How will performance of the policy be measured and the impact evaluated</p> |
|--|---|

General Questions:

Empowering Communities

- How are we involving local communities and empowering them to design and deliver services to suit local need?
- Do we have regular discussions with communities about service priorities and what level of service the council can afford to provide in the future?
- Is the service working with citizens to explain the role of different partners in delivering the service, and managing expectations?
- Is there a framework and proportionate process in place for collective performance assessment, including from a citizen's perspective, and do you have accountability arrangements to support this?
- Has an Equality Impact Assessment been carried out? If so, can the Leader and Cabinet/Senior Officers provide members with copies and a detailed explanation of the EQIA conducted in respect of these proposals?
- Can the Leader and Cabinet/Senior Officers assure members that these proposals comply with Equality and Human Rights legislation? Do the proposals comply with the Local Authority's Strategic Equality Plan?

Service Demands

- How will policy and legislative change affect how the council operates?
- Have we considered the demographics of our council and how this will impact on service delivery and funding in the future?
- Have you identified and considered the long-term trends that might affect your service area, what impact these trends could have on your service/your service could have on these trends, and what is being done in response?

Financial Planning

- Do we have robust medium and long-term financial plans in place?
- Are we linking budgets to plans and outcomes and reporting effectively on these?

Making savings and generating income

- Do we have the right structures in place to ensure that our efficiency, improvement and transformational approaches are working together to maximise savings?
- How are we maximising income?
- Have we compared other council's policies to maximise income and fully considered the implications on service users?
- Do we have a workforce plan that takes into account capacity, costs, and skills of the

actual versus desired workforce?

Questions to ask within a year of the decision:

- Were the intended outcomes of the proposal achieved or were there other results?
- Were the impacts confined to the group you initially thought would be affected i.e. older people, or were others affected e.g. people with disabilities, parents with young children?
- Is the decision still the right decision or do adjustments need to be made?

Questions for the Committee to conclude...

Do we have the necessary information to form conclusions/make recommendations to the executive, council, other partners? If not, do we need to:

- (i) Investigate the issue in more detail?
- (ii) Obtain further information from other witnesses – Executive Member, independent expert, members of the local community, service users, regulatory bodies...

Agree further actions to be undertaken within a timescale/future monitoring report...

SUBJECT: Inclusion Strategy and Additional Learning Needs Policy

MEETING: People Committee

DATE: 18th February 2025

DIVISION/ WARDS AFFECTED: All

1. PURPOSE:

- 1.1. The Inclusion Service, within the Learning, Skills and Economy (LSE) Directorate has developed a new Inclusion Strategy and an updated ALN Policy to shape our work with children and young people in schools and settings in Monmouthshire.
- 1.2. The purpose of this report is to provide People Scrutiny Committee with an opportunity to consider the Inclusion Strategy and the Additional Learning Needs (ALN) Policy to ensure that they are fit for purpose and meet the local priorities as outlined in the Learning Place section of the Community and Corporate Plan.

2. RECOMMENDATIONS:

- 2.1. That Scrutiny Committee provide their feedback for consideration by Cabinet.

3. KEY ISSUES:

- 3.1. Monmouthshire's last Estyn report published in April 2020, recognised that a number of appropriate actions have been taken by Monmouthshire's Children and Young People's Directorate, to improve the identification and provision for pupils with special educational needs (SEN) and that there was a passion and commitment to further improve this. However, a main recommendation of the Estyn report, stated that Monmouthshire should 'articulate a clear strategy for Special Educational Needs (SEN) provision'.
- 3.2. The implementation of the Additional Learning Needs and Tribunal Act (Wales) 2018 and the creation of a broader Inclusion Service, has meant that the articulation of an Inclusion (rather than SEN) strategy, supported by a broader suite of interconnected strategies and related policies, including an Additional Learning Needs Policy, will now provide a response to this recommendation.
- 3.3. The Inclusion Strategy aims to set out Monmouthshire's priorities to improve outcomes for children and young people in vulnerable groups and their families; this directly aligns with Monmouthshire's Community and Corporate Plan which outlines certain key deliverables to shape this Inclusion Strategy within the 'Learning Place', including:
 - Improved school attendance and reduced levels of exclusion which remove barriers to learning for vulnerable pupils.
 - A truly inclusive educational system that recognises learners' starting points, strengths and educational needs.
- 3.4. The Additional Learning Needs (ALN) Policy outlines Monmouthshire's approach to supporting children and young people with barriers to learning and additional learning needs, ensuring they receive the necessary support, resources, and opportunities to thrive academically, socially, and emotionally.

4. EQUALITY AND FUTURE GENERATIONS EVALUATION (INCLUDES SOCIAL JUSTICE, SAFEGUARDING AND CORPORATE PARENTING):

4.1. The Integrated Impact Assessment (attached) anticipates that the positive impact of the Inclusion Strategy and ALN Policy are;

- Inclusive and supportive educational settings, support keeping pupils close to their communities,
- High quality local specialist educational provision means there is less reliance on expensive, out of county specialist provision,
- An inclusive culture advances equality of opportunity between those who share a relevant protected characteristic and those who do not,
- An inclusive and tolerant culture fosters good relations between those who share a protected characteristic and those who do not,
- High quality successful schools, support recruitment and retention of highly qualified staff and the development of best inclusive/ ALN practice across specialist settings,
- Educating vulnerable children, including those with ALN, close to their communities will result in a reduction in travel time and transport costs and associated pollution.

5. OPTIONS APPRAISAL

5.1. There are no options presented.

6. EVALUATION CRITERIA

6.1. The Inclusion Service will continue to review and monitor the performance of the Inclusion Strategy and the ALN Policy and report regularly and as required to the LSE Directorate Management Team and appropriate committees.

7. REASONS:

7.1. Monmouthshire requires an Inclusion Strategy and associated ALN Policy in order to meet the recommendations included in the 2020 Estyn Inspection.

8. RESOURCE IMPLICATIONS:

8.1. There are no resource implications

9. CONSULTEES:

9.1. The consultation period for the Inclusion Strategy and ALN Policy was from 18th October 2024 to 20th December 2024. The following is a list of consultees for both the Inclusion Strategy and ALN Policy. Consultees were provided with a link to both documents and asked to complete an online response form (MSForms). In addition, parents and carers and school staff were offered on-line feedback discussion sessions with the Head of Inclusion and Principal Officer for ALN.

- Head Teachers all MCC schools
- ALNCOs in all MCC schools
- Inclusion Service Officers
- Learning, Skills and Economy (LSE) Directorate Management Team
- Cabinet Member for Education
- Educational Achievement Service (EAS)
- SNAP Cymru
- Gwent Parent Network Group

9.2. All consultation responses were considered and where appropriate, amendments made to the relevant documents.

10. BACKGROUND PAPERS:

10.1. Inclusion Strategy, with associated Appendices (*shared/ common documents are italicised*):

Appendix 1. *Monmouthshire's Participation Policy (in draft for consultation)*

Appendix 2. *Information about specialist provision in Monmouthshire (SRB Handbook)*

Appendix 3. Children Looked After Policy

Appendix 4. *Post 16 Strategy (in draft for consultation)*

10.2. ALN Policy, with associated Appendices (except Appendix 3 due to ongoing consultation this is not currently available):

Appendix 1. *Monmouthshire's Participation Policy (in draft for consultation)*

Appendix 2. ALN Identification Flowchart for Schools

Appendix 4. *Specialist Resource Base Policy and Handbook*

Appendix 5. Monmouthshire's Post 16 Strategy (in draft for consultation)

Appendix 6. Quality Assurance System and Review Cycle

Appendix 7. Information about Outreach and Education Support Team

Appendix 8. Dispute Resolution

11. AUTHOR:

Dr Morwenna Wagstaff, Head of Service: Inclusion

Jacquelyn Elias, Principal ALN Officer

12. CONTACT DETAILS:

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E-mail: morwennawagstaff@monmouthshire.gov.uk

jacquelynelias@monmouthshire.gov.uk

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Integrated Impact Assessment Template

(incorporating Equalities, Socio-economic Duty, Future Generations, Welsh Language Measures, Corporate Parenting)

| | |
|--|--|
| Name of the Officer Morwenna Wagstaff Phone no: 01633 644032 E-mail: MorwennaWagstaff@Monmoutshire.gov.uk | Please give a brief description of the aims of the proposal To outline Monmouthshire's Strategy for Inclusion and Additional Learning Needs (ALN) Policy |
| Name of Service area Inclusion Service, Learning, Skills and Economy (LSE) | Date 4 th February 2025 |

1. **Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below.

| <u>Protected Characteristics</u> | Describe any positive impacts your proposal has on the protected characteristic | Describe any negative impacts your proposal has on the protected characteristic | What has been/will be done to mitigate any negative impacts or better contribute to positive impacts? |
|---|---|--|--|
| Age <i>Consider the impact on our community in relation to age, e.g. how do we engage with older and younger people about our services, access issues etc. Also consider what issues there are for employment and training.</i> | The Inclusion Strategy and ALN Policy will have a positive impact on children and young people aged 0-25 who have additional learning needs or who are in vulnerable groups by promoting their inclusion in all Monmouthshire schools and settings. | None identified at this stage. | N/A |

| <u>Protected Characteristics</u> | Describe any positive impacts your proposal has on the protected characteristic | Describe any negative impacts your proposal has on the protected characteristic | What has been/will be done to mitigate any negative impacts or better contribute to positive impacts? |
|--|---|--|--|
| Disability <i>Consider the impact and what issues there are around each of the disability needs groups e.g. access to buildings/services, how we provide services and the way we do this; producing information in alternative formats, employment issues etc.</i> | Children with disabilities, as defined by law, living in Monmouthshire, will benefit from having an Inclusion Strategy and ALN Policy which promotes their inclusion and wellbeing. | None identified at this stage. | N/A |
| Gender reassignment <i>Consider the provision of inclusive services for transgender people and groups. Also consider what issues there are for employment and training.</i> | The Inclusion Strategy and ALN Policy promote equality and diversity in all schools and settings in Monmouthshire. | None identified at this stage. | N/A |
| Marriage or civil partnership <i>Same-sex couples registered as civil partners have the same rights as married couples and must be provided with the same benefits, such as survivor pensions, flexible working, maternity/paternity pay and healthcare insurance. Consider the impact of your proposal on these rights.</i> | N/A | N/A | N/A |

| <u>Protected Characteristics</u> | Describe any positive impacts your proposal has on the protected characteristic | Describe any negative impacts your proposal has on the protected characteristic | What has been/will be done to mitigate any negative impacts or better contribute to positive impacts? |
|--|---|---|---|
| Pregnancy or maternity <i>A woman is protected from discrimination during her pregnancy, maternity leave and 26 weeks from the day she gives birth. Including the provision of services, goods and facilities and recreational or training facilities. Consider the impact of your proposal on these protections.</i> | N/A | N/A | N/A |
| Race <i>What will the proposal do to promote race equality with the aim of eliminating unlawful discrimination, promoting equality of opportunity and promoting good relations between different racial groups. Think about the potential to affect racial groups differently. Possible issues include providing translation/interpreting services, cultural issues and customs, access to services, issues relating to Asylum Seeker, Refugee, Gypsy & Traveler, migrant communities and recording of racist incidents etc.</i> | The Inclusion Strategy and ALN Policy promotes inclusion for all learners in vulnerable groups and equality for opportunity for all in every school and setting in Monmouthshire. The Inclusion Strategy and ALN Policy support the promotion of good relationships between all racial groups. Where necessary translation and interpretation services will be provided to ensure equal access to education services and provision. | N/A | N/A |
| Religion or Belief <i>Consider the impact e.g. dietary issues, religious holidays or days associated with religious observance, cultural issues and customs. Also consider what issues there are for employment and training.</i> | The Inclusion Strategy and ALN Policy fosters tolerance and acceptance that stems from promoting person centered practice in all schools and settings. | N/A | N/A |

| <u>Protected Characteristics</u> | Describe any positive impacts your proposal has on the protected characteristic | Describe any negative impacts your proposal has on the protected characteristic | What has been/will be done to mitigate any negative impacts or better contribute to positive impacts? |
|--|--|---|---|
| Sex <i>Consider what issues there are for men and women. Will this impact disproportionately on one group more than another e.g. equal pay, responsibilities for dependents, issues for carers, access to training, employment issues.</i> | The Inclusion Strategy and ALN Policy are of equal benefit to both male and female children and employees. | N/A | N/A |
| Sexual Orientation <i>Consider the provision of inclusive services for e.g. older and younger people from the Lesbia, Gay and Bi-sexual communities. Also consider what issues there are for employment and training.</i> | Principles embedded in the Inclusion Strategy and ALN Policy will ensure that schools and settings respond appropriately and sensitively to any gender orientation issues that children / young people may present with. | N/A | N/A |

2. The Socio-economic Duty

The Socio-economic Duty requires public bodies to have due regard to the need to reduce inequalities of outcome which result from socio-economic disadvantage when taking key decisions.

Socio-economic disadvantage can be defined as living in less favorable social and economic circumstances than others in society. It also includes social justice, which is about reducing inequalities by working towards more equal distribution of wealth and opportunities so everyone can achieve their full potential.

Consider how the proposal could affect the following vulnerable groups:

Armed Forces Community (including veterans)

Single parents

Vulnerable families

Single adult households

Carers

Students

People living in the most deprived areas

Pensioners

Homeless People

People misusing substances

People who have experienced the asylum system

People involved in the criminal justice system

| <u>Socio-economic Duty</u> | Describe any positive impacts your proposal has in respect of people suffering socio economic disadvantage | Describe any negative impacts your proposal has in respect of people suffering from socio economic disadvantage. | What has been/will be done to mitigate any negative impacts or better contribute to positive impacts in relation to the Socio-economic disadvantage? |
|--|--|--|--|
| <i>Think of what evidence you have about socio-economic disadvantage and inequalities of outcome in relation to this proposal. Will it impact disproportionately on certain groups? Can the proposals be improved to reduce inequalities of outcome?</i> | The Inclusion Strategy and ALN Policy actively promote strategies and approaches that address children / young people who are experiencing socio-economic disadvantage and who are in vulnerable groups. Adoption of the Inclusion Strategy and ALN Policy will support reducing inequalities and have a positive impact on these groups of children /young people in terms of social and academic outcomes. | N/A | N/A |

3. Policy making and the Welsh language

What are the effects that the proposals would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English? How could positive effects be increased, or negative effects be mitigated? Explain how you believe the proposals could be improved so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

| <p>How does your proposal impact on the following aspects of the Council's Welsh Language Standards:</p> | <p>Describe the positive impacts of this proposal</p> | <p>Describe the negative impacts of this proposal</p> | <p>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts</p> |
|--|---|---|--|
| <p>Policy Making: <i>Consider what impact this policy decision will have on the Welsh Language. This includes opportunities for people to use the language, opportunities to promote the language and treating the language no less favourably than the English language. Include any data and evidence e.g. WESP, Census Data, Cymraeg 2050, Welsh Language Strategy.</i></p> | <p>The Inclusion Strategy and ALN Policy reflect the priorities around the Welsh language as reflected in the ALNET legislation. All documents are available in Welsh and English and are relevant to supporting children in vulnerable groups in Monmouthshire's Welsh medium Primary Schools, or those who speak Welsh at home.</p> | <p>N/A</p> | <p>N/A</p> |
| <p>Operational: Recruitment & Training of workforce <i>Carefully consider whether vacant posts require Welsh language skills as a desirable or essential skill. This is especially pertinent with front line roles as more than 10 % of the population of Monmouthshire speak Welsh. Also, when assessing the need for Welsh language skills keep in mind the existing Welsh language skills within the workforce. In service areas where there is a current lack of Welsh language skills, posts should be advertised as Welsh language essential. Additionally, consider where further training may be needed to increase the number of staff who can speak Welsh and to enhance the skills of current Welsh speakers.</i></p> | <p>Recruitment to posts in the Inclusion Service always includes the ability to communicate in Welsh as desirable in the job descriptions. Staff are made aware of the opportunity to learn Welsh through MCC supported training.</p> | <p>We have limited officers within the Inclusion Service who currently speak Welsh.</p> | <p>Opportunities for staff working within the Inclusion Service to learn Welsh are optimised.</p> |

| | | | |
|---|---|--|---|
| Service Delivery: Use of Welsh language in service delivery <i>When advertising our services you must promote the fact that people can deal with the council in Welsh by phone, email, twitter, Facebook, letters, forms, website transactions etc.</i> | Parents/carers contacting all Inclusion Service teams are informed that they can deal with the relevant services in Welsh. All written communication are available in Welsh as are the Inclusion Strategy and ALN Policy. All information on the website is available in Welsh and English. | The capacity to deliver all aspects of Inclusion services through Welsh are limited. | Where possible we utilise Welsh speaking officers to deliver into Welsh-medium settings. We ensure our materials/ resources are all translated into Welsh and available to all. |
|---|---|--|---|

4. Does your proposal deliver any of the well-being goals below? Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal. There's no need to put something in every box if it is not relevant!



| <u>Well Being Goals</u> | Describe the positive impacts the proposal has on the wellbeing goal. | Describe the negative impacts the proposal has on the wellbeing goal. | What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts? |
|---|---|--|--|
| A prosperous Wales <i>An innovative, productive and low carbon society which recognises global limits and uses resources efficiently (including acting on climate change); a skilled and well-educated population in an economy which generates wealth and provides jobs.</i> | The Inclusion Strategy and ALN Policy will contribute to the efficient use of resources by creating positive and inclusive schools and settings that will keep children with additional needs and vulnerable groups in county, therefore decreasing the number of out of county specialist provision places needed. | None identified at this stage. | N/A |
| A resilient Wales <i>Maintains and enhances a biodiverse natural environment</i> | Keeping children with complex additional needs and in vulnerable | None identified at this stage. | N/A |



| <u>Well Being Goals</u> | Describe the positive impacts the proposal has on the wellbeing goal. | Describe the negative impacts the proposal has on the wellbeing goal. | What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts? |
|--|---|--|--|
| <i>with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</i> | groups in Monmouthshire's schools and settings, and close to their communities. This will reduce transport times and costs. This will have a positive impact in relation to reducing emissions and promoting active travel. | | |
| A healthier Wales <i>People's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</i> | Promoting a more inclusive culture in schools and settings including access to specialist provision within local communities, will have a positive impact on the well being of children / young people with additional learning needs and their families. | None identified at this stage. | N/A |
| A Wales of cohesive communities <i>Communities are attractive, viable, safe and well connected</i> | The Inclusion Strategy and ALN Policy contributes to a cohesive, inclusive model of education which ensures that most children / young people with ALN or in vulnerable groups can remain close to their local community. | None identified at this stage. | N/A |
| A globally responsible Wales <i>Taking account of impact on global well-being when considering local social, economic and environmental wellbeing</i> | More local, inclusive provision will mean that home to school transport may not be necessary, or distances travelled significantly reduced thereby contributing to a reduction in harmful nitrogen dioxide emissions | None identified at this stage. | N/A |
| A Wales of vibrant culture and thriving Welsh language | The Inclusion Strategy and ALN Policy promotes and supports the | None identified at this stage. | N/A |


| <u>Well Being Goals</u> | Describe the positive impacts the proposal has on the wellbeing goal. | Describe the negative impacts the proposal has on the wellbeing goal. | What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts? |
|--|---|---|---|
| <i>Promotes and protects culture, heritage and the Welsh language, and participation in the arts, and sports and recreation</i> | opportunity of all children with ALN or in vulnerable groups to learn Welsh and be encouraged to participate in sport, art and recreation related to Welsh culture. | | |
| A more equal Wales <i>People can fulfil their potential no matter what their background or circumstances. (This includes the protected characteristics listed in Section 1 above. You can add more detail there. Don't forget to think about the impacts on poverty)</i> | The Inclusion Strategy and ALN Policy promotes equal and inclusive educational provision for children with disabilities and with other support needs regardless of their background or circumstances. | None identified at this stage. | N/A |

13

5. How has your proposal embedded and prioritised the sustainable governance principles in its development?

| <p><u>Sustainable Development Principles</u></p> | <p>Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.</p> | <p>Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?</p> |
|--|---|--|
| <div data-bbox="98 263 291 462">  </div> <p data-bbox="129 475 264 507">Long Term</p> <p data-bbox="318 256 600 403">Balancing short term need with long term and planning for the future</p> <p data-bbox="107 437 600 683"><i>We are required to look beyond the usual short term timescales for financial planning and political cycles and instead plan with the longer term in mind (guidance says at least 10 years, but preferably 25)</i></p> | <p>The Inclusion Strategy and ALN Policy sets out how investment in developing inclusive education and equality of opportunity in all Monmouthshire's schools will benefit children with ALN and in vulnerable groups through improved attendance and reduced exclusions. In the longer term this will have an impact on learner outcomes and positive engagement in education.</p> | <p>None identified at this stage.</p> |
| <div data-bbox="98 829 291 1029">  </div> <p data-bbox="112 1042 280 1074">Collaboration</p> <p data-bbox="318 829 600 938">Working together with other partners to deliver objectives</p> | <p>Implementing the aims and objectives of the Inclusion Strategy and ALN Policy will involve working closely with a range of partners in schools and other services to deliver improved educational facilities, targeted interventions and to ensure better access to specialist provision for children with ALN and those in vulnerable groups.</p> | <p>Working with schools/ settings to ensure the effective use of the resources available to make the greatest impact for vulnerable groups in schools.</p> |

| <p><u>Sustainable Development Principles</u></p> | <p>Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.</p> | <p>Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?</p> |
|--|--|---|
| <div data-bbox="107 268 280 454">  </div> <p data-bbox="120 459 259 485">Involvement</p> <p data-bbox="309 256 613 363">Involving those with an interest and seeking their views</p> <p data-bbox="309 400 613 499"><i>Who are the stakeholders who will be affected by your proposal? Have they been involved? Do those people reflect the diversity of the area which is served?</i></p> | <p>The principle stakeholders are parents/carers of children and young people with ALN and in vulnerable groups. Other stakeholders include schools, governing bodies, social care and health services. The Participation Policy referenced in the Inclusion Strategy sets out the ways in which the Inclusion Service will gain the views of these groups.</p> | <p>Continued engagement with all stakeholders to review and refine the policy/ strategy over time.</p> |
| <div data-bbox="107 730 280 917">  </div> <p data-bbox="120 922 259 948">Prevention</p> <p data-bbox="309 699 613 847">Putting resources into preventing problems occurring or getting worse</p> | <p>The Inclusion Service is committed to the development of more local specialist provision. This investment will improve existing provision and provide more local specialist educational environments for children with complex needs. This will help prevent waiting lists for specialist provision and possible requests for expensive specialist out of county provision.</p> | <p>Continued forecasting work (where possible) to ensure we have the resources to meet the need to allow us to be less reactionary.</p> |

| <p><u>Sustainable Development Principles</u></p> | <p>Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.</p> | <p>Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?</p> |
|---|---|---|
| <div data-bbox="107 284 282 464">  </div> <p data-bbox="136 475 259 504">Integration</p> <p data-bbox="309 256 607 403">Considering impact on all wellbeing goals together and on other bodies</p> <p data-bbox="309 440 607 539"><i>Focus here on how you will better integrate the Wellbeing Goals impacts</i></p> <p data-bbox="107 547 589 715"><i>on people, economy and environment described above and balance any competing impacts. Think about impacts the proposal may have on other organisations</i></p> | <p>More inclusive local provision for children with ALN or in vulnerable groups will have a positive impact on the health and well-being of children with complex needs living in Monmouthshire as they will have access to more local specialist provision that can meet their educational and social emotional needs.</p> | <p>None at this stage.</p> |

6. Council has agreed the need to consider the impact its decisions has on the following important responsibilities: Corporate Parenting, Care Leavers, Care Experienced People and Safeguarding. Are your proposals going to affect any of these responsibilities?

| | Describe any positive impacts your proposal has | Describe any negative impacts your proposal has | What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts? |
|---|--|---|--|
| <p><u>Safeguarding</u></p> <p><i>Safeguarding in this context applies to children (not yet reached 18th birthday) and adult at risk (identified as a person over the age of 18 and who (a) is experiencing or is at risk of abuse or neglect, (b) has needs for care and support (whether or not the authority is meeting any of those needs), and (c) as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it.) Safeguarding is about ensuring that everything is in place to promote the well-being of children and adults at risk, preventing them from being harmed and protecting those who are at risk of abuse and neglect.</i></p> | <p>All Inclusion Service staff are guided by Wales Safeguarding Procedures at all times and the Inclusion Strategy ensures everything necessary is in place to ensure the well-being of children at risk of harm or neglect.</p> | <p>None identified at this stage.</p> | <p>N/A</p> |

| | | | |
|---|--|---------------------------------------|------------|
| <p><u>Corporate Parenting, Care Leavers and Care Experienced People</u></p> <p><i>This relates to those children who are 'looked after' by the Local Authority either through voluntary arrangements with their parents or through a Court Order. The Council has a corporate duty to consider 'children who are looked after especially and to promote their welfare (in a way, as though those children were their own). It also relates to care experienced people (people who have spent time in care when they were under 18 years old). The Council must consider how to help overcome the disadvantages and discrimination they experience.</i></p> | <p>The Inclusion Strategy and ALN Policy refer directly to the importance of ensuring the welfare of children who are looked after (CLA) and care experienced as a priority. The Inclusion and ALN Service have officers dedicated to supporting CLA and working with other supporting agencies.</p> | <p>None identified at this stage.</p> | <p>N/A</p> |
|---|--|---------------------------------------|------------|

7. What evidence and data has informed the development of your proposal?

This will include your baseline position, measures and studies that have informed your thinking and the recommendation you are making. It should allow you to identify whether any changes resulting from the implementation of the recommendation have had a positive or negative effect. Key strategies and documents that may help you include: Community and Corporate Plan, Asset Management Strategy, Digital and Data Strategy, Medium Term Financial Strategy, People Strategy, Socially Responsible Procurement Strategy: [Enabling Strategies](#) See Guidance for more examples.

- Quantitative data from ALN Statutory Service Reports to the directorate management team, which includes information from the Early Years ALN Team
- Inclusion Service evaluation reports
- Service User Data, from ONE
- PLASC data

8. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?

This section should summarise the key issues arising from the evaluation. This summary must be included in the Committee Report Template

- Inclusive and supportive educational settings, support keeping pupils close to their communities and peers
- High quality local specialist provision means there is less reliance on expensive, out of county specialist provision
- An inclusive culture advances equality of opportunity between people who share a relevant protected characteristic and those who do not
- An inclusive and tolerant culture fosters good relations between people who share a protected characteristic and those who do not
- High quality successful schools, support recruitment and retention of highly qualified staff and the development of best ALN practice across specialist settings
- Educating children in vulnerable groups, including those with ALN, close to their communities will result in a reduction in travel time and transport costs and associated pollution

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9. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.

| What are you going to do? | When are you going to do it? | Who is responsible? |
|---|------------------------------|---------------------|
| Implement the Inclusion Strategy & ALN Policy | March 2025 | Dr M Wagstaff |
| | | |
| | | |

10. VERSION CONTROL: The Integrated Impact Assessment should be used at the earliest stage, such as informally within your service, and then further developed throughout the decision-making process. It is important to keep a record of this process to demonstrate how you have considered and built in equality and future generations considerations wherever possible.

| Version No. | Decision making stage <i>e.g. budget mandate, DMT, SLT, Scrutiny, Cabinet etc</i> | Date considered | Brief description of any amendments made following consideration |
|--------------------|--|------------------------|---|
| 1 | Learning, Skills & Economy DMT | 3.2.25 | |
| | | | |
| | | | |

MONMOUTHSHIRE'S LEARNING, SKILLS AND ECONOMY DIRECTORATE INCLUSION STRATEGY

Inclusion Strategy (January 2025)

This policy sets out Monmouthshire Local Authority's Strategy for Inclusion.

| | |
|--|--|
| Date of issue | |
| Updated | |
| Review frequency | |
| Name of person responsible for maintaining this policy | |
| Contact details | |

This document is available in English and Welsh.

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Introduction

Monmouthshire's last Estyn report published in April 2020, recognised that a number of appropriate actions have been taken by Monmouthshire's Children and Young People's (CYP) Directorate, to improve the identification and provision for pupils with special educational needs (SEN) and that there is a passion and commitment to further improve this. However, a main recommendation of the Estyn report, stated that Monmouthshire must 'articulate a clear strategy for Special Educational Needs (SEN) provision'.

The creation of a broader Inclusion Service has meant that the articulation of an Inclusion (rather than SEN) strategy, supported by a broader suite of interconnected strategies and related policies will now provide a response to this recommendation.

This document sets out Monmouthshire's Inclusion Strategy for children and young people. It establishes our vision and framework to develop an inclusive education system which gives all children the best start in life. Our Inclusion Strategy intends to bind together and develop various areas of work currently being undertaken across the authority to support Monmouthshire's corporate aim to have '*...a truly inclusive educational system that recognises learners' starting points, strengths and educational needs*¹.

Within this strategy, 'inclusion' means, at its most simple level, children and young people belonging to and being included in their school or setting. In Monmouthshire, a truly inclusive education system is one where every child or young person, regardless of their abilities or differences, feels valued, supported, and enabled to succeed. By working collaboratively with schools, families, health and social care, and other stakeholders, we strive for a culture of inclusion where every child is valued for who they are and what they can achieve.

In Monmouthshire, inclusion is about understanding, from the child or young person's point of view, what they need to successfully be included in education, and actively creating the conditions for this. The view that inclusion is beneficial for all those within our schools and communities is shared by the Welsh Government. This is outlined in the ALN Code², where it is stated that an inclusive education, where all pupils access common opportunities in ways relevant to their needs, and which ensures that they fully belong to the school community, is of benefit to all. This important central notion highlights how inclusion is a continuous process "*.... through which all pupils access common opportunities in ways relevant to their needs, and which ensures that they fully belong to the school community*³.

Monmouthshire local authority has high aspirations for all its children and young people in vulnerable groups, including those with additional learning needs (ALN), and wants to ensure that they are central to everything we do and part of every decision we make. We are keen to ensure that all our children and young people are in a school or setting where they feel included, valued and invested in as an individual, and where their emotional and

¹ ['Taking Monmouthshire Forward' \(Monmouthshire's Community and Corporate Plan 2022-28\)](#)

² [The Additional Learning Needs Code for Wales \(Welsh Gov, 2021\)](#)

³ [Inclusion and Pupil Support \(Welsh Government, 2016\)](#)

mental wellbeing and learning needs are being well met. We cannot achieve this in isolation and working in collaboration with our schools and partners is key to the success of our vision and is reflected in the Welsh Government Statutory Framework⁴.

The way that education, health and care services are delivered to children, young people and their families has undergone significant changes, both nationally and locally. Education in Wales is in one of its most challenging periods. The Welsh Government has advanced an ambitious reform agenda which includes alongside the new Curriculum for Wales (CfW)⁵, the Additional Learning Needs (ALN) and Educational Tribunal Act⁶, 2018 and associated Code⁷ has driven the need to re-design services and review working practices. These changes have come at a time where increasing demand, both in numbers and complexity of need, is being placed on services.

The impact of the pandemic on our children, young people, their families and our communities whilst predictable, has been more intense and extensive than many envisaged. The post pandemic return to school has ensured an increased focus on wellbeing of both staff and pupils. We now better recognise and understand the significant impact of poor emotional and mental wellbeing on areas including attendance, engagement and achievement.

There is much to be proud of in Monmouthshire in terms of what has been achieved in relation to children and young people in vulnerable groups and with ALN. However, improvement, in outcomes, in experience, in engagement, in timeliness and in attainment is set against a number of challenges, and also opportunities, for the local authority and its partners. Recognising our role in working together to reduce inequalities in childhood to build a healthier and fairer Gwent, where everyone can live healthy, fulfilled lives⁸ is central to our approach and acknowledges the wider social context of challenge and change faced by many families in Monmouthshire.

This strategy aims to set out Monmouthshire's priorities in order to improve outcomes for children and young people in vulnerable groups and their families; this directly aligns with Monmouthshire's Community and Corporate Plan which outlines certain key deliverables to shape this inclusion strategy within the 'Learning Place', including for:

- Improved school attendance and reduced levels of exclusion which remove barriers to learning for vulnerable pupils.
- A truly inclusive educational system that recognises learners' starting points, strengths and educational needs.

⁴ [Framework on embedding a whole-school approach to emotional and mental well-being \(Welsh Government, 2021\)](#)

⁵ [Curriculum for Wales - Hwb \(gov.wales\)](#)

⁶ [Additional Learning Needs and Education Tribunal \(Wales\) Act 2018 \(legislation.gov.uk\)](#)

⁷ [The Additional Learning Needs Code for Wales \(Welsh Gov, 2021\)](#)

⁸ ['Building a Fairer Gwent' \(Institute of Health Equity, 2023\)](#)

Vulnerable Learners

In Monmouthshire we aim to provide high quality support and provision for vulnerable learners, working together with children, young people and their families to coordinate inclusive and equitable policies and practices. For this report and to reflect the context within Monmouthshire County Council, the use of the term 'vulnerable learners' has been adopted. Vulnerable learners are defined as those who may be more likely to experience emotional, social and developmental barriers to learning. Vulnerable groups therefore include⁹ but is not limited to:

- pupils with additional learning needs (ALN)
- children who are looked-after (CLA) or care experienced
- children and young people living in poverty
- excluded pupils, and those at risk of exclusion
- pupils with behaviour and attendance issues
- Gypsy, Roma and Traveller pupils (GRT)
- asylum seekers, refugees and new migrants
- minority ethnic pupils
- pupils from minority ethnic groups who have English or Welsh as an additional language (EAL/WAL)
- young carers
- pupils who are young offenders and children of offenders
- pupils with mental health issues and medical needs, including those learners educated other than at school (EOTAS)
- pupils who have had adverse childhood experiences (ACEs)
- pupils of service families / armed forces parents.

Estyn also outline that 'disadvantaged pupils' are those who may have barriers to succeeding in school because of detrimental circumstances beyond their control. These may include financial and social hardships within their families including:

- pupils eligible for free school meals (eFSM)
- pupils from low-income families

Not all learners from these groups will face barriers to learning or be vulnerable to underachieving. Learners from these groups may face a range of barriers and will, therefore, require different approaches, solutions and support targeted towards meeting each of their individual needs. In addition, learners may belong to one or more of the above groups at the same time, depending on their individual circumstances.

'Inclusive education focuses on the full and effective participation, accessibility, attendance and achievement of all students, especially those who, for different reasons, are excluded or at risk of being marginalised.' (UNESCO¹⁰, 2020)

⁹ This list is based on Estyn's 2020 report '[Effective school support for disadvantaged and vulnerable pupils](#)' and the Welsh Government guidance 2020 '[Guidance for supporting vulnerable and disadvantaged learners](#)'.

¹⁰ [Global education monitoring report, 2020: Inclusion and education: all means all \(UNESCO Digital Library\)](#)

Local and National Context

Monmouthshire County Council currently carries out its statutory duties by adhering to the current legislation including;

- United Nations Convention on the Rights of the Child (UNCRC) ratified by UK in 1992,
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) ratified by UK in 2009,
- Equality Act (2010),
- Social Services & Well Being Act (2014),
- Well-being of Future Generations (Wales) Act (2015),
- Inclusion and Pupil Support (National Assembly for Wales Circular No: 203/2016).
- The Additional Learning Needs and Tribunal (2018) Act Wales
- The Curriculum and Assessment (Wales) Act 2021

In 2023 the Welsh Government published its national mission¹¹ which outlined a key objective of 'breaking down barriers so that excellent education opportunities and outcomes can be achieved by all learners' and highlighted the importance of the additional learning needs (ALN) reform of systems, provision and practices around person-centred practice and inclusive education.

The Additional Learning Needs and Education Tribunal (2018) Act Wales provides a statutory framework for supporting learners with additional learning needs (ALN) and is accompanied by a mandatory Code. The aim, as stated in the Code is:

'To support the creation of 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 enables them to participate in, benefit from, and enjoy learning'.

The views, wishes and aspirations of children and young people and their parents/carers are at the heart of the system and requires culture change in the ways in which professionals work with families, and with each other.

Importance of Participation – A Children's Rights Approach.

Local Authorities need to have due regard to the United Nations Convention on the Rights of the Child (UNCRC) and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). Chapter 5 of the ALN Code outlines the five principles of the Children's Commissioner's Right Way approach¹², as a way local authorities can make sure they are paying regard to the human rights of children. These are;

- Embedding children's human rights
- Equality and Non-discrimination
- Empowering children
- Participation

¹¹ ['Our National Mission - High standards and aspirations for all' \(Welsh Government, 2023\).](#)

¹² <https://www.childcomwales.org.uk/resources/the-right-way-a-childrens-rights-approach/>

- Accountability

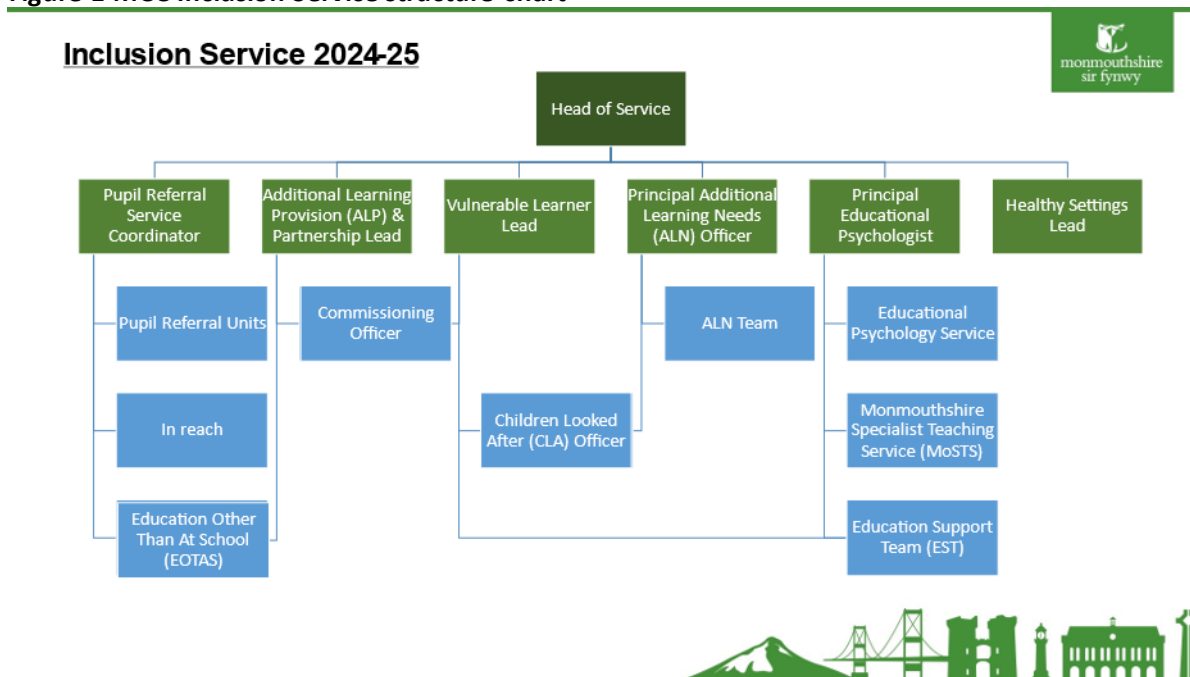
Monmouthshire is committed to adopting a children's rights approach and embedding all five principles into its work with children and young people. Our strategic priorities are informed by Monmouthshire's pupils, parents and carers, schools and settings, and feedback from groups and individuals. The notion of participation means listening to children and young people, including those in vulnerable groups, and their parents and carers and taking their views into account. Participation should be understood as a process, which is safe, enabling and inclusive, and which supports dialogue between children, young people, their families and professionals. Monmouthshire's Participation Policy (Appendix 1) sets out the approach to active engagement with these important stakeholders.

Monmouthshire Children and Young People's Directorate is committed to ensuring that these principles are embedded in all aspects of its work with children, young people, their families, schools and settings to support a fully inclusive education system.

Monmouthshire's Inclusion Service

The creation of a Head of Service for Inclusion post in Autumn 2022 reaffirmed Monmouthshire's commitment to be an inclusive local authority, with the aspiration that all children and young people remain in their local communities and schools. The restructure of the Inclusion Service afforded the opportunity to pull together key professionals and teams supporting our most vulnerable children and young people, see Figure 1 below.

Figure 1 MCC Inclusion Service structure chart



The Vulnerable Learner Lead post created in April 2023, included the remit and responsibility of the LACE officer (Looked after Children in Education) to promote the interest of Children Looked After (CLA) in education. The Vulnerable Learner Lead role also

has responsibilities to promote the inclusion of all children and young people, including those at risk of exclusion. This role supports the management of, and the reduction of exclusions, by working to support safer management of risks related to learner behaviours and reintegration support that promotes the use of trauma informed practices and principles to ensure that children, young people and staff remain safe.

The restructure of the Inclusion Service strengthened collaboration and increased capacity to support schools and settings in Monmouthshire and the ability to meet the varied and often entwined complex needs of vulnerable children and young people.

Principles

The Inclusion Service continues to evolve and respond to the changing needs of children and young people. The principles underpinning the ALN system, as set out in the ALN Code (3.2), are also applicable to the broader inclusion agenda and ones that the Inclusion Service will include as relevant principles for the Inclusion Strategy. These are:

- Inclusive education
- A rights-based approach
- Person centred practice
- Early identification, intervention and prevention
- Collaboration and integration
- Equity; a celebration of difference and diversity
- A bilingual system

The structure of Monmouthshire's Inclusion services and associated systems ensure that inclusive and equitable practices are in place to encourage the presence, participation and achievement of all children and young people from their local community, and that support is provided for those at risk of underachievement, disengagement and exclusion.

The Inclusion and Pupil Support guidance (2016, Welsh Government) highlights a demographic of pupils who 'require extra support'. It states that 'pupils who are at risk of disengagement and social exclusion are more vulnerable, have more diverse needs and require more support than their peer group' (p. 30). Monmouthshire's Inclusion Strategy supports the following essential principles highlighted in this guidance:

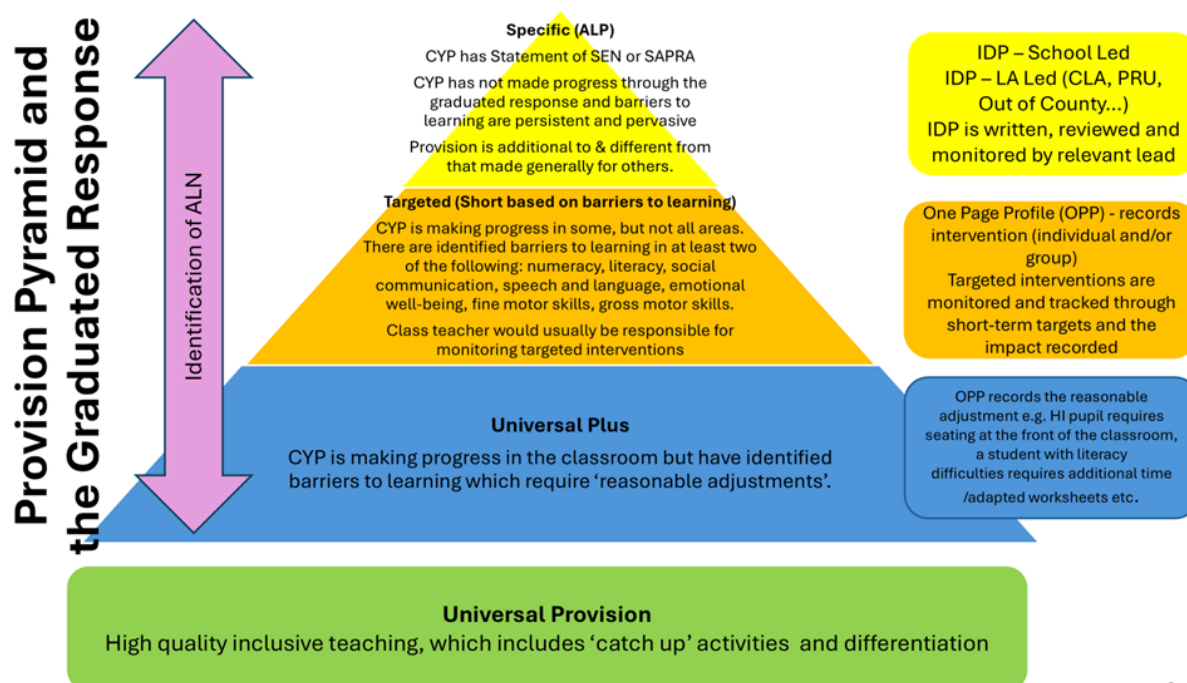
- inclusion is a process by which schools, local authorities and others develop their cultures, policies and practices to include all children and young people,
- all children and young people should have access to an appropriate education that affords them the opportunity to achieve their personal potential,
- an inclusive education service offers excellence and choice and seeks and responds to the views of parents, carers, children and young people,
- the interests of all children and young people are safeguarded,
- with the right training, strategies and support, nearly all children and young people who require extra support can be successfully included in mainstream education,

- mainstream education is not always right for every child or young person all of the time but if mainstream education is not right at a particular stage this should not prevent the child or young person from being included successfully at a later stage,
- those pupils not in mainstream education should have links to their peers in mainstream schools.

A Graduated Response to Need and Provision Pyramids

Monmouthshire's approach to inclusion is usefully illustrated and clearly outlined using our Provision Pyramid (Fig 2).

Figure 2 Provision Pyramid template for identification of Additional Learning Need (ALN)



2

The provision pyramid was developed to illustrate the graduated response to the needs of vulnerable learners, including those with ALN, that schools and settings need to adopt in order to identify and secure provision and/ or interventions to meet the continuum of need. Although initially created for use within the ALN system, Monmouthshire has extended the use of the provision pyramid across all areas of inclusion services to enable a consistent approach for schools and settings to understand expectations and the support offered along the graduated response to meeting the needs of all children and young people.

The majority of children/ young people who are vulnerable, including those who have ALN, will be educated in their local mainstream setting, with access to local health services and a range of leisure facilities which allow them to live their lives alongside their peers and achieve the best possible outcomes. A smaller number of children and young people will require a more targeted and specialised level of support and intervention to meet their complex needs. For these children and young people, a more flexible and creative approach is required where education, health and social care work together to provide an integrated package of support.

Monmouthshire's Specialist Provision

In Monmouthshire, our model of specialist provision, places Specialist Resource Bases (SRBs) at the heart of identified mainstream schools. This model;

- Ensures that children and young people remain close to their communities.
- Provides opportunities for integration and inclusion with mainstream peers in structured and unstructured times, as is appropriate to their individual needs. This benefits all children and young people and fosters a greater sense of valuing diversity and difference within schools and communities.
- Supports the development of social relationships which can create long-lasting friendships that can give pupils the skills to navigate social relationships later in life.
- Promotes an inclusive culture where the families of learners with ALN benefit by being integrated more easily into the broader school community. Having an SRB within a mainstream school can reduce stigma about ALN and positively contribute to a society that is more accepting of differences and people with disabilities.

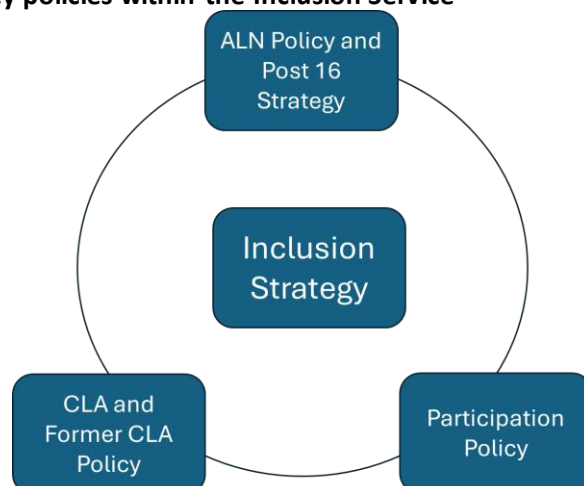
The focus on inclusion is clear in the continued development of a closer network and consistent model of specialist provision across the SRBs in Monmouthshire alongside the expectations of the ALN reforms. The work in this area consists of improvements in SRB learning environments, continual workforce development (such as the Monmouthshire Autism in Schools and Settings Project – see [Monmouthshire Autism in Schools and Settings](#) for more information) and an improved curriculum offer.

Information about specialist provision in Monmouthshire is outlined in Appendix 2 (SRB Policy and Handbook).

The Inclusion Strategy Framework

This Inclusion Strategy is the framework for a suite of interconnected strategies, policies, training and interventions. Inclusion and equity are overarching principles that guide all education policies, plans and practices.

Figure 3 Examples of key policies within the Inclusion Service

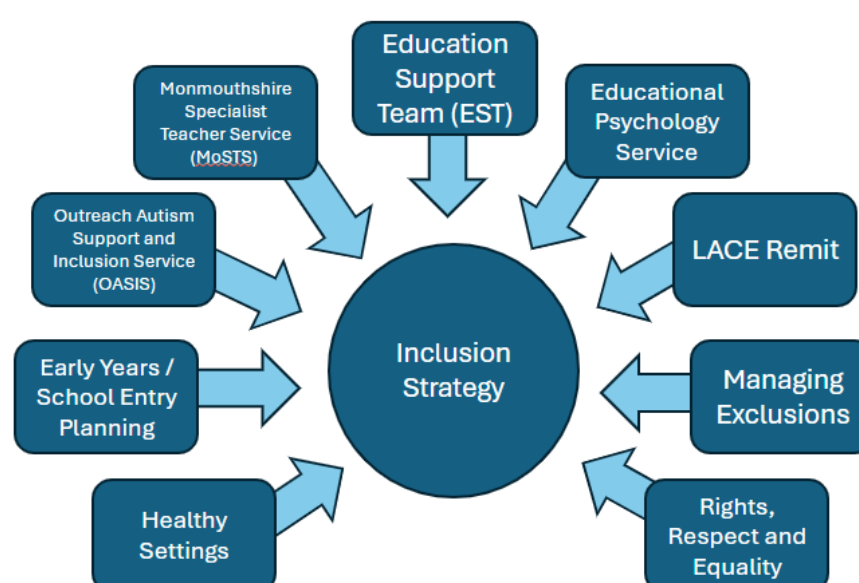


See Key Document 1 (ALN Policy) and Appendices 1 (Participation Policy), 3 (Children Looked After Policy) and 4 (Post 16 Strategy) for more details.

Early Intervention and Outreach

In order to adhere to the core principles of early identification, intervention and prevention, the Inclusion Service provides a range of early intervention and outreach. The core purpose of early intervention and outreach is to build capacity within schools to meet a range of identified needs, aiming to maintain children and young people in mainstream school placements and local communities wherever possible and, and to upskill our wider workforce.

Figure 4 Early Intervention and Outreach Support



Professional Learning and Core Training

Having a robust professional learning and core training offer is a key element of the Inclusion Strategy: this aims to support more inclusive, equitable, enabling and compassionate learning environments. In Monmouthshire the Inclusion Service provides a wide range of professional learning to reinforce and support our approach to inclusion for all children and young people. This complements other professional learning and training offers provided by the regional Education Achievement Service (EAS), which address the impact of poverty and inequality on attainment such as the Raising the Attainment of Disadvantaged Youngsters (RADY) programme.

Our ongoing cycle of high-quality professional learning and training will:

- Build workforce capacity and skills to ensure all staff are equipped to support vulnerable learners effectively through a common understanding of language and skills that support inclusive practice in mainstream and specialist provision.
- Ensure consistency and quality and help deliver equitable services to all children and young people regardless of their needs.
- Support the emotional and mental well-being of children and young people and staff and enhance understanding of behaviours that challenge, through trauma informed and relational approaches.
- Promote equality and diversity to ensure that all children and young people feel valued and included through the ‘rights, respect, equality’¹³ and the anti-racism work¹⁴.
- Enhance collaborative working between education services and other stakeholders including health, social care, parents /carers.

As well as access to the annual cycle of professional learning and training offer from across the Inclusion Service, our schools have access to a high-quality suite of training portal pages that have been developed and reflect the broader offer of information, resources and recorded training. This training portal sits on the Monmouthshire internal SharePoint site and is accessible to all school staff or Monmouthshire professionals via this link ([Inclusion Training Portal Pages \(SharePoint\)](#)).

Figure 5 Core Professional Learning for Schools and Settings



¹³ [Rights, Respect, Equality \(RRE\) Guidance for Local Authorities \(Welsh Gov 2019\)](#) and [RRE Guidance for Schools \(Welsh Gov 2019\)](#)

¹⁴ [Anti-Racist Wales Action Plan \(Welsh Gov 2022\)](#)

Monmouthshire's Strategic Vision

Our Community and Corporate Plan outlines our aim to develop a 'truly inclusive educational system that recognises learners' starting points, strengths and educational needs'.

What do we hope to achieve?

- A consistent, high quality, inclusive educational offer that can meet the needs of children and young people from vulnerable groups, including those with ALN in pre-school, mainstream and specialist provision.
- More effective and equitable services which aim to reduce the impact of poverty and inequality.
- Provision which places a clear emphasis on early intervention and preventative work, including in the early years.
- Specialist provision which is appropriately staffed and resourced and has the capacity to meet Monmouthshire's current and projected needs for children and young people.

How do we achieve this?

In order to achieve our vision of a truly inclusive education system we need to continue to

- Build capacity in our schools and settings to meet a wider range of complex need.
- Keep children and young people within their local schools and communities, as far as is possible.
- Collaborate closely and ensure the right people are working creatively to meet the needs of children and young people from vulnerable groups.
- Focus on person-centred practice where the strengths and needs of children and young people are well understood and informed by those who know them best.
- Focus on early intervention and preventative work.
- Utilise data, information and evidence to inform the services and provision provided and to shape those needed for the future.
- Offer a range of ongoing professional learning and support at all levels regarding inclusive and equitable practices to enable excellent teaching, high quality intervention and sufficient provision in schools and settings.
- Promote the emotional and wellbeing needs of pupils, using a relational and trauma informed framework to enhance the understanding of behaviour as a form of communication.
- Challenge non-inclusive, discriminatory and inequitable practices at all levels.
- Invest to save to the achieve best practice and build sustainability for our current, and future children and young people from vulnerable groups.
- Develop our high-quality specialist services and provision for children and young people that are delivered in a cohesive and consistent way and that are responsive, flexible, and agile.
- Develop an ongoing evaluation programme and utilise the data to inform and shape service delivery.

How will we know if the strategy has been successful?

- Children/ young people are attending, engaging and succeeding within their school or setting.
- Parent/ carers will have a high level of confidence in Monmouthshire's ability to identify and meet the needs of their children.
- The views, wishes and feelings of children and young people and their families will be at the heart of all education planning and delivery.
- Schools and settings will demonstrate an increased ability to meet the needs of a wider range of vulnerable learners through engaging with the building capacity initiatives identified in this strategy. This would be evidenced by measures such as a reduction in the exclusions for learners from vulnerable groups, including those with ALN, those who are Children Looked After (CLA) and those eligible for Free School Meals (FSM); the number of vulnerable learners maintained in mainstream settings, staff confidence, knowledge and skills to meet a range of need.
- Monmouthshire will have sufficient provision with the capacity and infrastructure to meet the current and projected needs of learners, providing high quality outreach, advice and support to schools and settings across the local authority. Measures of success could include individual learner progress, a more skilled and specialist workforce and improved access to targeted and specialist resources.

Service Business Plans: Inclusion Service

Actions to support the implementation of the of the Inclusion Strategy are included in individual service Business Plans (see Figure 6 below), which are updated on a quarterly basis. Business Plans are monitored by the Children and Young People Directorate Management Team and also by the Corporate Performance and Data Team.

Figure 6 Inclusion Service Business Plans



Evaluation and Review

The Inclusion Strategy will be evaluated and reviewed on an annual basis to ensure its effectiveness and to identify areas for improvement. Progress towards meeting its objectives will be achieved through the following:

- Quarterly monitoring of Inclusion Service Business Plans and an end of year analysis of actions that have been achieved, partially achieved, not achieved.
- Annual evaluation of professional learning delivered and the impact of training, through case studies or data analysis.
- Annual review of quality assurance processes.
- Service specific termly or annual reports to the Directorate Management Team (DMT).

Key Document Links

Key Document 1. Additional Learning Needs Policy – [ALN Policy 2025 Final](#)

Some Key Documents rely on internal Monmouthshire links. If these do not work for you, or you would like a copy of any of these documents (in Welsh or English) please email ALN@monmouthshire.gov.uk.

Appendices

- Appendix 1. Monmouthshire's Participation Policy
- Appendix 2. Information about specialist provision in Monmouthshire (SRB Handbook)
- Appendix 3. Children Looked After Policy
- Appendix 4. Post 16 Strategy – in development

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Monmouthshire Inclusion Service DRAFT Participation Policy

| Document history | | | |
|------------------|------|----------|-------------------|
| Version | Date | Reviewer | Note of revisions |
| V1 | | | |
| V2 | | | |
| V3 | | | |

| Associated documents |
|---|
| United Nations Conventions for the Rights of the Child United Nations Convention on the Rights of Persons with Disabilities Additional Learning Needs Code for Wales 2021 / ALNET Act 2018 Monmouthshire Inclusion Strategy Equality Act 2010 |

Aims

Our aim is to support all children and young people, their families and other partners supporting to contribute positively to the development of the Inclusion Service across Monmouthshire. We want to build and maintain relationships with partners to ensure that when we carry out engagement activities, it is clear what we are trying to achieve and that all voices are heard. We aim to give members of our school communities opportunities to impact and shape the decisions made.

Our core aims through our participation are:

- To place children and young people and their families at the centre of what we do, learning from them about what matters, their thoughts, wishes and opinions, the services they access and any barriers they face.
- To build relationships and empower our children and young people and families by giving them a voice to influence decisions which impact them.
- To learn from those who use our Inclusion Service and those who are directly impacted.
- To pursue best practice to improve participation of our children and young people, their families and wider partners.
- To provide appropriate approaches, methods and environments for participation to be accessible and purposeful, supporting those who may find it more difficult to participate to share their views, wishes and feelings.
- To use the information captured through participation to inform the decision making, striving to continuously improve what we do and how we work.

This policy has been written to ensure everyone working in the Inclusion Service has a common understanding and is confident in their approach to capturing the views of all partners, including children and young people, ensuring our work is rights-based, inclusive and respectful. This confirms the commitment of the Inclusion Service to focus on the needs of our children and young people and reviewing the current services and the development of new services, informed by the views of children and young people, their families, and other partners.

By embedding participation, we will create opportunities for children and young people, their families, and other partners to actively contribute to matters that are important to them by cultivating an environment in which involvement and participation is acknowledged, supported, encouraged, listened to, understood, and actioned.

Rationale

Inclusion of children and young people in decisions which impact their lives is a fundamental right. Article 12 of 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. This is echoed in the Additional Learning Needs Code for Wales 2021, which also considers the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). Chapter 3 of the Code highlights that 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.

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, engagement and participation of partners is vital.

Implementation

What is participation?

Participation is involving children and young people, their families and any other partners in making decisions planning and reviewing any actions which might impact them. It is a process by which we capture the views of those involved through listening to and learning about individuals and encouraging them to give their views, wishes and opinions, appropriately to their need and developmental stage, about what should happen. This may be in relation to a specific issue, a service they receive or the development of a new service, provision or initiative.

Participation does not necessarily mean that those who have engaged receive or experience their desired outcome, but those involved should see that their views have been heard and considered. Any decisions made or outcomes will be a balance between the views, wishes and opinions of those involved, the risks, resources and what is possible.

The Inclusion Service makes decisions which impact individuals, groups of children and young people, as well as the services provided and the policies, procedures and practices which inform how we work. The Inclusion Service aims to actively seek the views, wishes and opinions of children and young people, their families and wider partners to evaluate and further develop practice, provision and service delivery.

Legislation and Policy

The Welsh Government is committed to ensuring that the UNCRC becomes a reality in Wales and this is at the heart of Welsh Government legislation including:

- The Children Act 2004¹ which states that when a local authority is making a decision relating to a child, it should as far as is reasonably practicable and consistent with the child's welfare: ascertain and give due consideration to the child's wishes and feelings in any decisions being taken.
- The Rights of Children and Young Persons (Wales) Measure 2011² which places a duty on Welsh Ministers to have 'due regard' to children's rights when making decisions.
- The Children and Families' (Wales) Measure 2010³ which places a statutory duty on Local Authorities to promote and facilitate participation by children and young people in decisions of the Local Authority that affect them.

¹ <https://www.legislation.gov.uk/ukpga/2004/31/contents>

² <https://www.legislation.gov.uk/mwa/2011/2/contents>

³ <https://www.legislation.gov.uk/mwa/2010/1/contents>

- The Social Services and Wellbeing (Wales) Act 2014⁴ places a duty on Local Authorities to work in partnership with the person's wishes and feelings as far as is reasonable, practicable and in-line with the person's welfare and must have regard to children, young people and families participating as fully as possible in decisions that affect them and having the information and support to do this.
- The Well-being of Future Generations (Wales) Act 2015⁵ which outlines key ways of working, in order to achieve the 'well-being goals'. The participation of children and young people is at the heart of this legislation including involvement in identifying problems before they arise, hearing the views of the most vulnerable and involvement in developing and improving services.
- The ALNET Act (Wales) 2018⁶ and Additional learning Needs Code for Wales 2021⁷ outline the importance of a rights-based approach, with collaboration and integration being central. Those working with children and young people must have due regard to the views, wishes and feelings of a child and their parents or the young person and place an importance participating as fully as possible in decisions related to them.
- The anti-racist Wales Plan⁸ outlines a commitment to work with a wide range of communities to jointly shape goals and actions. It is fundamental that the lived experiences of Black, Asian and Minority Ethnic people underpin the plan.

Benefits of Participation

As well as being a legal right for children and young people and their families, participation has a positive impact on improving our service delivery. Wider perspectives can be captured which influence change and development to better meet need. Through capturing the views of those who use our service, ownership becomes shared and the positive impact increased.

The positive impacts include:

- People feel that they are valued and heard.
- There is an investment in the decisions which are made.
- Experience positive achievements.
- Improved relationships for all.
- Empowering children and young people, increasing confidence and self-esteem.

Wider benefits to service development and delivery include:

- Improved decision making – we improve our understanding of the views and needs of children and young people.
- Improved services – children, young people and their families can share what works and does not work to allow us to improve services.
- Improved use of resources – we can develop new approaches and services which are relevant to the current needs of children and young people.

⁴ <https://www.legislation.gov.uk/anaw/2014/4/contents>

⁵ <https://www.futuregenerations.wales/about-us/future-generations-act/>

⁶ <https://www.legislation.gov.uk/anaw/2018/2/contents>

⁷ <https://www.gov.wales/sites/default/files/publications/2022-06/220622-the-additional-learning-needs-code-for-wales-2021.pdf>

⁸ [An introduction to an Anti-racist Wales \[HTML\] | GOV.WALES](#)

- Improved practice – we are able to refine existing practice.

Participation of Children and Young People

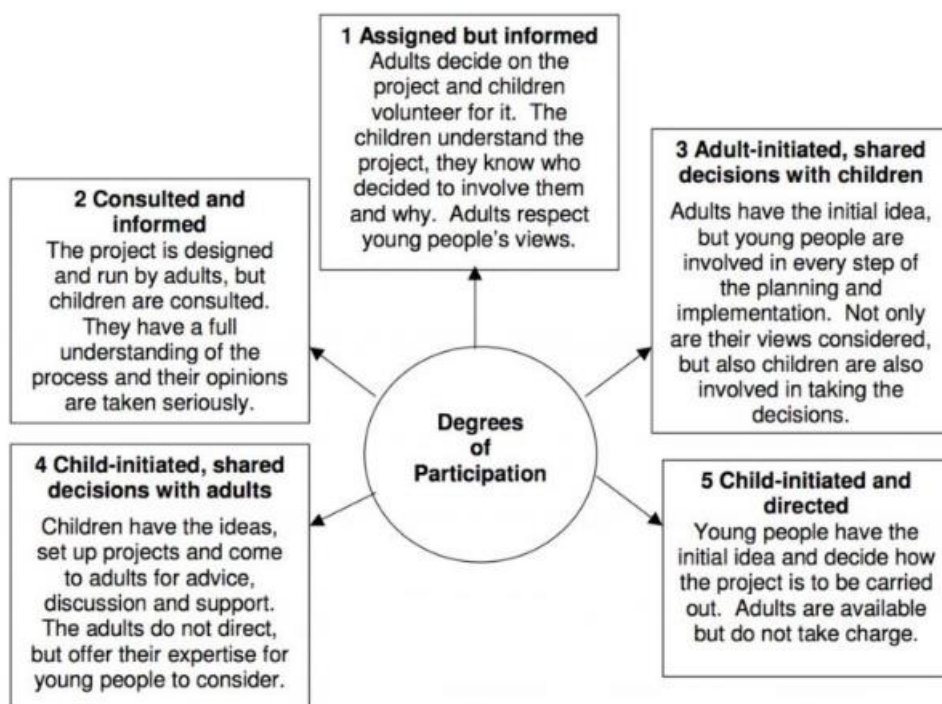
Participation will form part of the review and development of all aspects of the Inclusion Service, however will be completed in different ways according to the purpose of the participation and the needs of those engaging. Key to participation is empowering those who are sharing their views, wishes and feelings.

Careful consideration is taken to the approach taken when engaging with children and young people, following Lundy's Voice Model Checklist for Participation (2007)⁹, which focuses on space, voice, audience and influence.



⁹ https://commission.europa.eu/system/files/2022-12/lundy_model_of_participation.pdf

Not all participation will happen in the same way. Engagement with children and young people will be adapted to the situation using Treseder's model of Degrees of Participation (1997)¹⁰.




No one degree of participation allows for more participation than the next. For each engagement, the degree of participation will be carefully considered to determine the most appropriate approach.

¹⁰ <https://360participation.com/models-of-participation/>

| Degree | Explanation | Examples |
|---|--|--|
| Assigned but Informed | This is a description of an adult-chosen and led project where it is clear that children and young people can volunteer and be involved but that the direction and governance of the project is owned by the adults within the dynamic. The children and young people are clear that this is an adult-owned project, and they understand the requirements of their volunteering. It is important to stress that they also know that their views, thoughts and impressions will be listened to and respected. | Autistic Young People Panels have been developed to support the Monmouthshire in Schools and Setting Project. Young people have been supported to contribute to the project, share their lived experiences, including films and quotes to add to the training materials. |
| Adult-initiated, shared decisions with children | Although adults generate the initial ideas, the subsequent phases of planning and implementation actively involve children. At this level, children's views are considered and they take part in making decisions. | Uniform reviews in schools often begin with adults generating the ideas and children and young people being actively involved in the decision-making process. |
| Consulted and Informed | With a project or programme designed and run by adults there remains only consultation as a way of involving children. Being consulted requires comprehension of the proposals and an expectation that views expressed are taken seriously. Consultation differs from participation; it is based on asking, not involving. | Review of policies and processes are developed by adults and the concepts consulted on with children and young people to capture their views. |
| Child-initiated and directed | This stage represents a shift in the power balance; children have the original idea and determine what will happen, when, and how. Adults are available but do not control. | Young people within schools have established their own projects around period poverty, developing their own plans to present to school staff and determine ways forward. |
| Child-initiated, shared decisions with adults | At this stage it is the children who have the ideas, establish the project, and determine when to seek support, advice, and consultation, but not direction, from adults. Roles and Responsibilities | Charity Committees sit across schools with projects developed by children and young people and support provided by the adults around them. |

Participation Standards

For participation to be impactful, purposeful and meaningful, there must be a genuine interest in the views and pinions of children and young people. They need a clear overview of their role within the participation and the impact it will have. The seven National Participation Standards in Wales (2016)¹¹ are used to support those who are working with children and young people, and to make sure that participation is developed appropriately, ensuring that children and young people are part of the design, delivery and evaluation of services.

| Having a voice Having a choice | | Children and Young People's National Participation Standards | | "Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account" Article 12: The United Nations Convention on the Rights of the Child (UNCRC) | |
|---|--|---|--|--|--|
| Mae hyn yn golygu: | Byddwn ni: | | This means: | We will: | |
| <ul style="list-style-type: none"> Mae gennych chi'r hawl i wybodaeth sy'n hawdd ei deall ac sy'n gadael i chi wneud penderfyniad gwybodus. Mae gennych chi'r hawl i ddewis cymryd rhan a gweithio ar bethau sy'n bwysig i chi. | <ul style="list-style-type: none"> Yn darparu gwybodaeth o safon dda, yn glir ac yn hawdd mynd ati. Yn rhoi gwybodaeth i chi prys sy'n mynd i wardo a gadael i chi wybod pa wahaniaeth gallai chi cyfranogiad eidd i chi wneud. | 1 Gwybodaeth Information | <ul style="list-style-type: none"> You have the right to information that is easy to understand and allows you to make an informed decision. | <ul style="list-style-type: none"> Provide information that is good quality, clear and accessible. Inform you about who's going to listen and let you know what difference your involvement could make. | |
| <ul style="list-style-type: none"> Mae gennych chi'r hawl i ddewis cymryd rhan a gweithio ar bethau sy'n bwysig i chi. | <ul style="list-style-type: none"> Yn rhoi digon o gefnogaeth ac amser i chi ddewis a rdydych chi esiau cymryd rhan. | 2 Chi biau'r dewis It's your choice | <ul style="list-style-type: none"> You have the right to choose to be involved and work on things that are important to you. | <ul style="list-style-type: none"> Give you enough support and time to choose if you want to get involved. | |
| <ul style="list-style-type: none"> Mae plant a phobl ifanc i gyd yn wahanol ac mae ganddyn nhw'r hawl i gael eu trin yn deg. | <ul style="list-style-type: none"> Yn herio gwahaniaethau. Yn cynnig amrediad o gyfleoedd a chefnogaeth i fodoni anghenion plant a phobl ifanc. | 3 Dim gwahaniaethau No discrimination | <ul style="list-style-type: none"> Children and young people are all different and have the right to be treated fairly. | <ul style="list-style-type: none"> Challenge discrimination. Provide a range of opportunities and support to meet the needs of children and young people. | |
| <ul style="list-style-type: none"> Mae gennych chi'r hawl i leisio barn. Mae'ch safbwyntiau chi'n bwysig a chânt eu parchu. | <ul style="list-style-type: none"> Yn gwando ar eich barn, eich profiadau a'ch syniadau ac yn eich cymryd chi o ddiffr. Yn gweithio gyda chi ar bethau rdydych chi'n dweud eu bod nhw'n bwysig. Yn gwerthfawrogi beth sydd gennych chi i'w gynnig. | 4 Parch Respect | <ul style="list-style-type: none"> You have the right to have a say. Your opinions are important and will be respected. | <ul style="list-style-type: none"> Listen to your views, experiences and ideas and take you seriously. Work with you on things you say are important. Value what you have to offer. | |
| <ul style="list-style-type: none"> Mae gennych chi'r hawl i ddsygu a bod y gorau y gallwch chi fod. Bydd gennych chi gyfleoedd i weithio gyda phobl eraill a gneud gwahaniaeth. Rydym ni esiau i chi gymryd rhan mewn profiadau positif. | <ul style="list-style-type: none"> Yn gweithio gyda chi mewn ffordd ddiogel, hwyl a phleserus. Yn manteisio i'r eithaf ar beth rdydych chi'n ei wybod ac yn gneud pethau sy'n maeirion eich hyder a'ch sgiliau chi. | 5 Bod ar eich ennill You get something out of it | <ul style="list-style-type: none"> You have the right to learn and be the best you can be. You will have opportunities to work with others and make a difference. We want you to be involved in positive experiences. | <ul style="list-style-type: none"> Work with you in safe, fun and enjoyable ways. Make the most of what you know and do things that build your confidence and skills. | |
| <ul style="list-style-type: none"> Mae gennych chi'r hawl i wybod pa wahaniaethau rdydych chi wedi eu gneud a sut mae rhywun wedi gwando ar eich syniadau chi. | <ul style="list-style-type: none"> Bob amser yn sicrhau eich bod chi'n cael adborth o fewn amser sydd wedi i'g gytuno. Yn dweud wrthydych chi sut mae'ch syniadau wedi cael eu defnyddio a pharhau. Yn dweud wrthydych chi beth sy'n digwydd nesaf. | 6 Adborth Feedback | <ul style="list-style-type: none"> You have the right to know what differences you have made and how your ideas have been listened to. | <ul style="list-style-type: none"> Always ensure you have feedback in an agreed time. Tell you how your ideas have been used and why. Tell you what happens next. | |
| <ul style="list-style-type: none"> Dylai'r bobl sy'n gneud penderfyniadau sy'n effeithio ar blant a phobl ifanc roi hawliau plant yng nghanol popeth maen nhw'n ei wneud. | <ul style="list-style-type: none"> Yn gweithio gyda chi ac yn ddsygu sut i wneud pethau'n well. Yn gneud yn siŋr bod eich barn yn gneud gwahaniaeth i'r ffordd rdydych chi'n gneud cynlluniau a phenderfyniadau. | 7 Gweithio'n well drosoch chi Working better for you | <ul style="list-style-type: none"> Those who make decisions that affect children and young people should put children's rights at the centre of everything they do. | <ul style="list-style-type: none"> Work with you and learn how we can do things better. Ensure your views make a difference to the way we make plans and decisions. | |
| Y Safonau hyn sy'n cynnal tair colofn CCUHP - Diogel, Darpariaeth a Chyfranogiad The Standards underpin the three pillars of the UNCRC - Protection, Provision & Participation | | Cymru Ifanc Young Wales | |  | |

The approach taken by the Inclusion Service will be underpinned by the seven National Participation Standards:

1. Information – Information is provided in an easy and accessible way allowing children and young people to make an informed decision.
2. Choice – There is a right for children and young people to choose to be involved and work on things which matter to them.
3. No discrimination – Children and young people are all different and have the right to be treated fairly, what they share will be listened to, valued and taken seriously.
4. Respect – Children and young people have a right to share their views, experiences and opinions, these are important and will be respected.
5. You get something out of it – Children and young people have the right to learn and be the best they can be, having opportunities to work with others and make a difference. Participation is deigned to be a positive experience.
6. Feedback – Children and young people have the right to know what differences they have made and how ideas have been listened to and used.

¹¹ <https://www.gov.wales/sites/default/files/publications/2018-02/Bilingual-Participation-Standards-poster2016.pdf>

7. Working better – The rights of children and young people remain central to all of the work we do, therefore their views can shape the way we can do things better.

Methods of Participation

Different methods of participation will be used to capture the views, wishes and opinions of children and young people, their families and wider partners. There are resources available to support these engagement processes. Many of these approaches will link to person centred practice.

| Approach | Explanation |
|---------------------------------|--|
| Individual | Direct conversations with children, young people, families and other partners happen through service delivery. These can be focused on individual children or young people and the decisions which impact them personally which help inform and evaluate provision and support as a whole. |
| Consultation Events | Awareness raising and gaining feedback on a specific issue, change in provision or a document. This can provide an opportunity for a range of partners to share their views to develop a way forward and contribute towards action planning. |
| Formal Groups | A participation group allows the on-going exploration and engagement with the same group of people around a project area or service, capturing their views and opinions over a period of time. |
| Focus Groups | When evaluating or creating a project/service, a small group of partners can be brought together capture views. This also creates an opportunity for co-production. |
| Consultation and feedback Forms | Accessible forms can be used to capture valuable information about a specific area of the service, its impact and ways forward. |

There are times when verbal input to these approaches is not possible linked to self-esteem and confidence or an identified additional learning need. On these occasions, every effort will be made to capture the views, wishes and opinions of those individuals. Use of Person-Centred Practice in Education: a guide for early years, schools and colleges in Wales¹² will be used to support our approaches, alongside the associated person-centred thinking tools¹³.

When engaging in one of the methods of participation, those capturing the views will have planned accordingly, considering:

- Those who are engaging in the participation activity – nature, inclusive, impact.
- Information sharing – key information having been shared with the participants.
- The outcomes intended - whether these have been communicated to those involved.
- Approaches to meet need and any adjustments required.
- Resources required – time, space, equipment.

¹² <https://www.gov.wales/person-centred-practice-education>

¹³ <http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/>

Feedback will be provided to those partners involved in participation, ensuring they have information on the outcomes of decisions. The service will also evaluate key elements of participation with those involved, as well as evaluating the impact participation has on shaping service development.

Key areas of participation

- All service areas will have methods and approaches to capture feedback outlining the views of children and young people and their families to evaluate their service on at least an annual basis.
 - The development of new projects and initiatives will include the use of focus groups to capture the views of partners.
 - All significant new policies and changes in provision will be consulted on with groups of children and young people and families.
- Data from participation will be analysed and shared with the Senior Inclusion Officers supporting the development of specific Action Plans.

Monitoring and Evaluation

An annual review of the approaches taken to monitor levels of participation and effectiveness will take place. This will consider:

- Uptake in engagement.
- Inclusivity of protected characteristics.
- Method of participation – range, accessibility.
- Outcomes of participation – Information captured and link to next steps.
- Feedback shared with participants.

Specialist Resource Base Policy and Handbook

| Document Control | |
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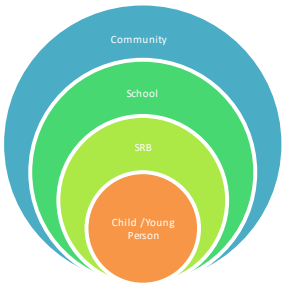
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| Version | Date | Reviewer | Note of revisions |
| V1 | | | |
| V2 | | | |
| V3 | | | |

| Associated documents |
|---|
| <p>Additional Learning Needs Code for Wales / ALNET Act 2018</p> <p>Welsh Government Transformation Guidance</p> <p>Monmouthshire ALN Strategy</p> <p>Estyn Supplementary Guidance – Learners with ALN</p> <p>Equality Act 2010</p> |

Monmouthshire’s Model of Specialist Resource Base Provision

Monmouthshire’s model of specialist resource base provision is underpinned by the following principles:

- ...the creation of 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 enables them to participate in, benefit from, and enjoy learning. (ALN Code 3:1)
- ...an inclusive education, where all pupils access common opportunities in ways relevant to their needs, and which ensures that they fully belong to the school community. (ALN Code 3:18)
- an inclusive system where parents of disabled children have increasing access to mainstream schools and staff, which have the capacity to meet the needs of disabled children. (United Nations Convention on the Rights of Persons with Disabilities. Education – Convention Article 24 Clause 2 (a) and (b))
- ...a truly inclusive educational system that recognises learners’ starting points, strengths and educational needs. (MCC Community & Corporate Plan 22-28)



| | |
|---------------------------------|---|
| <p>What’s important to us?</p> | <ul style="list-style-type: none"> • Children and young people with complex additional learning needs have positive learning experiences in specialist resource base settings as close to their communities as possible. • Children and young people with complex additional learning needs and their families feel recognised and supported by teaching and support staff and the wider education team in Monmouthshire. • Children and young people in our specialist resource base settings feel energised and motivated to be the best that they can be. |
| <p>What’s important for us?</p> | <ul style="list-style-type: none"> • That we have an inclusive culture that focuses on the person and what makes sense in their life. • That the views of children, young people with complex additional learning needs and their families contribute to Monmouthshire’s policies and plans relating to additional needs and specialist resource base provision • That all staff supporting children and young people in specialist resource base settings are provided with high quality training and resources. |

Aims

Monmouthshire prides itself on being an inclusive authority and aims to support all children and young people to be educated in their community school. A criterion of our success will be our ability to meet a wide and varied range of learning needs. Our SRB host schools work alongside Monmouthshire Local Authority in order to review the additional learning provision available within the SRB settings.

Our Specialist Resource Bases are at the heart of our host schools and are led by experienced Lead Teachers who oversee the day-to-day operational aspects of the SRBs and the strategic direction of the additional learning provision. The SRBs are supported by a team of specialist teachers, alongside skilled and experienced teaching assistants. Learners are placed in the SRB with the Local Authority, alongside the Leads of the SRBs. The SRBs are overseen by Monmouthshire Local Authority, providing specific additional learning provision for learners with more complex additional learning needs, allowing these learners access their local community school.

The designation of each SRB is:

- Speech, language and communication difficulties
- Autistic Spectrum Disorder
- Severe learning difficulties
- Physical and medical difficulties

It is expected that learners placed in the SRB have a statutory plan maintained by the Local Authority in which they reside, which outlines their barriers and the additional learning provision required to overcome the barriers. The SRB aims to support learners in the community to access their local school and have a range of experiences which ensure learners have every opportunity to succeed. The practice and systems of the SRB sit within the relevant whole school policies, with adaptations as required.

SRBs are committed to promoting high standards of appropriate achievements and progress for all learners with additional learning needs:

- ★ Learners with identified additional learning needs and placed within the SRB will be enabled to have full access to their entitlement to a broad, balanced and relevant curriculum. The SRB Teams ensure a person-centred approach is adopted to develop, review and refine the curriculum and provision in place to meet identified needs. This will include access to mainstream opportunities and specialist areas of the school, as appropriate.
- ★ To meet the needs of all learners requiring the SRB as their additional learning provision and to provide intervention to overcome identified barriers, as far as resources will allow and with the support of the LA and other professionals.
- ★ To take a person-centred approach to ensure the wishes, views and opinions of the learner are captured and considered, making use of a range of strategies and approaches to achieve this based on the needs and stages of individuals. Parental engagement forms a crucial aspect of the process; their views and understanding of the learners' needs will be taken fully into account.
- ★ To establish a continuity of provision and expectation through consultation with feeder settings, the LA and other partners. This aims to support effective transitions between settings.
- ★ There will be communication and collaboration between all stakeholders, including agencies. Where appropriate a multi-disciplinary approach will be taken to devise additional learning provision and support dispute resolution.

- ★ The SRB Team, alongside the wider school staff body, will be jointly responsible for implementing policy and practice. This policy will embed provision into everyday practice and systems, matched to the nature of learners' needs. The school will maximise present best practice and policies to meet need, with advice and support from the Local Authority.
- ★ Learners will be involved, as appropriate, in developing their One Page Profiles and short term targets, alongside outcomes in their Individual Development Plan (IDP) / statutory plan. This will involve agreeing the strategies, support, approaches and success criteria to achieve those targets. Where appropriate, learners will be supported to track their own progress, recognise their achievement and review their targets.
- ★ Learners will be involved as appropriate in transition phases through enhanced transition planning, when entering the school, when transferring between year groups and phases and when moving on to college, work placements or employment.
- ★ The SRB will keep abreast of best practice when devising intervention, support and provision following Local Authority and Welsh Government guidance.
- ★ Statutory Plans will be formally reviewed through a person-centred review annually or where a significant change has been evidenced. Strategies and support will be reviewed at these times to assess their impact on a learner's progress, considering the views of parents, teachers and child. The key team members will all contribute to this review. The majority of IDPs will be kept under constant review in the planning, delivery and assessment of a student's progress and learning.

Terms of Reference for the SRB

Key Details

- ~~An SRB will offer an inclusive education for learners~~
- SRBs are a Local Authority provision hosted by the school
- Learners placed within the SRB will have *severe learning difficulties, speech, language and communication difficulties, Autistic Spectrum Disorder and Physical and Medical Challenges*
- The SRB will offer a broad balanced and relevant range of learning opportunities within a flexible range of mainstream, enhanced and specialist provision
- The SRB provides a provision of an outreach service to Monmouthshire schools
- Policy, practice and provision will form the basis of the whole school approaches

Commented [WM1]: Can we change this sentence to:
An SRB will offer inclusive education for learners

Staffing Structure

The SRB is funded by the Local Authority, directly to the school. The recruitment of the staff is the responsibility of the Governing Body and Senior Leadership of the School, alongside the Local Authority, the school has the responsibility for the day to day management of the SRB.

- SLT Link – Strategic overview for the SRB and whole school ALN, as well as outreach; allowing oversight of policy, provision and practice to meet statutory obligations and the needs of learners with ALN.
- Lead for SRB – Operational and strategic development of the SRB, including the line management of SRB staff.

- Specialist Teachers (based on admission number and need) - supporting the development of practice and provision across the curriculum areas to meet the needs of learners placed within the SRB, their expertise will ensure the implementation of the individual agreed provision programmes, whilst working alongside subject specialist teachers.
- Teaching Assistants (based on admission number and need) - day to day support for small groups of learners as they move around and through the school community, allowing inclusion.

The Local Authority will provide additional Educational Psychology provision. School will work with health and other third sector providers as appropriate to learner need.

Additional funding will provide appropriate provision for individuals, through a matrix of need and panel based decisions.

Grouping of Students

As a developing inclusive provision, learners will be taught in groupings linked to their stage of development, with consideration of their chronological age, in order to access the appropriate learning and experiences to meet their individualised needs. This allows access to a suitable peer group and the development of the appropriate curriculum and if appropriate, access to mainstream provision. Any access to mainstream will be supported by TAs assigned to the SRB.

Classes will be up to 8 learners and will be led by a specialist teacher and have the support of two TAs (unless under 6 students). Additional staffing will be allocated where there is a specific need and in liaison with the Local Authority. It will be expected that a clear provision plan and supporting documentation is available should additional adult support be required.

Guidelines for Placements

The ALN Code (Wales) 2021 places a duty on the Local Authority to focus on education for children at mainstream maintained schools.

23.97 of the Code states:

'Local authorities, in exercising their functions under Part 2 of the Act in relation to a child of compulsory school age who should be educated in a school, must secure that the child is educated in a mainstream maintained school (namely, a maintained school which is not a special school or a pupil referral unit (PRU)). This reflects the principle that mainstream schooling will be in the best interests of the child in most cases.'

For a very few children and young people with severe and complex ALN, their needs and current context may require more specialist provision:

- (a) where educating the child in a mainstream maintained school is incompatible with the provision of efficient education for other children;
- (b) where educating the child otherwise than in a mainstream maintained school is appropriate in the child's best interests and compatible with the provision of efficient education for other children;
- (c) where the child's parent wishes the child to be educated otherwise than in a mainstream maintained school.

Key factors to consider will be:

- External professionals will have been involved, providing strategies and approaches which will have been monitored and reviewed, this may include the Educational Psychology Service or Outreach Teams.
- The Local Authority ALN Panel will recommend learners to the school for consideration and as part of the information gathering process; SRB staff will observe the learner in their present placement, at least once, to consider suitability of the placement.
- Placement within the SRB will be co-ordinated by the Local Authority and Educational Psychology Service in collaboration with the school and parents.
- An initial planning meeting with the Local Authority, school and parents to map provision.

Criteria for Placement

Specialist placement may be appropriate for learners who have long term additional learning need arising from a learning difficulty or disability in one or more of the four dimensions above. There should be prolonged multi-agency involvement and evidence of a systematic cycle of planning, action and review within the school/setting prior to specialist placements unless exceptional arrangements apply.

Placement criteria focuses on key actions to meet a learner's additional learning needs. Whatever the level of a learner's difficulties, inadequate progress should be the key test of whether *additional* or *different* action should be taken. However, it cannot be assumed that all learners progress at the same rate and there needs to be a judgement in each case about what is reasonable to expect a child or young person to achieve.

Learners will hold a Local Authority maintained IDP / statutory plan and their attainment will be significantly below that of their age appropriate peers, despite significant differentiation and intervention. Their primary area of need will link with the designation of the SRB:

- Severe speech, language and communication needs; pupils will require a total communication approach that encompasses the need for speech, symbols and signing.
- Severe learning difficulties characterised by levels of learning that are in excess of three years below their chronological age.
- Autism (functioning below average); students will require support in all aspects of both learning and social interactions. The learner's presentation of autism will have a significant impact on their ability to operate independently within the mainstream of the school and will require support.
- Physical and medical difficulties; Physical and medical needs will cause a significant barrier to learning and will require staff to have specialised training to support throughout the school day, alongside other identified needs.

It is expected that learners will experience complex challenges in more than one of the areas outlined above to require a placement in an SRB.

Essential Criteria for School Transfer

- The learner must have an IDP which has been reviewed and shows that the ALP provided by the school is not able to meet identified need.
- The learner has made limited measurable progress over time despite appropriate and tailored intervention and support as outlined in their IDPs. This would need to be evidenced by providing teacher assessment / attainment information, examples of work, timetables outlining intervention and / or support in place.

- Person centred planning meetings have taken place to explore the potential change of placement, with representation from parents, the Local Authority and other professionals involved.
- There has been involvement from one or more external agency (outreach, EPS, SENCOM, health professionals) within the last six months. The involvement of a specialist service will include evidence of any changes in strategies and programmes as a result of the specialist input and monitoring of progress.
- All relevant reports are provided along with the most recent IDP review documentation, Person Centred Planning (PCP) review / meeting notes.
- A detailed chronology of school based and targeted support, strategies and interventions.
- Information regarding family context has been obtained and any specific relevant factors likely to have had a significant impact on the learner's emotional wellbeing or learning progress have been considered such as low attendance.
- The views of the learner must be represented. This could include their expressed views about:
 - Their current school,
 - Their ideas about what would make them comfortable and keen to learn,
 - Their views on a change of placement

In the case of some CYP, this will not be possible. However, an assessment of their views will need to be taken into consideration through PCP tools.
- The parents' / carers' views on any change of placement need to be taken into account unless '*it would not meet the needs of the child, be incompatible with the efficient education of other children, or be an inefficient use of resources.* As per schedule 27 of the Education Act 1996.

This information is presented to the ALN Admission Panel. The panel is made up of school, LA and EPS staff.

Exit Guidelines

The Person centred Annual Review of IDP / statutory plan is a forum for discussion between the Local Authority, Educational Psychology Service, parents, school staff and the learner, as well as any other professionals supporting the family or the learner (i.e. Social Services, Health) to agree the placement is no longer required to meet individual needs.

Learners will make the transition into the agreed mainstream provision or alternative provision when one or more of the following criteria have been met:

- the learner has prepared for the next phase of education or employment;
- progress is such that a learner would further progress in a mainstream placement with support;
- inclusion has already occurred for at least 80% within the Core subjects;
- on-going assessment shows that the learner's needs would be better met by an alternative educational provision;
- clear evidence is provided which illustrates the barriers to learning are reduced and the learner is able to access the curriculum and this does not impede their social, emotional or behavioural development.

Once an agreement has been made, an enhanced transition plan will be put in place. The specialist staff will liaise with the new school to discuss the learner's needs and strategies to support their development and progress.

Roles and Responsibilities

The approach to providing for all learners with additional learning needs will be whole school. Teaching staff within mainstream are able to welcome learners from the SRB and their assigned SRB staff to mainstream lessons and offer appropriate support to ensure inclusion and access to learning at an appropriate level. On-going support and training remains in place for these areas of the curriculum, with regular communication from the SRB Team (please see school based ALN Policy for the role and responsibilities of mainstream classroom teachers and Subject / Faculty Leads).

Specialist Teacher

- ★ To provide high quality teaching and learning as part of the universal provision of the SRB.
- ★ To ensure a clear knowledge and understanding of Statutory Plans and develop approaches and action plans to ensure longer term outcomes can be achieved.
- ★ To implement the school's ALN and SRB policy and practice.
- ★ To ensure that the resources, targets and curriculum are appropriate to the needs of the learner as set out in the Statutory Plan.
- ★ To ensure that achievement and progress are also appropriate to the needs of the learner, tracking and monitoring of progress should be evidenced through exercise books, reviews of targets, annual reviews of statutory plans and B-Squared.
- ★ To develop appropriate provision maps for individual learners where required and appropriate.
- ★ To ensure specific / targeted intervention is provided through the class team and relevant SRB staff members to meet the requirements of statutory plans and the needs of the learners.
- ★ To lead Teaching Assistants to support the planning and delivery of lessons in supporting learners and the assessment of learner progress when appropriate and supporting TAs to take active roles in class team and whole team meetings.
- ★ To differentiate learning and materials and set achievable goals to ensure that the learners experience success at all levels.
- ★ To be part of reviews and discussions on learner progress, including the preparation and completion of the appropriate paperwork, as required.
- ★ To record and report any concerns on learner progress to the Lead for the SRB.
- ★ To communicate with parents, raising concerns and celebrating progress, including ensuring daily communication is effective and appropriate to need.
- ★ To work alongside external professionals to agree and implement provision, with regular review and evaluation.
- ★ To work with the Lead for the SRB to develop specific plans around need – this includes IHPs, risk assessments, RRP and behaviour plans.
- ★ To support the effective handover of information to ensure successful transitions between year groups, phases and settings.
- ★ To contribute to the development of specific support across the school through the developing in-reach model of support.

Teaching Assistants

- ★ To ensure the daily implementation of the school Additional Learning Needs and SRB Policies.
- ★ To work as a cohesive team within assigned class team(s), putting the needs of the learners at the centre of all provision and practice, sharing any concerns with the class teacher.
- ★ Have a full knowledge of the learners' needs, provision and targets set out in the One Page Profiles and Target Sheets and the annual outcomes within statutory plans and implementing the agreed provision and plans.
- ★ To work with the class teacher to keep records on student targets / annual outcomes and their progress.
- ★ To contribute to the planning for reviews and attend reviews / discussions on learners' progress as appropriate.
- ★ To support the work of the learner in the lesson by adapting work, linked to teacher planning and providing support and confidence to the student.
- ★ To provide communication with home and external professionals, as discussed and agreed with the class teacher.
- ★ To support in the development of self-care / self-help skills, including support of intimate care.

Administration Support for ALN

- ★ To ensure the daily implementation of the school Additional Learning Needs and SRB policies.
- ★ To liaise with teaching staff to gather appropriate information and updates on learners within the SRB at review points during the year.
- ★ To ensure the organisational and administrative support supports the effective delivery of additional learning needs (including documentation for annual reviews in accordance with statutory timescales).

Lead for the Specialist Resource Base

- ★ To work with the SLT link to ensure the daily oversight and implementation of the school Additional Learning Needs and SRB policies.
- ★ To review the SRB policy alongside the LA.
- ★ To co-ordinate the work of Teacher and Teaching Assistants across the SRB provision.
- ★ To liaise with and advise teaching staff and teaching Assistants on approaches, strategies and ways forward, including the development of an 'in-reach' model of support to mainstream colleagues.
- ★ To support early identification of need and oversee provision within universal, universal plus, targeted support and specialist support required to meet needs across the SRB.
- ★ To work with class teachers to oversee, monitor and review the provision for learners across the SRB, exploring external support / signposting further advice and training where appropriate.

- ★ To work with class teachers to review and refine the SRB provision map and ensure the training needs to provide this are met.
- ★ To oversee the records of all learners within the SRB, co-ordinating the completion of appropriate paperwork for reviews (ILP, OPP, Annual Reviews, Risk Assessments, RRP, Behaviour Plans and IHPs) with the appropriate staff.
- ★ To ensure clear systems around the development, review and the quality assurance processes around identification, assessment, planning and reviewing the OPP, and short-term targets.
- ★ To ensure that all students within the SRB are making appropriate progress, demonstrated through robust QA processes and where this is not the case, appropriate actions are taken.
- ★ To ensure an on-going model of professional learning which supports School Development Plan and the SRB Team Action Plan. This will include implementation of the whole school Performance Management Policy for teaching and support staff.
- ★ Identify the learners requiring access arrangements and refer these to the named specialist teacher in-line with the JCQ Guidance (see Access Arrangements Guidance).
- ★ To liaise with parents / carers.
- ★ To support staff and provide oversight to the timely and effective completion of referrals to external agencies.
- ★ To work alongside external agencies and to ensure reports provided are incorporated into OPPs and IDPs / statutory plans, with effective implementation of strategies, appropriates and provision agreed.
- ★ To work with the SLT link to contribute to the School Development Plan and the identifying resource needs.
- ★ To ensure IDP / statutory plan reviews are completed within statutory timescales.
- ★ To provide oversight of information sharing at transition points within the setting and supporting the transfer of information between settings and agencies.
- ★ To attend LA meetings and implement agreed practices across the SRB Network. This will include support of the OASIS Outreach model of support to Monmouthshire Schools.
- ★ To continue development of the Local Authority agreed Specialist Resource Base Programmes, including liaison with the Local Authority and development of an appropriate staffing structure and funding model.

ALN Governor

The Governing Body have responsibility for Additional Learning Needs and through the named Additional Learning Needs Governor who will report back to the full governing body.

Support Agencies

Various support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists, literacy and numeracy basic skills staff and medical staff will represent the seventh tier of staffing provision. Their role will be primarily to support and guide subject teachers in providing appropriately for learners in their assessment, lesson planning, methods, strategies and delivery styles. They may, if absolutely necessary to the success of the learner, withdraw learners for one to one or small group sessions where this can be shown to improve access to

and achievement in the full curriculum entitlement. All agencies supporting an individual are invited to attend and contribute to the person-centred review meeting held each year.

Transition and Induction

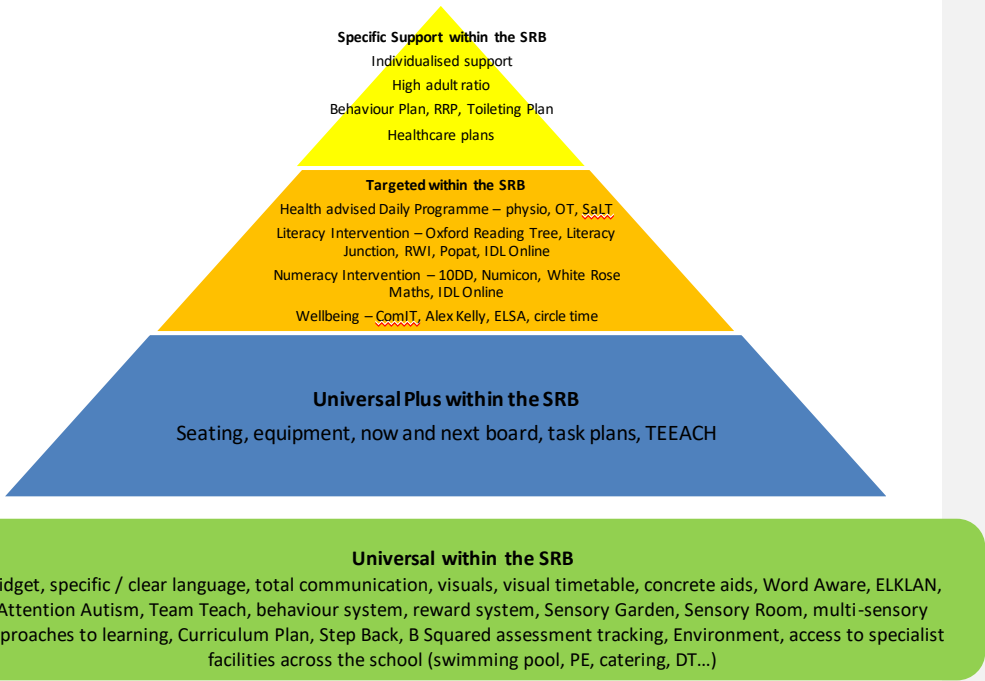
For all learners with statutory plans being considered for SRB placement, a member of the SRB Team will be invited to review meetings by the current setting for pre-school entry and from Year 5 for secondary. This supports the collation of information. Forecast meetings are held by the Local Authority in the Autumn Term, with panels taking place in December for secondary and March for primary. Person-centred enhanced transition plans are created with the feeder setting.

Levels of Support

The SRB assessment, recording and reporting system allows for the collection of quantitative data through B Squared. Learners within the SRB are tracked carefully against the baseline and the target areas to ensure an appropriate level of support and provision. Data is collected from Assessment, Recording and Reporting systems, Attendance data, Relationship Systems and the Pastoral System.

SRB Provision Pyramid

Developing working document



Therapeutic Input

The SRB are guided by external professionals in relation to therapeutic input, based on accepted referrals for involvement with ABHB. The two key stakeholders engaged with at present are OT and SaLT. Advice is usually provided by professionals and implemented by school staff in-line with the plan developed, this allows for a consistent and daily approach to the agreed programmes.

Developing Plans

For all placed in the SRB, One Page Profiles are created with learners where appropriate and families to gauge and record their views on approaches to support in making progress and achieving success. One Page Profiles are working documents accessible to all staff, which will be formally reviewed at least once each year, through person centred approaches.

Individual Development Plans / statutory plans are stored securely and are accessible on the school computer system for all staff to assess as required (support and teaching staff); staff are prompted to access the relevant information by the Lead for the SRB. Statutory Plans are reviewed through person centred practice annually or where there is a significant change in need. A review of a statutory plan can be requested at any point by the learner or the parent.

In addition to these plans, there will be occasions where the following plans are needed:

- Risk Assessment
- Risk Reduction Plans
- Individual Healthcare Plans
- Emergency Medical Plans
- Behaviour Support Plans
- Pastoral Support Programmes
- Personal Emergency Evacuation Plan

These are developed alongside key stakeholders, including health professionals where appropriate. On-going monitoring and review of the plans is vital.

Learner, parental and other stakeholder engagement at each stage of the process is fundamental in the construction, review and development of additional learning provision. The school welcomes and listens to parental concerns and acts with agreed actions to determine individual need and provision required to meet the needs identified through its systems and structures. Parents are able to discuss any specific ALN / SRB concerns with the SRB Team. The Complaints Policy is accessible through the School Website.

Monitoring and Evaluation

The success of the school's SRB policy and practice is evaluated through:

- ★ analysis of learner tracking data and standardised test results where appropriate
- ★ monitoring of procedures and practice by the Lead for the SRB and SLT link

- ★ reviewing target sheets and statutory plan outcomes
- ★ learner voice
- ★ parental engagement
- ★ lesson observation and learning walks
- ★ work scrutiny
- ★ LA SPOT Network and ALP Review visits / monitoring visits (developing)
- ★ School Development Plan/SRB Action Plan

This policy was approved by the Governors

Signed: Chair of Governors

Date:

Signed: Headteacher

Date:

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Monmouthshire County Council

Policy Guidance for Schools to Support Children who are Looked After (CLA) and formerly Looked After Children.

Context

The local authority (LA), including all Monmouthshire County Council (MCC) schools promote the educational achievement and promote the well-being of the children and young people they look after. This is part of the concept of being the Corporate Parent for Children and Young People who are looked after.

“The Welsh Government has a national mission to ensure that all our children and young people have an equal opportunity to reach the highest standards. Underpinning this is a belief that someone’s ability to benefit from education should not be determined by their personal circumstances and a drive to reduce inequalities and remove barriers to education.”

Making a difference - A guide for the designated person for looked after children in schools’ Welsh Gov 2017

In Monmouthshire the LA designated Looked after Children in Education officer (LACE) remit is held by the Vulnerable Learners Lead who sits within the Inclusion team who support the delivery of its aims/ principles. The LA will work with school Designated Child Looked After Leads (Designated CLA Leads) to ensure that:

- the learner’s out of school life is understood and responded to safely and sensitively.
- that support is in place to avoid home circumstances or adverse life experiences creating any form of barrier or obstacle to learning or inclusion in school life.

All learners who are CLA must have a Personal Education Plan (PEP). The PEP forms part of the child’s overall care and support plan and should establish how to meet the learner’s need. It should be upheld as an important and meaningful plan which is reviewed regularly by social workers and education professionals using person

centred principles to ensure that the child's voice is held central and that there is appropriate multi-agency input to ensure the broad range of the learner's need and support are understood and met.

The LA has a role in supporting schools to ensure designated CLA leads are trained in their role and that each school also has a designated CLA Governor to oversee this aspect of the school. The LA and schools use a range of training forums and approaches to meet the needs of CLA and former CLA learners. These include but are not limited to:

- Bespoke advice, guidance and support to schools and other teams as needed.
- Training and support for designated CLA leads via the Educational Achievement Service (EAS) consortia.
- Termly CLA leads forum for information sharing, 'Q and A' and sharing of best practice.
- Attendance at PEP reviews and LAC reviews where appropriate. Monitoring and quality assurance of PEPs to ensure that they comply to expectations outlined in *Making a difference - A guide for the designated person for looked after children in schools* Welsh Gov 2017
- Support regarding Additional Learning Needs (ALN) with LA Individual Development Plans (IDPs) as appropriate.
- Monitoring of CLA learners to ensure their special status is understood in relation to admissions and exclusion matters
- Reporting to cabinet and the corporate parenting board as required to maintain their awareness of the support of CLA and former CLA learners by the Children and Young Peoples Directorate (CYP).

Key Documents for the Support of CLA learners:

- Making a Difference: A Guide for the Designated Person for Looked After Children in Schools (Welsh Government, 2017)
- School Admissions Code (Welsh Government, 2013)
- Exclusion from schools and pupil referral units (Welsh Government, 2019)
- Additional Learning Needs and Education Tribunal (Wales) Act (Welsh Government, 2021)
- Framework on embedding a whole-school approach to emotional and mental wellbeing (Welsh Government, 2021)
- Towards a stable life and a brighter future (Welsh Government, 2007)

The LA endorses the policy below for the use of MCC schools.

Example School's Child Looked After (CLA) and former CLA

Policy - April 2023

Context

We are an inclusive school, and we want all our learners to thrive both as people and as learners.

We want them to be able to achieve the goals of the Curriculum for Wales of being:

- Ambitious, capable learners who are ready to learn throughout their lives.
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, informed citizens who are ready to be citizens of Wales and the world.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

We recognise that due to home circumstances, and a range of negative or adverse life experiences, some of our learners will have faced, and may continue to face, challenging situations.

Learners who are, or who have at any point been looked after, may need additional understanding and support to ensure our school operates in a truly inclusive and equitable way.

The Social Services and Well-being (Wales) Act (National Assembly for Wales, 2014) defines a 'child looked after' as:

- In care, which is subject to a care or interim care order. Provided with accommodation by the local authority, for a continuous period of more than 24 hours.

A 'previously looked after child' is:

- a child or young person who has been looked after but is no longer looked after in England and Wales. This is because the child is the subject of an adoption, special guardianship, or child arrangement order. Schools may not know if a child is adopted since the adoptive parent(s) are under no obligation to share this information with school.

Our School Context:

As at the Pupil Census in January 2023 (PLASC) there were X children on roll who were recorded as looked after. This number can change from day to day.

We as a school community are mindful of the fact that some of our learners may be adopted and adoptive parents may not wish for their child's adoptive status to be known or recorded and there is no obligation upon adoptive parents to do so. We are also mindful that a current or former looked after learner could join our school at any point in the school year. The aim of the LA and our school is to ensure that we, like all MCC schools are 'CLA friendly' and 'CLA ready' at any point in the school year.

We are sensitive to the fact that both current and former CLA learners may not want any additional support to be apparent to others in school, which could include both adults and their peers. We will always endeavour to work in a child focused and person centred way and to ensure their voice is listened to and acted upon, in terms of the way they are offered, and can access, any bespoke or targeted support.

We believe that although current and previously looked after learners may need and benefit most from the understanding that underpins both Adverse Childhood Experiences (ACEs) and Trauma Informed Schools (TIS) training, these approaches are likely to greatly benefit the wider school population too. Such approaches are very much part of the ethos of the school and the LA which aim to ensure an embedded approach to support emotional and mental wellbeing which promote a sense of belonging and encourage both positive behaviours and attendance at school for all. We especially believe this to be the case knowing that the difficult home circumstances of some learners may not come to the attention of professionals for some time. Other learners may never reach the threshold of becoming looked after but their home life could still be challenging and difficult in many ways.

Although the support given to CLA learners relies upon a whole school and whole LA approach we also have designated strategic leads to ensure that CLA learners have their needs understood and met.

The Designated CLA lead is X

The Designated CLA governor is X .

The Designated CLA lead:

1. Promotes a whole school approach to being always 'CLA friendly' and 'CLA' ready.
2. Promotes a whole school approach to understanding that not all former CLA will be known as such, and which therefore recognises that adverse childhood experiences (ACE) and trauma informed schools (TIS) aware approaches are of potential benefit to the whole school community.
3. Promotes a whole school ethos of removing seen and unseen barriers to high aspiration and high achievement for all CLA and former CLA learners at all stages of their school life.
4. Sensitively identifies children who are looked after through several methods, including admissions and referral forms; contact with parents/carers, social workers, and the LA ALN, Inclusion team (LACE remit) and admissions teams.

5. Works in partnership with the LA Inclusion, Admissions and ALN teams as well as EAS consortia, parents/carers, and social workers to improve the educational outcomes for children in care.
6. Works in partnership with parent/carers and social workers to improve the educational outcomes for previously CLA.
7. Builds effective relationships with parent/carers and social workers.
8. Promotes strong pastoral support systems, including emotional literacy support assistants (ELSAs) TIS and ACE approaches and nurture provision.
9. Maintains (with the support of electronic systems) an up-to-date record of all CLA on the school roll.
10. Tracks and monitors the progress of individual CLA pupils.
11. Ensures educational information is transferred securely and in good time between agencies, new schools and relevant professionals.
12. Ensures that CLA have an effective PEP that includes an effective One Page Profile (OPP). The PEP is reviewed regularly with the child, their parent/carer and social worker, in a person-centred way.
13. Ensures that children who are previously CLA have an effective One Page Profile (OPP). The school regularly reviews the OPP with the child, their parent/carer and social worker, in a person-centred way.
14. Respects former CLA's right to privacy and will only share information with people who need to know.
15. Informs staff about former CLA status, where agreed with the parent/carer and social worker, so that the school can provide appropriate support and monitoring.
16. Respects CLA learner's right to privacy and will only share information with people who need to know.
17. Recognises that care can be temporary, short term or long term and that children can come in and out of care during their educational career.
18. Informs staff about learners who are CLA, where agreed with the parent/carer and social worker, so that they can be supported and monitored appropriately.
19. Recognises that these children, *may* need additional support and guidance to succeed. Therefore, ensuring that there are appropriate mechanisms for this to happen.

The nominated governor should support the work of the designated CLA lead in:

Having empathy with the complexity of the lives of looked after children. Promoting high aspirations for looked after children

- Monitoring learning outcomes.

- Empowering school staff to contribute to the teaching and wider learning experiences of children in care.
- Ensuring that the interests of CLA and former CLA are championed in line with Welsh Government guidance on exclusions and restrictive practices as well as in line with inclusion and equity of access to all school core and enrichment opportunities.
- Reporting to the governing body on the support in place for CLA and former CLA learners in the school.
- Being satisfied that the designated person appointed by the Headteacher prioritises education for the looked after child. The decision on who should fulfil the designated person role should be based on several factors such as the existing management structures within the school, the size of the school and the number of looked after children and their specific needs, which may vary markedly. The Headteacher should consult with the appointed governor about this appointment.

The School Community:

1. Understands that children who are CLA are often likely to have practical and cultural barriers to learning or to feeling and being fully included in school life.
2. Builds effective multi agency relationships with parents/carers and social workers.
3. Implements strong pastoral support systems and whole school approaches to emotional health and wellbeing, such as the use of TIS and ACE approaches, as well as having appropriately trained staff (such as ELSAs).
4. Tracks the attainment, attendance and exclusions of children who are CLA and is aware of why these learners may need additional support.
5. Ensures that there is a smooth transition from one school to another and that the receiving school has relevant information before a child moves, and proactively seeks this information when a CLA learner is due to join the schools. As a result, the school can plan for a CLA learner's transition more effectively.
6. Understand that CLA and former CLA learners may need extra support in both practical and pastoral ways to enable them to have ambitious, high expectations and to enable them to fulfil these at all education phases.

Additional Support

Additional support for a CLA or former CLA learner may look like this:

- Direct and indirect support is outlined and agreed for CLA learners through their PEP plan.

Providing a welcoming admission process which seeks the input of social workers and LACE officers as appropriate to ensure successful intake with

enhanced transition into school when agreed to be in the best interests of the CLA learner.

- Working with the LA ALN Statutory Officer supporting CLA learners to identify the ALN needs of learners as appropriate and develop a good understanding of the additional learning provision (ALP) required to meet these needs.
- Working with the LA if a CLA learner is determined to have an ALN that needs ALP for the LA to create an LA individual development plan (LA IDP).
- Working together with the ALN team and relevant officers for CLA in other LAs in instances where a CLA learner is at an MCC school but is looked after by another LA, to ensure their ALN needs are identified, met and incorporated into the LA IDP and PEP as needed.
- Ensuring that appropriate targets and outcome measures are set for learners who are CLA, that these are recorded on the child's PEP or PEP/IDP where appropriate and are regularly reviewed with the child, the social worker, and their parent/carer.
- Ensuring that all staff are aware of the need to work to 'close the (attainment) gap' for CLA learners¹.
- Seeking to avoid reduced timetables, unless a multi-agency professional PSP meeting has clearly set out why this is in the best interests of the learner, during which the process to support the learner back into full time education as soon as possible is outlined and agreed.
- Seeking to avoid the exclusion of CLA learners by trying every practicable means to maintain the learner in school² by ensuring schools seek appropriate LA and/ other professional advice at the earliest opportunity.
- Maintaining the professional learning of school staff to enable them to be confident in supporting the needs of CLA and former CLA learners at any point in time.
- Ensuring that there is dedicated time to enable the designated CLA lead to collate, analyse and feedback on progress information on of CLA and former CLA learners to ensure individual and strategic oversight and to present this at least annually, to governors to enable the progress of CLA and former CLA learners to be part of school development planning.
- Using of LA self-audit CLA tool to identify areas of strength and areas for development with regards to being a school that is always 'CLA friendly' and 'CLA ready'.

Name:

Name:

¹ <https://www.gov.wales/sites/default/files/publications/2018-03/education-in-wales-our-national-mission.pdf>

² <https://www.gov.wales/sites/default/files/publications/2019-11/exclusion-from-schools-pupil-referral-units.pdf>

Chair of Governing Body

Headteacher

Name

Name

Chair of Governing Body

Headteacher

Date:

Review Date (annually):

This document is also available in Welsh

Appendix One
School Self Audit Tool for CLA and former CLA

MCC APRIL 2023 Inclusion Team

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 maturity¹. This is echoed in the Additional Learning Needs Code for Wales 2021, which also considers the United Nations Convention on

¹ 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 account².

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 2021³:

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 outcomes⁴. 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 Code⁵, 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

² Additional Learning Needs Code for Wales 2021 – Chapter 3

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

⁴ Additional Learning Needs Code for Wales 2021 – Chapter 27 (27.4 – 27.5)

⁵ 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 process⁶. 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 19⁷.

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

⁶ Additional Learning Needs Code for Wales 021 – Chapter 27 (27.41 – 27.44)

⁷ [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 year⁸.

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

⁸ 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 ALN⁹.

⁹ [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 family¹⁰.

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

¹⁰ [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.

| | |
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| 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"> • Careers Wales are available to offer support and advice around pathways and possible Post 16 provision. • School continues to provide education around pathways and the world of work. |
| Year 10 | <ul style="list-style-type: none"> • The person-centred annual review will likely take place in the Autumn Term. • Careers Wales and local college providers will be invited to the annual review, alongside the learner, family and other professionals. • 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). • Consideration will be given to outcomes which will focus on independence and transition for Section 2 of the IDP (for example, access to travel). • School will consider any referrals / re-referrals required to agencies in order to support the transition. |

| | |
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| Year 11 | <ul style="list-style-type: none"> • The person-centred annual review will take place in the Autumn Term. • Transition will be a key factor of the review meeting, considering options available and applications needed, as well as possible enhanced transition options. • Referrals / re-referrals to other agencies will be considered to support transition. • Outcomes will be reviewed and will consider any specific areas of focus to support independence and resilience at transition. • 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. • 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. • An enhanced transition planning meeting will be held in the Spring Term. • Enhanced transition activities will take place in the Summer Term, with ongoing review. |
| Post 16 | <ul style="list-style-type: none"> • Annual reviews will continue to take place during Post 16 provision. • Transition discussions will be focused on preparing for adulthood – this may link to work placements or further courses to support in securing employment. • 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. |

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

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 manner¹¹. 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 days¹². 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.

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

¹² 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 basis¹³. 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 declaration¹⁴.

We follow the 5 main principles of the Mental Capacity Act¹⁵ 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 decisions¹⁶.

¹³ Additional Learning Needs Code for Wales 2021 – Chapter 30 (30.8)

¹⁴ Additional Learning Needs Code for Wales 2021 – Chapter 30 (30.8 – 30.12)

¹⁵ Mental Capacity Act 2005 – Section 1

¹⁶ 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 \(your-benefits.co.uk\)](#)

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MONMOUTHSHIRE'S LEARNING, SKILLS AND ECONOMY DIRECTORATE

Additional Learning Needs Policy

Additional Learning Needs Policy (January 2025)

This policy sets out Monmouthshire Local Authority's approach and provision for learners with barriers to learning and additional learning needs.

| | |
|--|--|
| Date of issue | |
| Updated | |
| Review frequency | |
| Name of person responsible for maintaining this policy | |
| Contact details | |

This document is available in English and Welsh.

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Introduction

In Monmouthshire we believe that every child or young person has the right to receive an education that meets their individual needs and enables them to reach their full potential. As such, we are committed to providing inclusive, high-quality education for all children and young people, including those with barriers to learning and additional learning needs. This Additional Learning Needs (ALN) Policy outlines Monmouthshire's approach to supporting children and young people with barriers to learning and additional learning needs, ensuring they receive the necessary support, resources, and opportunities to thrive academically, socially, and emotionally.

Monmouthshire local authority (LA) recognises that barriers to learning and additional learning needs can encompass a wide range of challenges, including but not limited to, learning disabilities, neurodevelopmental needs, sensory impairments, and social, emotional, and mental health needs.

This policy is guided by our commitment to:

- a. **Equality and Inclusion:** Ensuring that all children and young people, regardless of their background or abilities, have equal access to education and opportunities for success.
- b. **Person-Centred Approaches** Recognising the unique needs of each child or young person and providing personalised support tailored to their specific requirements.
- c. **Early Intervention:** Identifying and addressing barriers to learning and additional learning needs at the earliest possible stage to prevent difficulties from escalating.
- d. **Partnership Working:** Collaborating with schools, parents/carers, and external agencies to provide comprehensive support and services for children and young people with barriers to learning and additional learning needs.
- e. **Continuous Improvement:** Regularly reviewing and evaluating our practices to ensure they are effective, responsive, and reflective of best practice.
- f. **A bilingual system:** Ensuring that specialist training, interventions, and resources are available in Welsh for children and young people in Welsh medium schools and settings.

Definition and Scope

This policy will refer to children and young people who are experiencing barriers to learning as well as additional learning needs as defined by the Additional Learning Needs (ALN) and Educational Tribunal Act¹, 2018 and associated Code². The LA's responsibilities under the ALNET Act and Code applies to children from birth to 25 years. For the purposes of the Code

¹ [Additional Learning Needs and Education Tribunal \(Wales\) Act 2018 \(legislation.gov.uk\)](https://legislation.gov.uk/ukpga/2018/12/section/1)

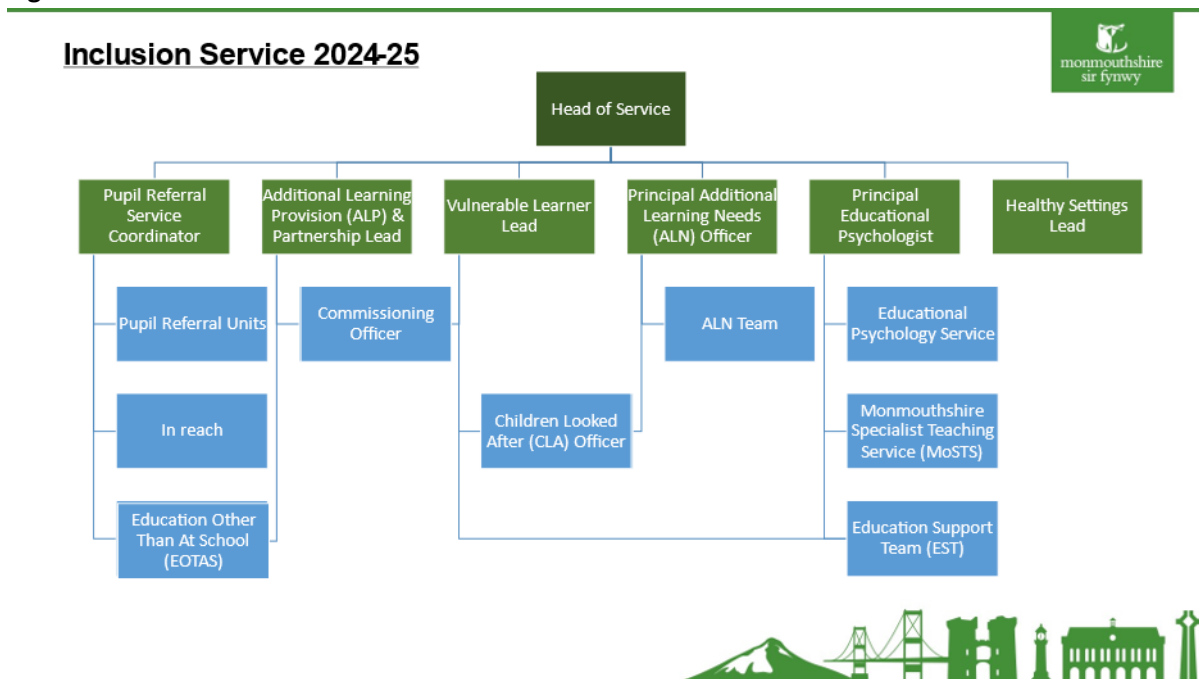
² [The Additional Learning Needs Code for Wales \(Welsh Gov, 2021\)](#)

and the Act, and this ALN Policy a ‘child’ is anyone not over compulsory school age and a ‘young person’ means a person over compulsory school age, but under the age of 25.

Monmouthshire’s ALN Service

The ALN Service is part of Monmouthshire’s wider Inclusion Service.

Figure 1 MCC Inclusion Service structure chart



The ALN Service provides information and assistance to schools and parents/carers on all aspects of ALN provision. It also co-ordinates the local authority Inclusion Panel and Contingency Funding Panel (further details included below).

The ALN Service is responsible for undertaking statutory assessments for children and young people and maintaining LA Individual Development Plans (IDPs). Statutory Officers are responsible for writing LA IDPs and also provide advice and support to schools, children, and young people their families and carers.

The ALN section of Monmouthshire’s webpage ([Additional Learning Needs - Monmouthshire](#)) provides further information on ALN Service functions and the ALN team.

Early Years

Monmouthshire has an Early Years Additional Learning Needs Lead Officer (Early Years ALNLO) who has responsibility for co-ordinating the local authority’s functions under Part 2 of the Act in relation to children under compulsory school age who are not attending maintained schools. Contact details of the ALNLO and information on support for children under compulsory school age who may have barriers to learning or additional learning needs can be found via the following link [Monmouthshire Early Years ALN Handbook](#).

Designated Education Clinical Lead Officer

The designated education clinical lead officer or DECLO is the person in the Aneurin Bevan University Health Board, who has responsibility for co-ordinating the Board's functions in relation to children and young people with ALN. More information about the DECLO's roles and responsibilities can be found in Chapter 9 of the ALN Code 2021³.

Promoting Inclusive Education

An inclusive education system is one where every child or young person, regardless of their abilities or differences, feels valued, supported, and empowered to succeed. By working collaboratively with schools, families, healthcare professionals, and other stakeholders, we aim to continue to develop a culture of inclusion and support within schools and settings in Monmouthshire, where every child is valued for who they are and what they can achieve.

As indicated in the ALN Code (3.18, 3.19) meeting the needs of learners with ALN ought to be part of a whole school or setting's approach to school improvement. Consequently, improvements in the teaching and learning of children and young people with barriers to learning or ALN cannot be isolated from improvements in the teaching and learning for children and young people across a school or setting as a whole.

This policy is designed to promote the inclusion of children with barriers to learning and additional learning needs in mainstream schools, wherever possible. We recognise that for many children, mainstream education provides the best opportunities for social integration, academic progress, and long-term success. Therefore, we are committed to ensuring that mainstream schools and settings have the training and resources to support the diverse needs of all learners.

To promote inclusion in all our schools and settings, we are committed to the following:

- **Person-Centred Practice:** Person-centred practice (PCP) puts the child or young person at the centre of decisions around their education. A person-centred approach will inform a one-page profile (OPP), which provides key information about the child or young person's gifts and talents, what is important to them, and the best way to support them. We will work with schools and settings to ensure that person centred practice is used to inform discussions around statutory and non-statutory educational plans for children and young people with barriers to learning and ALN and that all children with barriers to learning or ALN have a one-page profile (OPP).
- **Graduated Response:** The importance of timely identification and of providing appropriate provision as soon as possible for a child or young person with barriers to learning or ALN cannot be overemphasised (ALN Code 3.13.). This may include differentiated learning, targeted interventions, use of assistive technologies, modified assessments, and peer support strategies to ensure that every child can access the curriculum and participate fully in learning activities. We will work with

³ [The Additional Learning Needs Code for Wales \(Welsh Gov, 2021\)](#)

schools and settings to ensure they have identified a graduated response to barriers to learning and ALN, which provide timely access to interventions and support.

- **Training and Support:** Ongoing training and support will be provided for teachers and teaching assistants to develop their capacity to differentiate instruction, create inclusive learning environments, and meet the diverse needs of children and young people with barriers to learning and additional learning needs.
- **Learner and Parent/Carer Participation:** Central to a rights-based approach and to the ALNET Act, is the principle of participation – listening to children, their parents/carers and young people and taking their views meaningfully into account (ALN Code 3.5). The local authority will ensure that the views of children and young people and their families are actively sought in relation to ALN policy and practice and in the evaluation of ALN services. For more information see Appendix 1, MCC's Participation Policy.
- **Equality and Accessibility:** By prioritising equality and accessibility, schools can create a welcoming and supportive environment that supports all children and young people to thrive. Schools and settings have a legal obligation under the Equalities Act (2010)⁴ to provide equal opportunities for all children and young people, including those with disabilities and to ensure that they are not subjected to discrimination or harassment based on their disability. Schools and settings must strive to eliminate barriers to learning and ensure that every child and young person can fully participate in educational activities. This includes making reasonable adjustments for children and young people with disabilities, offering support for students from diverse cultural and linguistic backgrounds and promoting a culture of respect and acceptance among the school community.

The Legal Framework: Responsibilities for Statutory Assessments and Plans

Barriers to Learning

The ALN Code (Section 20.9) indicates that slow progress and low attainment do not necessarily mean that a child or young person has ALN and would not automatically lead to a decision that the learner has ALN. Equally, it ought not to be assumed that attainment in line with chronological age means that there is no ALN.

The ALN Code recognises that children and young people will inevitably progress at different rates so the fact that a child or young person is apparently underperforming by comparison with others of the same age is not, on its own, proof of ALN. Where progress is not adequate, it will be necessary for the school or setting to take some additional or different

⁴ [Equality Act 2010 Guidance \(Gov.Uk\)](#)

action to enable the learner to learn more effectively. Section 20.14 of the ALN Code states that;

'The first response to inadequate progress would often be teaching targeted specifically at a learner's areas of weakness. All education settings are expected to put in place differentiated teaching or other targeted interventions designed to secure better progress where appropriate, for all learners. Indeed, most children and young people will require a differentiated approach in some aspect of their education at some point. This is a fundamental element of high quality – but routine – teaching.'

Differentiated teaching does not, itself, constitute Additional Learning Provision (ALP) and just because a child or young person requires a differentiated approach does not mean that they have ALN. Monmouthshire LA is committed to ensuring that all schools and settings adopt a graduated response', to ensure that the needs of learners experiencing barriers to learning are appropriately met (see Appendix 2 ALN Identification Flowchart for Schools).

Additional Learning Needs: Legal Definition

Section 2 of the ALNET Act, 2018 defines the term 'additional learning needs' (ALN), as,

(1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

(2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she— (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.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

(4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home. (ALN Code 2.3)

Identification and Assessment

The ALN Code describes the duties on maintained schools, local authorities, and further education institutions (FEIs) to decide whether a child or young person has ALN, which

requires additional learning provision (ALP). ALP encompasses additional or different educational or training provision, which goes beyond that generally made available. An Individual Development Plan (IDP) will be provided for a child or young person identified as having ALN requiring ALP; this statutory document will include a description of the child or young person's needs, their one-page profile (OPP) and ALP deemed necessary to meet their needs. Once an IDP is issued, it should be reviewed on at least an annual basis. The ALN Identification Flowchart for Schools, is included as Appendix 2.

Statutory Responsibilities of Maintained Schools

Maintained schools are responsible for identifying whether a child or young person may have ALN and the subsequent decision as to whether the child or young person requires an IDP. This will include children attending nursery provision in a maintained school and young people attending post-16 provision in a maintained school. Schools have 35 days to complete an IDP assessment. The process schools have to follow should be available on the school website. The LA flow diagram for schools is included as Appendix 2.

Statutory Responsibilities of the Local Authority

The local authority (LA) is responsible for identifying whether a child or young person may have ALN and the subsequent decision as to whether requires an IDP for the following groups of children/ young people.

- Children attending non-maintained Nursery settings.
- Children or young people looked after (CLA).
- Children or young people attending Monmouthshire's Specialist Resource Base Provision (SRBs).
- Children or young people attending out of county maintained special schools, independent schools or independent special post-16 institutions (ISPIs).
- Children or young people who are Electively Home Educated (EHE).

The LA has 12 weeks to complete an IDP Assessment.

The LA can, in certain circumstances, take responsibility for IDPs for children and young people attending maintained schools. **Monmouthshire's Principles Document** is available via the website (www.monmouthshire.gov.uk/MCC-Principles-Document-2022) and describes the process that maintained schools would need to follow to request that the LA takes responsibility for a child or young person's IDP.

Admission to School or Nursery

The School Admission Code (2013)⁵ gives parents /carers the right to express a preference for their child to be admitted to any school maintained by public funds. The following link, [Applying for a school place - Monmouthshire](#) provides detailed information on admission arrangements for children and young people who will be attending a maintained Nursery, Primary or Secondary school in Monmouthshire.

In the event that a School or Nursery setting is oversubscribed, an oversubscription criteria will be applied. This indicates that a school must admit a child /young person to the school specified in their Individual Development Plan (IDP).

There is a separate process for parents/ carers who would like their child to be considered for a place in Monmouthshire Specialist Resource Base (SRB) provision, (see below). Parents/carers should note that until they have confirmation that their child has a place in a specialist provision, they need to continue to engage with admission arrangements as described in Monmouthshire's School Admission's Policy.

ALN Transport

Transport for children with ALN will only be funded by the LA:

- To take a child/ young person to their local school or nearest suitable school if he or she has major mobility problems, or
- If a child attends specialist provision (a special school or specialist resource base), that is not attached to their local school.

Transport will not be provided for children with additional learning needs if the child is attending a school due to parental preference, i.e. a school that is not considered by the LA to be the nearest suitable school.

Request for a child or young person to be educated out of their chronological year

The local authority will consider requests to educate a child or young person out of their chronological year, on a case-by-case basis, taking into account the individual needs and circumstances of the child or young person. Schools should work closely with parents/carers and relevant educational professionals to assess the potential impact of educating a child / young person, out of their chronological year on their academic, social and emotional well-being.

⁵ [School Admissions Code \(Welsh Gov, 2013\)](#)

Attendance and Exclusions

In addressing attendance and exclusions for children and young people with barriers to learning or additional learning needs, it is crucial that schools and settings adopt a holistic and inclusive approach that recognises and supports the unique requirements of each individual child or young person. Schools and settings should prioritise early intervention and support mechanisms to address attendance issues, working collaboratively with parents/carers and relevant professionals to identify and address any barriers that may be contributing to poor attendance.

Exclusions should only be considered as a last resort and when a school has exhausted all avenues to support the child or young person's needs within the school setting. It is essential for all schools and settings to ensure that children and young people with barriers to learning and ALN are included, valued and supported by promoting a culture of understanding, acceptance and empowerment within the school community.

Monmouthshire's Inclusion Service provides training and support for children and young people who are experiencing emotionally based school avoidance (EBSA) and training related to trauma informed practice. Information about and links to professional learning and training opportunities available to staff in schools and settings is regularly communicated to senior leaders and ALNCOs. A range of information, resources and recorded training is also available via a training portal, which is located on the Monmouthshire internal SharePoint site and is accessible to all school staff or Monmouthshire professionals via this link ([Inclusion Training Portal Pages \(SharePoint\)](#)).

Further information on attendance and engagement can be found in Welsh Government's guidance on improving learner engagement and attendance, 'Belonging, engaging and participating'⁶ and in Monmouthshire's Attendance and Engagement Policy.

The Welsh Government guidance on exclusions⁷ focuses on addressing the high rates of absenteeism that have persisted since the COVID-19 pandemic. Monmouthshire's Exclusions Guidance for Schools (Key Document 1) provides further guidance for schools and settings.

Children and Young People with Visual, Hearing or Multi-Sensory Impairments

The local authority has a statutory duty to establish and maintain a register of those in their area who are sight (VI) or hearing impaired (HI) or have a combination of both (Multi-Sensory Impairment - MSI), such that it has a significant effect on their day-to-day lives (ALN Code section 2.27). The regional Sensory and Communication Service (SENCOM) provide

⁶ [Belonging, engaging and participating: Guidance on improving learner engagement and attendance \(Welsh Gov, 2023\)](#)

⁷ [Exclusion from schools and pupil referral units \(Welsh Gov, 2024\)](#)

Monmouthshire LA with information on children and young people with HI, VI, and MSI. This information is cross-referenced with school PLASC⁸ data to ensure that information included the register is accurate. The register is maintained by the ALN Service and updated bi-annually.

Children and Young People with Complex Health Needs

Welsh Government provides guidance for children and young people with complex health care needs in its guidance document⁹. This guidance emphasises the importance of collaboration between health and education professionals as well as the involvement of parents and carers, to develop individual health care plans (IHCP).

Monmouthshire's Education Other than at School (EOTAS) Policy (Appendix 3) provides information regarding the referral process for children and young people who may require EOTAS due to short-term illnesses/injuries or longer-term complex health or mental health needs.

Children Looked After (CLA)

Monmouthshire local authority has statutory responsibility to maintain IDPs for all children and young people for whom Monmouthshire is the Corporate Parent. This means that whether a child or young person looked after by Monmouthshire lives in the county or in another local authority in Wales, the responsibility for writing and maintaining the IDP remains with Monmouthshire. The local authority has a Statutory Officer with specific responsibilities for CLA, who works across both the ALN Statutory and Vulnerable Learners Services to ensure a consistent and cohesive approach.

If a looked after child or young person has an IDP, it will also include the child or young person's Personal Education Plan (PEP). The ALN Code makes it clear that both statutory documents should be reviewed at the same time.

If a school is concerned that a Monmouthshire child who is looked after has additional learning needs, they need to follow a graduated response and if following a period of intervention and review, concerns remain, the school ALNCo should make the local authority aware of this and provide information to the LA Panel, where consideration will be given to whether a statutory assessment is appropriate. Chapter 14 of the ALN Code provides detailed information on the duties, maintained schools have in relation to children and young people who are looked after and who have ALN.

⁸ [Pupil level annual school census \(PLASC\) | GOV.WALES](#)

⁹ [Supporting Learners with Healthcare Needs \(Welsh Gov, 2017\)](#)

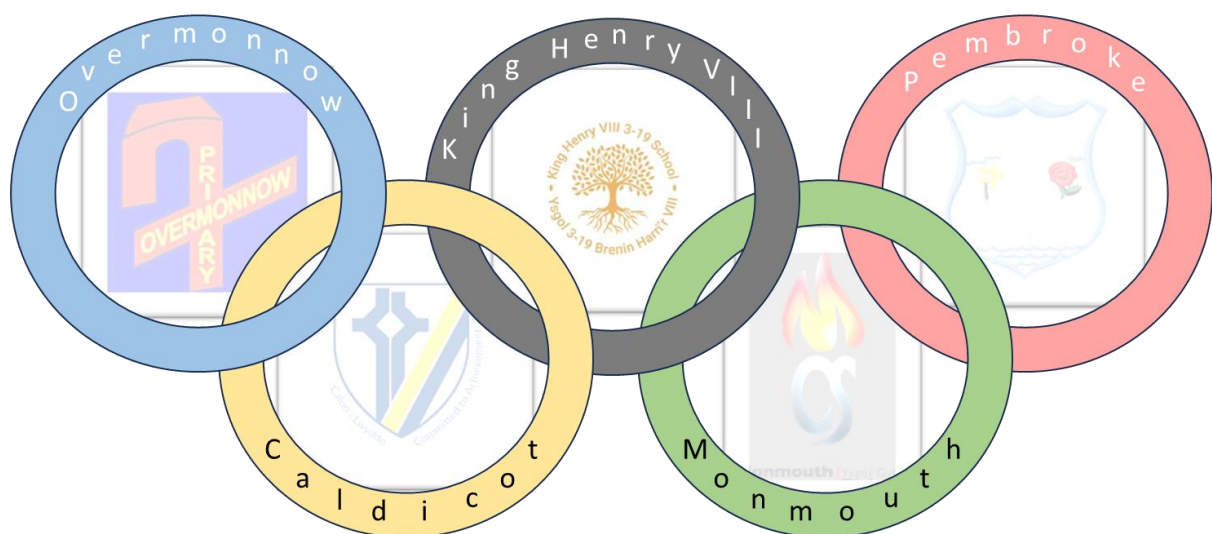
ALN Statutory and Inclusion Panel

All decisions relating to commencing a local authority IDP assessment or agreeing to a local authority IDP being written, are taken at the ALN Statutory Panel. The ALN Statutory Panel is part of a wider Inclusion Panel, which takes place every three weeks. The function of the Inclusion Panel and terms of reference are included in Key Document 2.

Specialist Provision

Monmouthshire local authority does not have a discrete special school catering for children and young people with significant and complex ALN. Since local government reorganisation in 1996, Monmouthshire developed a model of specialist provision, which places special education at the heart of identified mainstream schools. This model ensures that children and young people remain as close to their communities as possible and have meaningful inclusion opportunities with their mainstream peers, whilst also benefitting from specialist teaching and resources.

Two primary Specialist Resource Bases (SRB), two secondary SRBs and one 3-19 through school provide additional learning provision (ALP) for children and young people with highly complex learning and neurodevelopmental needs. Lead Teachers from the SRBs and officers from the local authority Inclusion Service, work collaboratively through a Specialist Provision and Outreach Team (SPOT) network to ensure that there is equity of provision and consistent practice across Monmouthshire's specialist settings. See Appendix 4 Specialist Resource Base Policy and Handbook.



A Panel approach is taken to all admission to the SRBs. Learners will have an IDP, and their attainment will be significantly below that of their age-appropriate peers, despite significant differentiation and intervention.

The following website link will provide more information on specialist provision in Monmouthshire, [Specialist Resource Bases - Monmouthshire](#).

ALN Funding for Schools

Following a full consultation with headteachers and agreement by Council, ALN Funding has been delegated to schools since 1st April 2022.

The agreed funding formula bases 70% of the allocation of ALN funding on the numbers of pupils on roll of the school with 30% of the funding allocated to children or young people with IDPs or to pupils with highly complex medical needs as evidenced by their Individual Health Care Plan.

In addition to ALN delegated funding, schools are expected to use 5% of their Age Weighted Pupil Unit (AWPU) funding to support children who have barriers to learning or ALN in their school.

A Contingency Fund has been reserved to support exceptional and unanticipated ALN needs. A Contingency Panel meets on a half termly basis to consider requests from schools for additional funding. Further details of the Contingency Funding Panel criteria are included in Key Document 3.

Support for Children and Young People

Monmouthshire LA recognises the importance and value of trusting relationships with key adults for children and young people, particularly for those with attachment and trauma related difficulties. The LA supports the 'team around the child' approach which provides a child with a small group of adults, who can provide support for a child as necessary, throughout a school day. Our approach aims to develop independence, resilience and friendships in a modelled, scaffolded and supported way.

The LA does not endorse using 'one-to-one support' terminology in IDPs or one-page profiles. The reason for this is that identifying direct support from a named adult can make children feel separated from their peers and can make them feel stigmatised or singled out. Additionally, some children may get very attached or dependent on their named adult, usually a teaching assistant (TA), which can have a negative impact on a child should the TA be absent, leave their post or be allocated to another pupil. Over-dependence on one TA can also be a significant barrier to a child becoming independent and resilient in the school setting.

For some children, a risk assessment may identify times during a school day when individual support may be necessary e.g. individual supervision during lunchtime due to risk of choking. Where a risk assessment identifies the need for individual support, this should be reviewed regularly and a 'step-back' approach taken, where progress has been made.

The local authority aims to support schools to develop resilient, independent, successful and engaged (RISE) learners. We believe this is essential to support progress as children and

young people move through education and beyond. We recognise that the approach we take to developing this will be individualised and person centred based on pupil need.

Schools are able to access whole staff RISE training, which focuses on the role of adults working with children and young people to teach, model and support the rehearsal and practice of the skills needed to access and make progress in core aspects of learning.

Post-16 Provision

Young people with an identified ALN and attending SRB provision can remain in their setting until they are 19 years old. The local authority remains responsible for maintaining their IDP until they leave school or if they transition to an independent special post-16 institution (ISPIs), until they leave that setting.

Under the ALNET Act and Code, young people with ALN transferring to Further Education Institutions (FEIs) for post-16 education, will usually have their IDPs transferred to the FEI, who would then maintain the IDP in line with guidance set out in the ALN Code. For young people with ALN transferring to an ISPIs, the local authority will continue to maintain the IDP. Further information is included in MCC's Post 16 Strategy (Appendix 5).

Quality Assurance of ALN Provision

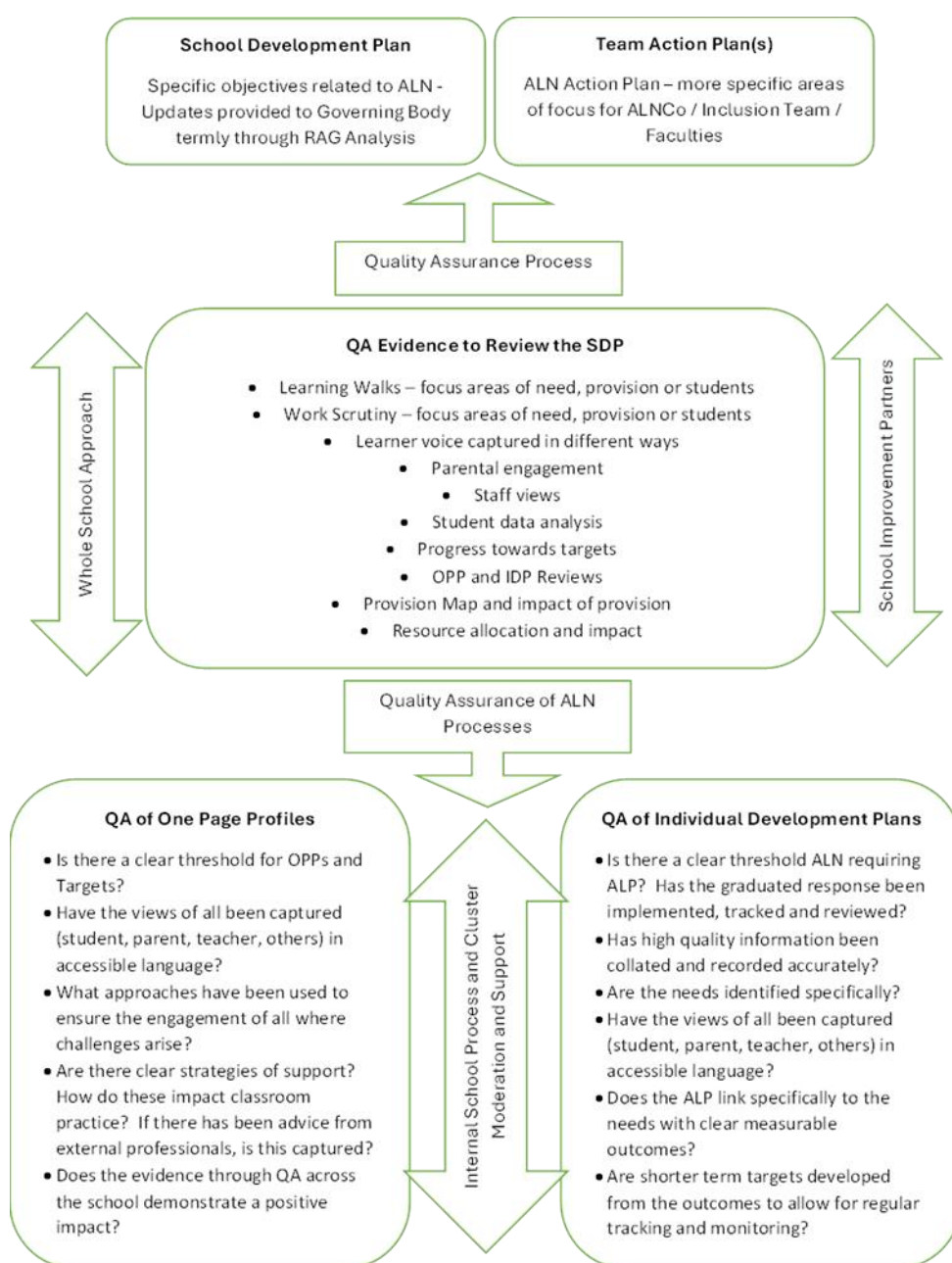
Chapter 7 of the ALN Code indicates that local authorities must keep under review the arrangements made both by the authority, and by the governing bodies of the maintained schools in its area, for children and young people who have ALN. Keeping ALP and other arrangements under review, is a key part of local strategic planning and decision making. It will enable local authorities to assess current and likely future needs and secure sufficient provision and services to meet those needs.

The duty involves the local authority considering, at a strategic level, what provision there is to meet needs; whether that provision is sufficient and if insufficient in any respects, considering what to do to remedy the matter; and consulting as the authority considers appropriate during that process.

As part of the review process the ALN Code indicates that a local authority should also review data and evidence on the effectiveness of current provision in meeting children and young people's needs and improving the outcomes they achieve.

Monmouthshire local authority has developed a robust quality assurance (QA) system for both specialist and mainstream provision (see figure 2 below).

Figure 2 Quality Assurance System for ALN



Further information on Monmouthshire’s quality assurance system and review cycle can be found in Appendix 6.

Support Services for Schools, Children and Young People

Schools and Settings in Monmouthshire have access to a number of services and specialist teams who support schools, children and young people and their families. Follow the links below for more information on each service or team.

- [Educational Psychology Service \(EPS\) - Monmouthshire](#)

- [Monmouthshire Specialist Teaching Service \(MoSTS\)](#)
- Outreach, Autism Support and Inclusion Service (OASIS) (Appendix 7)
- Education Support Team (EST) (Appendix 7)
- [Monmouthshire Autism in Schools and Settings](#)

Partnerships and Collaboration

Monmouthshire LA works with partners with the region and nationally to develop training, resources and provision for schools and settings, and for children and young people with barriers to learning and ALN. Follow the links below for more information on these organisations.

- SENCOM - [Sensory & Communication Support Service](#)
- CALDS - [Child and Adolescent Learning Disability Service](#)
- AET- [Autism Education Trust](#)

Dispute Resolution

Wherever possible every effort should be made to resolve any disputes relating to ALN identification and provision at the earliest opportunity (see Appendix 8).

Where disagreements cannot be resolved, parents/ carers and young people can lodge an appeal with the Education Tribunal for Wales (ETW). The ETW deals with disputes to do with Individual development plans (IDP) and claims of disability discrimination. Their website provides detailed guidance on both these areas for appeal - [Welcome to the Education Tribunal for Wales](#).

SNAP Cymru is the regional independent parent partnership service provider (see website [Home - Snap Cymru](#)).

Complaints Procedure

Parents /carers or young people wishing to make a complaint about matters relating to ALN that have been managed by a school, should follow the school's complaints procedure.

Parents /carers or young people wishing to make a complaint about matters relating to ALN that have been managed by the local authority should follow the local authority complaints procedure - [Complaints, Comments, Feedback and Compliment - Monmouthshire](#).

A copy of Monmouthshire's Complaints and Compliments Policy is available via their website (link here - [Whole Authority Complaints and Compliments Policy, 2016](#)).

Monitoring and Evaluation

This ALN Policy will be monitored and evaluated on an annual basis to ensure its effectiveness and to identify areas for improvement.

Key Document Links

- Key Document 1. Monmouthshire's Exclusion Guidance for Schools - [MCC Exclusions Guidance to Schools.pdf](#)
- Key Document 2. Inclusion Panel Terms of Reference - [Inclusion Panel Terms of Reference](#)
- Key Document 3. Contingency Panel [Contingency Funding Information](#)

Some of the Key Document rely on internal Monmouthshire links. If these do not work for you, or you would like a copy of any of these documents (in Welsh or English) please email ALN@monmouthshire.gov.uk.

Appendices

- Appendix 1. Monmouthshire's Participation Policy (in draft for consultation)
- Appendix 2. ALN Identification Flowchart for Schools
- Appendix 3. Monmouthshire's EOTAS Policy (not available as consultation ongoing)
- Appendix 4. Specialist Resource Base Policy and Handbook
- Appendix 5. Monmouthshire's Post 16 Strategy (in draft for consultation)
- Appendix 6. Quality Assurance System and Review Cycle
- Appendix 7. Information about Outreach and Education Support Team
- Appendix 8. Dispute Resolution

Monmouthshire Inclusion Service

DRAFT Participation Policy

| Document history | | | |
|------------------|------|----------|-------------------|
| Version | Date | Reviewer | Note of revisions |
| V1 | | | |
| V2 | | | |
| V3 | | | |

| Associated documents |
|---|
| United Nations Conventions for the Rights of the Child United Nations Convention on the Rights of Persons with Disabilities Additional Learning Needs Code for Wales 2021 / ALNET Act 2018 Monmouthshire Inclusion Strategy Equality Act 2010 |

Aims

Our aim is to support all children and young people, their families and other partners supporting to contribute positively to the development of the Inclusion Service across Monmouthshire. We want to build and maintain relationships with partners to ensure that when we carry out engagement activities, it is clear what we are trying to achieve and that all voices are heard. We aim to give members of our school communities opportunities to impact and shape the decisions made.

Our core aims through our participation are:

- To place children and young people and their families at the centre of what we do, learning from them about what matters, their thoughts, wishes and opinions, the services they access and any barriers they face.
- To build relationships and empower our children and young people and families by giving them a voice to influence decisions which impact them.
- To learn from those who use our Inclusion Service and those who are directly impacted.
- To pursue best practice to improve participation of our children and young people, their families and wider partners.
- To provide appropriate approaches, methods and environments for participation to be accessible and purposeful, supporting those who may find it more difficult to participate to share their views, wishes and feelings.
- To use the information captured through participation to inform the decision making, striving to continuously improve what we do and how we work.

This policy has been written to ensure everyone working in the Inclusion Service has a common understanding and is confident in their approach to capturing the views of all partners, including children and young people, ensuring our work is rights-based, inclusive and respectful. This confirms the commitment of the Inclusion Service to focus on the needs of our children and young people and reviewing the current services and the development of new services, informed by the views of children and young people, their families, and other partners.

By embedding participation, we will create opportunities for children and young people, their families, and other partners to actively contribute to matters that are important to them by cultivating an environment in which involvement and participation is acknowledged, supported, encouraged, listened to, understood, and actioned.

Rationale

Inclusion of children and young people in decisions which impact their lives is a fundamental right. Article 12 of 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. This is echoed in the Additional Learning Needs Code for Wales 2021, which also considers the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). Chapter 3 of the Code highlights that 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.

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, engagement and participation of partners is vital.

Implementation

What is participation?

Participation is involving children and young people, their families and any other partners in making decisions planning and reviewing any actions which might impact them. It is a process by which we capture the views of those involved through listening to and learning about individuals and encouraging them to give their views, wishes and opinions, appropriately to their need and developmental stage, about what should happen. This may be in relation to a specific issue, a service they receive or the development of a new service, provision or initiative.

Participation does not necessarily mean that those who have engaged receive or experience their desired outcome, but those involved should see that their views have been heard and considered. Any decisions made or outcomes will be a balance between the views, wishes and opinions of those involved, the risks, resources and what is possible.

The Inclusion Service makes decisions which impact individuals, groups of children and young people, as well as the services provided and the policies, procedures and practices which inform how we work. The Inclusion Service aims to actively seek the views, wishes and opinions of children and young people, their families and wider partners to evaluate and further develop practice, provision and service delivery.

Legislation and Policy

The Welsh Government is committed to ensuring that the UNCRC becomes a reality in Wales and this is at the heart of Welsh Government legislation including:

- The Children Act 2004¹ which states that when a local authority is making a decision relating to a child, it should as far as is reasonably practicable and consistent with the child's welfare: ascertain and give due consideration to the child's wishes and feelings in any decisions being taken.
- The Rights of Children and Young Persons (Wales) Measure 2011² which places a duty on Welsh Ministers to have 'due regard' to children's rights when making decisions.
- The Children and Families' (Wales) Measure 2010³ which places a statutory duty on Local Authorities to promote and facilitate participation by children and young people in decisions of the Local Authority that affect them.

¹ <https://www.legislation.gov.uk/ukpga/2004/31/contents>

² <https://www.legislation.gov.uk/mwa/2011/2/contents>

³ <https://www.legislation.gov.uk/mwa/2010/1/contents>

- The Social Services and Wellbeing (Wales) Act 2014⁴ places a duty on Local Authorities to work in partnership with the person's wishes and feelings as far as is reasonable, practicable and in-line with the person's welfare and must have regard to children, young people and families participating as fully as possible in decisions that affect them and having the information and support to do this.
- The Well-being of Future Generations (Wales) Act 2015⁵ which outlines key ways of working, in order to achieve the 'well-being goals'. The participation of children and young people is at the heart of this legislation including involvement in identifying problems before they arise, hearing the views of the most vulnerable and involvement in developing and improving services.
- The ALNET Act (Wales) 2018⁶ and Additional learning Needs Code for Wales 2021⁷ outline the importance of a rights-based approach, with collaboration and integration being central. Those working with children and young people must have due regard to the views, wishes and feelings of a child and their parents or the young person and place an importance participating as fully as possible in decisions related to them.
- The anti-racist Wales Plan⁸ outlines a commitment to work with a wide range of communities to jointly shape goals and actions. It is fundamental that the lived experiences of Black, Asian and Minority Ethnic people underpin the plan.

Benefits of Participation

As well as being a legal right for children and young people and their families, participation has a positive impact on improving our service delivery. Wider perspectives can be captured which influence change and development to better meet need. Through capturing the views of those who use our service, ownership becomes shared and the positive impact increased.

The positive impacts include:

- People feel that they are valued and heard.
- There is an investment in the decisions which are made.
- Experience positive achievements.
- Improved relationships for all.
- Empowering children and young people, increasing confidence and self-esteem.

Wider benefits to service development and delivery include:

- Improved decision making – we improve our understanding of the views and needs of children and young people.
- Improved services – children, young people and their families can share what works and does not work to allow us to improve services.
- Improved use of resources – we can develop new approaches and services which are relevant to the current needs of children and young people.

⁴ <https://www.legislation.gov.uk/anaw/2014/4/contents>

⁵ <https://www.futuregenerations.wales/about-us/future-generations-act/>

⁶ <https://www.legislation.gov.uk/anaw/2018/2/contents>

⁷ <https://www.gov.wales/sites/default/files/publications/2022-06/220622-the-additional-learning-needs-code-for-wales-2021.pdf>

⁸ [An introduction to an Anti-racist Wales \[HTML\] | GOV.WALES](#)

- Improved practice – we are able to refine existing practice.

Participation of Children and Young People

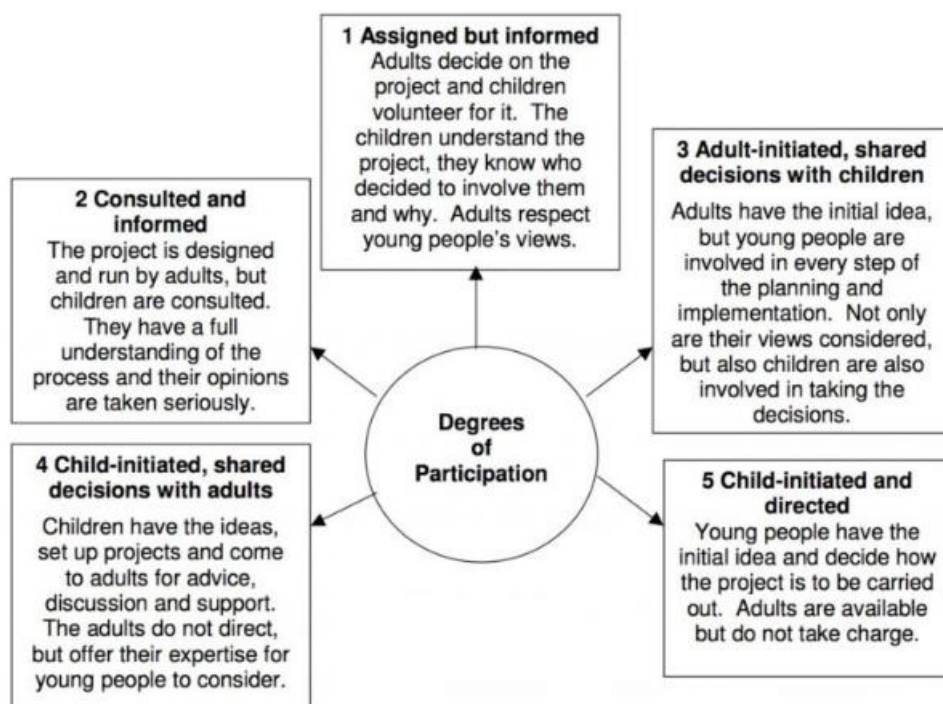
Participation will form part of the review and development of all aspects of the Inclusion Service, however will be completed in different ways according to the purpose of the participation and the needs of those engaging. Key to participation is empowering those who are sharing their views, wishes and feelings.

Careful consideration is taken to the approach taken when engaging with children and young people, following Lundy's Voice Model Checklist for Participation (2007)⁹, which focuses on space, voice, audience and influence.



⁹ https://commission.europa.eu/system/files/2022-12/lundy_model_of_participation.pdf

Not all participation will happen in the same way. Engagement with children and young people will be adapted to the situation using Treseder's model of Degrees of Participation (1997)¹⁰.



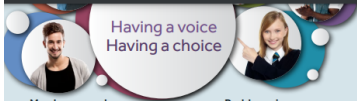


No one degree of participation allows for more participation than the next. For each engagement, the degree of participation will be carefully considered to determine the most appropriate approach.

¹⁰ <https://360participation.com/models-of-participation/>

| Degree | Explanation | Examples |
|---|--|--|
| Assigned but Informed | This is a description of an adult-chosen and led project where it is clear that children and young people can volunteer and be involved but that the direction and governance of the project is owned by the adults within the dynamic. The children and young people are clear that this is an adult-owned project, and they understand the requirements of their volunteering. It is important to stress that they also know that their views, thoughts and impressions will be listened to and respected. | Autistic Young People Panels have been developed to support the Monmouthshire in Schools and Setting Project. Young people have been supported to contribute to the project, share their lived experiences, including films and quotes to add to the training materials. |
| Adult-initiated, shared decisions with children | Although adults generate the initial ideas, the subsequent phases of planning and implementation actively involve children. At this level, children's views are considered and they take part in making decisions. | Uniform reviews in schools often begin with adults generating the ideas and children and young people being actively involved in the decision-making process. |
| Consulted and Informed | With a project or programme designed and run by adults there remains only consultation as a way of involving children. Being consulted requires comprehension of the proposals and an expectation that views expressed are taken seriously. Consultation differs from participation; it is based on asking, not involving. | Review of policies and processes are developed by adults and the concepts consulted on with children and young people to capture their views. |
| Child-initiated and directed | This stage represents a shift in the power balance; children have the original idea and determine what will happen, when, and how. Adults are available but do not control. | Young people within schools have established their own projects around period poverty, developing their own plans to present to school staff and determine ways forward. |
| Child-initiated, shared decisions with adults | At this stage it is the children who have the ideas, establish the project, and determine when to seek support, advice, and consultation, but not direction, from adults. Roles and Responsibilities | Charity Committees sit across schools with projects developed by children and young people and support provided by the adults around them. |

Participation Standards

For participation to be impactful, purposeful and meaningful, there must be a genuine interest in the views and pinions of children and young people. They need a clear overview of their role within the participation and the impact it will have. The seven National Participation Standards in Wales (2016)¹¹ are used to support those who are working with children and young people, and to make sure that participation is developed appropriately, ensuring that children and young people are part of the design, delivery and evaluation of services.

|  Children and Young People's National Participation Standards | | | |
|---|--|--|--|
| Mae hyn yn golygu: | | This means: | |
| Byddwn ni: | | We will: | |
| • Mae gennych chi'r hawl i wybodaeth sy'n hawdd ei deall ac sy'n gadael i chi wneud penderfyniad gwybodus. • Yn darparu gwybodaeth o safon dda, yn glir ac yn hawdd mynd ati. • Yn rhoi gwybodaeth chi prys sy'n mynd i wardo a gadael i chi wybod pa wahaniaeth gallai'ch cyfranogiad gael i chi wneud. | | • You have the right to information that is easy to understand and allows you to make an informed decision. • Provide information that is good quality, clear and accessible. • Inform you about who's going to listen and let you know what difference your involvement could make. | |
| • Mae gennych chi'r hawl i ddewis cymryd rhan a gweithio ar bethau sy'n bwysig i chi. • Yn rhoi digon o gefnogaeth ac amser i chi ddewis a rddych chi eisiau cymryd rhan. | | • You have the right to choose to be involved and work on things that are important to you. • Give you enough support and time to choose if you want to get involved. | |
| • Mae plant a phobl ifanc i gyd yn wahanol ac mae ganddyn nhw'r hawl i gael eu trin yn deg. • Yn herio gwahaniaethau. • Yn cynnig amrediad o gyfleoedd a chefnogaeth i fodoni anghenion plant a phobl ifanc. | | • Children and young people are all different and have the right to be treated fairly. • Challenge discrimination. • Provide a range of opportunities and support to meet the needs of children and young people. | |
| • Mae gennych chi'r hawl i leisio barn. Mae'ch safbwyntiau chi'n bwysig a chânt eu parchu. • Yn gwando ar eich barn, eich profiadau a'ch syniadau ac yn eich cymryd chi o ddiffr. • Yn gweithio gyda chi ar bethau rydych chi'n dweud eu bod nhw'n bwysig. • Yn gwerthfawrogi beth sydd gennych chi i'w gynnig. | | • You have the right to have a say. Your opinions are important and will be respected. • Listen to your views, experiences and ideas and take you seriously. • Work with you on things you say are important. • Value what you have to offer. | |
| • Mae gennych chi'r hawl i ddysgu a bod y gorau y gallwch chi fod. • Bydd gennych chi gyfleoedd i weithio gyda phobl eraill a wneud gwahaniaeth. • Rydych chi'n eisiau i chi gynnwys rhan mewn profiadau positif. | | • You have the right to learn and be the best you can be. • You will have opportunities to work with others and make a difference. • We want you to be involved in positive experiences. | |
| • Mae gennych chi'r hawl i wybod pa wahaniaethau rydych chi wedi eu gwneud a sut mae rhywun wedi gwando ar eich syniadau chi. • Bob amser yn sicrhau eich bod chi'n cael adborth o fewn amser sydd wedi'i gyfuno. • Yn dweud wrthyddych chi sut mae'ch syniadau wedi cael eu defnyddio a pharhau. • Yn dweud wrthyddych chi beth sy'n digwydd nesaf. | | • You have the right to know what differences you have made and how your ideas have been listened to. • Always ensure you have feedback in an agreed time. • Tell you how your ideas have been used and why. • Tell you what happens next. | |
| • Dylai'r bobl sy'n gwneud penderfyniadau sy'n effeithio ar blant a phobl ifanc roi hawliau plant yng nghanol popeth maen nhw'n ei wneud. • Yn gweithio gyda chi ac yn dysgu sut i wneud pethau'n well. • Yn gwneud yn siŋr bod eich barn yn gwneud gwahaniaeth i'r ffordd rydych chi'n gweithio a phenderfyniadau. | | • Those who make decisions that affect children and young people should put children's rights at the centre of everything they do. • Work with you and learn how we can do things better. • Ensure your views make a difference to the way we make plans and decisions. | |
| Y Safonau hyn sy'n cynnal tair colofn CCUHP - Diogelwch, Darpariaeth a Chyfranogiad The Standards underpin the three pillars of the UNCRC - Protection, Provision & Participation | |   | |

The approach taken by the Inclusion Service will be underpinned by the seven National Participation Standards:

1. Information – Information is provided in an easy and accessible way allowing children and young people to make an informed decision.
2. Choice – There is a right for children and young people to choose to be involved and work on things which matter to them.
3. No discrimination – Children and young people are all different and have the right to be treated fairly, what they share will be listened to, valued and taken seriously.
4. Respect – Children and young people have a right to share their views, experiences and opinions, these are important and will be respected.
5. You get something out of it – Children and young people have the right to learn and be the best they can be, having opportunities to work with others and make a difference. Participation is designed to be a positive experience.
6. Feedback – Children and young people have the right to know what differences they have made and how ideas have been listened to and used.

¹¹ <https://www.gov.wales/sites/default/files/publications/2018-02/Bilingual-Participation-Standards-poster2016.pdf>

7. Working better – The rights of children and young people remain central to all of the work we do, therefore their views can shape the way we can do things better.

Methods of Participation

Different methods of participation will be used to capture the views, wishes and opinions of children and young people, their families and wider partners. There are resources available to support these engagement processes. Many of these approaches will link to person centred practice.

| Approach | Explanation |
|---------------------------------|--|
| Individual | Direct conversations with children, young people, families and other partners happen through service delivery. These can be focused on individual children or young people and the decisions which impact them personally which help inform and evaluate provision and support as a whole. |
| Consultation Events | Awareness raising and gaining feedback on a specific issue, change in provision or a document. This can provide an opportunity for a range of partners to share their views to develop a way forward and contribute towards action planning. |
| Formal Groups | A participation group allows the on-going exploration and engagement with the same group of people around a project area or service, capturing their views and opinions over a period of time. |
| Focus Groups | When evaluating or creating a project/service, a small group of partners can be brought together capture views. This also creates an opportunity for co-production. |
| Consultation and feedback Forms | Accessible forms can be used to capture valuable information about a specific area of the service, its impact and ways forward. |

There are times when verbal input to these approaches is not possible linked to self-esteem and confidence or an identified additional learning need. On these occasions, every effort will be made to capture the views, wishes and opinions of those individuals. Use of Person-Centred Practice in Education: a guide for early years, schools and colleges in Wales¹² will be used to support our approaches, alongside the associated person-centred thinking tools¹³.

When engaging in one of the methods of participation, those capturing the views will have planned accordingly, considering:

- Those who are engaging in the participation activity – nature, inclusive, impact.
- Information sharing – key information having been shared with the participants.
- The outcomes intended - whether these have been communicated to those involved.
- Approaches to meet need and any adjustments required.
- Resources required – time, space, equipment.

¹² <https://www.gov.wales/person-centred-practice-education>

¹³ <http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/>

Feedback will be provided to those partners involved in participation, ensuring they have information on the outcomes of decisions. The service will also evaluate key elements of participation with those involved, as well as evaluating the impact participation has on shaping service development.

Key areas of participation

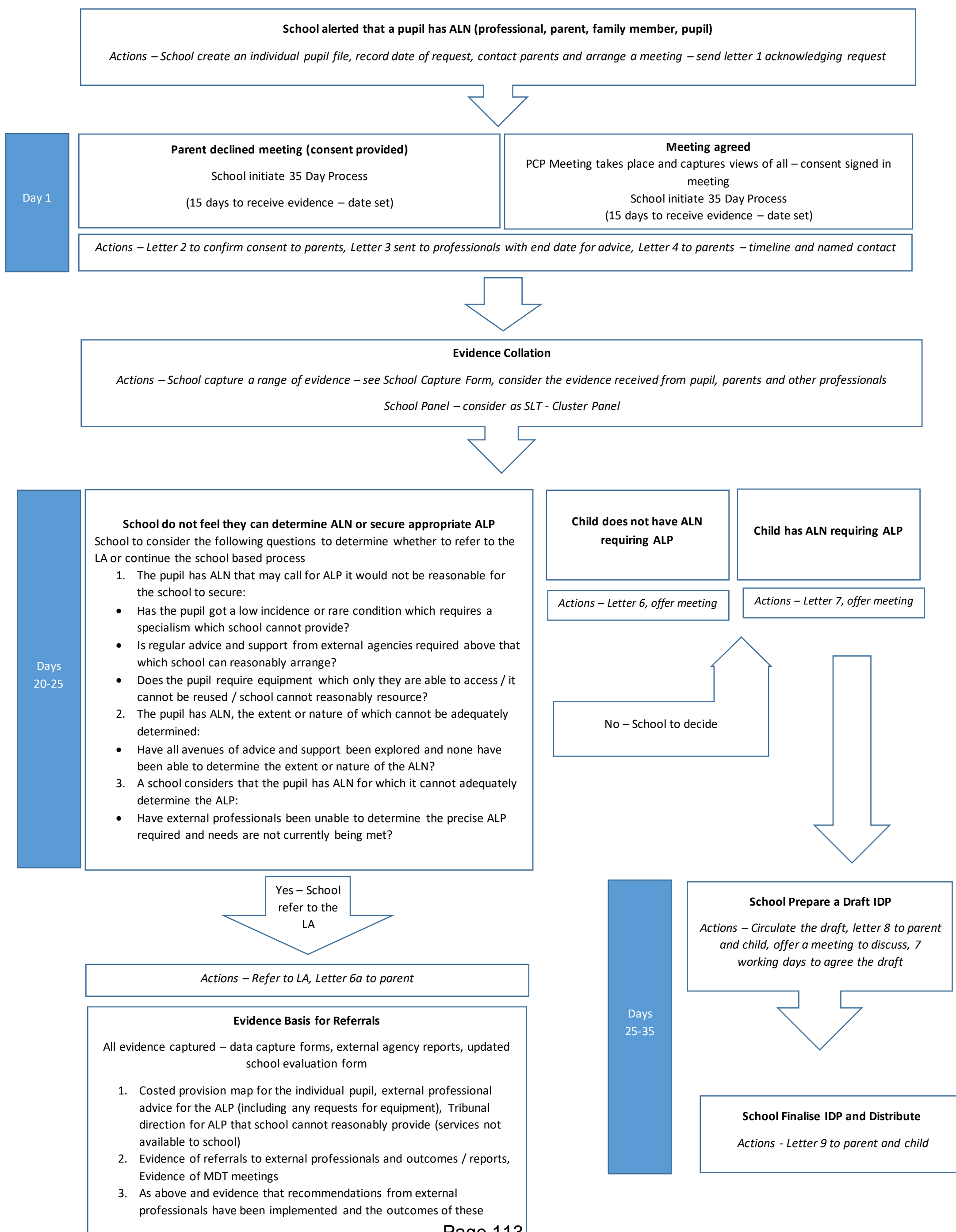
- All service areas will have methods and approaches to capture feedback outlining the views of children and young people and their families to evaluate their service on at least an annual basis.
 - The development of new projects and initiatives will include the use of focus groups to capture the views of partners.
 - All significant new policies and changes in provision will be consulted on with groups of children and young people and families.
- Data from participation will be analysed and shared with the Senior Inclusion Officers supporting the development of specific Action Plans.

Monitoring and Evaluation

An annual review of the approaches taken to monitor levels of participation and effectiveness will take place. This will consider:

- Uptake in engagement.
- Inclusivity of protected characteristics.
- Method of participation – range, accessibility.
- Outcomes of participation – Information captured and link to next steps.
- Feedback shared with participants.

MCC Flow Diagram for Requests for ALN



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Specialist Resource Base Policy and Handbook

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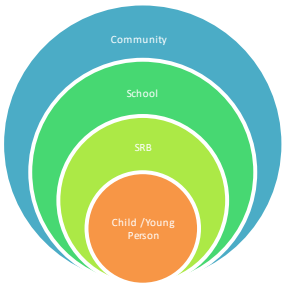
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| V2 | | | |
| V3 | | | |

| Associated documents |
|---|
| <p>Additional Learning Needs Code for Wales / ALNET Act 2018</p> <p>Welsh Government Transformation Guidance</p> <p>Monmouthshire ALN Strategy</p> <p>Estyn Supplementary Guidance – Learners with ALN</p> <p>Equality Act 2010</p> |

Monmouthshire’s Model of Specialist Resource Base Provision

Monmouthshire’s model of specialist resource base provision is underpinned by the following principles:

- ...the creation of 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 enables them to participate in, benefit from, and enjoy learning. (ALN Code 3:1)
- ...an inclusive education, where all pupils access common opportunities in ways relevant to their needs, and which ensures that they fully belong to the school community. (ALN Code 3:18)
- an inclusive system where parents of disabled children have increasing access to mainstream schools and staff, which have the capacity to meet the needs of disabled children. (United Nations Convention on the Rights of Persons with Disabilities. Education – Convention Article 24 Clause 2 (a) and (b))
- ...a truly inclusive educational system that recognises learners’ starting points, strengths and educational needs. (MCC Community & Corporate Plan 22-28)



| | |
|--------------------------|---|
| What’s important to us? | <ul style="list-style-type: none">• Children and young people with complex additional learning needs have positive learning experiences in specialist resource base settings as close to their communities as possible.• Children and young people with complex additional learning needs and their families feel recognised and supported by teaching and support staff and the wider education team in Monmouthshire.• Children and young people in our specialist resource base settings feel energised and motivated to be the best that they can be. |
| What’s important for us? | <ul style="list-style-type: none">• That we have an inclusive culture that focuses on the person and what makes sense in their life.• That the views of children, young people with complex additional learning needs and their families contribute to Monmouthshire’s policies and plans relating to additional needs and specialist resource base provision• That all staff supporting children and young people in specialist resource base settings are provided with high quality training and resources. |

Aims

Monmouthshire prides itself on being an inclusive authority and aims to support all children and young people to be educated in their community school. A criterion of our success will be our ability to meet a wide and varied range of learning needs. Our SRB host schools work alongside Monmouthshire Local Authority in order to review the additional learning provision available within the SRB settings.

Our Specialist Resource Bases are at the heart of our host schools and are led by experienced Lead Teachers who oversee the day-to-day operational aspects of the SRBs and the strategic direction of the additional learning provision. The SRBs are supported by a team of specialist teachers, alongside skilled and experienced teaching assistants. Learners are placed in the SRB with the Local Authority, alongside the Leads of the SRBs. The SRBs are overseen by Monmouthshire Local Authority, providing specific additional learning provision for learners with more complex additional learning needs, allowing these learners access their local community school.

The designation of each SRB is:

- Speech, language and communication difficulties
- Autistic Spectrum Disorder
- Severe learning difficulties
- Physical and medical difficulties

It is expected that learners placed in the SRB have a statutory plan maintained by the Local Authority in which they reside, which outlines their barriers and the additional learning provision required to overcome the barriers. The SRB aims to support learners in the community to access their local school and have a range of experiences which ensure learners have every opportunity to succeed. The practice and systems of the SRB sit within the relevant whole school policies, with adaptations as required.

SRBs are committed to promoting high standards of appropriate achievements and progress for all learners with additional learning needs:

- ★ Learners with identified additional learning needs and placed within the SRB will be enabled to have full access to their entitlement to a broad, balanced and relevant curriculum. The SRB Teams ensure a person-centred approach is adopted to develop, review and refine the curriculum and provision in place to meet identified needs. This will include access to mainstream opportunities and specialist areas of the school, as appropriate.
- ★ To meet the needs of all learners requiring the SRB as their additional learning provision and to provide intervention to overcome identified barriers, as far as resources will allow and with the support of the LA and other professionals.
- ★ To take a person-centred approach to ensure the wishes, views and opinions of the learner are captured and considered, making use of a range of strategies and approaches to achieve this based on the needs and stages of individuals. Parental engagement forms a crucial aspect of the process; their views and understanding of the learners' needs will be taken fully into account.
- ★ To establish a continuity of provision and expectation through consultation with feeder settings, the LA and other partners. This aims to support effective transitions between settings.
- ★ There will be communication and collaboration between all stakeholders, including agencies. Where appropriate a multi-disciplinary approach will be taken to devise additional learning provision and support dispute resolution.

- ★ The SRB Team, alongside the wider school staff body, will be jointly responsible for implementing policy and practice. This policy will embed provision into everyday practice and systems, matched to the nature of learners' needs. The school will maximise present best practice and policies to meet need, with advice and support from the Local Authority.
- ★ Learners will be involved, as appropriate, in developing their One Page Profiles and short term targets, alongside outcomes in their Individual Development Plan (IDP) / statutory plan. This will involve agreeing the strategies, support, approaches and success criteria to achieve those targets. Where appropriate, learners will be supported to track their own progress, recognise their achievement and review their targets.
- ★ Learners will be involved as appropriate in transition phases through enhanced transition planning, when entering the school, when transferring between year groups and phases and when moving on to college, work placements or employment.
- ★ The SRB will keep abreast of best practice when devising intervention, support and provision following Local Authority and Welsh Government guidance.
- ★ Statutory Plans will be formally reviewed through a person-centred review annually or where a significant change has been evidenced. Strategies and support will be reviewed at these times to assess their impact on a learner's progress, considering the views of parents, teachers and child. The key team members will all contribute to this review. The majority of IDPs will be kept under constant review in the planning, delivery and assessment of a student's progress and learning.

Terms of Reference for the SRB

Key Details

- ~~An SRB will offer an inclusive education for learners~~
- SRBs are a Local Authority provision hosted by the school
- Learners placed within the SRB will have *severe learning difficulties, speech, language and communication difficulties, Autistic Spectrum Disorder and Physical and Medical Challenges*
- The SRB will offer a broad balanced and relevant range of learning opportunities within a flexible range of mainstream, enhanced and specialist provision
- The SRB provides a provision of an outreach service to Monmouthshire schools
- Policy, practice and provision will form the basis of the whole school approaches

Commented [WM1]: Can we change this sentence to:
An SRB will offer inclusive education for learners

Staffing Structure

The SRB is funded by the Local Authority, directly to the school. The recruitment of the staff is the responsibility of the Governing Body and Senior Leadership of the School, alongside the Local Authority, the school has the responsibility for the day to day management of the SRB.

- SLT Link – Strategic overview for the SRB and whole school ALN, as well as outreach; allowing oversight of policy, provision and practice to meet statutory obligations and the needs of learners with ALN.
- Lead for SRB – Operational and strategic development of the SRB, including the line management of SRB staff.

- Specialist Teachers (based on admission number and need) - supporting the development of practice and provision across the curriculum areas to meet the needs of learners placed within the SRB, their expertise will ensure the implementation of the individual agreed provision programmes, whilst working alongside subject specialist teachers.
- Teaching Assistants (based on admission number and need) - day to day support for small groups of learners as they move around and through the school community, allowing inclusion.

The Local Authority will provide additional Educational Psychology provision. School will work with health and other third sector providers as appropriate to learner need.

Additional funding will provide appropriate provision for individuals, through a matrix of need and panel based decisions.

Grouping of Students

As a developing inclusive provision, learners will be taught in groupings linked to their stage of development, with consideration of their chronological age, in order to access the appropriate learning and experiences to meet their individualised needs. This allows access to a suitable peer group and the development of the appropriate curriculum and if appropriate, access to mainstream provision. Any access to mainstream will be supported by TAs assigned to the SRB.

Classes will be up to 8 learners and will be led by a specialist teacher and have the support of two TAs (unless under 6 students). Additional staffing will be allocated where there is a specific need and in liaison with the Local Authority. It will be expected that a clear provision plan and supporting documentation is available should additional adult support be required.

Guidelines for Placements

The ALN Code (Wales) 2021 places a duty on the Local Authority to focus on education for children at mainstream maintained schools.

23.97 of the Code states:

'Local authorities, in exercising their functions under Part 2 of the Act in relation to a child of compulsory school age who should be educated in a school, must secure that the child is educated in a mainstream maintained school (namely, a maintained school which is not a special school or a pupil referral unit (PRU)). This reflects the principle that mainstream schooling will be in the best interests of the child in most cases.'

For a very few children and young people with severe and complex ALN, their needs and current context may require more specialist provision:

- (a) where educating the child in a mainstream maintained school is incompatible with the provision of efficient education for other children;
- (b) where educating the child otherwise than in a mainstream maintained school is appropriate in the child's best interests and compatible with the provision of efficient education for other children;
- (c) where the child's parent wishes the child to be educated otherwise than in a mainstream maintained school.

Key factors to consider will be:

- External professionals will have been involved, providing strategies and approaches which will have been monitored and reviewed, this may include the Educational Psychology Service or Outreach Teams.
- The Local Authority ALN Panel will recommend learners to the school for consideration and as part of the information gathering process; SRB staff will observe the learner in their present placement, at least once, to consider suitability of the placement.
- Placement within the SRB will be co-ordinated by the Local Authority and Educational Psychology Service in collaboration with the school and parents.
- An initial planning meeting with the Local Authority, school and parents to map provision.

Criteria for Placement

Specialist placement may be appropriate for learners who have long term additional learning need arising from a learning difficulty or disability in one or more of the four dimensions above. There should be prolonged multi-agency involvement and evidence of a systematic cycle of planning, action and review within the school/setting prior to specialist placements unless exceptional arrangements apply.

Placement criteria focuses on key actions to meet a learner's additional learning needs. Whatever the level of a learner's difficulties, inadequate progress should be the key test of whether *additional* or *different* action should be taken. However, it cannot be assumed that all learners progress at the same rate and there needs to be a judgement in each case about what is reasonable to expect a child or young person to achieve.

Learners will hold a Local Authority maintained IDP / statutory plan and their attainment will be significantly below that of their age appropriate peers, despite significant differentiation and intervention. Their primary area of need will link with the designation of the SRB:

- Severe speech, language and communication needs; pupils will require a total communication approach that encompasses the need for speech, symbols and signing.
- Severe learning difficulties characterised by levels of learning that are in excess of three years below their chronological age.
- Autism (functioning below average); students will require support in all aspects of both learning and social interactions. The learner's presentation of autism will have a significant impact on their ability to operate independently within the mainstream of the school and will require support.
- Physical and medical difficulties; Physical and medical needs will cause a significant barrier to learning and will require staff to have specialised training to support throughout the school day, alongside other identified needs.

It is expected that learners will experience complex challenges in more than one of the areas outlined above to require a placement in an SRB.

Essential Criteria for School Transfer

- The learner must have an IDP which has been reviewed and shows that the ALP provided by the school is not able to meet identified need.
- The learner has made limited measurable progress over time despite appropriate and tailored intervention and support as outlined in their IDPs. This would need to be evidenced by providing teacher assessment / attainment information, examples of work, timetables outlining intervention and / or support in place.

- Person centred planning meetings have taken place to explore the potential change of placement, with representation from parents, the Local Authority and other professionals involved.
- There has been involvement from one or more external agency (outreach, EPS, SENCOM, health professionals) within the last six months. The involvement of a specialist service will include evidence of any changes in strategies and programmes as a result of the specialist input and monitoring of progress.
- All relevant reports are provided along with the most recent IDP review documentation, Person Centred Planning (PCP) review / meeting notes.
- A detailed chronology of school based and targeted support, strategies and interventions.
- Information regarding family context has been obtained and any specific relevant factors likely to have had a significant impact on the learner's emotional wellbeing or learning progress have been considered such as low attendance.
- The views of the learner must be represented. This could include their expressed views about:
 - Their current school,
 - Their ideas about what would make them comfortable and keen to learn,
 - Their views on a change of placement

In the case of some CYP, this will not be possible. However, an assessment of their views will need to be taken into consideration through PCP tools.
- The parents' / carers' views on any change of placement need to be taken into account unless '*it would not meet the needs of the child, be incompatible with the efficient education of other children, or be an inefficient use of resources.*' As per schedule 27 of the Education Act 1996.

This information is presented to the ALN Admission Panel. The panel is made up of school, LA and EPS staff.

Exit Guidelines

The Person centred Annual Review of IDP / statutory plan is a forum for discussion between the Local Authority, Educational Psychology Service, parents, school staff and the learner, as well as any other professionals supporting the family or the learner (i.e. Social Services, Health) to agree the placement is no longer required to meet individual needs.

Learners will make the transition into the agreed mainstream provision or alternative provision when one or more of the following criteria have been met:

- the learner has prepared for the next phase of education or employment;
- progress is such that a learner would further progress in a mainstream placement with support;
- inclusion has already occurred for at least 80% within the Core subjects;
- on-going assessment shows that the learner's needs would be better met by an alternative educational provision;
- clear evidence is provided which illustrates the barriers to learning are reduced and the learner is able to access the curriculum and this does not impede their social, emotional or behavioural development.

Once an agreement has been made, an enhanced transition plan will be put in place. The specialist staff will liaise with the new school to discuss the learner's needs and strategies to support their development and progress.

Roles and Responsibilities

The approach to providing for all learners with additional learning needs will be whole school. Teaching staff within mainstream are able to welcome learners from the SRB and their assigned SRB staff to mainstream lessons and offer appropriate support to ensure inclusion and access to learning at an appropriate level. On-going support and training remains in place for these areas of the curriculum, with regular communication from the SRB Team (please see school based ALN Policy for the role and responsibilities of mainstream classroom teachers and Subject / Faculty Leads).

Specialist Teacher

- ★ To provide high quality teaching and learning as part of the universal provision of the SRB.
- ★ To ensure a clear knowledge and understanding of Statutory Plans and develop approaches and action plans to ensure longer term outcomes can be achieved.
- ★ To implement the school's ALN and SRB policy and practice.
- ★ To ensure that the resources, targets and curriculum are appropriate to the needs of the learner as set out in the Statutory Plan.
- ★ To ensure that achievement and progress are also appropriate to the needs of the learner, tracking and monitoring of progress should be evidenced through exercise books, reviews of targets, annual reviews of statutory plans and B-Squared.
- ★ To develop appropriate provision maps for individual learners where required and appropriate.
- ★ To ensure specific / targeted intervention is provided through the class team and relevant SRB staff members to meet the requirements of statutory plans and the needs of the learners.
- ★ To lead Teaching Assistants to support the planning and delivery of lessons in supporting learners and the assessment of learner progress when appropriate and supporting TAs to take active roles in class team and whole team meetings.
- ★ To differentiate learning and materials and set achievable goals to ensure that the learners experience success at all levels.
- ★ To be part of reviews and discussions on learner progress, including the preparation and completion of the appropriate paperwork, as required.
- ★ To record and report any concerns on learner progress to the Lead for the SRB.
- ★ To communicate with parents, raising concerns and celebrating progress, including ensuring daily communication is effective and appropriate to need.
- ★ To work alongside external professionals to agree and implement provision, with regular review and evaluation.
- ★ To work with the Lead for the SRB to develop specific plans around need – this includes IHPs, risk assessments, RRP and behaviour plans.
- ★ To support the effective handover of information to ensure successful transitions between year groups, phases and settings.
- ★ To contribute to the development of specific support across the school through the developing in-reach model of support.

Teaching Assistants

- ★ To ensure the daily implementation of the school Additional Learning Needs and SRB Policies.
- ★ To work as a cohesive team within assigned class team(s), putting the needs of the learners at the centre of all provision and practice, sharing any concerns with the class teacher.
- ★ Have a full knowledge of the learners' needs, provision and targets set out in the One Page Profiles and Target Sheets and the annual outcomes within statutory plans and implementing the agreed provision and plans.
- ★ To work with the class teacher to keep records on student targets / annual outcomes and their progress.
- ★ To contribute to the planning for reviews and attend reviews / discussions on learners' progress as appropriate.
- ★ To support the work of the learner in the lesson by adapting work, linked to teacher planning and providing support and confidence to the student.
- ★ To provide communication with home and external professionals, as discussed and agreed with the class teacher.
- ★ To support in the development of self-care / self-help skills, including support of intimate care.

Administration Support for ALN

- ★ To ensure the daily implementation of the school Additional Learning Needs and SRB policies.
- ★ To liaise with teaching staff to gather appropriate information and updates on learners within the SRB at review points during the year.
- ★ To ensure the organisational and administrative support supports the effective delivery of additional learning needs (including documentation for annual reviews in accordance with statutory timescales).

Lead for the Specialist Resource Base

- ★ To work with the SLT link to ensure the daily oversight and implementation of the school Additional Learning Needs and SRB policies.
- ★ To review the SRB policy alongside the LA.
- ★ To co-ordinate the work of Teacher and Teaching Assistants across the SRB provision.
- ★ To liaise with and advise teaching staff and teaching Assistants on approaches, strategies and ways forward, including the development of an 'in-reach' model of support to mainstream colleagues.
- ★ To support early identification of need and oversee provision within universal, universal plus, targeted support and specialist support required to meet needs across the SRB.
- ★ To work with class teachers to oversee, monitor and review the provision for learners across the SRB, exploring external support / signposting further advice and training where appropriate.

- ★ To work with class teachers to review and refine the SRB provision map and ensure the training needs to provide this are met.
- ★ To oversee the records of all learners within the SRB, co-ordinating the completion of appropriate paperwork for reviews (ILP, OPP, Annual Reviews, Risk Assessments, RRP, Behaviour Plans and IHPs) with the appropriate staff.
- ★ To ensure clear systems around the development, review and the quality assurance processes around identification, assessment, planning and reviewing the OPP, and short-term targets.
- ★ To ensure that all students within the SRB are making appropriate progress, demonstrated through robust QA processes and where this is not the case, appropriate actions are taken.
- ★ To ensure an on-going model of professional learning which supports School Development Plan and the SRB Team Action Plan. This will include implementation of the whole school Performance Management Policy for teaching and support staff.
- ★ Identify the learners requiring access arrangements and refer these to the named specialist teacher in-line with the JCQ Guidance (see Access Arrangements Guidance).
- ★ To liaise with parents / carers.
- ★ To support staff and provide oversight to the timely and effective completion of referrals to external agencies.
- ★ To work alongside external agencies and to ensure reports provided are incorporated into OPPs and IDPs / statutory plans, with effective implementation of strategies, appropriates and provision agreed.
- ★ To work with the SLT link to contribute to the School Development Plan and the identifying resource needs.
- ★ To ensure IDP / statutory plan reviews are completed within statutory timescales.
- ★ To provide oversight of information sharing at transition points within the setting and supporting the transfer of information between settings and agencies.
- ★ To attend LA meetings and implement agreed practices across the SRB Network. This will include support of the OASIS Outreach model of support to Monmouthshire Schools.
- ★ To continue development of the Local Authority agreed Specialist Resource Base Programmes, including liaison with the Local Authority and development of an appropriate staffing structure and funding model.

ALN Governor

The Governing Body have responsibility for Additional Learning Needs and through the named Additional Learning Needs Governor who will report back to the full governing body.

Support Agencies

Various support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists, literacy and numeracy basic skills staff and medical staff will represent the seventh tier of staffing provision. Their role will be primarily to support and guide subject teachers in providing appropriately for learners in their assessment, lesson planning, methods, strategies and delivery styles. They may, if absolutely necessary to the success of the learner, withdraw learners for one to one or small group sessions where this can be shown to improve access to

and achievement in the full curriculum entitlement. All agencies supporting an individual are invited to attend and contribute to the person-centred review meeting held each year.

Transition and Induction

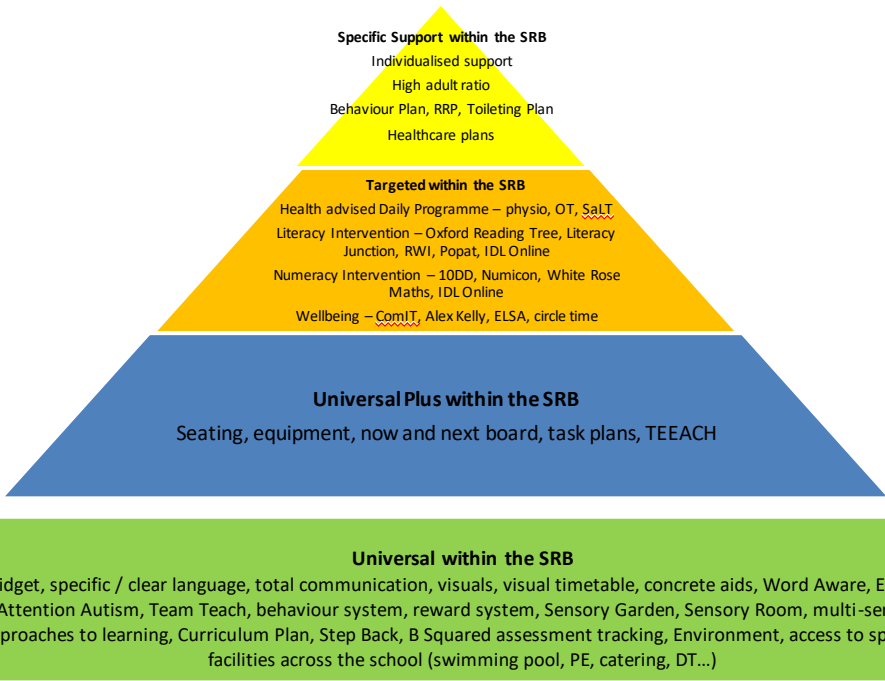
For all learners with statutory plans being considered for SRB placement, a member of the SRB Team will be invited to review meetings by the current setting for pre-school entry and from Year 5 for secondary. This supports the collation of information. Forecast meetings are held by the Local Authority in the Autumn Term, with panels taking place in December for secondary and March for primary. Person-centred enhanced transition plans are created with the feeder setting.

Levels of Support

The SRB assessment, recording and reporting system allows for the collection of quantitative data through B Squared. Learners within the SRB are tracked carefully against the baseline and the target areas to ensure an appropriate level of support and provision. Data is collected from Assessment, Recording and Reporting systems, Attendance data, Relationship Systems and the Pastoral System.

SRB Provision Pyramid

Developing working document



Therapeutic Input

The SRB are guided by external professionals in relation to therapeutic input, based on accepted referrals for involvement with ABHB. The two key stakeholders engaged with at present are OT and SaLT. Advice is usually provided by professionals and implemented by school staff in-line with the plan developed, this allows for a consistent and daily approach to the agreed programmes.

Developing Plans

For all placed in the SRB, One Page Profiles are created with learners where appropriate and families to gauge and record their views on approaches to support in making progress and achieving success. One Page Profiles are working documents accessible to all staff, which will be formally reviewed at least once each year, through person centred approaches.

Individual Development Plans / statutory plans are stored securely and are accessible on the school computer system for all staff to assess as required (support and teaching staff); staff are prompted to access the relevant information by the Lead for the SRB. Statutory Plans are reviewed through person centred practice annually or where there is a significant change in need. A review of a statutory plan can be requested at any point by the learner or the parent.

In addition to these plans, there will be occasions where the following plans are needed:

- Risk Assessment
- Risk Reduction Plans
- Individual Healthcare Plans
- Emergency Medical Plans
- Behaviour Support Plans
- Pastoral Support Programmes
- Personal Emergency Evacuation Plan

These are developed alongside key stakeholders, including health professionals where appropriate. On-going monitoring and review of the plans is vital.

Learner, parental and other stakeholder engagement at each stage of the process is fundamental in the construction, review and development of additional learning provision. The school welcomes and listens to parental concerns and acts with agreed actions to determine individual need and provision required to meet the needs identified through its systems and structures. Parents are able to discuss any specific ALN / SRB concerns with the SRB Team. The Complaints Policy is accessible through the School Website.

Monitoring and Evaluation

The success of the school's SRB policy and practice is evaluated through:

- ★ analysis of learner tracking data and standardised test results where appropriate
- ★ monitoring of procedures and practice by the Lead for the SRB and SLT link

- ★ reviewing target sheets and statutory plan outcomes
- ★ learner voice
- ★ parental engagement
- ★ lesson observation and learning walks
- ★ work scrutiny
- ★ LA SPOT Network and ALP Review visits / monitoring visits (developing)
- ★ School Development Plan/SRB Action Plan

This policy was approved by the Governors

Signed: Chair of Governors

Date:

Signed: Headteacher

Date:

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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 maturity¹. This is echoed in the Additional Learning Needs Code for Wales 2021, which also considers the United Nations Convention on

¹ 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 account².

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 2021³:

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 outcomes⁴. 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 Code⁵, 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

² Additional Learning Needs Code for Wales 2021 – Chapter 3

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

⁴ Additional Learning Needs Code for Wales 2021 – Chapter 27 (27.4 – 27.5)

⁵ 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 process⁶. 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 19⁷.

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

⁶ Additional Learning Needs Code for Wales 021 – Chapter 27 (27.41 – 27.44)

⁷ [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 year⁸.

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

⁸ 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 ALN⁹.

⁹ [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 family¹⁰.

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

¹⁰ [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.

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| 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"> • Careers Wales are available to offer support and advice around pathways and possible Post 16 provision. • School continues to provide education around pathways and the world of work. |
| Year 10 | <ul style="list-style-type: none"> • The person-centred annual review will likely take place in the Autumn Term. • Careers Wales and local college providers will be invited to the annual review, alongside the learner, family and other professionals. • 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). • Consideration will be given to outcomes which will focus on independence and transition for Section 2 of the IDP (for example, access to travel). • School will consider any referrals / re-referrals required to agencies in order to support the transition. |

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| Year 11 | <ul style="list-style-type: none"> • The person-centred annual review will take place in the Autumn Term. • Transition will be a key factor of the review meeting, considering options available and applications needed, as well as possible enhanced transition options. • Referrals / re-referrals to other agencies will be considered to support transition. • Outcomes will be reviewed and will consider any specific areas of focus to support independence and resilience at transition. • 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. • 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. • An enhanced transition planning meeting will be held in the Spring Term. • Enhanced transition activities will take place in the Summer Term, with ongoing review. |
| Post 16 | <ul style="list-style-type: none"> • Annual reviews will continue to take place during Post 16 provision. • Transition discussions will be focused on preparing for adulthood – this may link to work placements or further courses to support in securing employment. • 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. |

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

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 manner¹¹. 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 days¹². 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.

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

¹² 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 basis¹³. 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 declaration¹⁴.

We follow the 5 main principles of the Mental Capacity Act¹⁵ 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 decisions¹⁶.

¹³ Additional Learning Needs Code for Wales 2021 – Chapter 30 (30.8)

¹⁴ Additional Learning Needs Code for Wales 2021 – Chapter 30 (30.8 – 30.12)

¹⁵ Mental Capacity Act 2005 – Section 1

¹⁶ 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 \(your-benefits.co.uk\)](#)

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MCC ALN Quality Assurance Process

See Task and Finish Group Terms of Reference for develop of the process.

School → Cluster → Local Authority

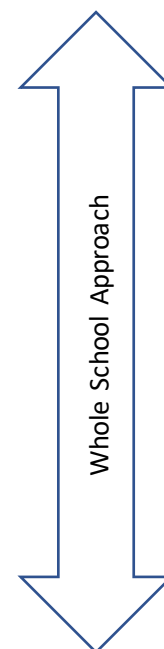
School Based QA

School Development Plan / Team Action Plans

All SDPs should have objectives linked to ALN. These should be reviewed in-line with the SDP review process within the setting and shared with the Governing Body. The method of review may take a RAG Analysis approach. In larger settings, Team Action Plans (linked to specific co-ordinators or faculties / subject areas) should have a line of sight to the SDP. This also links to Performance Management processes within settings. The on-going review of staff objectives linked to ALN feeds into the QA process.

Graduated Response

| | |
|--------------------------|--|
| Universal | Learning Walks, Work Scrutiny, Learner Voice, Data analysis – impact at a departmental level, learner review / summit meetings, catch up / waves of intervention impact and tracking. |
| Universal Plus Provision | As above, include ALN Lead / Team Learning Walk and work scrutiny – focused by areas of need / year group, OPP PCP Reviews with student and parents, data analysis on an individual level – rate of progress from baseline |
| Targeted | As above, Fortnightly meetings tracking learner progress with ALNCo, baseline (qualitative / quantitative) and review at ‘end’ point, SMART targets reviewed, impact on progress in lessons (determine transference of skills), PCP review, transference of skills – teacher views, number of students meeting the ‘exit’ criteria |
| Specific ALP | As above, formal annual reviews, short term SMART target review, tracking and monitoring of progress through SIMS or B-Squared where appropriate, impact on independence and resilience, parental / professional views, student views |



This should lead to the review of the Provision Map for the setting and the training delivered to support.

One Page Profiles – explore as a school team – at least twice annually based on review period

- Case Study examples of best practice shared
- Development of the OPP
 - Has the child / young person's voice been captured? How if unable to verbally commit?
 - Have the parents' views been included? What is the percentage of parental engagement in the process of developing and reviewing OPPs?
- Key question focus:
 - Are they specific?
 - Do they reflect the views of the child, parents and professionals?
 - Does the 'how to support me well' provide specificity to teachers and can it be implemented consistently?
 - Is the language accessible to all?
- Impact on learning in mainstream lessons:
 - Are the OPP used in planning and delivery? Is this evidenced through learning walks, staff feedback, learner voice and work scrutiny?
 - Is the content relevant to lessons?

Individual Development Plans – explore as a team – focus areas of need at least annually (size of school and number of IDPs development)

- Case Study examples of best practice shared
- Threshold:
 - Does this meet the threshold for ALN and ALP? (Use the two tests)
 - How does this link to the school provision map? (Refer to individual areas of need and thresholds)
 - What approaches in-line with the graduated response have been taken?
- Key question focus:
 - Are the ALN needs identified in a clear and specific manner?
 - Does the document take into account learner voice?
 - Are parents' views, wishes and feelings recorded accurately?
 - Is the provision identified linked to the barriers to learning?
 - Are the outcomes clear and specific?
- Monitoring and Tracking:
 - Do we have short-term targets which allow us to work towards the longer term outcomes identified in the IDP?
 - What evidence are we using to track and monitor progress?
 - If progress is not evident, what steps can we can to ensure progress can be made?

Cluster Based QA

Graduated Response – annual review of provision across settings

- Sharing of Provision Maps across the cluster
- Discussion around findings of graduated response QA in each setting – Where are there positive impacts? What are the areas for development? What can we learn from each other?
- Opportunities for ALN Learning Reviews across settings to collectively conduct learning walks, work scrutiny, data

Cluster Based Panel - Requests for ALN – as needed, at least termly reviews

- What evidence has been collated? Use ticklist provided
- What does this show?
- Where does the child / young person sit on the provision map?
- Does the child / young person have an ALN requiring ALP in the setting?

One Page Profiles and Individual Development Plans – Termly QA across settings

Share examples and use the focus questions above

- Do these meet the expected threshold in the graduated response?
- Is there consistency of approaches across the cluster?
- What works well? What does not work well?

Clusters will share best practice and provide support across the cluster.

Local Authority QA

Annual QA Sessions, to include EPS, ALN Statutory Team, Health / Social Care / SNAP representatives

Group based approaches exploring examples in all key areas

EAS and School Improvement Partners support the whole school QA process, this should include ALN

Provision Maps and Graduated Response

- Share provision maps from each setting
- Explore content – entry and exit criteria, impact of provision
- Are all areas of support available? Are there any gaps? If so, what training needs can be identified?
- Link to LA ALP and thresholds
- Consider number of children / young people at each stage

OPP

- Share examples
- Consider consistency across the LA
- Explore content and questions, as above
- Consider any targets recorded on OPP – are these SMART?

IDPs

Annual LA moderation session, ALNCos, ALN Statutory Team and Inclusion Team members invited

- Share examples, discuss content, threshold and process – link to the agreed template demonstrating the requirements of an IDP
- Explore the steps taken to come to the IDP through case study information
- Explore content and questions, as above
- Consider consistency across the LA – threshold, process and content

LA based report to be issued following the meeting – what is working, what is not working, training requirements, actions moving forward.

Review

- The terms of reference will be reviewed on an annual basis.

Chapter 7 – LA duty to keep ALP under review

ALP Review – Clusters

Primary Schools – within the four clusters

Secondary Schools and PRS – secondary cluster

Rationale

To work with ALNCo colleagues to develop a collaborative quality assurance process around the graduated response to barriers to learning and ALP in schools. This will allow a collective sharing of best practice and identification of the areas requiring development.

Purpose

Chapter 7 of the Additional Learning Code outlines the duty on Local Authorities to keep the ALP across the schools under review, in order to identify any insufficiencies. The system of delegated budgets means the majority of ALP is provided for within the school and therefore this requires exploration and evaluation. Alongside this, in nearly all of our schools, the ALNCo is a lone role and can feel quite isolating, with a significant responsibility and workload. Working in collaboration with other ALNCos in a similar position will allow identification and sharing of best practice to further develop and refine our systems and processes around ALN.

Process

Over the course of a two-year period, a date will be identified by each setting for a QA visit – this visit will include a senior LA Officer from the Inclusion Service and members of the cluster of ALNCos. The focus will be on the support schools have in place to enhance progress of pupils with barriers to learning and ALN.

Prior to the visit, key paperwork will be prepared, shared and explored by the support self-evaluation team. This may identify specific areas of exploration for the school visit.

- Exploration of key paperwork, including:
 - Self-evaluation document
 - ALN Policy
 - ALN Action Plan / ALN Areas in the SDP
 - Finance Evaluation Form
 - Staffing Structure
 - Provision Pyramid
 - Graduated response register
 - Pupils with a disability register
- Identify any further specific areas of focus around BtL, ALN and ALP, for example:
 - Role of TAs in enhancing progress
 - Tracking and monitoring of intervention outcomes
 - Impact of targeted support
 - Areas of need identified and addressed
- Collaborative school visit (at least a half day visit), including activities to QA the agreed areas:
 - Learning Walk
 - Pupil Voice
 - Work Scrutiny
 - Staff engagement

- Exploration of OPPs and IDPs
- Exploration of the inclusive and accessible environment

Outcome

Mid-point review of ALN Action Plan / SDP areas connected and refine further actions required.
Development of a shared bank of best practice, including resources, policy and practice, systems and processes, training opportunities.

ALP Review – SRB

Rationale

To work with SRB Lead Teachers to develop a collaborative quality assurance process around the ALP provided across Monmouthshire's SRBs. This will allow the continued review of ALP through a collective sharing of best practice and identification of the areas requiring development.

Purpose

Chapter 7 indicates that local authorities (LAs) must keep under review the arrangements made both by the authority, and by the governing bodies of the maintained schools in its area, for CYP who have ALN. Keeping ALP and other arrangements under review, is a key part of local strategic planning and decision making. It will enable LAs to assess current and likely future needs and secure sufficient provision and services to meet those needs. The duty involves the LA considering, at a strategic level, what provision there is to meet needs; whether that provision is sufficient and if insufficient in any respects, considering what to do to remedy the matter; and consulting as the authority considers appropriate during that process. As part of the review process the ALN Code indicates that a LA should also review data and evidence on the effectiveness of current provision in meeting children and young people's needs and improving the outcomes they achieve. SRBs remain LA ALP and our aim is to ensure there is a consistent and equitable approach to meeting the needs of children and young people with complex ALN in our SRBs.

Process

Over the course of a two-year period, a date will be identified by each setting for an ALP Review visit – this visit will include a senior LA Officer from the Inclusion Service and members of the SPOT Network. The focus will be on the ALP provided in the SRB and the impact this has on learner progress.

Prior to the visit, key paperwork will be prepared, shared and explored by the supported self-evaluation team. This may identify specific areas of exploration for the SRB visit.

- Exploration of key paperwork, including:
 - SDP / SRB Action Plan and updates
 - Staffing Structure
 - Staff PM Objectives, CPD Policy and processes
 - SRB Register with primary needs, class allocations, OPPs and Action Plans
 - Provision Pyramid
 - Curriculum offer and planning
 - Assessment information and pupil progress data
 - Community Links
 - Collaboration with other professionals

- Collaborative school visit (at least a full day visit), including activities to QA the agreed areas:
 - Meet with SRB Lead teacher, Headteacher
 - Learning Walk
 - Pupil Voice
 - Work Scrutiny
 - Staff engagement
 - Exploration of the inclusive and accessible indoor and outdoor environment

Outcome

Mid-point review of ALN Action Plan / SDP areas connected and refine further actions required.

Development of a shared bank of best practice, including resources, policy and practice, systems and processes, training opportunities.

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Monmouthshire OASIS Education Support Team



Information for Parents/Carers



The Education Support Team (EST) are a branch of the Monmouthshire Outreach, Autism and Inclusion Service. The key purpose of the EST is to enhance the inclusion of children in primary school, with a particular focus on those children who are Children Looked After (CLA) and children who are at risk of exclusion.

What can I expect from the EST?

Where EST involvement is agreed, the EST teacher will arrange an initial visit with the school and carry out an observation and hold a discussion with school staff. EST and school staff will develop a set of agreed actions. A report will be written which will be shared with school, who will share with parents / carers. Support from EST could include direct work with your child, as well as indirect work with the team of staff around the pupil. The length of time EST are involved varies.



What can the EST support school / my child with?



- ✦ Structuring a child's learning environment
- ✦ Setting up successful visual schedules
- ✦ Designing tasks and structured work activities
- ✦ Building on routines, strengths and interests
- ✦ Developing play and social skills
- ✦ Developing communication skills including a safe space to explore emotions
- ✦ Developing strategies to promote independence
- ✦ Transition planning

End of EST intervention ...

A review meeting with EST, school staff and parents / carers will be held to discuss the progress made. Next steps will be discussed and agreed. If no further actions are agreed, EST will complete an end of intervention session with your child. A report will be written which will be shared with you via school.



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Monmouthshire OASIS

Outreach, Autism and Inclusion Service

Information for Parents/Carers



OASIS is a co-ordinated team of specialist staff from our Specialist Resource Bases (SRBs) and the Education Support Team (EST). OASIS is part of Monmouthshire's Specialist Provision and Outreach Team (SPOT) which also includes representatives from the Educational Psychology Service (EPS) and the Additional Learning Needs (ALN) team.

OASIS works with schools to support and enhance the inclusion of children in primary school.



How do OASIS become involved?

Schools make a request for OASIS Involvement, with parent/carer consent to do so. Requests for involvement are discussed at OASIS panel. Possible outcomes of the panel are:

- An OASIS practitioner (either from EST or an SRB Lead) will become involved.
- No involvement from OASIS at this time. The panel may offer some support in the form of recommendations, advice and signposting at this point.

It is the schools responsibility to inform parent/carers of the panel outcome.

What can I expect from OASIS involvement?

- A representative from OASIS (EST or SRB Lead) will arrange a school visit with your child's school.
- They will typically carry out an observation of the classroom and hold a discussion with school staff, to develop a set of agreed actions.
- They may provide support to structure the learning environment and tasks; set up visual schedules; build on routines, strengths and interests; develop communication and social skills; promote independence.
- A written record will be provided, which school will share with parents/carers.
- Further support may include direct work with your child as well as indirect work with staff.
- The length of time an OASIS practitioner is involved varies, depending on needs and progress.
- A Review meeting will be held and a written record of this provided.



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MCC Dispute Resolution

The ALNET Act 2018 aims to create a fair and transparent system for providing information and advice and for resolving concerns and appeals.

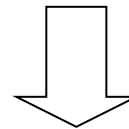
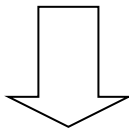
Avoiding disagreements and earlier disagreement resolution

Schools should ensure that children, their parents/carers and young people are offered opportunities to raise concerns and have their questions answered at an early stage to prevent disagreements arising. This approach is embedded in person-centred practice and approaches.

If a parent has a concern, the first action would be to hold a person-centred planning meeting in school, with the key professionals who are involved attending. Using the person-centred thinking tools can help to specify the area of concern (working / not working, 4+1). PCP Tools are available [MCC Training and Support - Annual Reviews and PCP - All Documents \(sharepoint.com\)](#).

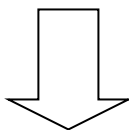
At all stages of the process, parents should be reminded of their support options - [Information, Advice, Advocacy - Monmouthshire](#)

There is a leaflet you can provide - [Leaflet 2 Dispute resolution.docx](#)

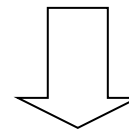


If the concern is around school delivery of an agreed provision, a School maintained IDP or school process / practice or decision, meetings should sit with school staff, involving the relevant staff (ALNCo, SLT etc.) and any professionals supporting. Parents should be directed to the School's Complaint's Policy.

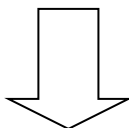
Where the concern is around the content of an LA maintained IDP, an annual review should be arranged by school and the Statutory Officer invited to attend. Any further concerns / appeals around what is recorded in the IDP would be through the LA. If a parent remains unhappy with the IDP identified needs and provision in Section 2 or the named placement in Section 4, they can appeal to the tribunal.



If, having followed the school's complaint process, parents remain unhappy, they can make a request to the Local Authority to reconsider the school's decision making.



Appeal to tribunal.

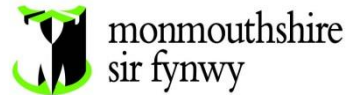


If the LA upholds the school's decision, the parents can appeal to the tribunal on the following points:

The decision regarding whether a child/young person has ALN

- The decision regarding whether a child or young person needs an Individual Development Plan (IDP).
- The Additional Learning Provision (ALP) outlined in the IDP
- The school the IDP indicates the child or young person should attend.
- No school being named in the plan.
- A decision to cease the IDP

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| | |
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| SUBJECT: | 2025/26 DRAFT REVENUE AND CAPITAL BUDGET PROPOSALS |
| MEETING: | PEOPLE SCRUTINY COMMITTEE |
| DATE: | 18th February 2025 |
| DIVISION/WARDS AFFECTED: | ALL |

1. PURPOSE

- 1.1 To allow Committee scrutiny of Cabinet's draft revenue and capital budget proposals for the financial year 2025/26.

2 RECOMMENDATIONS TO PEOPLE SCRUTINY COMMITTEE

- 2.1 That the draft revenue and capital budget proposals for 2025/26 are considered as part of the Committee's role to scrutinise policy and services delivered to adults, children and young people that promotes their health, education and well-being.
- 2.2 That Committee relay any resultant observations and recommendations back to the executive (Cabinet), to inform the wider ongoing budget consultation process.

3 KEY ISSUES

- 3.1 Cabinet's draft budget proposals are available for formal public consultation and member scrutiny, including the requirement to consult businesses. The formal consultation period will run for a period of four weeks ending on 22nd February 2025.
- 3.2 Cabinet are interested in consultation views on the draft proposals and the underlying budget strategy adopted. This is the opportunity for Members, the public, community groups, and other key stakeholders (e.g. town and community councils) to consider the budget proposals and make comments on them. Cabinet will not however, be prepared to recommend anything to Council that has not been subject to a Future Generations Assessment and Equality Impact Assessment, and therefore a deadline to receive alternative proposals has been set as 22nd February 2025.

- 3.3 Given the broad range of the budget proposals, it is important that the Council reaches out, engages and listens to feedback. This will in turn inform the final budget proposals that are to be considered in March.
- 3.4 Final budget proposals following consultation and receipt of the final settlement will go to the Cabinet meeting on 5th March 2025 and approval of Council Tax and final budget proposals will take place at full Council on 6th March 2025.

3.5

APPENDICES:

| | |
|------------|---|
| Appendix 1 | 2025/26 Budget consultation presentation |
| Appendix 2 | Cabinet meeting 22nd January 2025 – 2025/26 Draft Budget papers |

BACKGROUND PAPERS

[List of full Future Generations Evaluations](#)

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Y GYLLIDEB BUDGET 25/26

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monmouthshire
sir fynwy

Welsh Government's provisional funding settlement represents a very different approach to the funding of local services by both UK and Welsh Government and is an important first step in recognising the increased demands on Council services

- Monmouthshire will receive an increase of 2.6% in core revenue grant in 2025/26. In cash terms, after allowing for transfers of specific grants in/out of core funding and for tax base adjustments, this equates to an additional £5.1m in funding
- Whilst this is a significantly better position than was anticipated following the previous UK Government budget, there remain difficult local budget choices. The increase in grant funding does not cover the cost and demand for all the services we provide in their current form. Total cost pressures being accommodated in this draft budget total £23.7m
- Constructive discussions will continue with Welsh Government about the necessity for a minimum funding floor to be added to the final settlement. It is not expected that any such floor will cover in full the remaining budget gap of £2.86m

Key frontline services will see increases in funding with Social care & health increasing by 10.6% and for Education by 10.7%

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- *An additional £1m investment in school budgets to restore attendance levels and standards. This investment is above meeting in full all pay and pension related pressures in schools*
- There will continue to be a focus on tackling inequalities and to protect the most vulnerable in our society:
 - Support for additional learning needs provision will increase
 - Investment in specialist resource bases for children and young people helping them stay in their local schools
- Investing in our Foster carer service to retain and recruit valued carers and to recognise their essential skills, patience, time, and the resources that it takes to support some of the most vulnerable children in our County
- The services that are available to residents this year will be available in 2025/26. Waste collections will remain the same. Leisure centres, recycling centres, libraries and community hubs are all remaining open
- Total additional capital investment of £2.3m will be made within some of our key infrastructure, predominantly around Highways structures, carriageways, footpaths, public rights of way, and our property estate
- Protecting our local environment and nature with increased investment in Flood alleviation measures, and continuing to review our property estate and energy usage to reduce our carbon footprint

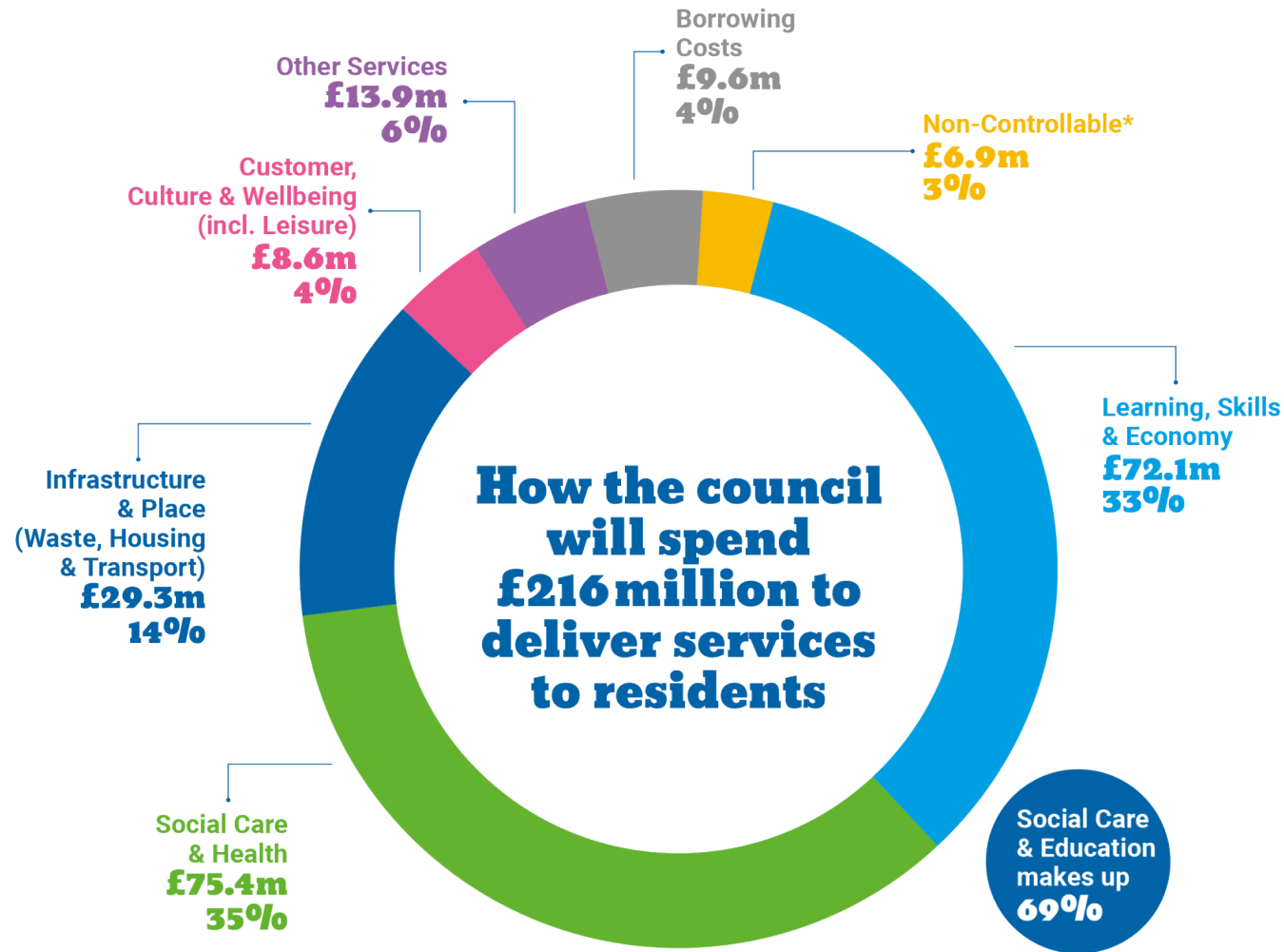
To partly fund the increased investment in key services noted above, we are intending to change the way some things operate and increase our income

- The draft budget includes £5.1m of service savings and efficiencies. Our residents will rightly expect us to reduce our costs wherever possible and to ensure we are operating as efficiently and effectively as we can
- We plan to increase income through an indicative increase in council tax of 7.8% and through specific charging for on-demand services to cope with the increased demand and cost of our services
- A cumulative impact assessment has been produced for the draft proposals which enables us to assess the overall potential impact of the budget on residents within our communities, and where any negative impact can possibly be mitigated

Budget strategy: Our approach

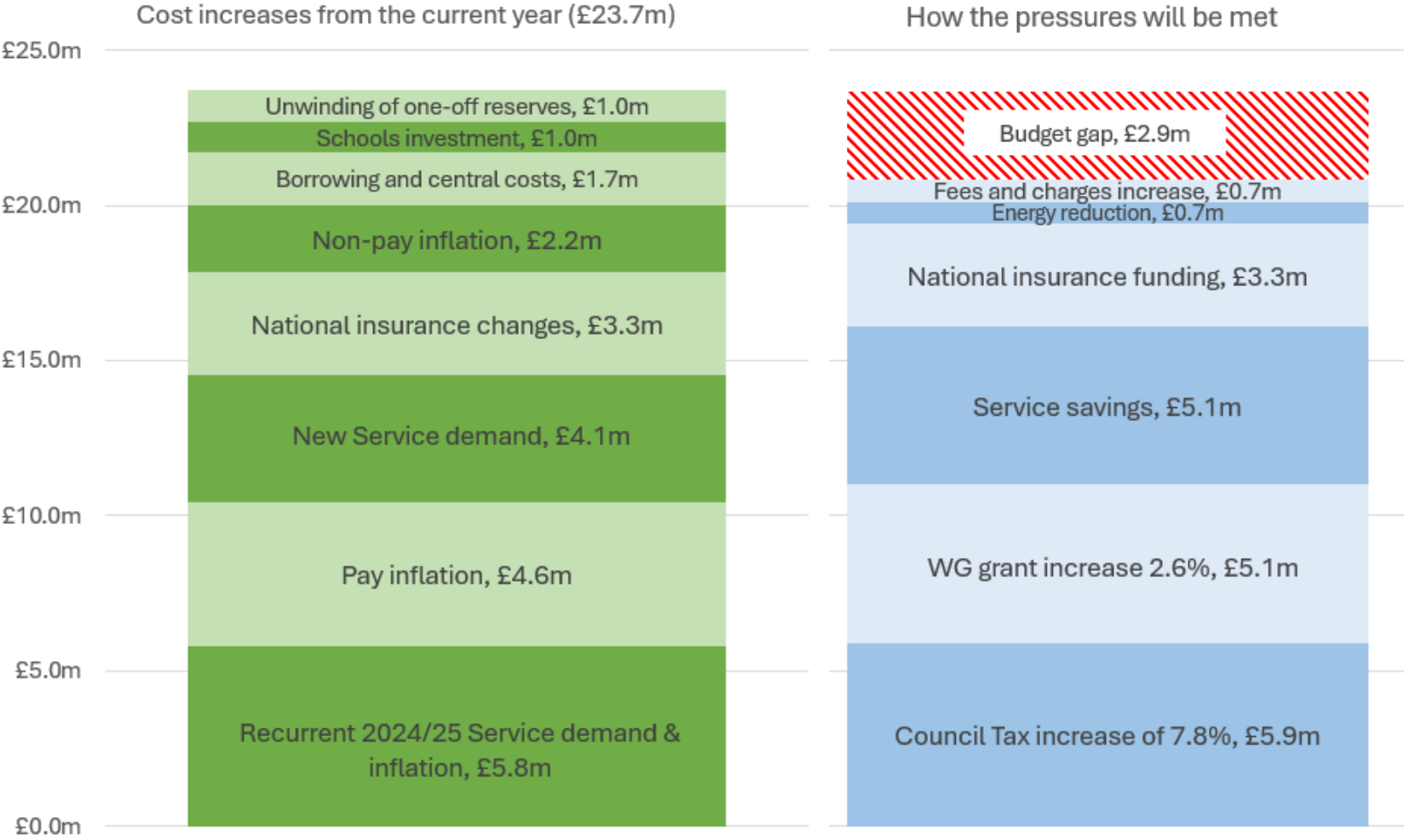


What we will spend to deliver services



*Levies paid to other organisations such as the Fire Service, National Parks, and Drainage Boards.

What it costs to deliver services



£10.9m of additional service cost pressures and targeted investment

- Social care demand and inflation (£6.8m)
- Foster carer allowances (£0.3m)
- Investment in schools (£1m)
- Children with additional learning needs (£0.7m)
- Specialist education resource bases (£0.3m)
- School transport (£0.6m)
- Transport and fleet (£0.2m)
- MonLife income shortfalls (£0.2m)

The balance therefore to be struck...

- The cost of delivering our existing services increases next year by £23.7m
- Income increases of £15.0m (Government Grants, National insurance funding, Council Tax, and Charges)
- Energy costs will reduce by £0.7m
- Revenue reserves not available to support budget
- The balance £8.0m will be partially met by service savings proposals of £5.1m
- This leaves a budget gap of £2.86m which will need to be resolved in full by the time that the final budget is set by Council in March 2025.



£5.1m of savings proposals – a summary

Overall increase in our learning, skills & economy budget by 10.7% next year, with savings identified as follows:

| | | |
|---|----------|---|
| Monmouthshire Specialist Teachers team | £40,000 | A 0.6FTE specialist teaching post that has become vacant due to a retirement in the service will not be replaced within the structure. |
| Education Welfare grant | £51,000 | An increase in grant funding will allow core staffing costs to be funded |
| Additional learning needs | £100,000 | To bring MCC pupils with ALN currently educated outside of Monmouthshire in maintained and independent specialist placements back into MCC provision at key points of transition. |
| Capitalisation direction | £350,000 | To fund the transformational costs of integrating changes to the Specialist resource bases, and to the Digital roll out in Schools from capital receipts. |
| School maintenance costs | £40,000 | A reduction in maintenance costs at the new King Henry school as warranties remain in place during the initial phases of opening. |

£5.1m of savings proposals – a summary

Overall increase in our Social Care budget by 10.6% next year, with savings identified as follows:

| | | |
|--|------------|--|
| Adult social care | £375,000 | £250,000 - Continuation of the practice change agenda £125,000 - A staffing review to consolidate existing vacancies within our home care teams. |
| Children's services | £1,887,000 | Continuation of the placement and practice change - reviewing children's care plans in high-cost placements and developing appropriate services and placements to support their long-term needs. |
| Community meals | £15,000 | A part time staff vacancy that the service will release. |
| Social care Health – Fees and charges | £366,000 | A range of increases across Adult social care, Public health, Trading standards, and registrars. |
| Public protection | £100,000 | Removal of Head of Public Protection post with review of longer-term arrangements for ensuring leadership of this key area of the Council's services. Interim arrangements in place allow for the saving to be made in 2025/26 |

£5.1m of savings proposals – a summary

Overall increase in our Infrastructure & Place budget by 9.7% next year, with savings identified as follows:

| | | |
|---------------------------------|----------|---|
| Fees and charges | £321,000 | Planning application fees (£100k), Car parking fee increase by 10% (£180k), Building Control Application fees (32k), Home to school discretionary (£6k), Introduce an annual membership fee of £10 for Grass routes users (£3k) |
| Home to School transport | £447,000 | Reversion to statutory distances of 2 miles for primary and 3 miles for secondary |
| Management costs | £170,000 | Savings in senior management costs from a restructure exercise |
| Homelessness | £557,000 | Savings driven from the reduction of B&B usage and utilising Severn View |
| Grants & Recoupment | £117,000 | An increase in income from grant or recoupment in Building cleaning, Youth Enterprise, and Highways external works. |
| Fleet | £20,000 | Reduce gritter fleet by extending the working hours of each vehicle. |
| Energy audit | £20,000 | Undertake energy audit to identify discrepancies and potential savings |

£5.1m of savings proposals – a summary

Overall increase in our Customer, Culture and Wellbeing (MonLife) budget by 3.7%

next year with savings identified as follows:

| | | |
|--|----------|---|
| Borough Theatre | £50,000 | Service Redesign and optimisation of space |
| Community Hubs | £110,000 | Realigning opening hours at our four hubs to ensure consistency and availability throughout the county |
| Youth service | £40,000 | A more sustainable operating model by making changes to our youth clubs in the rural parts of Monmouthshire and retaining the youth centre provision in the four main towns |
| Leisure income | £150,000 | Increase income across the four Leisure Centres |
| Old station Tintern | £30,000 | Review Operating Model for Old Station Tintern. Including consideration of in house delivery model, lease or sale. Normal delivery will take place during the 2025 season. |
| Markets | £20,000 | A review of existing contracts for Waste collection |
| Management structure | £38,000 | Further development of the area management structure down to operational teams |
| Rights of way & Section 106 | £44,000 | Appropriate recharge of officer time into capital schemes |

£5.1m of savings proposals – a summary

Overall increase in our People, Performance & Partnerships budget by 4.3% next year, with savings identified as follows:

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| | | |
|---|---------|---|
| Welsh Translation | £82,000 | To amend Welsh language translations to reduce costs in the face of rising demand, by capitalising on the potential of AI driven translation tools. |
| Systems & Payroll Automation | £22,000 | To deliver increased automation in the way in which staff are onboarded, following recruitment, and paid throughout their career at MCC. |
| Workforce | £8,000 | Implement Apprentice First approach |
| Subscriptions | £15,000 | A reduction in subscription fees following review |

£5.1m of savings proposals – a summary

Overall increase in our Resources budget by 1.9% next year,
with savings identified as follows:

| | | |
|---|---------|---|
| Insurance | £98,000 | Cease our Cyber Security Insurance provision |
| ICT - Digital, Design & Innovation | £64,000 | Management restructure which removes a head of service post |
| Administration support | £23,000 | Reduction in Chief officer admin Support (0.6 FTE) |

Council tax proposal

A planned increase in Council Tax of 7.8%

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| Band s | Current 2024/25 | 7.8% increase | Proposed 2025/26 Charge | Increase per month | Increase per week |
|-------------------|----------------------------|--------------------------|--|-------------------------------|------------------------------|
| A | £ 1,124.47 | £ 87.71 | £ 1,212.18 | £ 7.31 | £ 1.69 |
| B | £ 1,311.88 | £ 102.33 | £ 1,414.21 | £ 8.53 | £ 1.97 |
| C | £ 1,499.29 | £ 116.94 | £ 1,616.23 | £ 9.75 | £ 2.25 |
| D | £ 1,686.70 | £ 131.56 | £ 1,818.26 | £ 10.96 | £ 2.53 |
| E | £ 2,061.52 | £ 160.80 | £ 2,222.32 | £ 13.40 | £ 3.09 |
| F | £ 2,436.34 | £ 190.03 | £ 2,626.37 | £ 15.84 | £ 3.65 |

- Striking the balance between council tax rises and the reduction of services that support the most vulnerable is not easy
- Provides £5.9m of much needed funds to sustain service delivery
- Vigorous help and support for low-income households

All Local Authority budgets carry risks every year

- **Service budget savings delivery** - the level of savings will require significant service change and commitment of resources to be successfully delivered
- **Pay awards** - Actual pay awards will not be confirmed nationally by independent pay bodies until later in 2025
- **Employer's national insurance contributions** – level of cost vs allocated funding
- **Funding** – Specific grant levels

Capital programme oversees maintenance and enhancement of our roads, schools, leisure centres, farms and much more.

- Continued support for Council priorities in line with the community and corporate plan
- Tackling the longer-term challenges communities are facing
- Further investment of £2.3m to be made in our key infrastructure, predominantly around Highways structures, carriageways, flood alleviation, footpaths, public rights of way, and our property estate

“Let’s Talk Monmouthshire”

- 4-week period consultation and engagement
- Face to face and virtual engagement events – Countywide and targeted
- Online survey and social media campaign
- **Council Scrutiny meetings** – Jan-Feb 2025
- **Final Budget Cabinet** – 5th March 2025
- **Council tax setting and budget** – 6th March 2025



**ANY
QUESTIONS?**

Monmouthshire's Scrutiny Forward Work Programme 2024-25

| People Scrutiny Committee (Meetings at 10am unless stated otherwise) | | | | |
|---|---|---|---|-----------------------|
| Meeting Date | Subject | Purpose of Scrutiny | Responsibility | Type of Scrutiny |
| 21 st January 2025 | Review of Homesearch Policy | To scrutinise the amendments to the policy. | Rebecca Cresswell | Policy Update |
| 18 th February 2025 | Inclusion Strategy and Additional Learning Needs Policy | To conduct pre-decision scrutiny of the policy. | Morwenna Wagstaff | Pre-decision scrutiny |
| | Revenue and Capital Budget Proposals | To scrutinise the 2025/26 Draft Revenue and Capital Budget Proposals. | Jonathan Davies Peter Davies Cllr Callard | Budget Monitoring |
| 1 st April 2025 | To be confirmed | | | |
| <i>To be confirmed</i> | Planning and Provision of School Places | To scrutinise data and projections for pupil places and the impact of future housing development. | Will Mclean Matthew Jones | Policy Development |
| | | | | |
| | | | | |
| Corporate and Community Plan Items for the Committee's consideration for inclusion into the People Scrutiny Forward Plan: | | | | |
| Disability Confident Pledge | | | | |

Monmouthshire's Scrutiny Forward Work Programme 2024-25

| People Scrutiny Committee (Meetings at 10am unless stated otherwise) | | | | |
|--|---------|---------------------|----------------|------------------|
| Meeting Date | Subject | Purpose of Scrutiny | Responsibility | Type of Scrutiny |
| Participatory Budgeting Programme | | | | |
| Race equality action plan for Wales | | | | |
| LGBTQ+ action plan | | | | |
| Disability Action Plan | | | | |
| Gender Equality Action Plan | | | | |
| Homes for Social Rent and work to bring empty properties back into use | | | | |
| Review and update shared housing allocations policy | | | | |
| Rapid Rehousing approach/rapid rehousing action plan delivery | | | | |

Monmouthshire's Scrutiny Forward Work Programme 2024-25

| People Scrutiny Committee (Meetings at 10am unless stated otherwise) | | | | |
|--|---------|---------------------|----------------|------------------|
| Meeting Date | Subject | Purpose of Scrutiny | Responsibility | Type of Scrutiny |
| Care without profit – increase in-county placement options | | | | |
| Support effective discharge from hospital – integration between health and social care | | | | |
| Provide a high-quality residential care facility for people with dementia | | | | |
| Chief Officer for Social Care and Health Annual Report | | | | |
| Safeguarding Performance Report | | | | |
| Develop a broader 14-19 education offer through | | | | |

Monmouthshire’s Scrutiny Forward Work Programme 2024-25

| People Scrutiny Committee (Meetings at 10am unless stated otherwise) | | | | |
|--|---------|---------------------|----------------|------------------|
| Meeting Date | Subject | Purpose of Scrutiny | Responsibility | Type of Scrutiny |
| collaboration with partners | | | | |

Action List for People Scrutiny Committee

| | | |
|----------------------------------|--|---|
| Meeting: | 21st January 2025 | |
| People Scrutiny Committee | | |
| Minute: | Action | Officer / Member |
| 4 | <p>Homesearch Policy</p> <p><u>Armed Forces figures:</u> to provide the committee with data on armed forces personnel who are homeless ,and if there are any patterns that can be gleaned from the data</p> <p><u>Partner agencies:</u> to follow up with partner agencies that they are suitably trained on Homesearch</p> <p><u>Rural Allocations Policy:</u> to provide members with information about Rural Allocations Policy and Capsule</p> <p><u>Seminar:</u> Invite MHA to provide an updated presentation to all member seminar</p> | <p>Rebecca Cresswell</p> <p>Ian Bakewell</p> <p>Ian Bakewell</p> <p>Democratic Services</p> |
| 5 | <p>Forward Work Programme</p> <p>ACTIONS:</p> <p><u>Budget invitations:</u> To notify all members about Budget scrutiny at upcoming meetings so that non-committee members can request an invitation if they wish.</p> <p><u>Tudor Street:</u> to add an update on Tudor Street to the work programme – how things are progressing, etc.</p> <p><u>Age-friendly status:</u> invite relevant officers to a meeting to explain where we are with getting the status and how it affects policy and grassroots level</p> | <p>Scrutiny Manager</p> |

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| Committee / Decision Maker | Meeting date / Decision due | Report Title | Cabinet member | Purpose | Author | Date item added to the planner |
|----------------------------|-----------------------------|--|--|--|----------------------------|--------------------------------|
| Council | 01-Jul-25 | RLDP for Adoption | Paul Griffiths - Sustainable Economy | To adopt the RLDP following receipt of the Inspector's report, making it the County's Development Plan as defined by S38(6) of the Planning and Compulsory Purchase Act 2004 | Mark Hand / Rachel Lewis | 23-Aug-22 |
| Council | 26-Jun-25 | Licensing Act Policy 2025 | Angela Sandles - Engagement | Policy has to be approved by Full Council and it needs to be in place by 1 st July 2025 | Linda O Gorman | 10-Jan-25 |
| Cabinet | 05-May-25 | Pavement Café Policy | Paul Griffiths - Sustainable Economy | To adopt the pavement café policy as the basis for making decisions on applications for licences | Mark Hand / Paul Keeble | 4-Oct-22 |
| ICMD | 09-Apr-25 | Welsh Church Fund Working Group - meeting 4 | Ben Callard - Resources | | | |
| ICMD | 26-Mar-25 | Proposal to increase the fee payments to Monmouthshire Foster Carers | Ian Chandler - Social Care & Safeguarding | | Charlotte Drury | 4-Feb-25 |
| Council | 06-Mar-25 | Appointment of Chief Officer - Head of Transport - Exempt info | Catrin Maby - Climate Change and Environment | | Deb Hill Howells | 21-Jan-25 |
| Council | 06-Mar-25 | Publication of the Councils Pay Policy | Ben Callard - Resources | To approve the publication of Monmouthshire County Council's Pay Policy, in compliance with the Localism Act. | Matt Gatehouse / Pip Green | 17-Jan-25 |
| Council | 06-Mar-25 | Contract Procedure Rules | Ben Callard - Resources | | Scott James | 9-Jan-25 |
| Council | 06-Mar-25 | 2025/26 Final Budget sign off including CT resolution | Ben Callard - Resources | | Jon Davies | 13-Jun-24 |
| Council | 06-Mar-25 | 2025/26 Capital Strategy & Treasury Strategy | Ben Callard - Resources | | Jon Davies | 13-Jun-24 |

| | | | | | | |
|---------|-----------|---|---|--|-----------------------------------|-----------|
| Cabinet | 05-Mar-25 | Approval of a Discretionary Policy for Council Tax Premiums | Ben Callard - Resources | | Ruth Donovan | 27-Jan-25 |
| Cabinet | 05-Mar-25 | 2025/26 Final Revenue and Capital Budget Proposals | Ben Callard - Resources | | Jon Davies | 4-Jun-24 |
| Cabinet | 05-Mar-25 | 2025/26 WCF/Mon Farm Strategy | Ben Callard - Resources | | Jon Davies | 4-Jun-24 |
| ICMD | 26-Feb-25 | County of Sanctuary: Homes for Ukraine | Angela Sandles - Engagement | To confirm future support arrangements for Ukranian's living in Monmouthshire as part of the Homes for Ukraine Scheme following changes to the national arrangement for both funding & visas | Richard Drinkwater/Matt Gatehouse | 7-Feb-25 |
| ICMD | 26-Feb-25 | Housing Allocations Policy | | | | |
| Cabinet | 19-Feb-25 | 2024/25 Revenue and Capital Monitoring Month 9 | Ben Callard - Resources | | Jon Davies | 4-Jun-24 |
| Cabinet | 19-Feb-25 | UK Shared Prosperity Fund post March 2025 – financial implications and impact | Paul Griffiths - Sustainable Economy | | Hannah Jones | 10-Jul-24 |
| ICMD | 29-Jan-25 | 2025/26 Community Council and Police Precepts final | Ben Callard - Resources | | Jon Davies | 17-Dec-24 |
| Council | 23-Jan-25 | Council Diary 2025/26 | Angela Sandles - Engagement | | John Pearson | |
| Council | 23-Jan-25 | GWENT REGIONAL PARTNERSHIP BOARD (RPB) AREA PLAN AND RPB ANNUAL REPORT 23/24 | Ian Chandler - Social Care & Safeguarding | | Natasha Harris (Torfaen) | |

| | | | | | | |
|---------|-----------|--|-----------------------------|--|-------------|-----------|
| Council | 23-Jan-25 | Council Tax Reduction Scheme 2025/26 | Ben Callard - Resources | | Jon Davies | 13-Jun-24 |
| Cabinet | 22-Jan-25 | Business case for the purchase of a property in Abergavenny to develop supported accommodation for care experienced young people | Ben Callard - Resources | | Jane Rogers | 7-Jan-25 |
| Cabinet | 22-Jan-25 | 2025/26 Draft Revenue and Capital Budget Proposals | Ben Callard - Resources | | Jon Davies | 4-Jun-24 |
| Cabinet | 22-Jan-25 | Education Middle Tier | Martyn Groucutt - Education | | Will McLean | 20-Nov-24 |

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Monmouthshire Select Committee Minutes

Meeting of People Scrutiny Committee held at The Council Chamber, County Hall, Rhadyr, Usk, NP15 1GA with remote attendance on Tuesday, 21st January, 2025 at 10.00 am

Councillors Present

County Councillor Laura Wright (Chair)
County Councillor Jackie Strong, (Vice Chair)

County Councillors: Jan Butler,
Christopher Edwards, Simon Howarth,
Penny Jones, Maureen Powell, Maria Stevens,
and Peter Strong substituting for County
Councillor Sue Riley.

Also in attendance County Councillors:
Sara Burch, Cabinet Member for Rural Affairs,
Housing and Tourism

APOLOGIES: County Councillor Sue Riley

Officers in Attendance

Hazel Ilett, Scrutiny Manager
Robert McGowan, Policy and Scrutiny Officer
Ian Bakewell, Housing & Regeneration Manager
Rebecca Cresswell, Homeless Project Officer
Cath Fallon, Head of Economy and Enterprise

1. Declarations of Interest.

No declarations of interest received.

2. Public Open Forum.

No public present.

3. Policy Update - Review of Homesearch Policy. To scrutinise the amendments to the policy (report to follow).

Ian Bakewell and Rebecca Cresswell delivered a presentation on the Homesearch Policy and answered the members' questions with Cabinet Member Sara Burch.

- The Chair inquired whether the waiting time in Band 1 homelessness has increased from 11.5 to 12.7 months and whether this is due to a bottleneck around the availability of one-bedroom accommodation?

Officers confirmed that the increase in waiting time is primarily due to the low number of one-bedroom properties available and also that the readiness of applicants to move on also plays a role.

- The Chair asked if additional support is offered to individuals with learning disabilities or other support needs, if the simplified policy document is not sufficient for them.

Officers advised that while the document is lengthy, home search staff are available to answer queries and assist people. Whilst there isn't a simplified version of the policy, it was acknowledged that this may be considered for future reviews.

- The Chair sought a working definition of "welfare priority" in the context of the policy document, specifically what it means by improving or having a detrimental effect on social well-being.

Officers advised that social welfare priority can cover a broad range of circumstances where someone's current situation is worsening their physical or mental health or that of their children. It is backed up with evidence from partner agencies and is not massively used but is available when needed.

- A member asked whether armed forces charities and the Citizens Advice Bureau been consulted on these changes, particularly regarding financial thresholds?

The Cabinet Member responded that the consultation was not extensive due to the minor nature of the review. However, the team's experience and ongoing links with agencies informed the changes. Officers added that changes to the armed forces covenant are anticipated, which may require further consultation in the future.

- A member inquired about the support available for using home search, especially for those who are not IT savvy, and whether outside bodies like the Citizens Advice Bureau receive training to help people.

Officers explained that the main support comes from home search itself and housing support providers. There are also close links with Citizens Advice through housing support work, and the team will ensure they are equipped to assist.

Action: Ian Bakewell to ensure partner agencies are suitably trained on the Homesearch policy.

- A member asked whether there many people who are homeless and struggling but don't get picked up by the system?

Members heard that while there are people in the community who are still sleeping rough and some who are unable to be accommodated for various reasons, efforts are made to keep this to a minimum. Some individuals may not access support due to various reasons, but there are good networks with faith groups and hubs to help

direct people to the right resources. They added that they make every attempt to identify and support people as soon as they are known.

- A member asked how properties flagged for local need are managed and if they are advertised as local need first.

Officers advised that properties under the rural allocation policy are ring-fenced for local people and advertised through the home search website. There is additional promotion through social media and the rural housing enabler. The choice-based letting system relies on people being registered and bidding for properties.

- A member inquired about the policy for developments like Koiduko, which are restricted to people over 50, and how this fits with the Equalities Act. *Officers responded that the policy supports older people, and properties like Koiduko are treated differently to ensure full utilization. He mentioned that the policy is based on long-term support for older people in Monmouthshire.*

- The member asked about Monmouthshire Housing Association (MHA) and the running Capsule as a subsidiary, Capsule and how this affects property availability.

It was clarified that MHA has an arm's length company called Capsule, which targets intermediate and market needs to generate additional income for the main organization, which is a common practice among housing associations to support their income.

- A member asked about the success of the suspensions and demotions policy, specifically if people pay up and go back up the ladder or if there are permanent suspensions.

Officers explained that support is offered to those demoted or suspended to help rectify issues, such as repayment plans for rent arrears and that the policy is not intended for permanent exclusion, and efforts are made to reinstate people on the register. The Cabinet Member explained that the policy is not meant to be punitive but to support tenant-like behaviour, and permanent exclusion should not happen.

- A member questioned whether officers have figures to show how many members of the armed forces community you have dealt with over the last year, and do you see any patterns in reasons for homelessness or housing need among them? He commented that as Armed Forces Champion, he is pleased to see the changes made.

*Officers advised that they didn't have figures to hand but acknowledged that the reasons for homelessness among armed forces personnel likely fall into the overall homelessness figures and that it would be interesting to look into the reasons for homelessness among the armed forces community. **Action – Rebecca Cresswell to investigate this and provide any data.***

- The Member requested to be kept informed about potential changes in the armed forces covenant going through Westminster Parliament.

Officers acknowledged the request and indicated that they would keep an eye on the potential changes and their impact.

- It was asked what the biggest differences the review update will make in terms of outcomes to the department and whether it had simplified things?

Members heard that the changes from this review are minor and will not significantly impact the department or the applicants. The policy is already considered fit for purpose, and the previous major review has provided substantial benefits.

- Clarification was sought on whether single people or families are spending less time in homeless accommodation.

Officers confirmed that single people generally wait longer than families for accommodation, noting that recent funding has allowed for the purchase of more family accommodation, improving the situation for families.

- The member expressed appreciation for the inclusion of care-experienced individuals in the policy and asked for reassurances that purpose built and adapted accommodation is used for those who need it.

Members were reassured that the policy supports care-experienced individuals and that adapted properties are allocated to those who need them. It was confirmed that the practice of removing adaptations from properties is not common now. The stock of adapted and accessible properties is growing, and efforts are made to ensure these properties are used by those who need them, although there is still a need for more.

- It was questioned whether people who've been suspended or demoted due to rent arrears or are evicted from a private rental because of substantial arrears, are treated the same as somebody with a no-fault eviction? Are the duties to house them the same?

Officers advised that they are generally treated the same as other homeless households. If the arrears are due to genuine financial inability, they would be treated as homeless. However, if they have sufficient financial resources and chose not to pay, they might be found intentionally homeless.

Chair's Summary:

The Chair thanked everyone present for an informed discussion and highlighted the following points for inclusion into the action list:

- **Armed Forces Covenant:** Further information will be provided to Councillors regarding the Armed Forces covenant, details of why veterans are presenting as homeless, and who that group is.
- **Partner Agencies:** Officers will follow up with partner agencies to ensure they are sufficiently briefed to assist people using home search.
- **Rural Allocation Policy and Capsule:** Officers will provide more information to Councillors on the rural allocation policy and details about Capsule.
- **MHA Presentation:** An updated presentation from Monmouthshire Housing Association (MHA) will be arranged for an all-member seminar.

4. People Scrutiny Committee Forward Work Programme and Action List.

The Scrutiny Manager would email all members the details of the budget scrutiny meetings. Members would contact the scrutiny team if they wished to attend rather than observe. **ACTION:** Scrutiny Manager.

The Chair requested that an update on the Tudor Street Day Centre be added to the forward work plan, to review the progress and expectations of the lease granted to the gathering, which recently obtained charity status. **ACTION:** Scrutiny Manager.

Councillor Strong asked to add Age Friendly Status to the forward plan for a progress update. **ACTION:** Scrutiny Manager.

5. Cabinet and Council Planner.

Noted.

6. To confirm the minutes of the previous meeting held on 25th November 2024.

- People Scrutiny Committee – 25th November 2024

The minutes were agreed, proposed by Councillor Jones and seconded by Councillor Strong.

7. Next Meeting: Tuesday 18th February 2025 at 10.00am.

The meeting ended at **11.19 am**