Supplementary guidance: additional learning needs

Autumn 2024

This guidance is also available in Welsh.

The purpose of Estyn is to inspect quality and standards in education and training in Wales. We are responsible for inspecting:

- ⅄ nursery schools and settings that are maintained by, or receive funding from, local authorities
- ⅄ primary schools
- ⅄ secondary schools
- ⅄ all-age schools
- ⅄ special schools
- ⅄ learner referral units
- ⅄ independent schools
- ⅄ further education
- ⅄ independent specialist colleges
- ⅄ adult learning in the community
- ⅄ local government education services
- ⅄ Welsh immersion arrangements in local authorities
- ⅄ youth work services
- ⅄ initial teacher education
- ⅄ Welsh for adults
- ⅄ work-based learning
- ⅄ learning in the justice sector

We also:

- ⅄ report to Senedd Cymru and provide advice on quality and standards in education and training in Wales to the Welsh Government and others
- ⅄ make public good practice based on inspection evidence

What is the purpose?
To provide further guidance to inspectors, to use alongside the sector guidance, when evaluating the outcomes and provision for learners with additional learning needs.
For whom is it intended?
For non-maintained nursery settings, maintained and independent schools, special schools, further education colleges, independent specialist colleges and pupil referral units.
From when should the guidance be used?
September 2024

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Supplementary guidance

The key Estyn documents that guide inspection activity are the inspection guidance handbooks for each sector. However, we also produce supplementary guidance to help inspectors to consider specific aspects of education and training further.

The supplementary guidance documents set out some key principles, considerations and resources for inspectors. They relate to all sectors that we inspect, unless they state that they are for a specific sector. They expand on certain aspects of education/training (e.g. the inspection of literacy) or on ways of conducting inspections (e.g. the use of learning walks) or specific inspection arrangements (e.g. guidance on inspecting church schools).

The supplementary guidance documents do not aim to be comprehensive. Inspectors are not required to work through them exhaustively when covering any specific aspect on an inspection. However, inspectors may find them useful when responding to specific emerging questions that arise during inspections or when they wish to reflect or investigate further.

The supplementary guidance documents may help schools gain an understanding of our inspection arrangements. They may also be helpful to schools in evaluating specific aspects of their own provision.

Our inspection work is based on the following principles:

- Inspectors will approach inspection with a positive mindset to ensure it is the best possible professional learning experience for the staff in each school
- Inspectors will take a learner-focused approach to inspection
- Inspectors will always focus strongly on the quality of teaching and learning
- Inspectors will seek out well-considered innovative practice
- Inspectors will tailor the inspection activities according to the circumstances in each school as far as possible
- Inspectors will be agile and responsive to emerging findings and will use the increased range of inspection tools and approaches available
- Inspectors will consider everything in the inspection framework, but will only report on the key strengths and weaknesses within each school

Introduction

This guidance replaces our previous guidance on 'learners with additional learning needs (ALN) 2022'. It supports inspectors in evaluating the outcomes and provision for learners who have additional learning needs (ALN). It includes helpful information to support the inspection of outcomes and provision for learners with ALN.

Inspectors should use this guidance alongside their own sector guidance. They may also find it helpful to refer to our supplementary guidance on related issues that influence outcomes and provision for these learners, for example, on reducing the impact of poverty on educational attainment and well-being.

ALN Reform

The Additional Learning Needs and Education Tribunal (Wales) Bill was passed by the National Assembly for Wales in December 2017. The legislation received Royal Assent in January 2018 and became the [Additional Learning Needs and Education Tribunal (Wales) Act 2018](#) ('the Act': National Assembly for Wales, 2018). The Act made provision for a new statutory framework for supporting children and young people with ALN.

Under the Act, the term special educational need (SEN) was replaced with the term additional learning need (ALN). The term 'special educational provision' was replaced with 'additional learning provision'. The implementation of these changes was originally scheduled to take place over a three-year period, from September 2020 to August 2023 alongside delivery of the wider ALN transformation programme. However, due to the impact of the COVID-19 pandemic, this period did not commence until September 2021. During the implementation period existing SEN legislation continues to apply and will continue to do so until the implementation period is concluded. Further information on the key changes introduced by the Act can be found in [Appendix 1](#).

Over recent years, there has been variation in how schools and local authorities (LAs) have used the terms 'SEN' and 'ALN.' During the implementation period, it is likely that there will continue to be inconsistency in the terminology used by different schools. In particular, the term SEN may still be used during the period of implementation for those learners who have a statement of SEN rather than an individual development plan (IDP). Inspectors should not focus on the terminology used. Instead, they should evaluate how well the school plans, monitors and reviews provision for all learners who have ALN.

Iaith Pawb, the Welsh Assembly Government's action plan for a bilingual Wales, acknowledges the right of learners with ALN to receive provision in the language of their choice as set out in the revised special educational needs Code of Practice for Wales (2004).

The ALN Code for Wales contains statutory guidance schools, further education institutions, local authorities, NHS bodies and others on the additional learning needs system. You can find the Code here: [The Additional Learning Needs Code for Wales 2021 (gov.wales)](#). Further, in 2023 Estyn completed a thematic review of the

implementation of the reforms, it can be found here: [The new Additional Learning Needs system | Estyn (gov.wales)](#).

All independent schools in Wales are required to comply with the Independent School Standards (Wales) Regulations 2024. These regulations require a school to make appropriate provision for all learners, including those with ALN. Since November 2020, it is a requirement that all applications to register an independent school must include information as to the types of ALP to be made by the school. However, independent schools and independent specialist colleges are not required to have regard to the Code and no requirements are imposed on them by it.

Estyn Inspection Framework

Inspectors should ensure that an evaluation of the three inspection areas includes consideration of the outcomes and provision for all learners, including those with ALN.

Inspection area 1: Teaching and learning

Evaluations on the progress of learners who have ALN will need to take account of the information available on their individual needs and abilities. Evaluations will take account of their attainments and achievements in relation to agreed individual learning goals.

Pupil Level Annual School Census (PLASC) categories

PLASC refers to the following categories of ALN:

- General learning difficulties
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Dyslexia
- Dyscalculia
- Dyspraxia
- Attention deficit hyperactivity disorder (ADHD)
- Autistic spectrum disorders (ASD)[1]
- Physical and medical difficulties
- Hearing impairment (HI)
- Visual impairment (VI)
- Multi-sensory impairment (MSI)
- Speech, language and communication difficulties
- Behavioural, emotional and social difficulties (BESD)[1]
- Specific learning difficulties (SpLD)

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[1] We use the terms autistic spectrum conditions (ASC) and social, emotional, and mental health difficulties (SEMH) when referring to these categories of ALN.

It is not always appropriate to evaluate standards and progress of different groups, especially where there are small numbers of learners within a particular group. It is important to recognise that these learners may be making strong progress in relation to their starting point and their individual needs.

However, where a particular group of learners is making better or worse progress than the overall cohort or other groups of learners with ALN, inspectors may consider it helpful to include a reference to this in the report.

- Are learners making good progress in their learning from their individual starting points?
- Are learners aware of the progress they are making, and do they actively participate in setting targets for improvement where this is appropriate?
- Do learners achieve the expected objectives contained in their IDPs?
- Are targets for development relevant and sufficiently challenging? Are they linked to IDPs?
- If different groups of learners are making particularly good or poor progress, why is this?

Learner progress rates for those with ALN

When inspecting schools, inspectors should be wary of comparing the performance of learners with ALN with that of their peers who do not have ALN. It is likely that many of them will not achieve as well as their peers in relation to skills or areas of the curriculum. However, they may have made strong progress over time in relation to their individual starting points. Where learners with ALN make strong progress, this should be recognised in the report. Examples of this could be where:

- a learner with communication difficulties gains the confidence to communicate with their peers and take part in a school assembly
- a learner with poor co-ordination skills learns to put on their coat at playtime
- a learner with behavioural, social and emotional difficulties gains the necessary qualifications to move on to a college placement or employment
- a learner with autistic spectrum condition (ASC) successfully completes a work experience placement

- How do completion rates of courses for learners and qualifications compare for learners with ALN and to those of other learners?
- How well do learners with ALN apply their skills, knowledge and understanding to new situations including outside of the classroom?
- Do learners' specific difficulties, such as poor concentration or weak communication skills, hinder their progress and access to the whole curriculum?
- Do learners successfully apply the knowledge and skills they develop in 1:1/ small group sessions to the whole-class situation and wider school life?
- Do learners use communication aids/ non-verbal communication effectively to express their needs and opinions and to interact with others?
- Do learners develop their physical/fine motor/gross motor skills suitably?
- Do learners develop the skills that they will need to prepare them for future life?

- Do learners develop appropriate independence and decision-making skills including self-care, personal hygiene, managing money?

Developing positive attitudes to learning

- Do all learners display positive attitudes towards disability and ALN?
- To what extent do learners with ALN respond positively to opportunities to take part in a range of physical activities? For example, through lunch clubs and after school clubs.
- Do learners with ALN have positions of responsibility within the school? For example, membership of the school council, peer mentorship.
- Do learners with ALN feel that adults in the school listen to their views?
- Are learners with ALN involved in the process of decision making, where these decisions affect them?
- Do learners have any curriculum needs that are not being provided by the school?
- How well do programmes of study meet the needs of learners with significant learning difficulties?
- Does the school provide additional learning experiences for learners that are appropriate for their needs?
- How well does the school combat the difficulties of gaps in learning and repeated curriculum for learners who have had numerous placement moves?
- How well does the curriculum provide opportunities to develop learners' literacy, numeracy and ICT skills in relation to individual starting points?
- To what extent does the curriculum enable learners to develop skills that prepare them well for the next stage of learning and life? For example, independence, self-care or money management.
- Are there sufficient opportunities for learners to develop their skills in practical, real-life situations?
- Do materials and methods of delivery make the curriculum accessible to all learners?
- Does the curriculum provide suitable opportunities for learners with ALN to develop, where appropriate, their Welsh language skills?
- Do learners who access the curriculum using British Sign Language (BSL) or sign supported English (SSE), braille or large print have support to do so when they need it?

Teaching

- Are the teaching methods used successful in engaging all learners?
- Do practitioners intervene appropriately in learners' play and independent learning to develop their skills at a suitable level?
- How effective is the use of targeted individual/group sessions for learners?
- To what extent does teaching consider the needs of individual learners?
- Is work suitably challenging and demanding for all learners?
- How effective are the school's early intervention procedures?
- To what extent does teaching enhance learners' knowledge, understanding and skills?
- Do staff have high expectations and provide demanding work to meet the needs

of all learners?

Assessment

- Do staff provide feedback in ways that are meaningful to learners? Does this feedback meet their individual needs?
- To what extent are learners engaged in meaningful activities that demonstrate an understanding of their own performance and the steps they need to take to improve?
- Does the school use a range of appropriate additional assessment tools and procedures for identifying the needs of learners?
- Does the school have appropriate systems in place for tracking the progress of learners with ALN?
- Does the school use assessment data well to monitor the progress of learners with ALN and plan the curriculum and/or support needs of learners in a timely manner?
- How effective are annual reports to parents and carers? Are they clear and personal and based on a sound understanding of the learner? Do they provide a good enough account of the progress made by individuals?
- Do reports to parents and carers link well enough to targets contained in IDPs?

Written feedback

Not all learners will be able to access written feedback. Inspectors should consider whether written feedback helps learners to understand what they need to do to improve their work, and whether feedback does actually lead to improvement. If this is not the case, it may be more effective to provide verbal feedback.

Progress in skills

When inspecting progress in skills, it is also important to consider the skills that learners need to help them in their daily lives and to prepare them for the future. This could include, for example, taking off and putting on their shoes, using the toilet independently, learning to read a bus timetable, managing their money, paying bills, asking for help when out in the community, recognising signs and symbols.

When evaluating the progress of more able learners with ALN, inspectors should focus on the progress they have made in relation to their individual starting points but may also consider how this relates to the progress of learners of similar cognitive ability with no ALN.

Progress in relation to starting points

There are different ways in which schools measure a learner's starting point. This may include:

- Observation by the class teacher and other relevant staff
- Formal assessment of a learner's personal and social, literacy and numeracy skills
- Information from a learner's IDP

- Information from specialist reports, for example those of an educational psychologist, speech and language therapist, occupational therapist
- Information from a previous school

Inspectors will consider how well the school uses the information available to it elsewhere in the framework, notably inspection area 2 (2: Well-being, care, support and guidance) and inspection area 3 (3: Leading and improving). The focus in this inspection area will be on the information this evidence tells inspectors about the progress learners make in their learning.

There is no agreed expectation as to how much progress a learner should make in relation to their starting point, as this will vary according to the ability and needs of every individual learner. Similarly, many learners with ALN do not make consistent ('linear') progress in their skills development. For example, learners with ASC often have a 'spiky profile' with different levels of skill within an overall area, such as exhibiting strengths in word recognition and spelling yet struggling with their comprehension.

Schools will use a range of approaches to evaluate the progress made by learners with ALN. Inspectors should check carefully that these approaches are robust and that the information they provide is accurate and reliable.

Inspection area 2: Well-being, care, support and guidance

Attendance

When considering the attendance rates of learners with ALN, it is important to consider factors such as illness (associated with conditions) and appointments (medical, therapeutic).

With learners who have emotional or behavioural difficulties, it is more important to consider their improved attendance over time. In many cases, these learners will have a poor attendance history, and may have attended several different schools. For these learners, significant improvements in engagement in education should/could be considered as progress within inspection area 1.

Relevant Welsh Government guidance can be found here: [Belonging, engaging and participating: Guidance on improving learner engagement and attendance](#).

Part time timetables

Often these are used to support learners in improving their attendance and reintegration into education. These should be used as part of a plan moving towards full time education as a short-term measure only.

The guidance states that: If a school places a compulsory school age pupil on a part time timetable, for example as part of reintegration, then the school is authorising the pupil's absence from the sessions not in the timetable. That absence should be recorded under Code C. Schools should not place pupils on part-time timetables for

an indefinite period and should review the timetable on a regular basis.

It is important to consider the impact these have on learners' access to the whole curriculum. More information from our thematic report on the experiences of EOTAS learners can be found here: Equity of curriculum experiences for pupils who are educated other than at school (EOTAS) | Estyn (gov.wales).

- How do attendance rates of learners with ALN compare to those of other learners?
- Do learners with poor attendance improve their attendance over time?
- How do exclusion rates of learners with ALN compare to those of other learners? (This applies to both internal and external exclusion)
- Is there a reduction in the exclusion rates of individual learners over time?
- Do learners have opportunities to develop resilience in their learning?
- Do all learners show interest in their work and engage well in tasks?
- Are all learners making progress in taking responsibility for their actions and their work?
- In relation to their identified need do learners, particularly those with SEMH, demonstrate good behaviour in lessons and during breaktimes?
- Are support staff used effectively to support learning and behaviour?[2]

Support staff

Within schools and colleges, learners may have allocated support, which is recorded in their IDP. This is often referred to as 1:1 support. There are important considerations to be made where there is 1:1 support.

Unless clearly specified in a learner's IDP, support does not have to be provided by a single member of staff. Generally, it is good practice for the work to be shared, so that the learner does not become over-dependent on one person. The member of staff may support the learner alongside other learners. The member of staff should not normally sit alongside the learner at all times, as this can limit independence and make it difficult for a learner to develop relationships with their peers, promoting independence is very important. It is better for a learner to complete a few maths questions independently than to finish all the work with help.

Learners should be allowed to make mistakes and correct them on their own, rather than being told every time they make a mistake. Where inspectors have concerns about the model of support deployed, they should check with the school what arrangements are in place to develop the learner's independence.

- Where applicable, are learners consulted about when it is most appropriate for them to be withdrawn from the work of the class group for individual work?
- Are learners grouped in a way that best helps them to learn, including withdrawal groups and small class groups?

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[2]Throughout this guidance the term 'support staff' 'is used to denote staff, other than teachers, who are employed to support learners with additional learning needs. For example, learning support assistants, behaviour support assistants and communication assistants.

- Do learners attending specialist classes or small groups have a range of experiences, including collaborative work with other learners?
- Do seating arrangements meet the needs of learners with ALN**?**
- Are all staff supporting learners with ALN aware of targets in IDPs?
- How well do support staff understand and use strategies to support individual learners' ALN?

Withdrawal for individual/group sessions

Depending on the context, learners may be withdrawn from class for individual or group sessions. Alternatively, they may receive targeted interventions within the classroom.

In general, schools should try and avoid withdrawing learners too frequently, as this can mean that they miss out on interaction with others. Where specialists, such as therapists or VI/HI/SpLD teachers work with individual learners, it is helpful if this work can take place in the classroom, so that mainstream staff can benefit from the specialist intervention.

Adaptations to the curriculum

Where there is good practice, staff do not simply adapt work that has been prepared for the rest of the class. Instead, they consider all learners from the start, and prepare work and teaching approaches that meet their needs. Appropriate 'adaptations' include producing braille or large print copies for learners with visual impairment, making use of learners' special interests to engage them in learning or providing learners with ASC with regular movement breaks to help reduce the anxiety associated with a busy classroom, refocus and become calm.

Identifying and supporting needs

- Does the school have robust systems in place for identifying the ALN of individual learners when they start at the school?
- To what extent do learners with ALN leave the roll of school before the completion of either statutory education or their course? What reasons are provided for this and how is this information shared with governors or the local authority?
- Are there close links and good joint planning between any resource provision and mainstream provision?
- Is learning support appropriate? Does the school have a good enough understanding of the effectiveness of support?
- How effective is the school in making appropriate provision for learners with emotional and social needs?
- Where applicable, are special examination arrangements well planned, and discussed and agreed with learners?
- Where applicable and appropriate, are there well-developed plans for transition back to mainstream provision?

Planning for transition

There is a clear link between poor transition and poor outcomes for children. Unsuccessful transition may lead to poor attendance and disengagement from education. Learners will go through several periods of transition throughout their school life, and especially for those with ALN, these should be planned carefully.

Learners should be involved in discussions and planning for transition, where possible. Research has shown that using a person-centred approach to transition helps improve the experience of children and their families. Any additional support identified for transition can be documented in the IDP to enable that action is taken at the appropriate time. Transition planning combined with IDP reviews can be an efficient and effective way of using resources.

For more information about how to support learners during specific periods of transition, such as transition into a learner's first education setting, or transition into a new setting, please see The Additional Learning Needs Code for Wales 2021.

Inspectors will also consider how well the school manages transitions of learners with ALN within the school setting or school day, for example where learners attend a specialist class within the mainstream school.

- Does the school have a clear policy around the use of restrictive physical intervention? Does this meet the expectations in national guidance such as Welsh Government circular 272/2021: 'Keeping Learners Safe – The role of local authorities, governing bodies and proprietors of independent schools under the education act 2002' and 'Safe and effective intervention: use of reasonable force and searching for weapons', Welsh Government guidance document 097/2013?
- Are staff appropriately trained, where appropriate, in restrictive physical intervention?
- Does the school have appropriate systems to record incidents, including reporting to relevant bodies? Do staff follow these procedures robustly?
- Are medical protocols for individual disabled learners up to date and have staff received appropriate training?
- To what extend is the school's approach to anti-bullying effective, particularly in relation to learners with ALN?

Inspection area 3: Leading and improving

Whole-school approach to ALN

- Does the school have a clear ethos of inclusion and diversity?
- Do all staff, governors, parents and carers and learners share this ethos?
- Do leaders place an appropriate strategic focus on provision and outcomes for learners with ALN?
- How effective is the school in working with partners to improve the knowledge and understanding of staff to make suitable adjustments to curriculum and/or support?

Role of the additional learning needs coordinator (ALNCo)

- Are the ALNCo role and responsibilities clearly defined?
- Is the ALNCo aware of local and national guidance on identification and assessment of learners with ALN and their role in its implementation?
- Is there enough non-teaching time for the ALNCo to fulfil their role?
- Is the ALNCo appropriately qualified and experienced? In this context, inspectors should remember that the experience and areas of expertise of staff are as important as any specific qualifications in ALN.
- How well do designated staff, including support staff, understand and fulfil their roles effectively?
- Does the school have enough staff with the right skills to support learners effectively to ensure progression and continuity in learning?

Role of the ALNCo

Under the new legislation all mainstream maintained schools and FEIs in Wales must designate a person who will have responsibility for coordinating provision for learners with ALN. That person will be known as an additional learning needs coordinator, or ALNCo. The ALNCo should be a teacher or have prior experience as a special educational needs coordinator, or SENCo.

Settings should consider the skill set and experience of the individual to ensure they can deliver the functions prescribed in law. ALNCos should be highly qualified and should have expertise in person centred practice and dealing with a broad spectrum of ALN. ALNCos should actively undertake training to support their continuing professional development. The designation of an ALNCo does not remove the responsibilities of the wider workforce; all staff who work with children and young people with ALN have a responsibility for ensuring that their learners' needs are identified and met.

The ALNCo is the individual who, at a strategic level, ensures the needs of all learners with ALN within the education setting are met. The role is a strategic one within the education setting and should, therefore, either form part of the senior leadership team or have a clear line of communication to the senior leadership team.

Role of the Early Years Additional Needs Lead Officer (EYALNLo)

Local authorities have a significant role in supporting Early Years providers (please see Chapters 10 and 11 of the Code for further information), including non-maintained settings, in meeting the requirements of the ALN code. Each local authority now needs to have an Early Years Additional Learning Needs Lead Officer (EYALNLO) to fulfil its obligations under the act.

The local authority EYALNLO will have an important part to play in improving the early identification of needs; establishing referral routes and raising awareness among multi-agency partners; ensuring better planning for future provision; and helping ensure the early years workforce has the appropriate skills, mechanisms and tools to support young children with ALN. **Inspectors should note that it is**

> **no longer an expectation that non-maintained nursery settings should have their own additional learning needs coordinator (ALNCo).**
>
> For further guidance on the role of the ALNCo and EYALNLo, please see: The Additional Learning Needs Code for Wales 2021.

Role of the governors/ management committee

- To what extent is the designated governor a "champion" for learners with ALN?
- How effective is the designated governor in holding the senior leadership team to account for the standards and provision for learners with ALN?

Management of resources

- Does the school allocate sufficient resources to meet the needs of learners with ALN?
- Are resources matched well to the needs of learners with ALN?
- Are specialist resources, for example information and communication technology (ICT) equipment, radio aids and sound fields systems, used well to enable learners with ALN to access the curriculum fully?
- Does the school have a history of appropriately funding provision for learners with ALN?
- Is the school able to demonstrate the impact or value of its spending decisions in relation to ALN?
- Is the school physically adapted to meet learners' needs appropriately?
- Are there appropriate changing facilities for learners with disabilities?

Engagement with parents and carers

- Does the school have strong links with parents and carers of learners with ALN that help learning to be continued at home?
- How effective is the school in establishing productive relationships with parents and carers of learners with ALN? Do parents and carers feel well supported by the school?
- Are parents and carers helped to understand procedures, including statutory assessment procedures, and do they have access to records and reports relating to their children?
- Does the school ensure that parents and carers have access to a range of current information on their children's needs or difficulties?

Self-evaluation processes and improvement planning

- How well do leaders, at all levels, have an understanding about what needs to be done to improve outcomes and progress for learners with ALN?
- Do plans include a sufficient focus on timescale and cost of making suitable adjustments to the physical environment?
- How does the school know if the ALNCo is effective in discharging their duties?
- To what extent are local authority specialist classes involved in having their work quality assured?

- Does the school have a strong record in improving outcomes and provision for learners with ALN? How well do leaders ensure that targets for learners with ALN are suitably challenging, so that these learners reach the highest standards that they are capable of achieving?
- To what extent does the ALNCo share their knowledge with staff and what impact has this had?
- How does the school include the views of learners with ALN and of their parents and carers in its self-evaluation processes?

Professional learning

- How has the school developed the knowledge and understanding of all staff in relation to learners with ALN?
- To what extent does the school use the expertise and knowledge of specialist staff to improve provision and outcomes for learners?
- Does the school have a strong history in supporting the professional development of specialist support staff?
- Have staff been appropriately trained to understand the ALN reform?

Alternative and augmentative communication (AAC)

The term AAC refers to the different methods that can be used by people with significant communication issues to support or replace spoken communication. Special schools generally make extensive use of AAC. However, learners with complex communication needs who attend mainstream provision may also need to use AAC methods.

Methods include:

- gestures
- signing
- symbols
- communication boards
- objects of reference
- use of technology e.g. Voice Output Communication Aids (VOCAs), eye-gaze technology

It should be noted that we do not recommend or endorse any particular communication method.

Total communication

Schools may adopt a 'Total Communication' approach, whereby learners will be taught to communicate using a combination of methods which support and reinforce each other. For example, a learner may use symbols and signing, as well as gesture and basic speech.

Welsh language provision

Providers will be required to consider whether a child or young person needs ALP in Welsh; this duty will be an ongoing one, rather than a one-off decision. If they

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do, this must be documented in the IDP and 'all reasonable steps' must be taken to secure the provision in Welsh. A mechanism is included in the Act to remove by regulations the 'all reasonable steps' test, so that the duties to provide ALP through the medium of Welsh become absolute over time.

Managed moves

A managed move is a carefully planned transfer of a learner from one school into another.

It enables a child or young person to move on to a new placement or programme in a way which is acceptable to all appropriate parties, especially the learner. The process is designed to help the learner move forward and make a fresh start.

Evidence suggests that for a managed move to be successful, the full engagement of the learner, parents and carers and the schools need to be fully considered and transport issues need to be addressed.
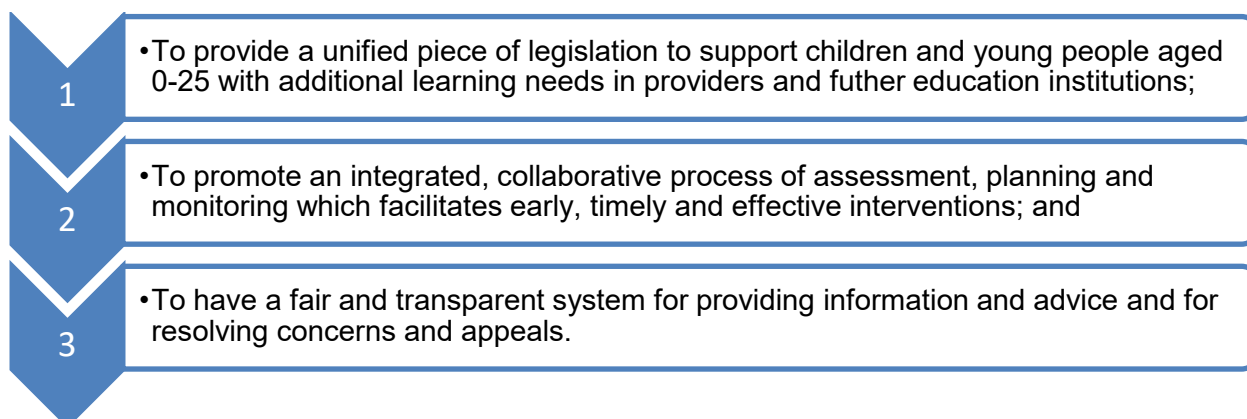
More information can be found in the Welsh Government circular 096/2011: Effective managed moves. A fresh start at school for children and young people

and in our thematic study: Effective use of managed moves by local authorities and schools (March 2018)

Appendix 1: Overview of ALN legislation

The Additional Learning Needs and Education Tribunal (Wales) Act 2018 replaced the previous legislation around ALN and the assessment of young people with learning difficulties and/or disabilities (LDD) in post-16 education and training.

Objectives of the Act

1	• To provide a unified piece of legislation to support children and young people aged 0-25 with additional learning needs in providers and futher education institutions;
2	• To promote an integrated, collaborative process of assessment, planning and monitoring which facilitates early, timely and effective interventions; and
3	• To have a fair and transparent system for providing information and advice and for resolving concerns and appeals.

The objectives are supported by the following 11 aims:

1. The introduction of the term 'additional learning needs (ALN)'

The Act replaced the terms 'special educational needs (SEN)' and 'learning difficulties and/or disabilities (LDD)' with the term 'additional learning needs (ALN)'.

2. A 0 to 25 age range

There is a single legislative system relating to the support given to children and young people aged between 0 to 25 years who have ALN.

3. A unified plan

The Act created a single statutory plan (the IDP) to replace the previous variety of statutory and non-statutory SEN or LDD plans for learners in schools and further education.

4. Increased participation of children and young people

The Act required that learners' views should always be considered as part of the planning process, along with those of their parents and carers. It is imperative that children and young people see the planning process as something which is done with them rather than to them.

5. High aspirations and improved outcomes

The emphasis of IDPs will be on making provision that delivers tangible outcomes that contribute in a meaningful way to the child or young person's achievement of their full potential.

6. **A simpler and less adversarial system**

   The process of producing and revising an IDP should be much simpler than was previously the case with statements of SEN.

7. **Increased collaboration**

   The new system encourages improved collaboration and information sharing between agencies, which are essential to ensuring that needs are identified early, and the right support is put in place to enable children and young people to achieve positive outcomes.

8. **Avoiding disagreements and earlier disagreement resolution**

   The new system focuses on ensuring that where disagreements occur about an IDP or the provision it contains, the matter is considered and resolved at the most local level possible.

9. **Clear and consistent rights of appeal**

   Where disagreements about the contents of an IDP cannot be resolved at the local level, the Act ensures that children and young people entitled to an IDP (and their parents and carers in the case of those that are under 16 years) have a right of appeal to a tribunal.

10. **The ALN Code**

    The ALN Code provides a set of clear, legally enforceable parameters within which local authorities and those other organisations responsible for the delivery of services for children and young people with ALN, must act.

11. **A bilingual system**

    The Act requires that services must consider whether a child or young person needs additional learning provision in Welsh. If they do, this must be documented in the IDP and 'all reasonable steps' must be taken to secure the provision in Welsh.

Appendix 2: Individual Development Plans (IDPs)

IDPs are statutory plans for learners with ALN which contain a description of the person's ALN, a description of the alternative learning provision (ALP) which the learner's learning difficulty or disability calls for and anything else required of authorised by or under Part 2 of the ALN Act. During the phased implementation period of the new ALN act, some learners may still have a statement of special educational need (SEN).

Care experienced children will have slightly different plans which form part of their personal education plan (PEP).

IDPs will also replace statements of SEN and individual education plans (IEPs) for learners currently supported through Early Years Action or Early Years Action Plus. The application of the tests to establish whether a child under the compulsory age has ALN is slightly different to those who are of compulsory school age. More information about non-maintained settings is in Appendix 6.

Inspectors should consider the following questions when evaluating these plans:

- Does the plan contain a profile of the young person?
- Does the plan have a timeline of key events for the young person?
- Does the plan include details of the learner's additional learning needs?
- Does the plan include specific details of the provision that is needed to support the child?
- Does the plan clearly identify strategies that staff are to use?
- How does the school know if staff are consistent in using the identified strategies?
- Does the plan include targets that are measurable and are appropriate to the identified difficulty?
- Are targets relevant and sufficiently challenging?
- Does the plan have a start and review date?
- Does the plan include the views of the parents and carers and the learner?
- Is there clear evidence of progress that the child is making in relation to the targets for improvement?
- Does the plan include recent assessment and achievement information?
- Are learners involved in setting their targets and reviewing their progress?
- Are parents and carers involved in setting and reviewing targets and progress?
- Are all staff working with learners with ALN aware of the targets and monitoring procedures for individuals?
- Was the plan created through a process of person-centred practice?
- Does the plan show who is responsible for each objective?
- Does the plan have details to support and plan future transitions?
- Does the plan contain information about travel to school? (Where required)

- Inspectors should ensure that the provider is aware of the duties on maintained schools and local authorities in relation to children at maintained schools in Wales.
- For further detail on the required content of an IDP please see The Additional Learning Needs Code for Wales 2021.

Appendix 3: Specialist provision in mainstream schools

Category 1: Local authority funded specialist classes

These classes are often referred to as learning support classes/centres, enhanced teaching facilities or learning resource bases. They are funded by the local authority (LA) and based in mainstream schools. The LA, in liaison with the school, places learners at these classes, usually through a panel system. Learners who attend the class may live outside the school catchment area. The learners are usually on the roll of the school.

LA specialist classes are provided for children who have needs that cannot ordinarily be met in a mainstream class. Learners who attend an LA specialist class will usually have an additional learning need, for example autism, speech communication and language difficulties, severe learning difficulties, visual or hearing impairments, or social, emotional and behavioural difficulties.

Learners will benefit from higher staffing levels than in mainstream and staff will usually have specialist qualifications, knowledge or experience in working with the identified needs that learners have. Depending on their need, some learners may be taught almost exclusively in the specialist class and others may benefit from being taught alongside mainstream peers.

Inspection of local authority funded specialist classes

If one or more learners who attend a specialist class are on the roll of the school, we will inspect the provision as part of the mainstream school. The prompts provided against the three inspection areas are equally applicable to local authority specialist classes. In addition, inspectors should consider the following questions:

- How much do learners in the specialist class benefit from learning experiences across the whole school?
- How appropriate is the curriculum on offer within the specialist class to meet the needs of all the learners?
- How well is the expertise in the specialist class used to improve outcomes for learners with ALN across the school?

IA1	• What progress do learners make relative to their starting points and their IDP targets? How do you know? • To what extent are individual IDP targets relevant and challenging? • Are learners aware of the progress that they make? • How well do learners apply knowledge and skills to new situations both in and out of the classroom? • To what extend does teaching meet the needs of the learners? How do you know? • How is the curriculum tailored to the needs of learners? • What are the current strengths and areas for development in relation to the curriculum offer?

	- How does the curriculum built and develop skills for the next stage or learning/life? - How do you know that teaching strategies are suitable in meeting the needs of learners? - How effective are support staff in enabling learners to progress? - How well do individual targets inform planning? - How do you know if support staff are effective and adding value to the learning experience of learners? - What assessments do you use to track learner progress? - How do you know that assessment encourages learners to improve and make progress? - What arrangements are in place to report to parents? - Do reports to parents link well enough to individual targets?
IA2	- What would the school describe and the strengths and areas for development in relation to learners' well-being? - How do attendance and exclusion rates of learners compare to their mainstream peers? - To what extent are learners involved in decisions regarding their learning and do hold positions of responsibility in the school? - What arrangements are in place to ensure that staff and suitably briefed on the needs of learners? - What arrangements are in place that allow learners to allow learners to develop socially and emotionally? - To what extent are learners encouraged to understand and be tolerant of others? - How effective are support staff and how do you know? - How effective are links between the specialist class and external agencies, eg allied health professionals and local authority officers? - How do you ensure that ALP is kept under review and appropriate for learners? - How well are learners supported in planning their next stage of learning? - What arrangements are in place should you need to use restrictive interventions?
IA3	- How effective are links between the leadership of the specialist class/es and the school? - To what extent are school governors aware of the specialist class provision? - Are governors routinely updated on the provision at the school? - Is there a named governor for the provision? If so, what is their role? - To what extent does the school's self-evaluation and improvement planning take due account of the specialist class/es. - What are the priorities for improvement in the specialist class/es? - What professional support, including leadership development have you had to undertake your role? - To what extent do staff benefit for professional learning opportunities? Can you provide examples of how this has improved provision and outcomes for learners?

- How well resourced is the specialist class provision?
- How and when did the local authority review the provision and what was the outcome of the review?

Category 2: Additional teaching resource that is part of a special school but based on the mainstream school premises. Learners have dual registration

You should inspect the outcomes achieved by learners in the additional resource. In writing, you should continue to report on whole school performance, including these learners. However, where possible, you should also report briefly on the progress made by these learners so that their progress can be considered in the special school inspection. However, you should not evaluate the educational provision or leadership, unless the head of the mainstream school employs and manages the teachers in the additional teaching resource. Inspection of provision and leadership will be undertaken as part of the inspection of the special school.

Category 3: Additional teaching resource that is part of a special school but based on the mainstream school premises. Learners do not have dual registration – they are on the roll of the special school. Staff are employed by the special school

You should not inspect this sort of provision as part of the mainstream school. The inspection of this provision will be undertaken as part of the inspection of the special school. You may consider whether the presence of the additional teaching resource has any positive impact within the mainstream school, as you would for any other partnerships.

Category 4: Additional teaching resource, based on a mainstream school premises, but registered as a PRU

You should not inspect this PRU as part of the school inspection, as a separate inspection will be undertaken. You may consider whether the presence of the additional teaching resource has any positive impact within the mainstream school, as you would for any other partnerships. You may also inspect the Education Other Than at School (EOTAS) provision during the inspection of the local authority. However, if some learners have dual registration, the principles apply as in category 2 above.

Category 5: Any other additional teaching resource which is on the school premises but does not fit categories 1-4

You should not inspect this provision. Please notify the Inspection Coordinator on 02920 446446 of the existence of resource provision that falls into category 5. This provision may have the following features:

- Learners take part in alternative curriculum arrangements that are not funded by the school.
- The local authority directly funds and manages the provision.
- The local authority funds external schools to run the provision.

Appendix 4: ALN in Non-maintained settings

Establishing whether a child under compulsory school age has ALN.

The application of the tests to establish whether a child under the compulsory age has ALN is slightly different to those who are of compulsory school age.

The first test is still whether the child has a learning difficulty or disability, but the meaning of that is slightly different. It is whether the child, when of compulsory school age, is, or would be if no ALP were made, likely to have

i. a significantly greater difficulty in learning than the majority of others of the same age, or

ii. a disability (within the meaning of the Equality Act 2010) which prevents or hinders the child from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools.

The second test is also the same as that for older children and young people, namely whether the learning difficulty or disability calls for ALP. However, for children aged under three, ALP means educational provision of any kind. For those aged 3 and over, ALP has the same meaning as for children of compulsory school age and young people (as set out above). The definition of ALP for children aged under three is slightly different to reflect the fact that these children are not at an age where maintained education is routinely available.

ALP for those aged under three can take many forms; for instance, group work or individual support - where it is educational provision of any kind. This might include, for example, educational provision in Flying Start or specialist health, physical, communication or sensory support. This can take place in an education setting or elsewhere.

ALN and the guidance handbook for inspecting care and education in regulated non-school settings eligible for funding for part-time education.

Inspectors need to report on the effectiveness of the setting's additional learning needs provision in almost all of the six themes, however this will predominantly be as part of Theme 3 'Care and development'.

It is the responsibility of the Estyn and CIW inspectors to gather evidence to support the evaluation on the effectiveness of the setting's ALN provision for all children between 0 and 12 who may attend the setting. Inspectors should consider supporting evidence from a range of sources before reaching a judgement on this.

In section 2.1 **'How well do children acquire skills and make appropriate progress in their learning?'**, inspectors should evaluate the effectiveness of the setting's ALN provision by considering:

- are children making good progress in their learning from their individual starting points?

In section **3.3 'How well do practitioners promote children's development and meet their individual needs?'**, inspectors should consider:

- the extent to which the setting offers children with ALN full access to all areas of learning
- how well the setting identifies, assesses and responds to children's individual needs
- how well the setting integrates, supports and provides for children with ALN, so that they make good progress in line with their stage of development
- the extent to which practitioners understand and respond to meeting individual needs
- how effectively the setting participates in regular person-centred reviews of children's progress that include parents and carers and all relevant multi-agencies
- the use of and contribution from specialist services such as the Early Years ALN lead officer, health, psychological, portage and social services

In section **4.1 'How well do practitioners plan learning experiences that meet the needs of children?'**, inspectors should consider:

- how well practitioners plan learning and play experiences to meet the needs of all children, including those with ALN

In section **4.2 'How well do practitioners teach and assess children?'**, inspectors should consider:

- the extent to which practitioners have up-to-date knowledge of child development and the impact of additional learning needs on development
- have high expectations of all children, including children with additional learning needs

In section **5.2 'How well do leaders ensure the suitability and use of the premises?'**, inspectors should consider:

- the extent to which all children with ALN have equal access to the setting's facilities, resources and activities
- there is sufficient space and facilities to meet the needs of children with ALN

In section **6.3 'How effective is the management of staff and resources'**, inspectors should evaluate the effectiveness of the setting's ALN provision by ensuring:

- that there are sufficient practitioners who have appropriate qualifications and/or experience of working with young children with ALN and that these are deployed appropriately

In section **6.4 'How effective are partnerships?'**, inspectors should consider:

- How clear the setting is about its role and responsibilities to establish trust and clear communication between partners

- How well the setting works with parents and carers, EYALNLO and other partners to support children with ALN

Questions for the leaders in non-maintained settings

- How aware is the setting of the mandatory ALN code and how it impacts them?
- How aware is the setting that their local authority has a designated Early Years Additional Learning Needs Lead Officer (EYALNLO) and are they aware of how the officer's role impacts on them?
- How aware is the setting of what information the LA has shared with parents and carers regarding ALN, the LA EYALNLO and the ALN system?
- Has the setting received information or training from the LA that enables them to help the local authority in the exercise of its ALN functions in relation to a child that has ALN?
- Has the training made them aware of the principles underpinning the ALN system and how this impacts on them (rights-based approach; early identification, intervention and integration; collaboration and integration; inclusive education; a bilingual system)?
- Has the setting received information or training from the LA that enables them to understand the definition of ALN and to identify whether a child under compulsory school age has ALN? (how confident are they in doing so?)
- What training and support has the setting received to support the local authority in meeting the requirements of an IDP?
- What training and support has the setting received to support the local authority to ensure that relevant transition information is included in the IDP when a child leaves the setting?
- Has the setting received information or training from the LA that enables them to be aware of the wide range of learning difficulties or disabilities covered by the code?
- Is the setting aware that services including non-maintained settings, will be required to consider whether a child or young person needs ALP in Welsh?

Appendix 5: Common abbreviations

AAC	Alternative and Augmentative Communication
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and hyperactivity Disorder
ALN	Additional Learning Needs
ALNCo	Additional Learning Needs Coordinator
ALP	Additional learning provision
ASC	Autism Spectrum Condition
ASD	Autism Spectrum Disorder
BESD	Behavioural, emotional and/or Social difficulties
BSL	British Sign Language
CAMHS	Child and Adolescent Mental Health Service
CLA	Child Looked After
DDA	Disability Discrimination Act
DELCO	Designated education clinical lead officer
EHCP	Education, Health and Care Plan
EOTAS	Education other than at school
EP	Educational Psychologist
EWO	Education Welfare Officer
EYALNLO	Early Years Additional Learning Needs Coordinator
FE	Further Education
FEI	Further Education Institution
FF	Families First
HI	Hearing Impairment
IBP	Individual Behaviour Plan
IDP	Individual Development Plan
IEP	Individual Education Plan
IHP	Individual Healthcare Plan
IRO	Independent Reviewing Officer
ISPI	Independent special post-16 institution
LA	Local authority
LAC	Looked after child
LDD	Learning Difficulties and/or Disabilities
LHB	Local Health Board
LSA	Learning support assistant
MAP	Multi Agency Planning
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impairment
OT	Occupational Therapy

PCP	Person Centred Planning
PECS	Picture Exchange Communication System ®
PEP	Personal Education Plan
PHP	Positive Handling Plan
PMLD	Profound and multiple learning difficulties
PRU	Pupil Referral Unit
PSP	Pastoral support plan
SA	School Action
SA+	School Action Plus
SEAL	Social and emotional aspects of learning
SEBD	Social, emotional and behavioural difficulties
SEMH	Social, emotional and mental health
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SI	Sensory impairment
SLCD	Speech, language and communication difficulties
SLD	Severe Learning Difficulties
SLT	Speech and Language Therapist
SpLD	Specific Learning Difficulties
SSE	Sign Supported English
TA	Teaching Assistant
TAF	Team around the Family
UNCRC	United Nations Convention on the Rights of the Child
UNCRPD	UN Convention on the Rights of Persons with Disabilities
VI	Visual impairment
VOCA	Voice Output Communication Aids

Appendix 6: Guidance for learners with social, emotional and mental health difficulties

Inspection area 1: Teaching and learning

- In lessons and over time, does learning attainment data for SEMH learners demonstrate that progress is being made from their initial starting points?
- In lessons and over time, does behaviour attainment data for SEMH learners demonstrate improvement from their initial starting points?
- By the time they leave school do SEMH learners gain a suitable range of qualifications that are well matched to their needs, interests and abilities?
- In lessons and over time, does the number and severity of incidences of challenging behaviour reduce?

How well are these learners…?

- able to achieve the agreed targets contained in their individual plans?
- making progress in developing social skills, self-esteem and self-confidence from their initial starting points?
- able to work with increasing independence?
- increasingly applying the knowledge and skills they develop in support sessions to the whole class situation and wider school life?

Do teachers…?

- know their learners well and have a secure understanding of their needs and abilities?
- model appropriate behaviour which reflects classroom expectations? Does this continue when faced with challenge?
- build trusting, empathetic working relationships?
- provide security and stability?
- recognise strengths and show that learners are valuable and valued?
- work effectively with support and specialist staff to create a positive and supportive learning environment?
- deploy support staff effectively to maximise learning?
- ensure clear and consistent values and expectations for all learners?
- ensure that expectations of good behaviour are clearly translated into learning and teaching opportunities?
- ensure their planning takes into account the needs and interests of the learners?
- provide a flexible and personalised approach to teaching and learning to meet the individual needs and interests of the learners?
- maintain motivation and reward positive behaviour consistently?
- develop learners' independence skills and resilience appropriately?
- ensure that specific needs of the learner do not act as a barrier to accessing a wide range of learning experiences?

- **Does the school** ensure that individual learning pathways are flexible with a broad and meaningful range of stimulating experiences appropriate to the learners' needs and interests?
- **Does the school** ensure sufficient opportunities for learners to practise life skills in real life situations?

Exclusion

When considering the effectiveness of the school at managing these learners and the use of exclusion, inspectors may wish to consider:

- Are schools using exclusion in line with legislation, guidance and their own policies?
- Has the school considered alternatives to exclusion? Such as pastoral support, restorative justice, internal exclusion or a managed move.
- Are exclusions for the shortest time necessary? Is the school continuing to provide education throughout periods of exclusion? Is work being marked?
- Do records for exclusion show a repetition of similar behaviours and consequences? Is the school adapting their approach for the pupil to this?
- Is the school successfully reintegrating learners following periods of exclusion?
- Is the school reviewing its use of exclusion? What have these reviews shown? For example, do they reveal patterns in exclusion rates of those with protected characteristics or use of exclusion over time.
- Have learners with ALN been subject to exclusion? Why? What was the impact?
- Have care experienced children been subject to exclusion? Why? What was the impact?
- Are exclusion practices at the school effective at keeping learners safe and improving behaviour?

Inspection area 2: Well-being, care, support and guidance

Are these learners increasingly…?

- making progress in developing strategies to manage their behaviour in and outside of lessons, from their initial starting points?
- using strategies to safely manage their own emotions?
- taking responsibility for their actions and their work?
- showing consideration to each other and to staff?
- following the instructions from staff?
- able to work effectively with their peers? For example, when undertaking group work or in a sporting context.
- listening to others and engaging in meaningful and appropriate dialogue with staff and peers?
- making progress in the development of their social skills?
- involved in making decisions about themselves and their learning?
- confident and resourceful when working independently?

Reintegration

When inspecting settings where learners have moved to PRUs, inspectors may wish to consider the following:

- How effective the transition arrangements are between schools and PRUs?
- How well learners reintegrate back into school after attending the PRU?
- Are learners remaining in PRU provision for too long?
- Is the school working with the PRU to share expertise?
- Is the school sharing and receiving appropriate information with the PRU?
- Do learners remain on roll at the school whilst attending the PRU?
- Are schools ensuring that they are working with PRUs to ensure requirements in IDPs (or similar) are met?
- Are leaders monitoring the progress of learners on roll who are attending PRUs?

- To what extent is the school successful in identifying, understanding and supporting the emotional, behavioural and mental health issues of learners?
- Does the school monitor and record all incidences of students' challenging behaviour to carefully identify particular patterns and trends?
- Does the school use effective links with families and other support services to support learner well-being?
- How effective is the intervention and support programme for SEMH students?
- Does additional support target the development of life skills and building independence?
- Does the school make effective use of meaningful targets in IDPs to maximise support and progress?
- Does the school engage effectively with partners, including parents, carers, previous schools and specialists, to identify the needs of learners and make appropriate provision?
- Does the school make learners and families aware of professional support and specialist services available? For example, counselling or mental health services.
- Does the school recognise and reward achievement? Is this done consistently and fairly?
- Are sanctions used fairly and consistently? Are they appropriate?
- Does the school give SEMH students worthwhile opportunities to develop their understanding of making good lifestyle choices?
- To what extent does the school allow and encourage learners with SEMH to make decisions that affect them? Are their views listened to and acted upon?
- Are these learners represented across the school? For example, in school council, clubs and school plays.
- Do the school's safeguarding policies and procedures take account of the increased vulnerability of learners with SEMH and ensure that arrangements for these learners are appropriate?
- Does the school have a clear policy around the use of restrictive physical intervention? Does the school have appropriate systems to record incidents? Do staff follow these procedures robustly?

Inspection area 3: Leading and Improving

Do leaders in the school…?

- communicate a clear vision and ethos of inclusion and diversity?
- place an appropriate strategic focus on outcomes and provision for learners with SEMH?
- provide clear whole school teaching and learning and behaviour policies that are understood and followed by staff?
- ensure that **all** staff are skilled and supported and have regular opportunities for professional learning in classroom strategies and methodology for SEMH learners?
- facilitate staff training in relevant areas? For example, trauma and attachment.
- ensure that mentoring / induction of new or newly qualified teachers includes SEMH teaching approaches? Or training on the specific need of learners at the school?
- ensure effective liaison with other agencies to ensure that additional support meets learners' needs?
- allocate sufficient resources, including staffing, to meet the needs of learners with SEMH?
- show commitment to the local authority's "managed move" arrangements where appropriate?

Appendix 7: Guidance for learners with autistic spectrum condition

These questions may also be helpful when inspecting settings where learners have SPLD.

Inspection area 1: Teaching and Learning

General considerations on effective classroom practice for pupils with ASC.

Do teachers/support staff…?

- Use the learner's name to gain attention before giving instructions?
- Use a range of suitable resources to maintain motivation and engagement?
- Use simple and precise language, avoiding idioms, multi-step instructions and layered explanations?
- Enable learners to participate in paired and group tasks with appropriate support?
- Break down tasks into smaller chunks, presented visually where appropriate?
- Allow sufficient processing time for learners to process and respond?
- Promote independence with targeted structure and work systems?
- Maintain engagement and motivation through a system of reward?
- Have a good understanding of the needs of the pupils? Are they able to assist in developing new skills and understanding? Do they develop pupils' independence skills appropriately? Do support staff have sufficient knowledge of the subject being taught and the pupils' needs?
- Consider and plan for the impact and stimulation of the environment on learners?
- Make expectations and rules explicit, including the motivators to comply?
- Make effective use of special interest areas to enhance engagement and progress? A special interest area for someone with ASC may be something like dinosaurs, 'The Titanic', space and the universe or technologies like tablet computers or online video platforms.
- Set high expectations of engagement and progress via tasks set at an appropriate level of challenge?
- Understand and plan for the sensory differences of pupils with ASC?
- How does the school ensure the meaningful inclusion of learners with ASC in mainstream curriculum, whole class, group and paired activities?

Helpful ideas for adapting resources and teaching

Pupils with ASC very often have a strength in visual learning. **Visual resources** such as timetables, work systems, explicit rules and instructions can help provide permanence, promote independence and reduce the anxiety associated with work tasks, change and transitions.

A restricted, repetitive and rigid mind-set is part of the diagnostic criteria for ASC. As such, enhanced means of motivation such as visually presented motivators, distractors

and rewards are often effective. '**Choice time' or 'golden time'** gives learners a specific goal to achieve.

A **movement break** sometimes helps pupils with ASC to reduce the anxiety associated with a busy classroom, refocus and calm. A short time of being engaged in a different environment or on a different task can help achieve a state where pupils are ready to learn.

Pupils with ASC sometimes respond favourably to having access to **a 'fiddle toy'** or something to hold to aid concentration and engagement. Plasticine or a small tactile object can help pupils focus and self-regulate, especially when required to sit or listen to adult instruction.

Task breakdown or planning resources help learners with ASC access tasks that require multistep action. Similar to the format of a cooking recipe, 'I need…', 'first…', 'then…', 'now…', 'then…', 'finally…' and 'now I can…' for example, can help pupils develop independence in tasks and not rely on adult prompting.

Learners with ASC often struggle to understand and generalise social rules. A small number of **explicit** rules of conduct, behaviour or other parameters give definition to sometimes vague social boundaries.

Seating learners with ASC who find distraction a challenge at or near the front of the room and directing instructions or requests **using their name**, keys learners into the information.

Learners with ASC often have heightened levels of anxiety. Tracking challenges faced using an **antecedent/ behaviour/ consequence** model can help staff identify problem times of day, environment, tasks, clothing, weather or any other factors that may contribute to challenges that learners themselves are unable to articulate.

General considerations on outcomes for learners with ASC.

Are pupils…?

- Able to follow the instructions of staff with the appropriate resources?
- Developing their skills, including being able to work with greater independence, in line with their needs and abilities?
- Developing in their confidence and becoming resourceful in supporting their own learning?
- Able to engage in meaningful dialogue with staff and other pupils in line with their communication needs?
- Able to identify if they have achieved learning objectives?
- Developing the ability to communicate to meet their needs and express free opinions or from a range of choices?
- Developing social skills from individual starting points?

Inspection area 2: Well-being, care, support and guidance

- Does any additional support target the development of life skills and building independence?
- Has the school taken good enough account of the needs of pupils in adapting the physical environment?
- How does the school ensure learners with ASC have the opportunity to participate fully in the wider social aspects of school life?
- Does the school make effective use of targets on IEPs, IBPs, IDPs or statements of SEN to maximise support and progress?
- Does attainment data for learners with ASC demonstrate that progress is being made? How well are learners with ASC making progress in relation to their starting points over time?
- Are targets on IEPs, IBPs and IDPs relevant and appropriate for learners with ASC?
- Are annual review meetings for pupils with a statement of SEN held in line with national guidelines? Are learners and parents encouraged to access person centred planning approaches to fully participate in these reviews?
- Does the school provide an appropriate level of curriculum and social challenge for learners with ASC?
- Are appropriate measures identified in risk assessments to ensure that pupils with ASC are not disadvantaged? For example, inclusion in off-site visits or positive handling procedures?
- Is an appropriate focus given to personal and social development and independence to maximise the skills of learners with ASC?

A **low stimulus environment** can be helpful to learners with ASC. Having an area in a classroom or work area that is less busy with less extraneous visual information can help learners with ASC focus on the given task. In rooms where there is less free space, a table in a quieter area of the class, ideally looking away from the zone of activity for example, at a blank wall can be beneficial.

Anxiety is a common end product of high levels of social interaction, communication, requests to be flexible and expectations to work on someone else's agenda. Learners with ASC can change from appearing calm to being very upset very quickly. This is likely to be as a result of underlying anxiety when coping with the demands of a stressful environment. A **quiet space, room or area that learners with ASC know is safe** can be very successful in allowing learners with ASC to calm and return to learning.

A **key member of staff** who knows the individual can be effective in helping the learner with ASC feel safe.

Where learners with ASC are experiencing heightened levels of anxiety, being seated near the rear of a room or the door can be effective. **A time-out system**, for example in the form of a card can further reduce anxiety.

The ability to **arrive late** at lessons, or **leave lessons early** to avoid busy times in corridors and cloakrooms can assist learners with ASC to remain calm.

Opportunities to **check-in and check-out** at the start or end of the day with a key member of staff can help learners with ASC assimilate to the new environment, problem solve any concerns the pupils have or bring closure to issues that may have occurred throughout the day.

Certain learners with ASC experience difficulty with physical contact, or sports that involve getting wet or muddy. **Reasonable adjustments** such as undertaking physical activity in the gym or on exercise machines can enable pupils to achieve goals via alternative methods.

General considerations on effective outcomes for pupils with ASC.

Are pupils…?

- Given reasonable opportunities to calm and self-regulate if anxious?
- Able to interact with strategies to stay safe or regain a calm state?
- Able to participate in a range of extra-curricular and pupil voice opportunities?
- Motivated and engaged in tasks as a result of clearly communicated success criteria?
- Able to develop their ability over time to better engage in tasks?
- Able to manage transitions between tasks, lessons and environments?
- Able to maintain their own or others' high expectations of behaviour and engagement in line with their ability?
- Able to use a variety of recording methods in tasks in order to achieve lesson outcomes?
- Able to reflect on their progress and development over time?

Helpful ideas for promoting pupil well-being and attitudes to learning

Using an effective method of **regular communication with parents or carers** can help maintain successful pupil well-being and readiness for learning. Interactive online sites and applications, weekly feedback sessions face to face or in written form in a home-school book can assist close liaison in the planning for learners with ASC.

Learners' own **engagement in person centred planning** approaches can help them give input into what is important and what works for them in, for example, the creation of a one page profile or as part of their IEP, IDP or statement of SEN.

Allowing for **social breaks** at unstructured times when learners with ASC find social demands challenging, can be helpful. The use of **'buddies'** to help learners with ASC to navigate the social expectations of busy unstructured times can also be beneficial.

Where possible, allowing learners with ASC an element of **choice in their learning** can aid attitudes toward learning. Many learners with ASC have a special, or range of **particular interests that can help motivate** and be an avenue into rich learning experiences that engage and maintain motivation.

Inspection area 3: Leading and improving

Do leaders in the school…?

- Set high expectations for staff teaching learners with ASC?
- Set high expectations for learners with ASC?
- Ensure that all staff have received basic training in ASC?
- Ensure that where learners are in receipt of a diagnosis of ASC that appropriate advice, when relevant, is sought from outside agencies such as specialist teacher teams or an educational psychologist in line with their referral procedures and that any advice is implemented.
- Raise awareness and understanding of ASC in the school and with parents?

Appendix 8: Guidance on the use of restrictive practices

Restraint is used in schools and colleges across Wales. These practices do not only apply to special schools therefore it is important that HMI evaluate these practices equally across all settings.

What is restraint?

Glossary of terms

Restraint

Note: this is an umbrella term referring to the many forms of restraint listed below. It is sometimes taken to refer only to physical active restraint.

The Mental Capacity Act 2005 (MCA) (UK Government, 2019) defines restraint as when someone "uses, or threatens to use, force to secure the doing of an act which the person resists or restricts a person's liberty whether or not they are resisting.

The EHRC enquiry (EHRC, 2021) defines restraint as an act carried out with the purpose of restricting an individual's movement, liberty and / or freedom to act independently.

Restrictive practices

Otherwise known as: restrictive interventions.

Restrictive practices are a wide range of activities that stop individuals from doing things that they want to do or encourages them to do things that they don't want to do. They can be very obvious or very subtle. (Care Council for Wales, 2016)

This term covers a wide range of activities that restrict people. It includes:

- physical restraint (active or passive)
- chemical restraint
- environmental restraint
- mechanical restraint
- seclusion or enforced isolation
- long term segregation
- coercion (WG, 2021a)

Physical Active Restraint

Otherwise known as: physical intervention, physical restraint, safe holds, the application of reasonable force, clinical holding.

This is a method of restrictive practice in which a pupil's actions or movements are controlled by the active use of force. (EHRC, 2021)

Physical Passive Restraint

A method of restrictive practice that involves direct physical contact, but not active force, to restrict or control a pupil's movement or actions. (EHRC, 2021) For example, holding someone's hand near a busy road.

Chemical Restraint

When assistance is sought from a medically trained member of staff to administer medication to control or subdue a pupil's behaviour. This medication could be taken directly in response to challenging behaviour, or as part of a daily routine. (EHRC, 2021)

Mechanical Restraint

This is the use of materials or equipment by staff to restrict a pupil's ability to move or act, such as arm splints, belts or cuffs. This also includes the removal of an auxiliary aid such as a wheelchair or walking stick to prevent a pupil from being able to move independently. (EHRC, 2021)

Seclusion

This is the withdrawal of a pupil from a classroom or other school situation against their will and involuntary confinement of a pupil, apart from others, in a place where the pupils must remain alone separate from other pupils. (EHRC, 2021)

Environmental Restraint

Environmental restraint is the restriction of movement by someone without their explicit and informed consent.

Behaviour

The way in which a person behaves in response to a particular situation or stimulus. The term 'behaviour' does not necessarily mean the actions are negative, or unwanted. (Oxford Languages, 2021)

Behaviours that challenge

Otherwise known as: challenging behaviour.

Culturally abnormal behaviour of such intensity, frequency or duration that the physical safety of the individual or others is likely to be placed in serious jeopardy or behaviour which is likely to seriously limit or deny access to and use of ordinary community facilities. (Emerson, 1995)

Behaviour can be described as challenging when it is of such an intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion. (Royal College of Psychiatrists et al, 2007)

Blanket restrictions

A general lack of access to certain places or activities which are in place irrespective of an individual's needs.

De-escalation

The act of moving from a state of high tension to a state of reduced tension. (Richards, 2007)

Prone restraint

The person subject to physical active restraint is lying face downwards. It has been shown to be associated with high rates of injury and, in certain circumstances, death, due to positional asphyxia.

Supine restraint

The person subject to physical active restraint is lying face upwards.

Post incident review

Otherwise known as: debrief, reflection.

A review that consists of two separate components:

Post incident support

This is the support that is immediately offered to an individual who has been involved in an incident. It should include assessment and treatment of any medical needs and provision of immediate emotional support.

Post incident reflection and learning review

This is a non-blaming review where the factors that led to the restraint being used are examined and actions are agreed that support the prevention of future incidents or the minimisation of impact and less restrictive response in the future. (Restraint Reduction Network, 2019)

When is it justifiable to use restraint?

In England and Wales, school staff have the power to use 'reasonable force' to prevent a pupil from:

- committing any offence
- causing personal injury to, or damage to the property of, any person (including themselves)
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school

Staff may also use reasonable force when exercising the statutory power to search pupils for weapons, without their consent, where they have reasonable grounds for suspicion.

Staff may also seclude or isolate a pupil in an area away from other pupils if they are disruptive. This approach can be used as a disciplinary penalty. Schools have discretion about how long to isolate a pupil and in what circumstances, leading to a variety of practices. Schools must have a behaviour policy that should set out what these practices are.

It is never lawful to use:

- restraint with intent to torture, humiliate, distress or degrade someone
- a method of restraining someone that is inherently inhuman or degrading, or which amounts to torture
- physical force as a means of punishment
- restraint that unnecessarily humiliates or otherwise subjects a person to serious ill–treatment or conditions that are inhuman or degrading (EHRC, 2019)

Evidence to consider on inspection:

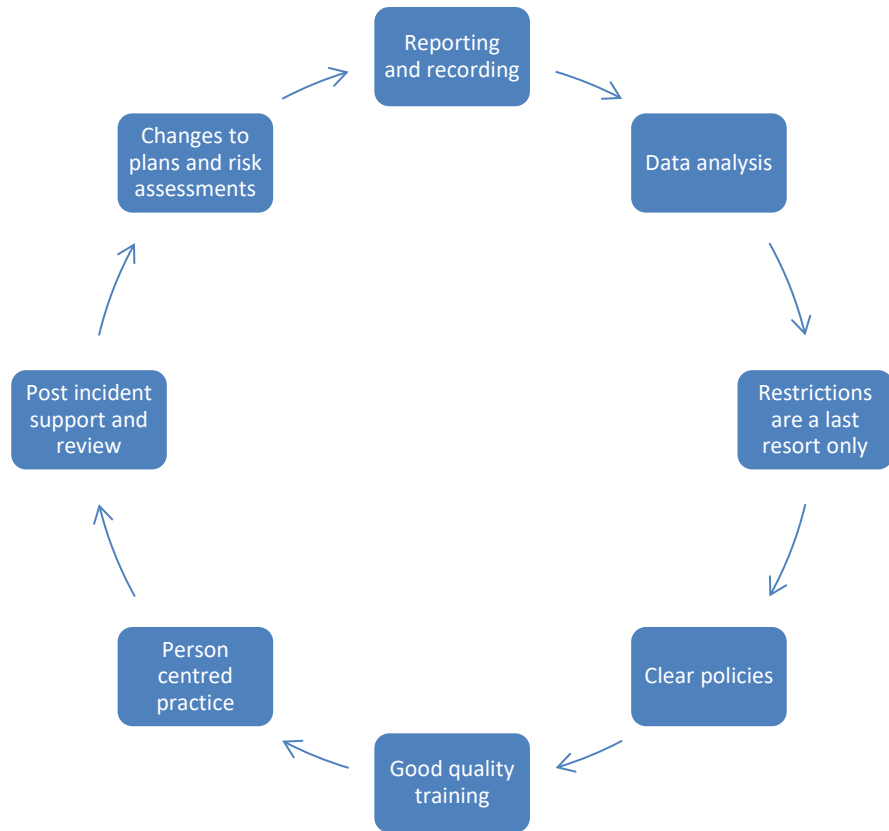| Evidence	Possible lines of enquiry
Staff training records	- Are key staff regularly and appropriately trained? - Does training keep staff and pupils safe? - Are the right staff trained? - Is training appropriate for the age/ stage/ medical needs of pupils?
IDPs	- Are pupils medically exempt from restraint? Is this followed? - Are restrictive practices hindering progress against IDP objectives? - Are pupils subject to restrictive practices involved in the process of decision making, or person-centred practice, where these decisions affect them?
Observation and discussions	- Is there a consistent response to behaviours that challenge? - Do staff follow behaviour and positive handling plans? - Are these plans helpful? - Does the school have strong links with parents and carers of pupils subject to restrictive practices that help continuity at home?
Restraint records	- Do they meet the requirements in the school's own policy? - Are they accurate, complete and up to date? - Is there a process for the oversight of these records? - Are leaders checking the prevalence of restraint and whether there are any trends? Particularly considering protected characteristics. - Are incidents of restraint tracked and is there an improvement in behaviour over time?
Adherence to school policy	- Are staff aware of policies in this area? - Are policies implemented effectively and consistently?
Use of 'quiet spaces'	- Are these being used as a punishment? - Are there viewing panels on doors?

Post incident support	- What is in place for staff? And pupils? - How effective is it?

What should school restraint records contain?

This is sometimes referred to the 'bound book', however, schools may store this information electronically or in paper-based records.

Schools MUST:	Best practice:
Follow their own policy accurately.	The record should include: • the type of restraint • the reason(s) for the use of restraint • where and when the restraint was used • the length of the restraint • the impact on the child, including any injuries, and any risks to their physical or mental well-being • the protected characteristics of the child (including age, sex, disability – broken down by impairment type and race) • the outcome of any incident review, including any measures that will be taken to avoid or minimise restraint and the risk of harm in future • the pupil's involvement in the review • when the parents were informed • Reviewing trends considering all this information at a whole school level

What does effective practice look like?

Reporting and recording

Data analysis

Restrictions are a last resort only

Clear policies

Good quality training

Person centred practice

Post incident support and review

Changes to plans and risk assessments

Appendix 9: Guidance for supporting learners with hearing impairment

Inspection area 1: Teaching and learning

General considerations on effective classroom practice for children with a hearing impairment

Are pupils…?

- Able to follow the instructions of staff?
- Developing their skills including being able to work independently?
- Developing in their confidence and becoming resourceful in supporting their own learning?
- Able to engage in meaningful dialogue with staff and other pupils?
- Able to identify if they have achieved learning objectives of lessons?
- Developing age-appropriate language and vocabulary?
- Developing age-appropriate social skills?

BSL in the curriculum

More schools are able to teach BSL as a language due to changes as part of Curriculum for Wales reforms. BSL may be a first language for some learners, whereas others may learn BSL as a third or subsequent language.

BSL should be considered in the context of the Languages, Literacy and Communication (LLC) Area of Learning and Experience (AOLE). BSL specific information has been added to the progression steps in the LLC AoLE. There are currently no statutory assessments in BSL and a GCSE in BSL is not currently available.

Schools and colleges should have ensured the teaching skillset and fluency of BSL tutors. Tutors should generally be qualified to at least two levels above that which they are teaching. The NDCS recommend a minimum of BSL at level 3.

BSL has strong cultural links with the Deaf Community and schools may benefit from reaching out to local Deaf Clubs or support services.

Do teachers/support staff…?

- Ensure they have a hearing impaired learner's attention before speaking?
- Facilitate lip-reading by facing the class when speaking, avoiding having their backs to a window, and not placing the speaker in shadow?
- Repeat what other pupils say?
- Make it clear when there is a new topic of conversation?
- Speak normally and clearly? Shouting or speaking slowly can distort lip patterns and many hearing impaired learners rely on lip-reading.
- Ensure that a hearing impaired learner is keeping-up with the lesson?

- Ensure that pupils are able to follow group work/group discussion? It is better for group discussions to take place in a circle, with speakers taking turns to comment and each speaker being identified before they speak.
- Ensure that instructions for homework are written and provided to the pupil?
- Have a good understanding of the needs of the pupils? Are they able to assist in developing new skills and understanding? Do they develop pupils' independence skills appropriately? Do support staff have sufficient knowledge of the subject being taught?
- Know how to operate and undertake basic trouble shooting of relevant hearing technology that the pupil uses, e.g. a radio aid or soundfield system?
- Ensure that resources and methods of delivery are suitably adapted to make the curriculum accessible to learners?
- Ensure that extra-curricular activities or after school clubs are accessible to hearing impaired learners?

Helpful ideas for adapting resources and teaching

Sound-based lessons, such as phonics, languages and music, require careful consideration and should be supported by visual aids whenever possible. Pre-teaching of the points covered in the lesson can also be helpful.

Using a blended combination of online, digital and face to face teaching helps give multi-sensory access to the curriculum for pupils with a hearing impairment. Video resources or internet based homework must be accessible, e.g. subtitles.

Lip-reading requires great concentration and can be tiring. Learners should not be expected to lip-read for extensive periods of time. Teachers should also be mindful that a lip-reader will not be able to follow speech and take notes simultaneously.

Hearing impaired learners often experience difficulties with working and auditory memory and may require extra thinking time.

Allow time for hearing impaired children to look at visual aids before talking about them.

Discussing lesson plans with support staff ahead of time can assist accessibility.

Inspection area 2: Well-being, care, support and guidance

- Does attainment data for hearing impaired learners demonstrate that progress is being made?
- Does any additional support take place in an appropriate and quiet environment/location?
- Has the school taken good enough account of the needs of pupils in adapting the physical environment?
- How does the school encourage hearing impaired pupils to adopt a positive attitude to their hearing impairment?
- Does the school provide opportunities for hearing impaired pupils to meet other hearing impaired young people, where appropriate?

- Are appropriate control measures identified in risk assessments to ensure that pupils with a hearing impairment are not disadvantaged? For example, pupils with a hearing impairment may not hear an audible fire alarm.

Helpful ideas for adapting the environment

Sitting pupils with a hearing impairment where they can both see and hear the teacher, and identify other speakers in the class.

The use of soft-furnishings to improve acoustics and reduce sound reverberation.

Minimising background noise.

The confident and consistent use of any relevant technology, such as radio aids or soundfield systems.

Inspection area 3: Leading and improving

Do leaders in the school…?

- Set high expectations for hearing impaired learners?
- Ensure that all staff have received basic deaf awareness training?
- Ensure that relevant staff have an appropriate qualification for working with hearing impaired children? Where there is a local authority specialist class, is there a qualified teacher of the deaf? (A specialist with a post-graduate qualification to teach hearing impaired children.) Where a learner uses BSL, does the pupil have support from a professional with a minimum of BSL level 3?
- Raise awareness and understanding with hearing pupils and parents?

Appendix 10: Guidance for supporting learners with PMLD

Inspection area 1: Teaching and learning

Where appropriate, based on the understanding that some learners may have degenerative conditions which do not allow clear linear progress…

- In lessons and over time, is there evidence that progress is being made from initial starting points for PMLD learners?
- In lessons and over time, are PMLD learners developing appropriate skills and, where appropriate, qualifications or accreditations?

Are learners…?

- developing their skills, including being able to work with greater independence, in line with their needs and abilities?
- increasingly able to communicate? For example, using AAC (augmentative and alternative communication) devices, signing, facial gestures, eye gaze or similar.
- able to achieve targets in their individual plans?
- developing skills from their individual starting points?
- developing relevant skills for their future pathway?
- learning how to look after their own health and stay safe?

Do teachers/support staff…?

- use the learner's name to gain attention before communicating with them?
- use a wide and suitable range of resources to maintain motivation and engagement? E.g. sensory devices, bespoke resources tailored to individual need and preference.
- adapt the curriculum to meet the individual needs of these learners?
- provide creative experiences and opportunities that have the potential to enhance new opportunities for families outside of the school environment?
- enable learners to participate in paired and group tasks with appropriate support, where appropriate?
- understand learner targets and the rationale behind them? Are these targets integrated into planning effectively?
- allow sufficient processing time for learners to think and respond?
- have a good understanding of the needs of the learners?
- assist in developing new skills and understanding?
- develop learners' independence skills appropriately?
- have an input into the production of relevant plans? E.g. IDPs and IEPs.
- consider and plan for the impact and stimulation of the environment on learners?
- make effective use of special interest areas to enhance engagement and progress?
- set high expectations of engagement and progress via creative and individualised tasks at an appropriate level of challenge?

- understand and plan for the unique sensory and health needs of learners with PMLD?
- work effectively with partners to enable learner progress and access to the curriculum? E.g. Speech and language therapy (SALT), Occupational therapy (OT), physiotherapy.
- use relevant assessment tools to track progress?
- have opportunities to record, share and track the 'small step' progress of learners to ensure the good development of skills?
- able to define progress for learners with PMLD?
- provide feedback to learners which is meaningful?
- promote the Welsh language in a way that is appropriate? E.g. some incidental Welsh in the class setting that is explained, consolidated and linked to action.

Progress

- Learners with PMLD will not always be making progress over time. The inspector may find it useful to research the specific condition that a learner with PMLD may have. Some conditions are degenerative and may lead to progress over time being an unrealistic or impossible expectation. In some cases, conditions may mean that the learner may be losing physical and cognitive ability over time and regressing.
- Learners with a visual impairment may find it difficult to integrate and co-ordinate information gained through other senses. If they are to gather useful information about their environment, sensory information should be carefully structured.

Inspection area 2: Well-being, care, support and guidance

Please note that it may not be appropriate to consider the attendance of these learners as part of IA2 due to the health conditions associated with PMLD.

Are learners…?

- given the appropriate time and location to calm and self-regulate if anxious, when appropriate?
- being given the opportunity to express their views and feelings, where appropriate?
- able to participate in a range of extra-curricular and learner voice opportunities within the wider school setting? For example, school council, clubs.
- motivated and engaged in tasks as a result of careful consideration around the individual needs of the learner?
- with support, able to build their familiarity with tasks over time in order that they become comfortable and confident?
- suitably supported to manage transitions between tasks, lessons and environments, in a way that causes the minimum required disruption to curriculum-based activities?
- where appropriate, able to follow instructions from staff?
- willing to engage with peers? Where this is appropriate.

Do staff …?

- Do staff support the personal care needs of learners with sensitivity and dignity?
- Does any additional support target the development of life skills and build an appropriate level of independence?
- Has the school taken good enough account of the needs of learners in adapting the physical environment and providing specialist equipment as required? For example, using hoists, adapted toilets, sensory equipment.
- Does the school engage effectively with partners, including parents and superlists to identify the needs of learners and provide appropriate provision?
- Does the school have suitable specialist resources to meet the needs of learners with PMLD?
- Are learners prepared for their future pathways? For example, through positive links with FE providers.
- Does the school ensure learners with PMLD have the opportunity to participate fully in the wider social aspects of school life?
- Are targets on IEPs and IDPs relevant and appropriate for learners with PMLD? Do they acknowledge and incorporate the time that may be required to adhere sufficiently to health and social care needs? E.g. medication, feeding and toileting so that needs are met but also allow for students to have a full range of experiences during their time in school.
- To what extent (and where appropriate) does the school make meaningful and worthwhile opportunities for learners with PMLD to develop their knowledge and understanding in making suitable lifestyle choices in relation to healthy eating and drinking, substance misuse, online safety and sex and relationships?
- Do safeguarding procedures consider the specific needs and abilities of learners with PMLD?
- To what extent is the school's personal and social education programme tailored to the needs of learners with PMLD?
- Are learners and parents encouraged to access person centred planning approaches to fully participate in these reviews?
- Is data collected and collated about learners which supports and monitors the well-being of students? For example, hospital admissions, frequency of seizures etc.
- Is there evidence of transparent and collaborative multi-agency working? For example, being able to highlight examples of how external agencies have advised and supported improved practice or environment.
- Are appropriate measures identified in risk assessments to ensure that learners with PMLD are not disadvantaged? For example, inclusion in off-site visits or positive handling procedures?
- Are staff suitably trained in areas such as manual handling and personal care to ensure that arrangements for learners are appropriate?
- Are there appropriate procedures in place to record and report any injuries? For example, bruising from hoists.
- Are medical protocols for individual disabled learners up to date and have staff received appropriate training?

Inspection area 3: Leading and improving

Do leaders in the school…?

- set high and appropriate expectations for learners with PMLD and ensure at least one leader is tasked with updating their practice/ knowledge with regard to PMLD?
- encourage creativity and reflection on best practice?
- ensure that staff working closely with PMLD learners have received the appropriate training to allow them to undertake their role safely and with confidence? For example, administration of medication, feeding and manual handling.
- ensure that specialist training is updated as is appropriate?
- ensure that staff working closely with PMLD learners have clear and immediate support mechanisms within the school if they encounter any issues? For example, medical emergencies or concerns.
- ensure that staff working with PMLD students do not feel isolated and are clearly part of a staff team?
- ensure that those staff working with PMLD learners have an appropriate understanding of targets, needs and provision?
- ensure that staff who deliver personal care are safeguarded through appropriate policies and procedures?
- ensure those with parental responsibility are kept up to date, informed and are valued contributors?
- ensure that where learners are in receipt of a diagnosis of PMLD that appropriate advice, when relevant, is sought from outside agencies such as occupational therapists and speech therapists in line with their referral procedures and that any advice is implemented?
- ensure the relevant resources are in place and that staff using the resources are suitably trained?
- raise an appropriate awareness and understanding of PMLD in the school and with parents?
- ensure that the use of supply staff is carefully managed and monitored with regard to PMLD learners?
- ensure that multi-agency working is evident, encouraged, transparent and positive?
- ensure that record keeping is focused and manageable?

Appendix 11: Learners with ALN in settings linked to residential care

Consideration prior to visit

The RI may wish to consider/request the following information prior to any visit:

- In addition to teachers, the number of education and care staff supporting in the school
- Whether residential childcare workers (including agency staff) who attend school are on the single central register
- Whether requested staff and training records are for education, care and auxiliary staff

Questions during visit

Inspection area 1: Teaching and learning

- Where residential staff lead lessons, are they aware of learning objectives, planning for progression and continuity?
- Are learners and their support staff grouped in a way which prevents classroom overcrowding?
- Are support staff used effectively to support learning and behaviour?
- Do support staff intervene appropriately in learners' play and independent learning to develop their skills at a suitable level?
- Do all staff have consistently high expectations of learners?
- Are all practical lessons, for example PE, planned and delivered by appropriately skilled staff?
- Are all learners equally able to access a breadth of learning experiences for example, community access? (This may refer to vehicle or driver availability due to resources allocated to a specific group of learners.)

Inspection area 2: Well-being, care, support and guidance

- Are learners able to request to change their support staff after significant incidents? For example, physical restraints.
- Are all staff supporting learners with ALN aware of targets in IDPs?
- How well do support staff understand and use strategies to support individual learners' ALN? For example using Makaton.
- Are support staff aware of relevant safeguarding and anti-bullying legislation and policy which applies in an education setting?
- Are pre-employment checks completed to an appropriate standard for all staff (including agency staff) and recorded on a single central register?
- Where there are concerns raised in relation to a member of staff during the recruitment process (eg DBS content, unsatisfactory references) are leaders aware of this and part of the decision-making process?
- Where it is noted in an IDP (or equivalent) do learners have access to Welsh speaking staff?

- Are all staff suitably skilled in individual methods of support for learners? For example, in the use of Makaton, PECs or similar?
- If a learner receives 1:1 support, or similar, are staffing ratios reviewed regularly to ensure learners have the appropriate levels of support to continue to improve their levels of independence?
- Where learners receive high levels of support do staff ensure that this does not hinder their independence?
- Do support staff allow learners to make mistakes? Do learners have opportunities to correct their own mistakes?
- Are all staff appropriately trained in physical intervention? Do they all receive the same model of training? Who records these incidents and how are incident reports shared between school and the home?
- How do all staff contribute to the safeguarding culture within the school?

Inspection area 3: Leading and improving

- How do leaders ensure that learners receive an appropriate level of support and/or supervision as detailed in their IDP (or equivalent)?
- Are leaders aware of the skill set of the staff team and use this to plan appropriately? For example, using support staff experience for learning or careers guidance.
- How do staffing decisions impact on pupil well-being?
- How do leaders ensure support staff are supervising learners appropriately?
- Does the school allocate sufficient resources to meet the needs of learners with ALN?
- Does the school have strong links with parents and carers of learners that help learning to be continued at home?
- How do leaders ensure that all staff (permanent and agency) are appropriately trained to meet the needs of learners?
- How do the school and the children's home work together to manage school attendance, punctuality and exclusions?