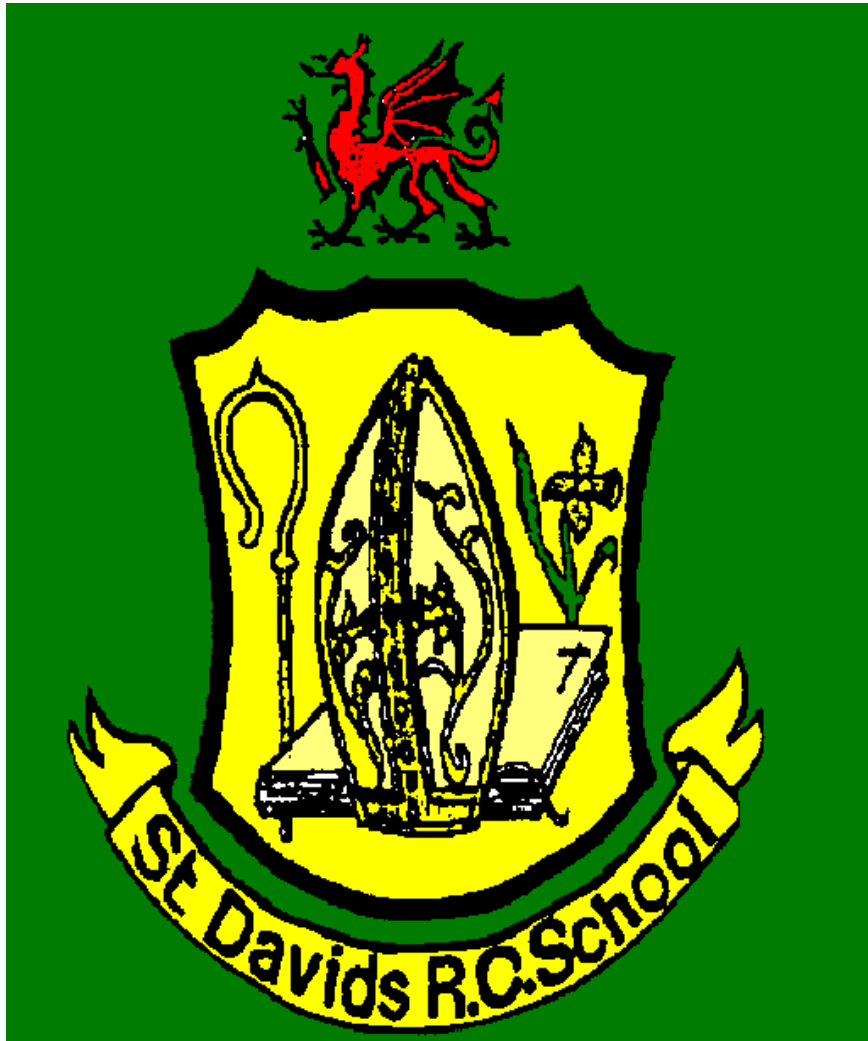


ALN Policy 2024/2025



School Mission Statement

Together,
We live and learn with God the Father, through Jesus Christ, guided by the Holy Spirit.

School Vision Statement

Inspire, Achieve, Believe!

The vision of St. David's Primary School is to enable all children to achieve their full potential following in the footsteps of Jesus. In this we aim to create a nurturing, inclusive and loving school community where Christ is at the centre and the children are at the heart, inspiring and guiding all that we do.

Through a commitment to excellent teaching and learning we aim to empower our children to be confident, healthy and responsible individuals, equipped for life with God at their side.

School Values

Love one another as God has loved you.

Praise and give thanks to God.

Pray together every day.

Respect and celebrate the richness of our different cultures as we work and walk together

Be proud of yourself and your achievements.

Challenge yourself...be resilient, resourceful and persevere!

Be curious and caring about God's wonderful world.

Care for and respect yourself and others.

Help to create a safe and healthy environment where everyone feels valued

Make the right choices based on the Gospel values of love and forgiveness

Recognise your roles as global citizens with our school, parish and wider community.

Be the best you can be!

Equality Statement

The Second Vatican Council clearly re affirms what has always been fundamental to Catholic beliefs and teachings, namely that there is and should always be equality between all human beings.

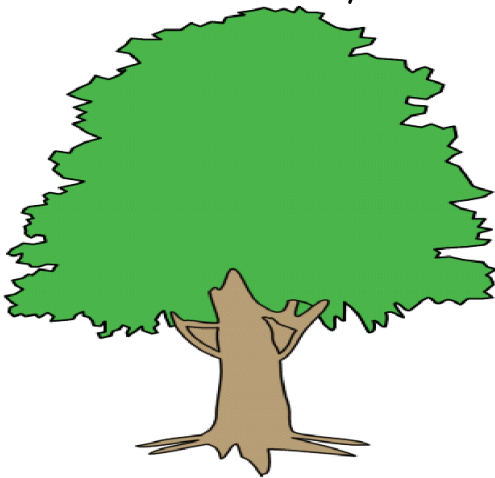
“All human beings are endowed with a rational soul and are created in God’s image: they have the same nature and origin and being redeemed by Christ, they enjoy the same divine call and destiny.....forms of social or cultural discrimination in basic personal human rights on grounds of sex race colour social conditions language or religion must be curbed and eradicated as incompatible with God’s design

(Gaudium et Spes. 29)

At St David’s we are in complete agreement with the fundamental belief and teachings of the Catholic Church as stated above. For this reason we are all concerned with promoting equal opportunities for all those who belong to our school family –children and staff

Not all the birds in
the trees can sing.

But, they all
enrich and enhance
the beauty of the forest



Introduction

This policy outlines St David's RC Primary school's approach for educating children with Additional Learning Needs (ALN) between the ages of 4-11 in line with The Additional Learning Needs (ALN) and Education Tribunal Act 2018, The Additional Learning Needs code for Wales 2021 and the Equality Act (2010). Its purpose is to develop a shared understanding between all stakeholders of how the school will ensure compliance with ALN statutory responsibilities and embrace transformational change.

This document should be read in conjunction with Newport's Principle's document (Appendix 1), the School Based Consideration Tool (Appendix 2), and the Early Years Consideration Tool (Appendix 3).

The school's educational priorities include promoting high standards for all children, achieving high levels of attendance, preventing exclusion, and providing high quality support for children and young people, with individual needs within an inclusive education system.

It is the school's policy to educate all children within school as far as possible in order for them to achieve their potential and to ensure their well-being.

Consequently, improvements in the teaching and learning of children with ALN cannot be isolated from improvements in the teaching and learning for children and young people across the school as a whole. Improvement in one should be mutually supportive of improvement in the other.

- There will be no barriers to every child achieving
- The majority of children will be able to study the full curriculum using only the aids which they use as part of their daily life
- A minority of children and young people, will be provided with access to specialist equipment, provision and different approaches to learning



Appendix 1 -
Newport Principles Doc



Appendix 2 - ALN
Consideration Tool - 5



Appendix 3 - Early
Years ALN Considerat

The aim of the policy

The aim of this policy is to:

- Raise achievement and attainment by removing barriers to learning.

- Increase physical and curricular access for all children with ALN.
- Promote an inclusive education across the school.
- Develop a fair and equitable system for providing resources that is matched to levels of need, enhances teaching and learning, promotes accountability at all levels and produces measurable outcomes.
- Build on existing expertise and enhance the professional development of all staff working with children with ALN
- Provide clarity on statutory ALN systems and processes

The Definition of ALN

2.3 Section 2 of the Act defines the term ‘additional learning needs’ (ALN).

- a) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.
- b) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she— (a) has a significantly greater difficulty in learning than the majority of others of the same age, or (b) has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.
- c) A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.
- d) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

The Principles underpinning the new ALN Code in Wales

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

- (a) **A rights-based approach** where the views, wishes and feelings of the children and young people, child’s parent or young person are central to the planning and provision of support; and the child, child’s parent or young person is enabled to participate as fully as possible in the decision-making processes and has effective rights to challenge decisions about ALN, ALP and related matters.
- (b) **Early identification, intervention, and prevention** where needs are identified, and provision put in place at the earliest opportunity and where possible interventions are put in place to prevent the development or escalation of ALN.
- (c) **Collaboration and integration** where services work together to ensure ALN are identified early, and appropriate co-ordinated support is put in place to enable

children and young people to achieve positive expectations, experiences, and outcomes.

(d) **Inclusive education** where the majority of children and young people with ALN are supported to participate fully in mainstream education and a whole setting approach is taken to meeting the needs of learners with ALN.

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

Roles and Responsibilities

St David's aims to achieve high quality support and provision by working in partnership with parents/carers, other educational settings and other health, social services and voluntary agencies.

The school is committed to raise attainments and achievements but would also seek to celebrate the progress made by learners towards goals, which are person centred, realistic, motivating, jointly owned and which contribute to the development of the whole child and young person.

The school will provide a range of training and professional development programmes and information sharing forums for school staff to maintain and develop knowledge and skills and share good practise, to effectively support children with ALN.

The school is responsible for providing children, parents, and staff the support, guidance, and training for the benefit of children with ALN.

The school has the responsibility for ensuring efficiency and effectiveness of services, collating and evaluating key performance data in relation to all pupils with ALN, keeping up to date with guidance in relation to funding and overseeing the equitable distribution of funding which demonstrates value for money

All schools in partnership with the LA are expected to:

- Maintain a highly inclusive ethos and provision for all children and young people with additional learning needs.
- Identify an appropriate person from the governing body to take responsibility, along with the Head teacher, for ensuring the setting or school maintains provision for children and young people with ALN according to the current ALN Code of Practice.
- Develop, implement, report on, and annually review the school's Inclusion/ALN policies.
- Ensure that the responsibility for meeting the needs of children and young people with ALN generally is shared by all staff but led / co-ordinated by a dedicated named person known as ALNCo.
- Ensure that delegated resources for ALN are allocated fairly, efficiently and address identified needs.

- Ensure systems are in place for the early identification, assessment, provision and monitoring of individual needs in line with a graduated response.
- Ensure the identified needs and objectives as recorded in a child or young person's Statement of SEN or IDP are met.
- Provide an appropriately differentiated curriculum across all areas of learning to match the child's and young person's need.
- Work in partnership with children and young people, their parents, guardians and / or carers, ensuring they have access to information and an understanding about their child's or young person's needs and difficulties and, where appropriate, access to independent advice and support.
- Take advantage of training opportunities provided in order to develop ALN expertise throughout the school, ensuring that children and young people, who have additional needs due to having a higher ability or talent are also having their needs met appropriately.

Meeting the needs of children and young people with ALN will be a whole school approach. All staff in the school will ensure that an inclusive approach is embedded within the school curriculum and provision. The primary responsibility for provision lies with the school/setting who, using the information from the IDP, one-page profiles, and intervention planning, will deliver and assess achievement and progress according to the needs of the child and young person.

School staff

School is responsible for operating in accordance with legislation and adhering to the ALN Code, recognising and respond to the diverse needs of their children and young people, while also offering a continuum of support and services to match those needs.

When it is brought to the attention of, or appears to, that one of its children (who does not have an Individual Development Plan (IDP) may have additional learning needs, school must follow the process outlined below: (different arrangements apply if pupils are dual registered, looked after, detained, an English resident without an EHC plan) (Appendix 5) (Appendix 6)

- Obtain child (or parents) consent to discuss / make a decision about whether the child has ALN.
- Prepare an Individual Development Plan when the school considers the child has additional learning needs

Where the school has determined that the child has additional learning needs which calls for Additional Learning Provision (ALP) and it would not be reasonable for the setting to secure, they can refer the matter to the Local Authority responsible for the child or young person for consideration. (Appendix 7)



Appendix 5 - Flow
chart request to LAs.d



Appendix 6 - School
Flowchart - Assessing



Appendix 7 - LAC
Flowchart.docx

Roles and Responsibilities of school staff

The Governing Body

The governing body must have regard to relevant guidance in the additional learning needs Code when exercising functions under Part 2 of the ALN Act. The governing body with the Senior Leadership Team (SLT) will maintain Individual Development Plans and ensure appropriate Additional Learning Provision for learners with Additional Learning Needs.

Senior Leadership Team

The SLT will monitor, evaluate, support and challenge school based systems and processes to identify and meet the needs of all children and young people. The SLT and Governors will work strategically to ensure the education setting is meeting its responsibilities under the additional learning needs Act, the Additional Learning Needs Code and Equality Act 2010. They will be aware of strengths and areas for development, securing improvement planning accordingly.

Additional Learning Needs Coordinator (ALNCo)

The additional learning needs coordinator, at a strategic level, ensures the needs of all children and young people with additional learning needs are met within the education setting. The additional learning needs coordinator will either form part of the Senior Leadership Team or have a clear line of communication to the SLT in accordance with the additional learning needs Code. The additional learning needs coordinator will secure relevant services that will support the children and young people's ALP as required and this may involve liaising with specialist external services. The additional learning needs coordinator must prepare, and review information required to be published by the governing body pursuant to the additional learning needs Code.

Teachers

Teachers are responsible for the day-to-day process of supporting every child and young person with additional learning needs, the class teacher will work closely with the additional learning needs coordinator to assess the children and young people and to track the children and young people's progress in order to provide a differentiated learning programme. The class teacher will also make effective use of teaching assistants deployed to support children and young people.

The Graduated Resonse

St David's recognises that there is a continuum of ALN which should be reflected in a graduated approach of provision. The school also understands that good practice in ALN is central to good teaching and learning. The school's graduated response consists of universal, targeted, and specific provisions, examples of each stage can be found in (Appendix 8). The description of learning difficulty aligned to the description of Additional Learning Provision (ALP) is outlined within the LA School Aged Consideration tool (Appendix 2) and Early Years Consideration tool (Appendix 3).

Meeting the needs of children and young people with ALN is part of a whole school approach to school improvement. The way in which school meets the needs of all children has a direct bearing on the nature of the ALP required by learners with ALN, and the point at which ALP is required.

The key to meeting the needs of all children lies in the staff's knowledge of each child and young person's skills and abilities. The staff's capacity to then match this knowledge with identifying ways of providing appropriate access to the curriculum for every child and young person is also critical. Person Centred Practice (PCP) is a way of working together and communicating positively with each other, always with the child or young person at the centre of the process. The views, wishes and feelings of the child young person will be at the heart of decision making. PCP involves using a variety of different 'tools' or methods to develop the child or young person's IDP. There are many different approaches to PCP but they all centre on the child or young person's views, wishes and feelings, their aspirations and hopes for the future. A template of this is available. (Appendix 9)



Appendix 2 - ALN



Appendix 3 - Early



Appendix 8 -



Appendix 9 - Person
Centred Meeting (PCP)

This means that the starting point is that the school includes all pupils with ALN fully in all the activities of the school.

Universal Provision

Universal provision forms the foundation for all other provision or support in schools and settings. It comprises of high-quality teaching that is made available to all. This includes strategies, resources and adaptations to the curriculum and environment that teaching staff use to remove barriers to learning for children and young people.

Universal provision is based on an inclusive approach to teaching and learning which benefits all children but are essential for those with ALN. Reasonable adjustments for individual needs are made to ensure schools and settings are supportive and adaptive for any sensory and physical needs that pupils may have. Universal provision will include:

- A broad, balanced and relevant curriculum with high engagement of pupils
- High quality teaching that is differentiated and personalised

- High expectations of every child/young person
- Ambitious targets based on appropriate assessment and dialogue with children, young people and parents
- Potential areas of difficulty addressed and potential barriers to learning removed through the effective deployment of resources
- Regular assessment, monitoring and review of children and young people's development and progress against targets and outcomes

It should be noted that this is by no means an exhaustive list and there are many other elements of universal provision to consider. (See Appendix 8)

To achieve the high-quality teaching required for universal provision in schools and settings. It is essential that teaching staff receive the ongoing continuous professional development necessary for understanding the needs of pupils with a variety of additional learning needs and disabilities, for example education about neurodiversity, such as that experienced in autism.

Where there is robust universal provision, some children and young people will be identified to require additional support, or targeted provision, to make good progress. It is important to remember that if the quality of universal provision is high, the need for targeted provision is likely to be less, as more of the children and young people will have the majority of their learning needs met. Ongoing strategies by teaching staff to meet the needs of all children and young people, particularly those with ALN, are likely to reduce the need for multiple targeted intervention groups and allow children and young people to learn in a more inclusive way.

Targetted Support

In the event that a child or young person's progress is not as anticipated, targeted interventions to supplement differentiated teaching may be needed to address specific areas for development. This is a fundamental element of high-quality, but routine, teaching. A combination of high-quality teaching with effective, short, time limited interventions will be enough for most children and young people to ensure that their progress is in-line with their potential.

“The first response to inadequate progress would often be teaching targeted specifically at pupils' areas of weakness. All education settings are expected to put in place differentiated teaching or other targeted interventions designed to secure better progress where appropriate, for all pupils. This is a fundamental element of high quality – but routine – teaching.” ALN Code 2021 - Chapter 20

Where additional support is needed to develop school practice, for example, on early identification and interventions to address emerging needs, the ALNCo is well placed to work with external agencies such as the LA and its wider partners, including NHS health professionals.

Assessment should support teachers in identifying, capturing and reflecting on the progress of children and young people over time as articulated in the Curriculum for

Wales national guidance on assessment. Only when there is well-documented assessment evidence, that shows that a child or young person has not responded to the high quality, targeted group or individual strategies and support available, that consideration is given to investigating the possibility that the child or young person may have significant barriers to learning.



Appendix 8 -
Universal, targeted an

Addressing Barriers to Learning through Additional Learning Provision

Although there is a wide range of learning difficulties or disabilities, the Code identifies four broad classifications as follows:

1.Cognition and learning - some children and young people who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia or dyspraxia, may require specific programmes to aid progress in cognition and learning. Some of these children and young people may have associated sensory, physical and behavioural difficulties.

2.Behaviour, emotional and social development - some children and young people will demonstrate features of emotional and behavioural difficulties. They may be withdrawn or isolated, disruptive and disturbing, hyperactive or lacking concentration; they may have under-developed social skills; or present challenging behaviours.

3.Sensory and / or physical needs - this area of need includes the wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; some children and young people will have multi-sensory difficulties some with associated physical difficulties.

4.Communication and interaction - some children and young people might experience difficulty in one, some or all aspects of speech, language and communication. This area of need may encompass children and young people with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; it may also encompass some children and young people with moderate, severe or profound learning difficulties. The range of need will include those for whom language and communication difficulties are the result of permanent sensory or physical impairment.

Supporting Parents/Guardians/Carers/Pupils

Before a child or young person is placed on the school's ALN register, the school's Additional Learning Needs Coordinator (ALNCO) must seek the parents' permission and inform them of the availability of all parent partnership services.

Educational Psychologists, ALN team and Inclusion Officers are always available to support and advise schools and parents. However, it is recognised that occasionally parents, guardians or carers may not agree with the authority on the level and / or type of support or the placement their child may need and may need support with regard to understanding the ALN process. In order to address these issues, in addition to Inclusion staff, the school will continue to work alongside the LA and SNAP Cymru who can offer accurate, impartial and confidential advice, support and information regarding the additional needs of their children and young people from 0 to 25 years.

The school also recognises the needs and rights of their pupils to have access to an independent person who will work in an open and accessible manner to promote and realise their rights.

'Children who are capable of forming views have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matter affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child '

(U.N. Convention on the Rights of the child)

The role of the school in preparing and maintaining an IDP

The very few children and young people, who do not make good progress through universal school provision may be identified as having ALN and require Additional Learning Provision (ALP). Where this is the case, the school will need to prepare and maintain an IDP that details the barrier to learning and the ALP it will secure to address the barrier. The IDP will detail the strategies and interventions that are additional to or different from what is normally provided for others of the same age. External agencies can support schools in determining the ALP required with advice and guidance. In some instances, external agencies might also be the appropriate body to directly provide the ALP required. The level of engagement and advice needed from different agencies and professionals will vary depending on the needs of each learner. Where a school maintains the IDP, it must secure the ALP described in it, except any ALP which is a relevant treatment or service identified by an NHS body, in which case the NHS body must secure the ALP.

Nearly all children and young people will make appropriate progress once their individual additional learning needs are identified and the appropriate ALP is implemented. Where the ALP has successfully addressed the barrier to learning, the learner may no longer require ALP and the school will then need to cease the IDP. The flowchart outlining the process for developing a School Based IDP for children and young people is set up on Edukey with timescales and a step by step process.

The role of the LA in preparing and maintaining an IDP

In most cases schools will be responsible for deciding whether the child or young person has ALN and for preparing and maintaining an IDP. The LA will only decide whether a child or young person at a school has ALN and prepare and maintain an IDP in instances where the child or young person's needs are considered to be more severe or complex. The main exception is when a child or young person is looked after where the LA is responsible for decisions and maintaining an IDP irrespective of the need. (Appendix 7)



Appendix 7 - LAC
Flowchart.docx

Where a child or young person continues to experience difficulties accessing learning and making progress, despite high quality universal provision and the additional support provided by a school maintained IDP, the school may consider that the ALN of the child or young person calls for ALP that it would not be reasonable for it to secure. The school should then refer the case to the local authority via the LA ALN team.

In such cases the local authority has applied a set of published principles when determining whether it is reasonable for a school to secure the ALP required by the learner or whether the authority ought to do so. These principles will relate to:

- The extent and duration of advice from external specialists that is likely to be unreasonable for a school to secure
- The equipment that is likely to be unreasonable for a school to provide; and
- The intensity and duration of support and scale of internal engagement of staff at school that is unlikely to be reasonable for a school to provide.

Where the LA has decided that the child or young person has ALN it will prepare and maintain the IDP and secure the ALP necessary to meet their needs within their current school or within a specialist provision. Where the ALP has successfully addressed the barrier to learning, the child or young person may no longer require an IDP that is maintained by the LA. Where this is the case the responsibility for preparing and maintaining the IDP will return to the school. In exceptional cases, where progress is not as expected, the child or young person may require a highly specialist provision to best meet their needs.

Local Authority maintaining and reviewing the IDP

Where it appears to the LA that a child or young person may have additional learning needs the LA will decide whether the child or young person has additional learning needs unless:

- An IDP is already being maintained by the LA and has previously decided the issue and is satisfied that the child or young person's needs have not changed materially

since that decision and there is no new information which materially affects that decision.

- The LA is satisfied that the question of whether or not the child or young person has additional learning needs is being decided by a governing body.
- The child is a young person who does not consent to the decision being made.

If the LA decides that a child or young person has additional learning needs the LA will:

1. Prepare and maintain an IDP.
2. Prepare an IDP and direct a school to maintain it.
3. Direct the school to prepare and maintain the plan.

Following such a direction the school must prepare and/or maintain the plan unless the child or young person does not give consent. The circumstances in which the LA duty to maintain an IDP ceases.

In the case of an IDP maintained by the LA for a child or young person, the local authority's duty to maintain the IDP ceases to apply in the following circumstances:

- The LA decides that the child or young person no longer has additional learning needs and that decision has not been successfully challenged.
- In the case of a young person, the young person no longer consents to the IDP being maintained or, in the case of a child becoming a young person, does not consent to the IDP being maintained
- The LA ceases to be responsible for the child (provided the child is not looked after) or young person - that is, if the child or young person ceases to be in the area of Newport.
- In the case of a child or young person who is looked after by Newport LA, the person ceases to be a looked after child (for whatever reason, including because the child has become a young person) and the LA is not responsible for the person (i.e. the child is not in its area). Where another LA is responsible for the child or young person, the duty to maintain the IDP transfers to that LA.
- In the case of a child or young person who is a registered pupil at a maintained school in Wales, the LA will direct the school to maintain the plan;
- In the case of a young person who is enrolled as a student at an FEI in Wales, the FEI agrees to a request from the LA to become responsible for maintaining the IDP.
- In the case of a young person who is neither a registered pupil at a maintained school in Wales nor enrolled as a student at an FEI in Wales, the LA decides that it is no longer necessary to maintain the IDP to meet the young person's reasonable needs for education or training.

Where a child or young person with an IDP maintained by a school transfers to another maintained school in Wales or to an FEI in Wales, responsibility for

maintaining the IDP will usually transfer at the same time. Similarly, where a child or young person with an IDP maintained by Newport LA moves to another local authority's area, responsibility for maintaining the IDP will transfer between the local authorities.

Where a child or young person with additional learning needs becomes the responsibility of Newport LA, the LA will maintain the IDP if immediately before the child or young person became its responsibility, an IDP was being maintained for the child or young person by another local authority.

The LA will provide children, young people and others with information and advice about additional learning needs and the new system and ensure that it is accessible for all who need it.

Elective Home Education (EHE)

Newport City Council supports the right of parent/carer to educate their child/young person at home. Section 7 of the Education Act 1996 states that it is "the duty of parents of every child of compulsory school age shall cause her/him to receive efficient full-time education suitable to his/her age, ability and aptitude and to any special educational needs he/she may have either by regular attendance at school or otherwise. However, some parents decide that Elective Home Education (EHE) is a more suitable option for their child. Electively home educating is a key aspect of parental choice and is a valid choice alongside the option to send a child to school, subject to the parents providing an education suitable to the age, ability and aptitude of the child. Flowcharts are available for schools to follow in the EHE protocol (Appendix 10)



Appendix 10 - EHE
protocol 2024-25.doc

Schools must inform the ALN team through inclusion.enquiries@newport.gov.uk alongside Lucy Arthur – Education Welfare Officer if the child/young person has identified ALN and has a School Based IDP or LA IDP.

Decision making through the process of panels

Currently the LA use multi-agency panels to moderate decisions in a consistent and robust manner. The decisions are based on the written information received by schools and settings including professional reports from outside agencies.

Evidence based decisions include;

- Whether to proceed with a LA IDP.
- Whether a child or young person requires access to a specialist placement
- To allocate Additional Learning Needs Specialist Transport.

Partnership/Dispute resolution

The school is committed to working with the LA, in partnership with parents /carers, and values the contribution they can make to enable children with additional learning needs achieve their potential. A parent independent partnership service is currently provided by SNAP Cymru. The helpline is available via telephone: 0808 801 0608

SNAP Cymru aim is to ensure families have access to information, advice and guidance in relation to the Additional Learning Needs of their children and young people so they can make appropriate, informed decisions. SNAP Cymru will make sure that the views and wishes of children and young people are listened to and taken into consideration and that, along with parent's views, can inform and influence the development of local additional learning needs policy and practice. This service also has in place processes for avoiding and resolving disagreements (Dispute Resolution).

The school also provides information and advice about Additional Learning Needs and the Additional Learning Needs IDP process.

In addition to working with parents / carers and SNAP, effective collaboration will be secured through active involvement with;

- LA teams
- The Educational Psychology Service
- Inclusion Enrichment Team
- Outreach from specialist provision- Maes Ebbw, Ysgol Bryn Derw and Bridge Achievement Centre.
- Early years manager and associated services
- CLA coordinator
- Safeguarding coordinator
- Head of provision for vulnerable learners
- Youth Justice service
- Gwent-wide Sensory and Communication Support Service (SenCom).
- Careers Wales
- Local Health Board
- Social Services
- Specialist Child and Mental Health Service (CAMHS);
- Speech & Language Therapy Services;
- Occupational Therapists

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