

# Inclusion Service Delivery Schedule - Supporting ALN Agenda for Change

with effect from 1<sup>st</sup> August 2020

## Themes and Activity Summary for LAs and Delivery Partners developed by the Region

<b>Improvement</b> Activity that supports the development of learning organisations through the processes of leadership, self-evaluation and professional development	<b>Inclusion</b> Activity that supports an understanding and development of inclusive practice across the 0 – 25 age range	<b>Integration</b> Activity that supports the development of integrated services and provision between key delivery partners	<b>Independence</b> Activity that develops independence and resilience in learners across the 0 – 25 age range
<ul style="list-style-type: none"> <li>• <i>Awareness Raising</i> <ul style="list-style-type: none"> <li>○ On-going activity to raise awareness of the culture change and duties under the Act and Code.</li> </ul> </li> <li>• <i>Self-evaluation and Development</i> <ul style="list-style-type: none"> <li>○ Work to ensure ALN is integrated into settings' self-evaluation and development and curriculum planning</li> </ul> </li> <li>• <i>Leadership</i> <ul style="list-style-type: none"> <li>○ Ensuring there is appropriate leadership and governance arrangements in place to deliver the plan and implement the Act and Code.</li> </ul> </li> <li>• <i>Monitoring and Moderation</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Person Centred Practice (PCP)</i> <ul style="list-style-type: none"> <li>○ Continuing activity to support the development of a PCP ethos across the region.</li> </ul> </li> <li>• <i>Effective Differentiation</i> <ul style="list-style-type: none"> <li>○ Work to develop rich, inclusive environments in all settings across the region.</li> </ul> </li> <li>• <i>Understanding Inclusion</i> <ul style="list-style-type: none"> <li>○ Work to promote inclusive policy and practice across the region.</li> </ul> </li> <li>• <i>Equality Act 2010</i> <ul style="list-style-type: none"> <li>○ Developing understanding of the duties under the Equality Act and links to the ALNET Act and Code</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Requesting Help and Advice</i> <ul style="list-style-type: none"> <li>○ Developing protocols for responding to requests for help and advice between key delivery partners within statutory time frames.</li> </ul> </li> <li>• <i>Developing Multi-agency Understanding</i> <ul style="list-style-type: none"> <li>○ Work to develop an understanding of the roles, responsibilities and working frameworks of different practitioners.</li> </ul> </li> <li>• <i>Independent Advocacy Services</i> <ul style="list-style-type: none"> <li>○ Mapping independent advocacy services across the region and exploring opportunities for integration</li> </ul> </li> <li>• <i>Early Disagreement Services</i> <ul style="list-style-type: none"> <li>○ Work to develop integrated early disagreement services and processes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Individual Development Plans</i> <ul style="list-style-type: none"> <li>○ Continuing activity to roll-out regional IDP format and effective writing of outcomes. Linking IDPs to other key health and social care plans</li> </ul> </li> <li>• <i>Transition Planning</i> <ul style="list-style-type: none"> <li>○ Ensuring there is developmentally appropriate activity that supports transition at each stage.</li> </ul> </li> <li>• <i>Accessible Information and Advice</i> <ul style="list-style-type: none"> <li>○ Ensuring there is accessible information and advice provided by LAs and their delivery partners</li> </ul> </li> <li>• <i>Enabling Participation</i> <ul style="list-style-type: none"> <li>○ Capacity building activity to ensure settings can support learners and their families</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Ensuring there are appropriate monitoring and moderation arrangements in place in each LA to evaluate the impact of the Act and Code and keep ALP under review</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Early Identification of Needs</i> <ul style="list-style-type: none"> <li>○ Work to develop an understanding of the definition of ALN and guidance on pathways to provision</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <i>Keeping ALP under review</i> <ul style="list-style-type: none"> <li>○ Work to develop guidance for LAs to work with their delivery partners to review ALP in their area</li> </ul> </li> </ul>	<p>to actively engage and participate.</p> <ul style="list-style-type: none"> <li>● <i>Well-being and Resilience</i> <ul style="list-style-type: none"> <li>○ Capacity building activity to develop age appropriate independence, well-being and resilience skills and competencies.</li> </ul> </li> </ul>
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# Carmarthenshire Delivery Plan: 2020-2021

## Key Area 1 - Improvement

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

- 1. Awareness Raising - On-going activity to raise awareness of the culture change and duties under the Act and Code.**
- 2. Self-evaluation and Development - Work to ensure ALN is integrated into settings' self-evaluation and development and curriculum planning**
- 3. Leadership - Ensuring there is appropriate leadership and governance arrangements in place to deliver the plan and implement the Act and Code.**
- 4. Monitoring and Moderation - Ensuring there are appropriate monitoring and moderation arrangements in place in each LA to evaluate the impact of the Act and Code and keep ALP under review**

### **Activities**

- 1. Awareness Raising - On-going activity to raise awareness of the culture change and duties under the Act and Code.**

**Early Years Activity:** Distinct activities to raise awareness. Establish multi agency EY Strategic Group – ALNT workstream plan to include managers and operational. Focus on Inclusive practice, PCP, Integrated multi-agency Early Intervention, Help and Support, shared formative assessment, graduated response/decision making re ALP and LA IDP, transition process into school.

**School based Activity:** Whole school awareness raising e.g. WG fact sheet sharing, Sharing discussion sheet fact sheet through Cluster. Q&A session through Cluster Model. What is the role of the PCP Coach in doing this at a whole school level? Local offer/threshold/criteria. Compare contrast two models of graduated response/decision making process. Regional training

package. Ongoing DDA. Visual and practical awareness raising through live videos which could be recorded for future reference (better engagement with live sessions).

**Post 16 Activity:** Distinct activities. Standing agenda item in Secondary/FE ALNCo forum. Multi agency Post 16 Strategic Group – ALNT workstream plan to include managers and operational. Focus on Inclusive practice and Local Offer development, PCP, Integrated multi-agency Intervention, Help and Support, shared formative assessment, graduated response/decision making re ALP and LA IDP, transition process from school into FE and once we have WG regulations re Specialist Colleges.

**Parent Partnership:** Raising awareness pupils/parents/carers regarding statutory processes, Rights, PCP and transition into the new system. Social media account. Raising awareness amongst professionals of pupil/parent/carer rights in respect of the Act and Code.

**Children and Young People:** Raising children and young people's awareness of their rights to an inclusive education, regarding PCP and the ALNET Act and Code once available. Inclusion in co-constructing Local Offer process. Social media account.

**LA Activity:** Liaising with DECLO to form a cohesive working relationship. Further website development – ensuring an user friendly format which acts as a 'one stop shop' for all. ALNT Strategic group workshops to ensure all Services delivery readiness – Roles and Responsibilities, Inclusion in co-constructing Inclusive Local Offer and IDP process.

## **2. Self-evaluation and Development - Work to ensure ALN is integrated into settings' self-evaluation and development and curriculum planning**

**Early Years Activity:** EYALNCo review transformation for under 5. Working closely with Pems who lead on the early years in the regional workstreams. Promote use of EY self-evaluation ALNT readiness tool to plan development and inclusive curriculum.

**School based Activity:** ALN evaluation tools/readiness tools and p plans to utilise tools in their whole school planning. School to prioritise ALN transformation in their School Development Plan. Schools to include ALN as part of their plans for Schools as Learning Organisations.

**Post 16 Activity:** Sharing ALN evaluation tool with post 16 settings. Review current regional and local post 16 plan. Update the post 16 provision mapping tool.

**Parent Partnership:** Access to the provision mapping and information on the local offer **with opportunities to provide 4 plus 1 feedback that feeds into setting's development plans.**

**Children and Young People:** Opportunities to provide 4 plus 1 feedback that feeds into setting's development plans.

**LA Activity:** ERW Education Support Officers to monitor and review ALN transformation and PCP as part of their support and challenge (self-evaluation, SDP). ERW school improvement officers to join clusters. (ALN SLO - Schools as Learning Organisations) Monitor and review implementation of ALN transformation and schools' readiness to implement PCP. Toolkit has been developed to be utilised by ESASA  
Systemic planning of how self-evaluation tools are used to support core visits, action plan further activity and address areas for development. (core visit 2, spring term)

### **3. Leadership - Ensuring there is appropriate leadership and governance arrangements in place to deliver the plan and implement the Act and Code.**

**Early Years Activity:** EYALNLO recruited and a programme of work for governance arrangements are in place and ongoing planning. Map out the different governance arrangements for the early years providers. Important to map out previous training and information shared within their groups.

**School based Activity:** Linking in with Education Support Officers when overlooking leadership role. Deliver new Code when it is released. Training needed for Heads and Governors. (Governor training 24/11/2020 + 02/12/2020). Should there be an identified Governor for Inclusion? What are the processes to challenge inclusive practices within a school? SDP? Audit Tools? How is this feedback? Are the processes having an impact? All ALNCo will be familiar with the new regulations regarding their new roles and responsibilities.

**Post 16 Activity:** Post 16 lead role to be advertised. Deliver new Code and outline DDA duties and responsibilities.

**Parent Partnership:** Sharing information on the role of leaders (ALNCo, Head, Governor) Family Forum and ensure that all stakeholders can work collaboratively.

**Children and Young People:** Ensure Children and Young People's Participation Officer continues to promote Children's Rights and makes links with ALNET Act and Code.

**LA Activity:** Planning session with Heads regarding the role and responsibilities of the ALNCo under the new code. Once HT are aware activity of this nature needs to be fed through the cluster model – ESAS will be in attendance for the same activity. Do self-evaluation audits need to be amended to reflect the changes in the roles and responsibilities of the ALNCo's? [Activate the ALNT Strategic Group to ensure leadership re delivery across the LA Services and Multi-agency.](#)

#### **4. Monitoring and Moderation - Ensuring there are appropriate monitoring and moderation arrangements in place in each LA to evaluate the impact of the Act and Code and keep ALP under review**

**Early Years Activity:** Local offer, Early Years ALNCo and IDP review process.

**School based Activity:** School to deliver a universal approach with inclusive classroom teaching. School Self Evaluation and provision maps to be in place and reviewed regularly.

**Post 16 Activity:** Local offer and IDP review process.

**Parent Partnership:** Family Forum enabled to influence processes and possible change by working collaboratively. The voice of children and young people to be included and reflected. [Local offer and IDP review process.](#)

**Children and Young People:** Local offer and IDP review process.

**LA Activity:** Complete the local offer for all key areas of ALN. Outline plan for universal inclusive classroom teaching. Sharing the minimum requirement for local offer with Education Support Officers. Self-evaluation audits to be updated to include this minimum requirement? Determine the Moderation process re LA IDPs e.g. Inclusion Panel. Establish the Learning Organisation role and responsibility of the ALNT Strategic Group re evaluating the impact of the ALNET Act and Code and keeping ALP under review.

Input/ Focus/Outputs	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20 New ALN CoP due	Jan 21 EYALNLO in post	Feb 21	Mar 21 New ALN CoP finalised
Improvement	Preparation research							

## **Key Area 2 - Inclusion**

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

- 1. Person Centred Practice (PCP) - Continuing activity to support the development of a PCP ethos across the region.***
- 2. Effective Differentiation - Work to develop rich, inclusive environments in all settings across the region.***
- 3. Understanding Inclusion - Work to promote inclusive policy and practice across the region.***
- 4. Equality Act 2010 - Developing understanding of the duties under the Equality Act and links to the ALNET Act and Code***
- 5. Early Identification of Needs- Work to develop an understanding of the definition of ALN and guidance on pathways to provision***

### **Activities**

- 1. Person Centred Practice (PCP) - Continuing activity to support the development of a PCP ethos across the LA.***

#### **Early Years Activity:**

- Train preschool settings in person centred approaches
- Plan a PCP transition model/process

#### **School based Activity:**

- All schools to complete PCP Coach training
- Outcomes training for all (Fora, Clusters – reference videos)
- Ongoing update/refresh training
- Audit implementation – schools transformation audit – baseline and action planning/measuring progress.

#### **Post 16 Activity:**

- Continue to support the PCP Ethos/training within post 16 settings
- Plan a PCP transition model/process for complex ALN, Yr 9 onwards

#### **Parent Partnership:**

- Appropriate Training and information for pupils/parents/carers on PCP
- Explanation of terminology, preparation for meetings - explanatory videos on social media

#### **Children and Young People:**

#### **LA Activity:**

- Review social care person centred approaches across all social care teams.
- Support, model, challenge, advise.

### **2. *Effective Differentiation - Work to develop rich, inclusive environments in all settings across the LA.***

#### **Early Years Activity:**

- Plan a training module/information to support effective differentiation in the early years

#### **School based Activity:**

- Rerun the differentiation conference and follow up with school-based activities to embed principles (N.B. ERW presentation available to all on line)
- Discuss and plan with ESAs a model to monitor the effective differentiation of skills/activities/curriculum

#### **Post 16 Activity:**

- Invite to the differentiation training

#### **Parent Partnership:**

- Pupil/parent/carer voice
- Family forum

- Local offer shared
- Parents/carers understand differentiation – have their own training to explain this
- Use of social media to share information
- Transparency and equity

### **Children and Young People:**

#### **LA Activity:**

- *Produce supportive differentiation resources collaboratively with ESA and ECPS*

### **3. Understanding Inclusion - Work to promote inclusive policy and practice across the region:**

#### **Early Years Activity:**

- EYALNLO to plan support and guidance

#### **School based Activity:**

- Through the ALNCo Fora/Cluster model continue a rolling programme of examples of good practice and review. Updating of Inclusion Policy in line with the final CoP.

#### **Post 16 Activity:**

- PSALNLO to plan support and guidance (N.B. 16plus ALNT lead promoted last year and FE colleges have received common training) activity

#### **Parent Partnership:**

- Awareness raising to promote inclusive policy and practice, highlighting and showcasing good examples
- Family Forum – promoting the contribution of families
- Social media

## Children and Young People:

### LA Activity:

- Refresh Inclusion Strategy
- Rewrite updated version on the Inclusion Handbook/Guidance documentation
- Guidance/model on a good Inclusion Policy.

## **4. Equality Act 2010 - Developing understanding of the duties under the Equality Act and links to the ALNET Act and Code**

### Early Years Activity:

### School based Activity:

Engage with all legal training provided by the LA. Ensure that all key documentation i.e. policies, reference the legal expectation. Cascade the expectations throughout their setting.

### Post 16 Activity:

### Parent Partnership:

- Raising awareness
- Dispute resolution
- Family forum
- Social media
- Awareness of the terms used within the Equality Act and ALN Act and Code

## Children and Young People:

**LA Activity:**

- To plan further legal training for Headteachers and ALNCOs on the duties, all of the above to have access to the training and resources produced. [Consider e learning module already available and adapt if needed.](#)

**5. Early Identification of Needs- Work to develop an understanding of the definition of ALN and guidance on pathways to provision (local offers)****Early Years Activity:**

- EYALNLO to develop local offer/guidance on pathways to provision working collaboratively with ECP/EY Sector/Health/Social Care – disability services including identification of ALN process, tools and graduated response.
- EY LA IDP process
- Consider the model of ECP assessment and input for IDP/ALP

**School based Activity:**

- Cluster groups to consider and revisit the definition of ALN
- Share guidance on threshold criteria/IDP ownership/ IDP transfer
- Consider the model of ECP assessment and input for IDP/ALP
- Local offer for schools to be developed collaboratively with ECPS/Health

**Post 16 Activity:**

- P16ALNLO to develop local offer/guidance on pathways to provision from Yr 9 onwards, working collaboratively with schools/ECP/Health/Social Care
- Consider the model of ECP assessment and input for IDP/ALP at post 16

**Parent Partnership:**

- Family Forum
- Awareness raising
- Social media

- FLO contact with individual families to address concerns and resolve potential disagreements at a local level using early intervention model
- Include in part of the Local Offer co-construction process

**Children and Young People:**

- Include in part of the Local Offer co-construction process

**LA Activity:**

- Create managers steering group to consider the LAs process for placement and ownership of IDPs an the above.
- Establish a task and finish group to complete thresholds for provision activity, process and guidance. Link to IDP workstream around IDP ownership.
- Review placement processes to reflect the change in ownership of IDP
- Review of funding mechanism for schools/settings to access provision
- Commission legal advice on funding/process of allocation of ALP

Input/ Focus/Outputs	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20 New ALN CoP due	Jan 21 EYALNLO in post	Feb 21	Mar 21 New ALN Cop finalised
<b>Inclusion</b>	Preparation research							



## **Key Area 3 - Integration**

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

- 1. *Requesting Advice & Guidance* - Developing protocols for responding to requests for advice and guidance between key delivery partners within statutory time frames.**
- 2. *Developing Multi-agency Understanding* - Work to develop an understanding of the roles, responsibilities and working frameworks of different practitioners.**
- 3. *Independent Advocacy Services* - Mapping independent advocacy services across the region and exploring opportunities for integration**
- 4. *Early Disagreement Services*- Work to develop integrated early disagreement services and processes.**
- 5. *Keeping ALP under review* - Work to develop guidance for LAs to work with their delivery partners to review ALP in their area**

### ***Activities***

- 1. Requesting Advice and Guidance - Developing protocols for responding to requests for advice and guidance between key delivery partners within statutory time frames.**

**Early Years Activity:** EYALNLO to map and review current services and existing protocols in conjunction with delivery partners and designated ECP and to devise any new or revised protocols that will be required in line with new ALN Code.

**School based Activity:** To review and adapt current IDP practise and implementation in the light of the new guidance document and ALN Code. Inclusion Department support will be made available to support and monitor this process.

**Post 16 Activity:** Recruit Post 16 Lead Officer. Post holder and designated ECP to map and review current Post 16 services and existing protocols in conjunction with schools, FEI's and other Post 16 providers that will be required in line with the new ALN Code.

**Parent Partnership:** Designated points of contact within the LA – FLO's. Share Carmarthenshire's Guidance with families and independent advocacy services. Establish Focus Group (Family Forum) to undertake consultation regarding new developments and subsequently regional Family Fora to share information disseminated at ALNCo Fora.

**Children and Young People:** Designated points of contact within the LA – FLO's and SNAP. Share Carmarthenshire's Guidance with children and young people and independent advocacy services.

**LA Activity:** LA to produce guidance document for EY practitioners/schools/ FEIs and all services as key delivery partners with regards to process and time frames. Guidance document to be agreed by LA's ALNET Strategic group and shared via Head Teachers' Meetings and Clusters for ratification. LA to produce guidance on Carmarthenshire's ALN processes for families and children and young people. LA to facilitate Young People's Participation Groups. LA to create guidance to schools on learner involvement in the process in line with the Welsh Government's Guidance and the UNCRC.

## **2. Developing Multi-agency Understanding - Work to develop an understanding of the roles, responsibilities and working frameworks of different practitioners.**

**Early Years Activity:** Early years practitioners and organisations to be informed of the new roles, responsibilities and expectations of the ALNCo, DECLO and EYALNLO and all delivery partners. Early years providers to be informed of their roles and responsibilities in the coordination and delivery of the ALN Act.

**School based Activity:** Headteachers, Governing Bodies and school-based staff to be informed of the new roles, responsibilities and expectations of the ALNCo, DECLO, EYALNLO and Post 16 ALNLO and all delivery partners.

**Post 16 Activity:** Post 16 practitioners to be informed of the new roles, responsibilities and expectations of the ALNCo, DECLO, Post 16 ALNLO and all delivery partners. Post 16 providers to be informed of their roles and responsibilities in the co-ordination and delivery of ALP.

**Parent Partnership:** Families to be informed of the new roles, responsibilities and expectations of the ALNCo, DECLO, EYALNLO and Post 16 ALNLO and all delivery partners.

**Children and Young People:** Children and young people to be informed of the new roles, responsibilities and expectations of the ALNCo, DECLO, EYALNLO and Post 16 ALNLO and all delivery partners.

**LA Activity:** To update current departmental structure and to develop the understanding of the roles, responsibilities and working frameworks of different practitioners and to consider departmental steering and compliance approaches. To disseminate and inform ALNCOs and the EYALNLO of their roles and responsibilities. LA to gather information from partner services' requirement for further training and support in relation to ALN Transformation. *Do we need workshops to explore together for each area/process our shared and distinct Roles and Responsibilities?*

### **3. Independent Advocacy Services - Mapping independent advocacy services across the region and exploring opportunities for integration**

**Early Years Activity:**

**School based Activity:**

**Post 16 Activity:**

**Parent Partnership:**

- SLA with SNAP Cymru
- Work closely and collaboratively with other independent advocacy services to achieve best possible outcomes for children and young people and their families.
- ???Mapping exercise???

**Children and Young People:**

**LA Activity:** ALN Managers to discuss, at a regional level, the concept of having a regional advocacy service.

#### **4. Early Disagreement Services- Work to develop integrated early disagreement services and processes.**

##### **Early Years Activity:**

##### **School based Activity:**

School to be aware of the support that is available – shared via clusters. Reference this when working with families.

##### **Post 16 Activity:**

##### **Parent Partnership:**

- SLA with SNAP Cymru around Dispute resolution
- Contact with FLO's using Early Intervention model
- Family Forum
- Sharing information with schools about the Early Intervention model

##### **Children and Young People:**

**LA Activity:** Create a document outlining how Carmarthenshire work effectively with families. Explore opportunities to work collaboratively with wider advocacy services available to families.

#### **5. Keeping ALP under review - Work to develop guidance for LAs to work with their delivery partners to review ALP in their area**

**Early Years Activity:** EYALN Lead officer / designated ECP to develop model of reviewing ALP in pre-school settings, to create set of key questions for a range of early years settings to support the delivery of ALP.

**School based Activity:** Reviewing ALP through provision mapping. Trial the provision mapping tool. Sharing and implementation of Local Offer through cluster working.

**Post 16 Activity:** Share review document. FEIs to consider if they are willing to adopt approach. Discussion regarding co-monitoring of ALP. Regular meetings with the Post 16 ALNLO regarding key areas of support. Liaising with FEIs regarding SENTW.

**Parent Partnership:** Sharing of Local Offer through a variety of means i.e. online etc. Share information about ALP and ensure that there is transparency. Understanding of new terminology and understanding the right to request a review of their child's ALP through the process of annual review. *Process to engage in review of ALP through Local Offer 4 plus 1 evaluation.*

**Children and Young People:** Sharing of Local Offer through a variety of means i.e. online etc. Share information about ALP and ensure that there is transparency. Understanding of new terminology and understanding the right to request a review of their ALP through the process of annual review. *Process to engage in review of ALP through Local Offer 4 plus 1 evaluation.*

**LA Activity:** Range of self-evaluation tools created/ ALN key questions for ESAs/ALN readiness tool/development of systemic approach to ALP review with delivery partners / completion and trial of provision mapping tool. LA to consider universal, targeted and specific intervention in mainstream and specialist settings. *Co-construction of Local Offer re Inclusive Education and ALP process established with all delivery partners and parents and children and young people. Standing item on ALNT Strategic Group meetings.*

Input/ Focus/Outputs	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20 New ALN CoP due	Jan 21 EYALNLO in post	Feb 21	Mar 21 New ALN CoP finalised
Integration	Preparation research							

## Key Area 4 - Independence

**Independence - Activity that develops independence and resilience in learners across the 0 – 25 age range**

- 1. Individual Development Plans- Continuing activity to roll-out regional IDP format and effective writing of outcomes. Linking IDPs to other key health and social care plans**
- 2. Transition Planning- Ensuring there is developmentally appropriate activity that supports transition at each stage.**
- 3. Accessible Information and Advice - Ensuring there is accessible information and advice provided by LAs and their delivery partners**
- 4. Enabling Participation - Capacity building activity to ensure settings can support learners and their families to actively engage and participate.**
- 5. Well-being and Resilience - Capacity building activity to develop age appropriate independence, well-being and resilience skills and competencies.**

### **Activities**

- 1. Individual Development Plans- Continuing activity to roll-out regional IDP format and effective writing of outcomes. Linking IDPs to other key health and social care plans**

**Early Years Activity:** EYALNLO has recently been appointed and strategic planning and collaborative working is underway including with DECLO, Disability Lead and LACE. Develop a training programme to support process.

**School based Activity:** ALNCo to start developing outcomes at annual reviews. Include details of health care plans and reference social care plans in the IDP. Include ALN transformation in the SDP. Review school readiness survey/PCP Audit? Develop action plan.

**Post 16 Activity:** A new appointment of a P16ALNLO will soon be in place. Continued collaborative planning. Trial new IDP template.

**Parent Partnership: Website.** Sharing information on what an IDP will look like from Person centred planning, to quality outcomes to review.

**Children and Young People:** Sharing information on what an IDP will look like from Person centred planning, to quality outcomes to review.

**LA Activity:** Roll out of regional IDP template. Mop up training to target schools who have not undergone PCP training. Using ALNCo Cluster platform to quality assure outcomes for varying needs. Training on outcomes. Produce a guidance document for producing IDP. Easy read/IDP profile page/snapshot document? Quality assure outcomes from review from review paperwork. Amending inclusion paperwork? Liaising with DECLO

## **2. Transition Planning- Ensuring there is developmentally appropriate activity that supports transition at each stage.**

**Early Years Activity:** EYALNLO to link in with all agencies supporting the early year sector. EYALNLO to coordinate the writing of IDPs for pupils requiring a specialist setting.

**School based Activity:** Ensuring a multi-agency approach to planning for transition. Inviting CDT Keyworker/ transition review officer to review for early planning.

**Post 16 Activity:** Early sharing of IDP with post school (including post 16, post 18 and 19) settings. Early planning with careers wales and CSG to map out potential key reviews. Clear and transparent guidance on pathways to transition between phases.  
Parent Partnership:

**Parent Partnership:** Co-construct good person-centred transition guide (transition protocol) document.

**Children and Young People:** Co-construct good person-centred transition guide (transition protocol) document.

**LA Activity:** Develop good transition guide (transition protocol) document. Share with Headteachers – request ALNCo from CSG meet with school ALNCo each year for planning meeting. CSG ALNCo to attend identified reviews. Pupils identified from as early as Year 9.

### **3. Accessible Information and Advice - Ensuring there is accessible information and advice provided by LAs and their delivery partners**

**Early Years Activity:** Entry to Education team meetings (West and East) – use to disperse information. EYALN Lead officer to coordinate information sharing.

**School based Activity:** IDP planning and review meetings to model good, person-centred practices, including sharing resources.

**Post 16 Activity:** 6<sup>th</sup> forms and College mentors to promote students' involvement in planning their provision and distribute information and resources. Post-16 implementation plan (working in liaison with Coleg Sir Gar and Ceredigion). ALN Advisory teacher to lead on post-16 – to be appointed – sharing information. Clear and transparent guidance on pathways to transition between phases to be shared.

**Parent Partnership:** Website, drop-in sessions. Child and parent friendly resources, including accessibility. [Access to advice from FLOs and Parent Partnership Service.](#)

**Children and Young People:** Website, drop-in sessions. Child and parent friendly resources, including accessibility. [Access to advice from FLOs and Parent Partnership Service.](#)

**LA Activity:** Primary and Secondary ALNCO fora, Secondary ALNCO forum, clusters, MS Team channels, sharepoint - use to share information. Training – PCP Coaches, Assistive Technology, CHATT, ELKLAN, Communication friendly classrooms. Literacy. ASD Info Wales. Bespoke ASD, Dyslexia, Sensory Impairment training around individuals. [CCC website, FIS website etc re Local Offer re Inclusive Education, identification of ALN and ALP, Support Services, ALNET Act and Code local processes -> Revised Inclusion Handbook .](#)

### **4. Enabling Participation - Capacity building activity to ensure settings can support learners and their families to actively engage and participate.**

**Early Years Activity:** EYALN Lead officer to coordinate sharing of good practice and capacity building.

**School based Activity:** ALN Transformation readiness survey. Schools to complete again to monitor progress. Inclusive schools/PCP - embedded.

**Post 16 Activity:** Coleg Sir Gar have completed PCP audit and developed action plan – this to be taken forward, rolled out and monitored.

**Parent Partnership:** parental questionnaire developed and shared with parents. Young person advocacy service. Voice of the child.  
[Access to advice from FLOs and Parent Partnership Service.](#)

**Children and Young People:** [Access to advice from FLOs and Parent Partnership Service, Children and Young People’s Advocacy Service.](#)

**LA Activity:** School readiness audit completed, and schools will be asked to re-visit the audit so progress can be monitored. Advisory teacher reviewed Coleg Sir Gar PCP audit/ action plan and supporting with monitoring of it. Also see Post-16 Local Implementation Plan. Training, as above.

## **5. Well-being and Resilience - Capacity building activity to develop age appropriate independence, well-being and resilience skills and competencies.**

**Early Years Activity:** EYALNLO to coordinate.

**School based Activity:** Healthy schools wellbeing and anxiety packs (primary and secondary), EPS + Behaviour Manager have distributed wellbeing packages and training. School refusal through anxiety training to be delivered by ECP and School Safeguarding team. Emotional literacy screening tools and interventions. Daily check-ins, including for example SPEAKR, key adult. Use of person-centred tools with learners. Youth workers used to engage reluctant learners. Area 43 school based counselling, now rolling out to year 5 and below.

**Post 16 Activity:** Link with Health (DECLO) and post-16 providers.

**Parent Partnership:** Family Liaison Officers to support and promote independence for well-being.

**Children and Young People:**

**LA Activity:** Emotional literacy screening tool, restorative practice pilot schools, trauma informed trained schools. Cynydd emotional support element. Behaviour, Inclusion and ECPS working collaboratively to support children, under transformation of behaviour. [Healthy Schools initiatives](#). [Corporate Parenting Emotional Health Team support and LAC Emotional Support Plans](#).

Input/ Focus/Outputs	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20 New ALN CoP due	Jan 21 EYALNLO in post	Feb 21	Mar 21 New ALN CoP finalised
<b>Independence</b>	Preparation research							

<b>Input/ Focus/Outputs</b>	<b>Aug 20</b>	<b>Sept 20</b>	<b>Oct 20</b>	<b>Nov 20</b>	<b>Dec 20 New ALN CoP due</b>	<b>Jan 21 EYALNLO in post</b>	<b>Feb 21</b>	<b>Mar 21 New ALN CoP finalised</b>
<b>Improvement</b>	Preparation research	Local Offer EY – LA and Health, including identification of ALN process/tools/ graduated response	LA IDP Process – ECP input into all U 5s IDPs	PCP Transition Process into school – ECP input	ETE and CDT Redesign – ECP input	Consult stakeholders and tweak – support EYALNLO	ALN Manual/Handbook Content – support EYALNLO	Training Content– support EYALNLO
<b>Inclusion</b>	Preparation research	Local Offer Schools; LA Specialist Setting and Specialist Support including EOTAS – LA and Health, including identification of ALN process/tools/ graduated response	LA IDP Process – ECP input into all Complex needs and EOTAS IDPs	PCP Transition Process KS2/3 – ECP input	Statement to IDP conversion process – ECP input	Consult stakeholders and tweak – support ALN Process Manager	ALN Manual/Handbook Content – support ALN Process Manager	Training Content– support ALN Process manager
<b>Integration</b>	Preparation research	Local Offer 16+ – LA and Health, to include current, developing and gaps to address	PCP Transition Process for complex ALN Year 9 on – ECP input	LA 16 Plus specialist ALP assessment IDP Process – ECP input into all IDPs for	Develop ECP Assesment toolkit and model reports in line with WG regulations	Consult stakeholders and tweak – support 16+ALNCO	ALN Manual/Handbook Content – support 16+ALNCO	Training Content– support 16+ALNCO

				Specialist College				
<b>Independence</b>	Preparation research	Agree Local Offer EY/School/16+ – LA and Health, including identification of ALN process/tools/ graduated response	Agree LA IDP Process – ECP input into all U 5s IDPs, LA IDP school, EOTAS and 16+	Agree PCP Transition Process – ECP input	Agree ETE and CDT Redesign etc. – ECP input	Consult stakeholders and tweak – support above and agree final	ALN Manual/Handbook Content – support above and agree final	Training Content– support above and agree final

N.B. Timeframes will need to be adjusted as some key ALN officers will not be in post at start of plan. Also Final ALNET Code will not be with us in September 20 due to COVID-19 delaying WG plan. It is likely that the Spring term 21 will require considerable activity and carry over into the Summer term 21.

Next Step: Summer Term Training all Partners and Stakeholders in ALN processes for September 2021 delivery.

Angela Davies, PECP with Elinor Williams and Rebecca Williams, ALN Managers 15/7/20