

Dear Wendy Walters,

During the early autumn term, the Welsh Government asked us to undertake a review of local authorities work in supporting their learning communities in schools and pupil referral units (PRUs) during the period from March to October 2020.

This letter outlines the outcome of this work in Carmarthenshire local authority. The content of the letter is based on virtual meetings with officers, the cabinet lead member for education and a sample of schools and PRUs. We have also considered the supporting documentation provided by the local authority and the feedback from surveys of school/PRU leaders, governors, teachers and support staff, parents and pupils. We have referred to the outcomes of the surveys where relevant, although the surveys were mainly be used to inform the national report which was published on our website on 15 January. Here is a [link](#) to that report.

We would like to thank your staff for giving of their time to discuss their work with us and for providing additional information on request.

Yours sincerely

A handwritten signature in blue ink that reads "Meilyr Rowlands".

Meilyr Rowlands

Her Majesty's Chief Inspector

The local authority's work to support its schools and PRUs - March to August 2020

Leadership and collaboration

Carmarthenshire local authority has been pro-active and diligent in its efforts to provide schools and PRUs with the right support in a timely manner during this period. Officers say that the months when schools were closed for all but targeted childcare was a particularly challenging period. The effective collaboration across different departments in the local authority was a strong feature of the local authority's work.

Throughout this period, local authority officers communicated extensively within and across departments, with schools, PRUs and other stakeholders. For example, senior officers produced weekly newsletters, which were sent directly to headteachers and chairs of governors updating them on key information. They also held regular virtual meetings with headteachers and chairs of governors to discuss emerging issues and address concerns. Senior officers also shared information with parents via the council website and social media.

Through their weekly virtual headteacher meetings and bulletins, senior officers set out their expectations for schools and PRUs. Officers planned for the continuation of learning for pupils and provided useful support for parents and staff in schools through the local authority's website. This ensured that communication with stakeholders was clear.

During the lockdown period, officers provided all governors with Hwb email addresses to improve communication and share access to resources. They reconfigured training to help governors support their schools. All training was held virtually and included aspects such as supporting the wellbeing of headteachers, using the 'Wellbeing Audit Tool', making effective use of the Recruit, Recover and Raise Standards: the accelerating learning programme grant and providing guidance on safe recruitment. The local authority's evaluation of the training programme concluded that governors found the training beneficial, and that more governors participated in virtual training than previously attended similar training events in person. They plan to continue with this approach to governor training in the future.

The portfolio holder for education, the elected members on the executive board for education and children were consulted and scrutinised all the key decisions relating to schools and PRUs. The local authority suspended its Education and Children Scrutiny Committee meetings during lockdown. These are scheduled to restart in November 2020.

Senior officers used the content of guidance provided by Welsh Government to prepare executive summaries for schools to ensure that the information was manageable and accessible.

Promoting learning

The local authority has worked well with its schools and regional consortium (ERW) to oversee its approaches to distance learning. As well as focusing on support for providers in the local authority, officers also contributed purposefully to the Welsh Government Continuation of Learning plan. From the beginning of lockdown, education support advisers were in regular contact with schools to signpost them to support for wellbeing, offering advice as necessary and signposting schools to resources they could use to support learning.

From contact with schools, PRUs and other intelligence gathered, local authority officers identified at an early stage inconsistencies in the quality of the learning experiences schools and PRUs were giving to pupils and in the support they were offering. In order to help promote more consistent approaches, the local authority produced learning packs and playlists for practitioners and teachers in all key stages. For example, the local authority provided guidance to non-maintained settings on the types of activities they could share with parents to support children's learning, with a clear focus on practical and outdoor activities. The school improvement team issued a survey to seek the views of parents about their children's learning experiences and other related issues. There was a high response rate, with feedback indicating that most parents were generally happy with their schools' provision for distance learning.

During our engagement phone calls with school leaders, many praised the support, advice and resources on healthy school matters that schools could use to plan activities for pupils. The local authority also provided training sessions on the use of online digital platforms to support learning such as Microsoft Teams. The sessions were accessed by many schools across the local authority.

Towards the beginning of lockdown, a few schools had started planning to provide synchronous learning for pupils. This work was put on hold temporarily by the local authority following guidance provided by the Welsh Government around safeguarding concerns of using synchronous learning. A few schools found this frustrating as they felt that they had robust plans to deliver this work safely. Following later guidance provided by the Welsh Government, officers encouraged schools to use synchronous learning where relevant and provided schools with specific guidance and a clear protocol to support them with potential safeguarding matters based on this guidance.

The local authority collaborated with schools to try to ensure that all of their pupils had appropriate access to ICT equipment during the time that schools and PRUs were closed. The authority loaned ICT equipment to over 1600 pupils to support their digital learning during lockdown. It also supported over 300 pupils who did not have access to the internet. Each school or PRU was responsible for gathering the information needed to inform the local authority of the ICT needs of their pupils. Despite the local authority's and the schools' efforts, a few schools reported that some families were still awaiting equipment towards the end of the summer term.

The local authority aligned its professional learning plans with the ERW's training schedule to provide online training to schools during the lockdown period. The local authority arranged statutory training modules for all schools on aspects such as safeguarding, data protection and manual handling. Staff also had access to a range of webinars provided by the regional consortia across Wales and most found the videos on how to use different software to assist distance learning beneficial. The local authority also developed an online course on blended learning and synchronised learning for one representative from each school and PRU. This was well attended and has been used as part of the basis for developing the recovery curriculum from September. The local authority also offered school senior leaders an opportunity to access professional development on stress management and improving staff wellbeing.

Cameo: Welsh language training

During the lockdown period, the local authority provided a differentiated Welsh learning course for teachers and support staff to improve their Welsh language skills. Through working with the Welsh for Adults tutors, virtual lessons were introduced and tailored to suit learners' needs. The commitment and engagement with these courses has been high. Around 125 members of staff took part in this training with many completing the course successfully.

The local authority continued to fund non-maintained settings that were open during this period. Officers worked with umbrella organisations such as Mudiad Meithrin to enable them to furlough their staff, where necessary. Early years advisory teachers produced useful guidance for staff working in the foundation phase in schools and in non-maintained settings to support young children during lockdown and when they reopened. For example, the guidance included worthwhile activities for staff to use to develop pupils' creative and physical skills in the outdoor area.

Staff in the local authority worked determinedly to ensure that schools could re-open on 29 June. In line with most other local authorities in Wales, a decision was made that schools in Carmarthenshire would open for three weeks, closing on 17 July, rather than extend the term for an extra week. Most secondary schools accepted their pupils for one day a week for the three weeks, with primary schools adopting flexible approaches based on their particular circumstances. A few schools needed to cap the number of children attending their childcare hubs when schools re-opened in order to accept other pupils within the school's revised capacity, taking social distancing into account.

Cameo: Supporting health and safety concerns in schools

Nearly all schools praised the local authority's support for health and safety. Local authority officers provided schools with a clear plan for reopening at the end of June and for September. Officers visited schools and PRUs to undertake site visits alongside headteachers, chairs of governors and local councillors. They supported staff to ensure the buildings were safe for the return of pupils. This included providing them with signs and hand washing equipment.

Regular online 'drop-in' sessions offered by officers were a particular strength of the authority's work to support health and safety. Staff in schools and PRUs were able to access these sessions to ask for advice and support on any areas of concern, for example 'Test, Trace, Protect' or for advice around providing certain learning activities. This support continued throughout the lockdown period and into the autumn term.

Local authority staff produced a welcome pack for teachers to use with their pupils during the three weeks at the end of the summer term. The main focus of this pack was on pupils' wellbeing.

Although a challenging task, the local authority managed to secure school transport for all the pupils needing it for the three week period at the end of the summer term – around 450 in mainstream schools and a further 100 in specialist provision.

The local authority ensured sufficient cleaning staff were available for all schools and PRUs, which included someone on site throughout the day as well as the normal cleaning staff at the end of the day.

Officers of the local authority have evaluated informally the effectiveness of its approach to reopening schools and PRUs. Questionnaires for headteachers at the end of the first week after reopening in June indicated that most were happy with the support they received and the plans for reopening were generally successful. Although a few members of staff in schools continued to be shielding for the three weeks before the summer break, there were enough in work to meet the needs of the numbers of pupils attending.

The local authority did not run childcare hubs for children of key workers during the summer break. However, it did run sessions for vulnerable learners and pupils with complex needs. The local authority also brokered support from the private sector to run around a half of their usual summer play clubs. Over 160 young people attended the six family learning days arranged by the local authority and around 100 attended the three weeks of summer engagement and learning activities.

Officers were proactive in supporting schools and PRUs to plan for the full reopening of schools in September as soon as the Welsh Government made the decision about this.

Supporting vulnerable learners

The local authority placed a clear focus on the wellbeing of pupils, school staff and its workforce, and this remained at the forefront of their approach during this period. The local authority responded quickly to mobilise its resources and expertise across different departments to support schools, PRUs, pupils and parents.

From the outset, the local authority has provided schools and PRUs with support and advice to help safeguard the wellbeing and mental health of pupils and staff. For example, the Education Psychology Service offered bespoke support to schools and signposted schools and families to relevant information such as dealing with bereavement and loss.

Different departments across the local authority collaborated regularly throughout the lockdown to support the wellbeing of pupils and staff. Staff across departments developed systems to prioritise support for vulnerable pupils. For example, the local authority identified that young carers were one of the first groups of children to demonstrate high levels of anxiety. Consequently, staff set up 'WhatsApp' groups to communicate with young carers and supported them by providing wellbeing packs and food vouchers. When it was necessary to do so, they visited these young people and arranged socially distanced walks for them to have time away from the home and to talk to someone regarding any issues or anxieties.

Local authority officers, alongside schools and pupils, identified the ongoing need for counselling services during the lockdown period. Staff worked closely with the Area 43 counselling service to provide counselling through phone calls or through virtual meetings with pupils from Year 5 upwards who requested this support. Leaders in schools found this work to be highly valuable for pupils, with a few pupils also self-referring into the service.

The local authority used a wide range of information to identify vulnerable learners. Family liaison officers collaborated with schools and parents to ascertain the needs of vulnerable pupils and to discuss how they could be supported. Where possible, officers made provision to support pupils with additional learning needs in mainstream or specialist childcare hubs. Additional learning needs managers provided regular support and information to the staff in hubs, providing guidance on how best to support the vulnerable learners.

From the period when schools were initially closed, the local authority developed a protocol that stated explicitly the expectation that schools and other providers made contact with vulnerable learners on at least a weekly basis. Where this was not possible for schools or PRUs, they were able to make referrals into the education welfare service who would provide support to help them engage with families.

As part of the strategy for supporting its pupils, local authority departments also developed creative ways of using the skills of staff. For example, the Minority Ethnic Achievement Service (MEAS) used the bilingual skills of their teaching assistants to make welfare calls to families. The teaching assistants supported them with accessing and understanding Welsh Government and local authority guidance.

They also provided practical help, for example with making applications for free school meals.

As schools closed in late March, the local authority provided childcare services for children of key workers and vulnerable learners in hubs based in several schools across the county. This arrangement was reviewed regularly and amended as needed. The local authority also supported the Welsh Government Childcare Assistance Scheme to provide childcare for children up to three years old. As time went on, and the demand for more childcare places increased, more hubs were opened until nearly all schools provided childcare in their buildings in the week before they reopened on 29 June.

The local authority's work to support its schools and PRU from September 2020

Leadership and collaboration

Leaders across the local authority have continued to adapt their processes and procedures to support schools and PRUs to reopen for pupils in September. Officers are adjusting and improving their approaches as they learn more about what works well and what doesn't, and to take account of the latest national advice and guidance. Cross-departmental working across the local authority, based firmly around the council's core value of working as 'One Team', has brought coherence to their work and helped officers support schools and PRUs effectively.

The strategic plans of the department for education and social services include priorities to support the wellbeing of staff, pupils, and families and support for schools and PRUs as they plan for future learning. Departmental plans such as the 'Vulnerable and Disadvantaged Learners' plan set out clearly how the authority is working to support its schools and PRUs and learners. The local authority has begun evaluating the impact of its plans and taking any learning from these to tweak and enhance their ways of working. For example, they have seen the benefits of supporting schools and PRUs virtually, especially in terms of working more efficiently and with greater agility. The local authority is currently considering which aspects of its work with schools and PRUs can be done more efficiently and effectively through virtual means and which would still be carried out more effectively in face-to-face meetings when possible.

Leaders have tried to ensure clear and consistent communication with all stakeholders. For example, through regular meetings with headteachers, the director and other officers have been able to disseminate information and share the rationale behind decisions. They have listened to headteacher feedback on the arrangements for these meetings and made adjustments to them as necessary. School improvement teams share information about any decisions to schools through the education support advisors and feed key messages from schools back to senior officers. In addition, the local authority has used stakeholder groups such as

the supporting vulnerable learners group and the equity group to inform their decision-making and evaluate their work.

Promoting learning

Since September, the local authority has been working with its schools and PRUs to introduce a recovery curriculum, with a specific focus on developing a blended learning approach in case of future disruption. Officers have considered research by Michael Fullan, 'Education Reimagined: The future of learning', as a basis for moving learning from a distance learning model used during lockdown to a model that could be used for the safe re-opening of schools. Part of this approach has been re-imagining learning for the future and taking account the potential implications of the Curriculum for Wales.

To ensure a continuation of learning, officers simplified the 15-point Welsh Government continuity of learning plan to create a focus with four priority areas covering distance learning with an emphasis on 'curriculum and pedagogy', 'digital equality', 'wellbeing, equality and inclusion', and 'leadership and communication'.

The local authority continued with regular virtual meetings with headteachers from September. Following feedback from headteachers, the authority modified how it communicated with them by reducing the numbers of people present at each meeting and providing more sector-specific meetings. The meetings have been a forum for officers to address any concerns, to clarify the authority's approach and discuss next steps. The 'chat' system was available inside and outside the meetings so that information from the meeting was available to leaders even if they were unable to attend. Headteachers appreciated this approach and the willingness of the local authority to adapt procedures to assist them. As the term progresses, there is now more of a balance between addressing operational matters and a focus on teaching and learning.

Many schools and PRUs found it difficult to manage the volume of information being sent to them from different sources including Welsh Government and local authority guidance. In response to this issue, local authority officers established 'Y Porth', a one-stop shop with bilingual information for headteachers and managers in schools and PRUs. Y Porth holds all relevant and up-to-date information in one place, for example, all the weekly bulletins and updates, continuous professional development information for staff and governors, a place to book training and presentations of professional learning that has already taken place. It is constantly updated and schools find the resource to be very helpful. The system continues to evolve and is intended to support the local authority with future work and communication with schools.

For the reopening of schools in September, bilingual guidance documents were created and shared with schools and PRUs and stakeholders including welcome packs for parents and staff and guidance on blended learning and supporting safe online learning.

The local authority provided support for schools and PRUs to develop the outdoor learning environment, providing activities that promote resilience and perseverance in problem solving. At present, training on outdoor learning has been provided for the non-maintained sector, nursery, primary schools and PRUs with pupils from primary schools. The training for secondary schools was postponed due to the lack of take up in the training, although the local authority plans to run this again during the current academic year.

Schools, PRUs and local authority officers have worked collaboratively to balance learning with supporting wellbeing. Officers are working to pilot various blended learning approaches with a select number of schools. For example, they have worked with a few secondary schools to produce videos of pre-recorded lessons and shared this good practice with other schools and PRUs. Officers ensure that blended learning is always on the agenda of the local authority headteachers' meetings.

The local authority has used a range of social media successfully to engage pupils and ensure that parents receive a consistent and useful flow of information to help them support their child's wellbeing and learning. Officers have gained useful feedback from parental questionnaires as well as information about how parents have been successful in supporting their children's learning during the pandemic.

Cameo – supporting pupils' Welsh language development

The local authority identified the need to support pupils to maintain their engagement with the Welsh language from early in the pandemic. The Welsh advisory team adapted and refined their existing resources to provide schools and PRUs with beneficial activities to share with pupils and parents. In addition, they created extra-curricular activities and micro-lessons for pupils to recall previous learning, revise grammar, and to develop their reading skills and numeracy skills. They provided worthwhile tasks based on Welsh poetry as a stimulus to learning as well as providing activities to develop pupils' Welsh speaking skills through the 'Cynllun Clonc' and Flipgrid activities.

Social media was used well to promote Welsh language activities, for example scientific activities for the outdoors and activities on history of the local area. Homework booklets were also distributed to enable parents to support their children with work through the medium of Welsh.

Local authority officers and teachers in a number of its secondary schools worked with regional consortia to create a wide range of valuable Welsh language resources to support learners in Welsh-medium and English-medium schools.

Officers continued to develop resources for schools throughout the autumn term to support schools to improve pupils' Welsh language development.

Local authority officers have used research to provide practical advice and support to schools on developing accelerated learning techniques. They have looked at how schools can support pupils' learning by improving areas such as metacognition, collaborative learning, providing effective feedback, approaches to homework, tutoring and peer tutoring. Officers are also promoting the Voice 21 oracy strategy in schools and PRUs to improve pupils' confidence, articulacy and capacity to learn. The local authority is exemplifying good practice arising from this work to share with other schools and PRUs across the local authority.

The local authority has provided support and guidance for schools and PRUs, including a template of a spending plan, to make effective use of the grant funding for 'Recruit, recover, raise standards: the accelerating learning programme'. The expectation that schools use the plan will allow officers to monitor how well the schools are utilising the grant and its impact. There has been good collaboration between the local authority and schools on spending this grant with one secondary school sharing their planning for utilising the grant with the Welsh Government as good practice.

The local authority and ERW have aligned their strategic plans to provide a programme of development opportunities and various training events for school and PRUs. For example, the authority has worked with the ERW to provide professional learning for specific subject areas in secondary schools, which staff have found useful. Many schools and PRUs feel that these opportunities are more accessible online and less teaching time is lost for training.

Local authority officers have provided useful guidance to non-maintained settings and schools on developing learning activities in the foundation phase. This has included ideas and activities to develop pupils' skills in the outdoor learning environment as well as how to organise classroom practice to meet foundation phase principles in response to COVID-19.

Cameo: professional learning activities

The local authority has collaborated effectively with the ERW to provide a comprehensive programme of professional learning activities during the autumn term.

The local authority is providing a series of virtual professional development opportunities for schools and PRUs including training for ALN and emotional wellbeing. The local authority is working closely with Barry and Matthew Carpenter to help develop a recovery curriculum to re-engage pupils in learning. Their methodology focuses clearly on promoting pupils' wellbeing and mental health through a relationship-based approach, where social interaction and compassionate leadership are key elements.

The authority has also provided workshops to schools with Professor Lee Elliot Major, sharing ideas on how to improve the engagement and outcomes of disadvantaged learners.

In addition to work with external sources, the local authority is aiming to provide inspiration and guidance to schools in preparing for the new Curriculum for Wales through the 'Autumn Series' of professional learning.

Supporting vulnerable learners

The education and wellbeing service has continued to work with schools to engage with vulnerable families to assist pupils' return to their school or PRU. The use of a risk rating system has enabled the service to target the families that need the most support. The service has developed a helpful engagement plan and guidance for schools and is supporting them to plan interventions to assist pupils' safe return to schools and PRUs

Cameo: Wellbeing packs to support a safe return to school or PRU

The local authority created wellbeing packs for parents, pupils and staff to support a safe return to school in June and for the new term in September. Officers based the packs on research, using this information to offer practical ideas, activities and advice. The 'Welcome back' pack for parents offers advice on how parents can help their child to prepare for the return to school. The pack for pupils includes advice on what they might experience such as when using school transport as well as suggestions helping their wellbeing.

The 'Health and Happiness' programme provides bespoke support to all providers on supporting pupils' wellbeing. Officers have used a range of research including the New Economics Foundation (NEF) model on the five features of wellbeing to underpin these activities. This wellbeing model focuses on supporting pupils to connect with people around them, being active, taking notice of their environment, keeping learning and giving something back to the community or a friend.

Where schools and PRUs are unable to maintain contact with families, they refer the pupils to the School Safeguarding and Attendance team so that they can help try to re-engage families. This process has been successful in either re-engaging vulnerable families with the school, offering a more tailored response such as home welfare visits, or referring to child protection processes. Prior to the use of engagement plans, the numbers of children becoming electively home educated averaged at 25 children per week. Since the implementation of these plans, numbers have fallen due to pupils returning to school. The use of these plans has also had a positive impact on school attendance. Carmarthenshire school attendance has been consistently above the Welsh national average since reopening in September.

Services such as the Gypsy Roma Traveller service have continued to support pupils and families from the start of the September. For example, they have continued to engage with families through the established WhatsApp group to support them with their children's return to education.

The Additional Learning Needs department has continued to provide schools and PRUs with support around curriculum planning for pupils with ALN since September. For example, they ran bespoke training in September for PRUs and specialist settings on how to approach blended learning and shared examples of practice from different specialist settings in the local authority.

Through ALNCo panels, the service has continued to work with schools and PRUs on supporting the wellbeing of pupils on their return to school, as well as assist schools and PRUs with assessments and curriculum planning. For example, the Carmarthenshire Communication Support Service has provided useful support through videos to schools and PRUs on how to use ChATT detailed Speech Screen and Phonological Awareness Assessment to identify gaps in learning, alongside resources to support curriculum planning.

The MEAS and the Gypsy Roma Traveller service have identified a regression in language skills of a number of pupils using the services. In order to help address this, they identified a virtual learning platform that they are currently rolling out with schools and PRUs which will allow these pupils to access a tailored package of activities to support their English language acquisition.

A number of schools across the local authority have experienced a rise in the number of families from outside of Wales moving into the area and placing their children in Welsh medium provision. The Welsh advisory service have continued to offer remote language support to latecomers to the Welsh language through the use of Microsoft Teams. Schools accessing this support have found it beneficial in supporting these pupils acquire new Welsh language skills.

The support of the health and safety department has continued to be valuable to providers since reopening in September. The local authority has provided template risk assessments to schools and PRUs that consider the needs of all learners, including vulnerable learners. Officers continued to offer regular virtual 'drop-in' sessions. School leaders, who even if they are unable to attend the session, can access the chat functionality to see if any questions and answers are relevant their schools. Schools and PRUs have found this service to be very helpful and appreciate the support provided.

The local authority has worked with schools and PRUs throughout lockdown and into the new term to ensure that they continue to safeguard learners during this time. For example, they have continued to work with Dyfed Powys Police to share Operation Encompass notifications with schools and provide follow up advice as necessary. The number of notifications rose significantly during lockdown and the local authority worked with schools and PRUs to provide guidance to parents on issues such as domestic abuse support through school and PRU websites and by providing more advice to schools and PRUs when referring pupils and families causing concern.

Special schools and schools with specialist provision have commented that the local authority has been quick to respond with requests sent to them. Multi-agency working with specialist nurses and physiotherapists, for example, has continued to support specialist provisions to meet individual pupil needs.

Schools and PRUs have found the support from the youth support service to be helpful in engaging and supporting individuals. Although restrictions have altered the way that some youth workers go about their role, school and PRU leaders praised them for their creative solutions to help vulnerable pupils engage with their learning.

The behaviour and support service has continued to develop and implement a new Team around the Pupil, Parent and Setting (TaPPaS) approach with secondary schools. The project was piloted with schools in the Llanelli area before lockdown and it proved to be successful. Following an evaluation, officers decided to continue with the multi-agency approach virtually from September. A core group of multi-agency professionals, including a school representative, the school ALNCo and members of the Educational and Child Psychologist Team, Behaviour Support and Community Team, School Safeguarding and Attendance Team and Team around the Family in Schools supports pupils, families and schools to meet the emotional wellbeing needs of children and young people. The work also invites the input from other agencies as necessary, such as the youth support service, school nurse and ALN officers. This learner-centred approach enables multi-agency services to plan for the needs of pupils holistically and reduces the burden on parents needing to contact separate services to support their child's needs.

The local authority has developed useful guidance for schools and PRUs on maintaining statutory processes to ensure that all processes can continue remotely. Officers have supported schools and PRUs to adapt the annual review process and statutory requests, offering technical support to facilitate remote working where necessary. The local authority has evaluated these processes and found them to be beneficial in engaging stakeholders such as multi-agency services and parents. Consequently, they plan to sustain a version of remote working moving forward. Generally, statutory processes continued without delay.

Overall, the Additional Learning Needs referrals processes for schools and PRUs has continued as normal since September, with nearly all schools continuing to refer pupils as necessary and processes following these referrals following usual processes. As part of this process, a few schools and PRUs are concerned around observations of pupils taking place electronically and feel this places an extra burden on staff.

The local authority has continued to run a wide range of courses to support schools and PRUs and settings identify and respond to the needs of vulnerable learners. Officers have worked creatively to deliver training and support virtually for providers. For example, Carmarthenshire's Wellbeing Training Toolkit provides schools with access to training around issues such as mental health first aid, trauma-informed practice and mindfulness. Schools are able to access this training in line with their own professional learning needs.

The ALN service has also adapted its training programme to be delivered remotely, for example by providing a self-directed training package needs such as hearing impairment followed by bespoke discussion and training groups on Microsoft Teams.