



Conwy Additional Learning Needs

Principles Document

Version 2: 18 October 2023

Mae'r ddogfen hon ar gael yn Gymraeg hefyd.

Introduction

Conwy County Borough Council aspires to be recognised as offering an excellent education for all children and young people. The Council and schools continue to focus on improving education and performance across the whole school system so that all young people become healthy and confident individuals who play an active role in their communities and who are skilled and ready for the job opportunities available.

In doing so, the Council is committed to developing excellent education, support and additional learning provision (ALP) for all children and young people with additional learning needs, and in delivering the principles of the Additional Learning Needs (ALN) Code for Wales 2021. These principles aim to support 1) the creation of a fully inclusive education system, where all learners are given the opportunity to succeed; 2) have access to an education that meets their needs; and 3) enables them to participate in, benefit from, and enjoy learning.

The principles underpinning the ALN system in Wales are as follows:

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

(e) A bilingual system where all reasonable steps are taken to deliver ALP in Welsh for children and young people who require support through the medium of Welsh, with scope for increasing the delivery of ALP in Welsh over time.

As a Council, Conwy is committed to supporting and delivering these principles and ensuring that the Rights of Children and Young Persons (Wales) Measure 2011, the United Nations Convention on the Rights of the Child (UNCRC) and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) are embedded in practice across all areas of our work.

ALN Code for Wales 2021: Local Authority Principles

The Additional Learning Needs Code for Wales 2021 (12:44) sets out how local authorities, (in consultation with schools they maintain and any other persons they consider appropriate), must establish and publish a set of principles that they will apply when determining whether it is reasonable for a school to secure the Additional Learning Provision (ALP) required by a pupil or whether the authority ought to do so.

Principles should relate to:

- (a) The extent and duration of advice from external specialists that is likely to be unreasonable for a school to secure;
- (b) The equipment that is likely to be unreasonable for a school to provide;
- (c) The intensity and duration of support and scale of internal engagement of staff (including the ALNCo) at the school that is likely to be unreasonable for a school to provide.

The following document describes the principles that Conwy local authority and schools will apply when making decisions about the appropriate and necessary ALP required to support children and young people with additional learning needs.

The document has been developed in consultation with Conwy schools and will be reviewed annually. The date of the second review will be **18th October 2024**.

Inclusion

Conwy is committed to inclusive education where the majority of children and young people with ALN are supported to participate fully in mainstream education, and a

whole setting and service approach is taken to meeting the needs of learners with ALN. All additional learning provision provided by both schools and the local authority should aim to support inclusion and be designed to promote and support access and reintegration to mainstream education wherever possible and appropriate to do so.

Conwy council and schools believe that there is a collective responsibility to maximise the educational opportunities of all children and young people who are identified as having ALN. Barriers to inclusion should be identified and removed, enabling all learners to participate and benefit from learning, each building on their particular areas of strength.

Universal Support

The ALN Code explains 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. Children and young people often progress at different rates and 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. When considering the child or young person's needs, it might be revealed that the child or young person is actually making good progress against their own base line and intended outcomes. Indeed, there will always be some learners who have lower levels of attainment and ability and who may progress at a slower but steady rate. They will require support to access a differentiated curriculum to make suitable progress, but that support may not necessarily amount to ALP.

Where progress is not adequate, (as identified by triggers related to individual learners and addressed by individual whole school processes), it will be necessary to take some additional or different action to enable the learner to learn more effectively. 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.

Such differentiated teaching does not, itself, constitute ALP and just because a child or young person requires a differentiated approach, does not mean that they have

ALN. **ALP encompasses additional or different educational or training provision, which goes beyond that generally made available.**

School Additional Learning Provision (ALP)

Conwy council and schools offer a broad continuum of additional learning provision for children with ALN. This continuum will be reviewed regularly to ensure that it is responsive to the nature and extent of ALN experienced by Conwy's children and young people. This review will evaluate the effectiveness of provision, both in terms of individual learner progress and outcomes, and in its successful support for inclusion.

In line with the principles of ALN legislation in Wales, most children and young people will have their educational needs and ALN identified, met and monitored within mainstream schools. This will be through appropriate and carefully planned differentiation and access to relevant strategies and short term targeted interventions at a **universal** level of support as described above, and additional targeted, evidence based, intensive and prolonged interventions (**School ALP**).

As defined above, ALP encompasses additional or different educational or training provision, which goes beyond that generally made available to all pupils in the school. (Appendix a).

Schools should make full use of the Conwy and Flintshire ALN Toolkit when planning and making provision for children and young people with ALN. The Toolkit carefully lays out examples of provision for different areas of development and need at each stage of the continuum/graduated response.

It is expected that the majority of children and young people with ALN will therefore have their Individual Development Plan (IDP) prepared and maintained by their home mainstream school. The ALN Code sets out how schools and local authorities should continue to adopt a graduated response in relation to children and young people with ALN, making use of a wide range of strategies. This means that the ALP made should be at the **lowest level necessary** to meet the child or young person's identified needs.

In particular, schools are expected to "make full use of their available resources before, where necessary, bringing specialist expertise to bear on the difficulties that a child or young person may be experiencing". In many cases the ALP initially made will mean that the child or young person's needs are fully met or resolved. Only for those children

or young people whose progress continues to cause concern is increased or different ALP likely to be needed. It is hoped that with high quality, successful and evidence based school ALP, some children or young people will gradually require less rather than more ALP over time.

In order to help support inclusion and the implementation of evidence based ALP in schools, additional funding is delegated to schools under the following headings:

- Additional Learning Needs (Primary)
- Social Inclusion (Secondary)
- Social Deprivation (Primary and Secondary)
- ALN Teaching Assistants (Primary and Secondary)
- Learning Support (Secondary)
- Autism Outreach (Secondary)

This funding should be used to ensure appropriate staffing and delivery of evidence based provision for children with additional learning needs.

Local Authority Additional Learning Provision (ALP)

Through the statutory ALN review, the local authority will evaluate and amend its offer of ALP to respond to identified need and available resources. Conwy has a relatively wide and extensive range of LA funded ALP, and is committed to the further development of Welsh Medium provision. All placements in Conwy ALP are agreed by the respective school-age multiagency Moderation Panel, (Appendix b), using the county's relevant ALP Access Criteria. (Appendix c).

All criteria for specific provision is at first dependent on general criteria having been met, in line with the requirement for schools and the local authority to adopt a graduated response, and for ALP to be made at the lowest level necessary to meet the child or young person's identified needs. This general criteria ensures that:

- The child/young person has been an active participant in making decisions about their additional learning provision (ALP) in school, and their views and wishes have been appropriately sought and listened to.
- The child/young person has been involved in preparing and reviewing their Individual Education/Behaviour/Play/Development Plan and clear efforts have

been made to ensure that the child/young person understands the purpose of all interventions and support.

- Parents/carers have been active participants in the planning of the child's Individual Development Plan and additional learning provision.
- Parents have been given appropriate information about the purpose of interventions and support.
- Consultation with regards to appropriate ALP has been sought from relevant professionals and advisory services.
- The school has prepared and maintained an Individual Development Plan, including appropriate objectives and associated ALP, which have been regularly and robustly reviewed in respect of the progress made in response to support.
- There is evidence of:
 - High quality differentiated teaching;
 - Targeted interventions appropriate to support the child's individual objectives;
 - Review of targets and impact of interventions;
 - Evaluation.

Conwy local authority will prepare and maintain Individual Development Plans for those pupils who have been assessed and determined as meeting the access criteria for the following provisions:

Foundation Learning

Provision	Host School/Outreach
Moderate Learning Difficulties	Sŵn y Don
Language Disorder	Awel y Mynydd
Language Disorder	SSLDT* Outreach
Autism and Neurodevelopmental Difficulties	Nant y Groes
Social and Emotional Difficulties	Canolfan Addysg (Y Ddraig)
Specific Literacy Difficulties (Dyslexia)	Learning Support Service
Severe/Profound Learning Disability	Gogarth

**Specialist Speech and Language Disorder Team*

Years 3-6

Provision	Host School/Outreach
Moderate Learning Difficulties	Sŵn y Don

Moderate Learning Difficulties	Tudno
Moderate Learning Difficulties	Porth y Felin
Moderate Learning Difficulties	Pencae
Moderate Learning Difficulties	Bro Gwydir
Moderate Learning Difficulties	Maes Owen
Moderate Learning Difficulties and Language Disorder	Awel y Mynydd
Language Disorder	Nant y Groes
Language Disorder	SSLDT Outreach
Autism and Neurodevelopmental Difficulties	Ffordd Dyffryn
Social and Emotional Difficulties	Canolfan Addysg (Y Ddraig)
Specific Literacy Difficulties (Dyslexia)	Learning Support Service
Severe/Profound Learning Disability	Gogarth

Secondary

Provision	Host School/Outreach
Moderate Learning Difficulties	Emrys ap Iwan
Moderate Learning Difficulties	John Bright
Moderate Learning Difficulties	Eirias
Moderate Learning Difficulties	Dyffryn Conwy
Severe Learning Difficulties	Bryn Elian
Language Disorder	SSLDT Outreach
Autism and Neurodevelopmental Difficulties	Aberconwy
ABCD (Dyslexia)	Aberconwy
Social and Emotional Difficulties	Canolfan Addysg (Penmaenrhos, Penrhos Avenue)
Severe/Profound Learning Disability	Gogarth

Post 16

Funding for the support of pupils with ALN in mainstream schools post 16 is included within the Post 16 Grant. Therefore, Conwy schools will provide all post 16 ALP from their existing resources.

Specialist Equipment

Schools provide all IT equipment such as laptops, tablets, or chrome books which may be required to support the inclusion and access to lessons for pupils with ALN.

The local authority will provide all other specialist equipment above the value of £500.

Other

Conwy County Borough Council will prepare and maintain IDPs for children and young people with ALN who are **Electively Home Educated, Looked After, Dual registered**, or attending **Independent Schools/Settings**.

ALN Review

In accordance with the ALNET Act, the Local Authority must keep under review the arrangements made both by the authority, and by the governing bodies of the maintained schools in Conwy, for children and young people who have ALN. As part of this review, we will consider the extent to which these arrangements are sufficient to meet the ALN of the children and young people for whom we are responsible. In doing so, we will also have regard to the ALP that may reasonably be arranged by others (such as FEIs and NHS bodies).

In exercising our functions in this respect, the Local Authority will consider the sufficiency of ALP in Welsh. Consideration will also include the size and capability of the workforce available. If a Local Authority considers local arrangements are insufficient it must take all reasonable steps to remedy this.

The Local Authority will record the findings of our reviews. This will include where demand for provision is, or is at risk of, not being met, as well as where a particular resource is in excess. Recording such information will enable Welsh Ministers to assess the suitability of the 'all reasonable steps' clause to securing ALP, particularly in relation to provision through the medium of Welsh, as well as ensuring that Local Authority reviews are fully aligned with their Welsh in Education Strategic Plans.

The Local Authority's review should also aim to provide evidence of the extent to which the following are available in schools:

- High quality, differentiated teaching for individual children and young people;

- Appropriate reasonable adjustments to enable access to the school environment, curriculum and facilities for children and young people who are disabled;
- Targeted intervention and support for children and young people with ALN;
- Effective systems for monitoring the progress and achievement of children and young people with ALN and their inclusion in the everyday life of the school;
- Arrangements for involving specialists where needed;
- Arrangements for reviewing the effectiveness of interventions used to support children and young people with ALN and the skills and expertise of staff; and,
- Arrangements for involving children, young people and parents at every stage.

In undertaking this review, the Local Authority must also consult the persons and/or bodies it considers appropriate, and at times in which it considers appropriate.

Action to keep ALP under review will also need to include reviewing data and evidence on the effectiveness of current provision in meeting children and young people's needs and improving the outcomes they achieve. When reviewing the sufficiency of its arrangements, Local Authorities will need to consider:

- The findings and outcomes from any recent appeals or claims to the Tribunal and any disagreements about ALP dealt with at a local level;
- The number of learners with ALN in the Local Authority's area who are due to transition from pre-school to school, from school to further education and those transferring from one nursery education setting/school/FEI/local authority area to another;
- Out of area placements for those with low-incidence and/or high level needs;
- Relevant outcomes of developmental assessments undertaken by health visitors and relevant information from the Healthy Child Wales Programme;
- Relevant data on disabled children and young people in their area from the register of disabled people, which the local authority is required to keep;
- Relevant information from the population needs assessment conducted by local authorities and local health boards under the Social Services and Wellbeing (Wales) Act 2014;

- Relevant information from the Local Authority's Welsh in Education Strategic Plan, specifically in relation to the outcomes on Welsh-medium provision for learners with ALN, and workforce planning.

Appendix a – Provision Levels

Provision level	Number of learners	Overview	Type of provision
Universal	Majority of learners	A range of strategies and differentiation available to all as and when required.	Whole school curriculum planning and delivery. High quality differentiated teaching and scaffolding. Reasonable adjustments, environmental adaptations and equipment enabling independent access to the full curriculum.
Targeted Universal	Some learners	The school to provide specific interventions and/or strategies and/or alterations to the environment in order to respond to the individual needs of the child	<i>In addition to Universal level...</i> Short term intervention (minimum 2 terms – will vary per pupil) Consolidation and generalisation period for targeted skills where appropriate. Small group / individual interventions Catch up groups
School IDP	Some learners ALN List	The school to support the implementation of specifically tailored provision for children, described as Additional Learning Provision (ALP). If despite targeted, time-limited intervention expected progress has not been made.	<i>In addition to Universal and Targeted Universal levels...</i> Long term intervention for pervasive difficulties. Consolidation and generalisation period for targeted skills where appropriate. Evaluation of outcomes in the IDP. Small group / individual interventions (may be advised by external professionals)
Local Authority IDP	Some learners ALN List	The LA to support the implementation of specifically tailored provision for children, described as Additional Learning Provision (ALP)	<i>In addition to Universal, Targeted Universal and School IDP levels...</i> Evaluation of the outcomes in the IDP. Specialist local authority funded provision. Children in Care. Dual-registered. Electively Home Educated. Independent School Provision.

Appendix b – ALN Moderation Panel Membership

ALN Moderation Panel Representatives
Chair (ALN/SIS Service Manager)*
ALN Business Support Officer*
Designated Officer (Primary)*
Designated Officer (Secondary)*
Designated Officer (Children in Care)*
Educational Psychologist*
Transport Officer
Community Paediatric Team Representative*
Speech and Language Therapy Representative*
CAMHS/CALDS Representative
Learning Disabilities Representative*
Looked After Children Representative
Primary School Representative*
Secondary School Representative*
Special School Representative*
PRU Representative*
Parent Partnership/Advocacy Services*

* *Core Members*

Appendix c - Access and Exit Criteria for Specialist Provision

1) General Access (Applies to all provision)

General Access Criteria
<p>The child/young person has been an active participant in making decisions about their additional learning provision (ALP) in school, and their views and wishes have been appropriately sought and listened to.</p>
<p>The child/young person has been involved in preparing and reviewing their Individual Development Plan and clear efforts have been made to ensure that the child/young person understands the purpose of all interventions and support.</p>
<p>Parents/carers have been active participants in the planning of the child/young person's Individual Development Plan and additional learning provision.</p>
<p>Parents have been given appropriate information about the purpose of interventions and support.</p>
<p>There is evidence of:</p> <ul style="list-style-type: none"> • High quality differentiated teaching; • Targeted interventions appropriate to support the child's individual objectives; • Review of targets and impact of interventions; • Evaluation.
<p>The school has decided that the child/young person has additional learning needs.</p>
<p>The school has prepared and maintained an Individual Development Plan, including appropriate outcomes and associated ALP, which have been regularly and robustly reviewed in respect of the progress made in response to support.</p>
<p>Consultation with regards to appropriate ALP has been sought from relevant professionals and advisory services.</p>

2) Moderate-Severe Learning Difficulties

Criteria – Resource Provision for Moderate/Severe Learning Difficulties
Evidence of cognitive difficulties within the “very low” range as defined by standardised assessment (e.g. British Ability Scales, WISC, Ravens Coloured Progressive Matrices). i.e. less than 5th percentile (2nd percentile for SLD provision)
Some children may present with strengths and difficulties in their cognitive profile. Where this is the case, there must be evidence that the combined nature of their difficulties is resulting in a functional presentation of significant learning difficulties.
Evidence of significant learning difficulties which are having a substantial impact on the child’s access to the mainstream curriculum.
The child’s learning and developmental profile mean that they have required significant differentiation and additional support beyond expected universal provision, and despite appropriate and high level support, they have made limited progress. These difficulties may be accompanied by associated language, communication or other developmental difficulties and may be observed across most areas of the curriculum.
There is evidence that suitable outcomes have been set and appropriate additional learning provision.
There is evidence that advice has been sought from appropriate agencies (SALT, ALN/Inclusion Teachers, Educational Psychology) and strategies implemented.
In line with the ALN Code, a school IDP has been prepared and reviewed in partnership with the child and their parents/carers plus any other agencies involved.

3) Specific Literacy Difficulties

Criteria – Outreach Provision for Specific Literacy Difficulties– Learning Support Service

A School IDP has been prepared and reviewed in partnership with the child and their parents/carers plus any other agencies involved.

Very limited progress over time is shown in the school's assessments indicating that the specific literacy difficulty is having a significant impact upon progress across some areas of the curriculum, despite the implementation and reviewing of a School Individual Development Plan.

There is evidence that advice has been sought from appropriate agencies (SALT, ALN/Inclusion Teachers, Educational Psychology) and strategies implemented.

Children with evidence of non-verbal reasoning skills **above 75th percentile** will be eligible with standardised scores in reading and/or spelling of **80 or below** on formal assessment.

Or, children with evidence of non-verbal reasoning skills **between 50th and 75th percentiles** or above will be eligible with standardised scores in reading and/or spelling of **75 or below** on formal assessment.

Or, children with evidence of non-verbal reasoning skills **below 50th percentile** will be eligible with standardised scores in reading and/or spelling of **70 or below** on formal assessment.

The pupil's identified primary area of need will be specific literacy difficulties which may also be accompanied by significant language difficulties.

Evidence of discrepancy between oracy skills and written work.

Criteria – Resource Provision for Specific Literacy Difficulties
A minimum of two IDP reviews with relevant advice from the Educational Psychology and Inclusion Service will have been held with evidence that recommended strategies have been implemented.
The pupil's identified primary area of need will be specific literacy difficulties which may also be accompanied by significant language difficulties.
The severity of the pupil's specific literacy and, if relevant, language needs will be significant, despite intensive support over time, and despite demonstrating some progress in response to this support.
Pupils will have been receiving LSS and/or SSLDT support for a period of time, and through the process of reviewing this support they will have been identified as experiencing ongoing complex difficulties which are impacting on their ability to access the mainstream curriculum without a significant amount of support and specialist teaching.
Through the Annual Review process, parents, professionals and teaching staff involved with the support of the pupil will have identified the following: The pupil continues to require additional specialist support in an individual/small group teaching situation or within the context of a mainstream class in order to meet their learning needs and to enhance language/literacy/numeracy skills. The pupil requires access to learning opportunities which are based on multi-sensory teaching opportunities, opportunities for over-learning, structured teaching methods and access to specialised IT resources. The pupil requires a more intensive level of support than that which can be provided by a peripatetic specialist teacher within their mainstream school.

4) Specialist Speech and Language Disorder Team

Criteria – Outreach and Language Resource Provision for Speech and Language Disorder
There is no evidence of 'Language Disorder associated with Intellectual Disability' *
<p><u>Language</u></p> <p>Specialist Speech and Language Advisory Assessment indicates a disordered language profile. Assessment scores below 5th percentile (outreach) or 2nd percentile (Language Resource) in two or more areas of language. **</p>
<p><u>Speech</u></p> <p>Disordered speech development is impacting on more than one error process (articulation and/or phonological processes). Speech error processes have a significant impact on intelligibility and access to the curriculum including literacy skills.</p>
Evidence (e.g. IEP, ICP evaluations, one page profiles) collected from the setting and speech and language therapy input demonstrates limited progress over time. This lack of progress may indicate the language/speech disorder is having a significant impact upon learning/functioning/curricular access/emotional health and wellbeing.
Substantial adaptations to the language learning environment are required and the young person requires a high level of adult support to access the educational opportunities offered.

* As defined in 2.1.2 in RCSLT Briefing Paper on Language Disorder with a Specific Focus on Developmental Language Disorder

** Where formal assessment may not be possible (e.g. Bilingual, ALN and under 5s) information provided will mostly be qualitative information to inform their clinical decisions.

5) Autistic Spectrum Disorder

Criteria – Resource Provision for Autistic Spectrum Disorder

The child has a diagnosis of Autistic Spectrum Disorder or other associated neurodevelopmental disorder/is undergoing neurodevelopmental assessment/is neurodivergent.

The complexity of the child's neurodevelopmental difficulties are having a significant impact on his/her ability to successfully access a mainstream school environment despite ongoing support at school level for a substantial period of time.

The child has made very limited progress in terms of educational attainments in their mainstream school due to the significant impact of his/her neurodevelopmental disorder upon learning/attendance.

Despite substantial adaptations to the mainstream learning environment and enhanced staffing, the child's difficulties with access and/or inclusion are ongoing from a curriculum and social perspective.

Cognitive/functional assessment does not indicate severe learning difficulty and the child potentially has the learning capacity to access the National Curriculum as delivered in a mainstream setting with appropriate differentiation (i.e. it is their neurodevelopmental related difficulties rather than learning disability which is impacting on access and progress).

There is evidence that suitable outcomes have been agreed and appropriate support put in place to help the child make progress towards these outcomes.

There is evidence that advice has been sought from appropriate agencies (ASD Outreach Service, SALT, ALN/Inclusion Teacher, Educational Psychology) and strategies implemented.

A school IDP has been prepared and reviewed in partnership with the child and their parents/carers plus any other agencies involved, in line with the ALN Act.

6) Special School

Criteria – Ysgol y Gogarth
<p>The child/young person has identified:</p> <ul style="list-style-type: none"> • Severe learning disability/difficulties • Profound and multiple learning disability/difficulties • Moderate learning disability accompanied by complex and significant difficulties in one or more other areas of their development, for example, ASD(C), social communication, speech and language or motor/coordination. The combination of these difficulties means that the child/young person is experiencing significant difficulties functionally and in accessing mainstream educational provision.
<p>The child/young person's complex learning and developmental needs have a significant impact on their ability to functionally access the mainstream curriculum, even with substantial adaptations and appropriate support.</p>
<p>The child/young person's complex learning and developmental needs have a significant impact on their ability to socially access a mainstream environment, even with substantial adaptations and appropriate support.</p>
<p>Evidence from the child/young person, and/or supporting adults (including parents, teaching staff, other involved professionals) indicates that the child/young person's wellbeing is being adversely affected by their current placement and support.</p>
<p>There is evidence of a clearly tiered/graduated approach to responding to the child/young person's additional learning needs, including:</p> <ul style="list-style-type: none"> • Implementation of recommendations and advice provided by relevant professionals and specialist support agencies/advisory services. • Appropriate curricular and environmental adaptations. • Person Centred and collaborative target setting and review processes. • Additional ALN support as agreed by the County's ALN Moderation Panel.
<p>The child/young person has a Local Authority Individual Development Plan naming Ysgol y Gogarth</p> <p>Or, the child/young person is undergoing ALN Consideration and is agreed by the school (Ysgol y Gogarth) and ALN Moderation Panel as being highly likely to require specialist provision on completion of their Assessment.</p> <p><i>(This may be particularly relevant for pre-school children leaving the Child Development Centre to start part time school).</i></p>

7) Pupil Referral Units and Home Tuition

Criteria – Canolfan Addysg Conwy (Pupil Referral Unit)

The child has emotional and associated behavioural difficulties which mean they are unable to access mainstream provision even with significant evidenced and appropriate adaption.

A school IDP has been prepared and maintained for an appropriate length of time to enable review of strategies and progress in partnership with the child and their parents/carers, plus any other agencies involved, in line with the ALN Act.

The child's additional learning needs have been fully assessed to take in to account all areas of development, and any other relevant provision to these needs has been secured.

School have raised awareness of the child's needs through the Canolfan Addysg Conwy and OSIC leads meeting and/or advice has been sought from the relevant centre staff (e.g. Social Inclusion Outreach, Y Ddraig, Penmaenrhos, Penrhos Avenue).

Additional advice has been sought from other relevant professionals as appropriate, e.g. Educational Psychology, Speech and Language Therapy, Health teams.

Where attendance has been identified as a concern, there is clear evidence of working in partnership with the child and their family to address this concern, drawing as appropriate on resources such as EBSA.

There is evidence of adapted timetables based around learner needs and presenting behavioural difficulties which have been completed over a sustained period of time.

Criteria – Canolfan Addysg Conwy Home Tuition

Learner has an evidenced medical condition as confirmed by the learner's specialist/consultant medical practitioner that prohibits access to education setting for a period anticipated to be longer than 4 weeks.