

# Appendix 2

## ALN and Inclusion Strategic Plan 2024 - 2030

Powys County Council

In partnership with

Powys Teaching Health Board

NPTC Group



### Our Vision - Education

All children and young people in Powys will experience a high-quality, inspiring education to help develop the knowledge, skills and attributes that will enable them to become healthy, personally fulfilled, economically productive, socially responsible and globally engaged citizens of 21st century Wales.



## Contents

Strategic Context .....	3
Section 1: Introduction and Context .....	3
Section 2: Aims and Objectives .....	5
Section 3: Implementation .....	9
Workstream 1: Inclusion for All .....	9
Workstream 2: EOTAS Provision, Including the PRU .....	22
Workstream 3: Development of New Inclusion Hubs and Community Networks ..	29
Concluding Remarks .....	44
Indicative Implementation Timeline .....	46
Glossary of Terms and Abbreviations .....	47
Additional Policies and Documents .....	49

# The Strategic Context

## Section 1: Introduction and Context

### 1.1 Introduction

- 1.1.2 Powys, characterised by its expansive rural landscape and dispersed communities, faces unique challenges in delivering effective Additional Learning Needs (ALN) and inclusion services. This Strategic Plan aims to address these challenges by outlining a comprehensive approach to supporting learners with ALN, fostering inclusive environments, and ensuring equitable access to education and opportunities for all learners.
- 1.1.2 This Strategic Plan for Additional Learning Needs (ALN) and Inclusion is a comprehensive plan for the whole of Powys, designed to be co-created in partnership with Powys Teaching Health Board and NPTC Group. It is essential that this Strategic Plan is developed collaboratively to ensure a seamless and effective approach to supporting learners with ALN throughout their educational journey and beyond.
- 1.1.3 By working together, we can create a unified system that identifies and addresses the needs of learners early, providing consistent and high-quality support across all sectors. This collaborative approach will optimise resources, share expertise, and ultimately improve outcomes for children, young people and their families.

### 1.2 Review of ALN in Powys – Informing the ALN Strategic Plan

#### 1.2.1 Background

- 1.2.2 In 2020, Powys County Council launched a thorough review of educational provision across the county. As part of this review a transformation Workstream was instigated that included four key workstreams. These were:
- The provision of primary and secondary mainstream education, and the need for significant investment to make our facilities fit for delivering a broad 21st century curriculum for all of our learners
  - The need to transform our provision for post-16 learners
  - The provision needed to provide equity for learners studying in Welsh, improving progression and accessibility
  - The need to transform our provision for learners who need additional support, usually defined as learners with special educational needs (SEN) or additional learning needs (ALN).
- 1.2.3 Workstream 4 focussed on special educational needs / additional learning needs across the county. Following an in-depth consultation process with key stakeholders, the Future of Special Educational Needs/Additional Learning Needs in Powys Strategic Plan<sup>1</sup> was launched in September 2020. The Powys SEN/ALN Strategic Plan aimed to address significant challenges in the provision of support for learners with special educational needs. It responded to criticisms raised by Estyn and acknowledged the need for substantial improvements. The Strategic Plan outlined a vision for more accessible,

---

<sup>1</sup> <https://en.powys.gov.uk/article/6359/Additional-Learning-Needs-Key-Documents>

equitable, and consistent support, emphasising early identification, intervention, and inclusive education.

1.2.4 The SEN/ALN Strategic Plan was divided into seven transformation areas:

- Area of Transformation 1: Mainstream
- Area of Transformation 2: Early Support / Assessment
- Area of Transformation 3: Specialist provision for pupils of statutory school age with most complex needs
- Area of Transformation 4: Specialist centres
- Area of Transformation 5: Specialist provision for pupils with behavioural, emotional and social difficulties (BESD)
- Area of Transformation 6: Provision for SEN/ALN learners up to the age of 25
- Area of Transformation 7: Welsh medium support for pupils with SEN/ALN

1.2.5 A review of the SEN/ALN Strategic Plan and subsequent issue of a new ALN Strategic Plan for Powys will ensure that it is still 'fit for purpose' for Powys learners, following significant changes that have occurred in the World since 2020, including a global pandemic and a cost-of-living crisis.

1.2.6 Powys' rurality presents both opportunities and challenges in terms of service delivery. While the region boasts strong community spirit and a rich cultural heritage, it also faces issues such as geographical isolation, limited access to specialist services, and economic disparities.

1.2.7 The local authority, as the lead agency for education and social care, plays a pivotal role in shaping the lives of children and young people with ALN. Collaborating closely with the health board and Post-16 Further Education Institutes (FEI) sector is essential to create a cohesive and effective support system.

### 1.3 Key contextual factors to consider

- Rurality and geographical isolation: Dispersed populations, limited transport options, and challenges in accessing specialist support.
- Demographic changes: Declining birth rates, an aging population, and increasing diversity.
- Economic challenges: Areas of deprivation, unemployment, and limited employment opportunities.
- Health inequalities: Higher rates of health conditions and poorer health outcomes compared to national averages.
- Education landscape: A mix of mainstream schools, special schools, and alternative provision, with varying levels of resources and expertise.

1.3.1 By understanding the unique context of Powys, this Strategic Plan will develop targeted interventions and support mechanisms to address the specific needs of learners with ALN and create inclusive communities for all learners.

## Section 2: Aims and Objectives

### 2.1 Aims

2.1.1 The overarching aim of this Strategic Plan is to create a comprehensive, inclusive, and equitable education system in Powys that meets the needs of all learners, including those with Additional Learning Needs (ALN). This will be achieved through:

- Enhancing early identification and intervention for children and young people with ALN.
- Developing a strong and supportive educational environment for all learners.
- Improving access to high-quality specialist provision and support services where required.
- Ensuring effective transition pathways for learners with ALN.
- Maximising the potential of young people with ALN to achieve their aspirations.

### 2.2 Objectives

2.2.1 To deliver on these aims, the following objectives will be pursued:

- To develop a shared understanding of ALN and Inclusion across Powys.
- To implement effective early identification and assessment processes.
- To provide high-quality training and professional development for staff working with learners with ALN.
- To increase the availability of specialist support services within the region.
- To improve access to technology and assistive technology for learners with ALN.
- To develop effective transition plans for learners with ALN moving between phases of education and into adult life.
- To promote inclusive practices in all educational settings.
- To engage with parents, carers, and young people to ensure their voices are heard.
- To monitor and evaluate the impact of the Strategic Plan and make necessary adjustments.

2.2.2 By focusing on these aims and objectives, the Strategic Plan will contribute to improve the life chances of young people with ALN in Powys.

### 2.3. Partnership Working

2.3.1 Effective partnership working is essential for delivering successful ALN and inclusion services in Powys. This Strategic Plan emphasises collaboration between the local authority, health board, and Post-16 FEI sector (NPTC Group) to ensure a seamless and coordinated approach to supporting learners with ALN.

#### 2.3.2 Key partnerships will include:

- Local Authority and Health Board: Joint working on early identification, assessment, and provision of health and social care services for learners with ALN
- Local Authority and Post-16 FEI (NPTC Group): Collaborative planning for transitions, shared curriculum development, and information sharing

- Schools, Colleges, and Providers: Collaborative approaches to inclusive practice, sharing expertise, and joint training initiatives
- Voluntary and Community Sector: Partnerships to provide additional support services and promote community inclusion
- Parents, Carers, and Young People: Active involvement in decision-making and service development

### 2.3.3 By fostering strong partnerships, we aim to:

- Promote a shared vision for ALN and inclusion
- Improve information sharing and communication
- Enhance joint planning and service delivery
- Optimise resource allocation and utilisation
- Empower learners with ALN and their families

### 2.3.4 Work already undertaken to inform the development of this Strategic Plan

Inclusion Service Day, including input from DECLO	15 December 2023
NPTC and PCC Education	23 January 2024
NPTC, PCC Education and Health	19 March 2024
Inclusion Service Day	08 April 2024
PCC Education and Health	27 June 2024
PCC and PTHB – Joint Operational Processes Meeting	01 August 2024
PCC and Schools Behaviour Specialist Working Party	01 October 2024
PTHB, PCC Education / Social Care Neurodiversity Pathway Review	01 October 2024

## 2.4 Alignment with the Additional Learning Needs (Wales) Act 2018

2.4.1 This ALN and Inclusion Strategic Plan is designed to be fully aligned with the principles and objectives of the Additional Learning Needs (Wales) Act 2018. The Strategic Plan will ensure that Powys is at the forefront of implementing the new ALN system, delivering improved outcomes for learners with additional learning needs. Key areas of alignment include:

- Early identification and intervention: The Strategic Plan prioritises early identification and intervention, in line with the Act's focus on preventing escalation of needs.
- Person-centred approach: The Strategic Plan emphasises a learner-centred approach, ensuring that the needs and aspirations of individuals with ALN are at the heart of decision-making.
- Partnership working: The Strategic Plan promotes strong partnership working between the local authority, health board, FEI sector (NPTC Group), and other agencies, as outlined in the Act.
- Inclusive education: The Strategic Plan is committed to creating inclusive environments where all learners can thrive, reflecting the Act's emphasis on inclusion.
- Individual Development Plans (IDPs): The Strategic Plan will support the implementation of IDPs as the core planning tool for learners with ALN.

2.4.2 By aligning with the ALN Act, this Strategic Plan will contribute to a transformed system that provides high-quality support for learners with ALN in Powys.

## 2.5 Why Develop an ALN and Inclusion Strategic Plan Now?

2.5.1 Developing an ALN and Inclusion Strategic Plan for Powys is crucial for several reasons:

- **Futureproofing**

- **Preparing for Change:** Anticipating future challenges and opportunities in the field of ALN and inclusion.
- **Building Resilience:** Developing a robust and sustainable system that can adapt to changing circumstances.

- **Addressing Local Needs**

- **Gaps in Provision:** Identifying and addressing existing gaps in ALN provision within Powys.
- **Improving Outcomes:** Enhancing outcomes for learners with ALN by providing targeted support and interventions.
- **Reducing Inequalities:** Addressing the disproportionate impact of ALN on specific groups, such as those from disadvantaged backgrounds.

- **Enhancing Collaboration**

- **Strengthening Partnerships:** Building stronger collaborations between the local authority, health board, and FEI sector to improve service delivery.
- **Sharing Best Practice:** Promoting knowledge sharing and the adoption of effective practices across the region.

- **Legal and Policy Imperatives**

- **Compliance with the Additional Learning Needs (Wales) Act 2018:** This new legislation mandates a comprehensive approach to supporting learners with ALN, requiring local authorities to develop strategies to meet the needs of their population.
- **Alignment with Welsh Government Priorities:** The Welsh Government has placed a strong emphasis on inclusion and ensuring equal opportunities for all learners.

2.5.2 This Strategic Plan aims to develop a comprehensive ALN and Inclusion solution to supporting Powys children, young people and their families. It will focus on three Workstreams of implementation, with short, medium and long-term benefits.

## Section 3: Implementation

### 3.1 Workstreams

- 3.1.1 In order to maximise the benefits outlined above, this Strategic Plan includes three distinct Workstreams of activity:
- Workstream 1: Inclusion for All
  - Workstream 2: Education Other Than at School (EOTA and the Pupil Referral Unit (PRU)
  - Workstream 3: Development of New Inclusion Hubs and Community Network Model
- 3.1.2 Workstream 1: Inclusion for All - This Workstream focuses on service improvement and development. It aims to support and address the challenges raised by professionals and families regarding Additional Learning Needs (ALN) and Inclusion in Powys. Realisation of Workstream 1 will facilitate the ongoing development and implementation of Workstreams 2 and 3. Much of the improvement work identified in Workstream 1 will form the forward work plan for the Inclusion and Youth Service, with implementation set to begin in January 2025. Although the work completed in Workstream 1 will run for the duration of the Strategic Plan, it will involve continuous self-evaluation and improvement, ultimately becoming part of the business-as-usual and self-assessment processes within organisations. This strategic approach ensures that the necessary enhancements are systematically addressed.
- 3.1.3 Workstream 2: EOTAS and the PRU – will focus on support for learners who are Educated Other Than at School – this might be through provision at the PRU, Medical Tuition or other bespoke learning opportunities. It is envisaged that work on this Workstream will begin in September 2025.
- 3.1.4 Workstream 3: Development of New Inclusion Hubs and Community Network Model – will focus on establishing Inclusion Hubs across Powys in key strategic locations. The multi-agency Inclusion Hubs will enhance the inclusion system in Powys by adopting best practices like early intervention, collaborative teaching multi-agency working, and establishing Specialist Learning Centres. This approach ensures accessible, high-quality specialist support that meets the needs of all learners, allowing the system to adapt to changing demands and maintain high educational standards.



## 3.2 Workstream 1: Inclusion for All

3.2.1 It is crucial to approach inclusion in education holistically, rather than making piecemeal adjustments. Inclusion is often associated with learners who have impairments or are identified as having additional learning needs (ALN). However, true inclusion encompasses the education of all children and young people. This requires a comprehensive examination of how to reduce barriers to learning and participation for every learner. Improving schools based on inclusive values is not an alternative to raising achievement; it is about enhancing achievement through building collaborative relationships and fostering improvements in the learning and teaching environment. Key concepts include inclusion, reducing barriers to learning and participation, providing resources to support learning and participation, and embracing diversity. Inclusion is an ongoing process of increasing learning and participation for all students, and an inclusive school is one that is continually evolving

3.2.2 Booth and Ainscow state that inclusion in education involves:

- Valuing all students and staff equally
- Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and community of local schools
- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality
- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorised as ‘having special educational needs’
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely
- Viewing the difference between students as resources to support learning, rather than problems to be overcome
- Acknowledging the right of students to an education in their locality
- Improving schools for staff as well as students
- Emphasising the role of schools in building community and developing values, as well as in increasing achievement
- Fostering mutually sustaining relationships between schools and communities
- Recognising that inclusion in education is one aspect of inclusion in society.<sup>2</sup>

3.2.3 To foster inclusion, exclusionary pressures must be reduced, and consideration of the whole learner made a priority. Focusing solely on one aspect, like an impairment, can overlook broader needs. Addressing challenges for one learner often benefits many. Labelling children with ALN can lower expectations and divert attention from others’ difficulties,

---

<sup>2</sup> Booth, T and Ainscow, M (2002) Index for Inclusion: Developing Learning and Participation in Schools.

### 3.2.4 Possible multi-agency collaboration

Stage and Priority No.	Education	Education and Health	Education, Health and NPTC
W1.1		✓	
W1.2			✓
W1.3			✓
W1.4			✓
W1.5			✓
W1.6			✓
W1.7	✓		
W1.8		✓	
W1.9			✓

## 3.3 Early Intervention (W1.1)

3.3.1 Early identification and intervention of ALN is crucial for improving educational outcomes. It also enables the local authority to strategically plan and monitor provision.

- Early Identification: Implement operational systems (more effective ways to identify children and young people with potential ALN) as early as possible.
- Collaborative Approach: Foster strong partnerships between education, health, and social care services.
- Evidence-Based Interventions: Provide effective and targeted support based on robust evidence.
- Embed 'Play' into the Early Years curriculum: Play opportunities and environments that promote play, exploration and hands-on learning are at the core of effective early learning Workstreams
- Inclusive Practices: Promote inclusive classrooms and settings for all children.
- Parental Involvement: Empower parents and carers to actively participate in their child's education.
- Data-Driven Decision Making: Utilise data to monitor progress and inform improvements.

### 3.3.2 Enhanced Early Years Provision

- Universal Screening: Implement regular, standardised screening tools for all children in early years settings.
- Professional Development: Provide training for early years practitioners in identifying early signs of ALN.
- Close Collaboration: Strengthen partnerships between health visitors, early years providers, and schools.

### 3.3.3 Improved Information Sharing

- Secure Data Sharing: Establish secure systems for sharing information between agencies (e.g., schools, health, social care).
- Common Assessment Framework: Develop a shared assessment framework for identifying and tracking children's needs.
- Regular Reviews: Implement regular case reviews to monitor children's progress and adjust support as needed.

#### 3.3.4 *Targeted Interventions*

- Evidence-Based Practices: Promote the use of evidence-based interventions and approaches.
- Multidisciplinary Panel: Further develop multidisciplinary panels for all age groups to provide comprehensive support for learners with ALN.

#### 3.3.5 *Inclusive Learning Environments*

- Ensure full compliance with the ALN Act
- Training: Provide ongoing training and support for professionals at all stages of a learner's educational journey, in inclusive teaching practices and differentiation.
- Accessibility: Improve physical accessibility of school buildings and resources.

#### 3.3.6 *Strong Parental Partnership*

- Open Communication: Maintain open and regular communication with parents and carers.
- Parent Support Groups: Establish parent support groups to share information and provide emotional support.
- Co-production of Support Plans: Involve parents, carers and other professionals in developing and reviewing support plans and IDPs.

#### 3.3.7 *Data-Driven Improvement, Evaluation and Monitoring*

- Data Collection: Collect and analyse data on ALN identification, interventions, and outcomes.
- Evaluation: Regularly evaluate the effectiveness of early identification and intervention strategies.
- Key Performance Indicators: Develop key performance indicators to measure progress towards objectives.
- Stakeholder Feedback: Seek feedback from parents, carers, schools, and other stakeholders.

#### 3.3.8 *Implementation and Support*

- Leadership and Management: Ensure strong leadership and commitment from senior management in schools and settings.
- Resource Allocation: Allocate adequate resources for early identification and intervention.

## 3.4 Transition (W.1.2)

3.4.1 Improving transition for ALN learners and other vulnerable learners in a rural local authority such as Powys presents unique challenges and opportunities.

### 3.4.2 *Transition Planning*

- Identify Key Transition Points: Pinpoint critical transition periods, such as early years to primary, primary to secondary, and school to post-16 education or employment.
- Stakeholder Involvement: Engage with parents, carers, teachers, support staff, and external agencies to understand their perspectives and identify barriers to successful transition.
- Person-Centred Planning: Adopt a person-centred approach to planning for the transition of each learner, involving them and their families in decision-making, alongside other key professionals that are supporting the child, young person and their family.

### 3.4.3 *Transition Support and Opportunities*

- Mentoring and Buddying Systems: Establish mentoring and buddying Workstreams to support ALN learners during transition.
- Work Experience Opportunities: Create opportunities for ALN learners to gain work experience and develop employability skills.
- Transport and Accessibility: Address transportation challenges and ensure accessibility to educational and community facilities.
- Travel Training Support: Develop travel training opportunities with an embedded and co-constructed Workstream. Appoint a travel training co-ordinator to support the co-ordination of travel skills and confidence building.
- Parent Support: Provide comprehensive support to parents and carers, including information, guidance, and training.
- Appoint ALN Transition Officers to work with learners and other stakeholders to provide a robust and bespoke transition plan for learners.
- Leverage Technology: Utilise technology to overcome geographical challenges and enhance communication. Virtual Reality tools are an example of how we will improve transition support for learners.

### 3.4.4 *Joint Communication and Visibility*

- Information Sharing: Where appropriate all stakeholders (PCC, PTHB, NPTC Group) offer joint information sessions for learners, including Post-16 ALN learners and attend specific open days.
- Collaborative Partnerships: Foster strong partnerships between schools, health services, social care, and other relevant agencies to ensure a coordinated approach to support.
- Enhanced Communication: Improve communication between schools, colleges, and other providers through regular meetings, information sharing, and the use of technology.
- Tyfu training sessions: In clusters provide a regular session for parents/carers on the ALN and Inclusion process in Powys and how to use Tyfu and the Tyfu platform. This will then lead to parents/carers being able to attend Tyfu drop-in sessions for individual queries.

## 3.5. Communication, Lived Experiences, Co-Production (W1.3)

3.5.1 To enhance effectiveness, it is crucial to improve communication and collaboration with individuals who have lived experiences, particularly those with neuro-developmental conditions, our communities, our settings, schools and other key stakeholders, ensuring that policies, support and this Strategic Plan are inclusive, empathetic, and tailored to the diverse needs of our people in Powys.

### 3.5.2 *Stakeholder Feedback and Feedforward Channels*

- Seek feedback: Parents, carers, schools, and other stakeholders.
- Feedback Mechanisms: Implement systems for schools to provide feedback on the effectiveness of communication and support strategies.
- Use this feedback to continuously improve and adapt our approaches.
- Create forums, surveys, and focus groups: Gather input from individuals with lived experiences.
- Communication Channels: Ensure channels are accessible and inclusive, accommodating various communication preferences.

### 3.5.3 *Communication and Engagement*

- Lived experiences: Commission Parent Voice Wales to undertake formal engagement with parents/carers of children and young people with ALN
- Third Sector: Work alongside third sector partners, such as Credu (support for unpaid carers in Powys), to engage with groups of people with lived experiences
- Communication Plan: Develop a communication plan to engage all stakeholders.
- Regular update Meetings: Schedule consistent meetings with all stakeholders, including schools and setting staff to discuss learner needs, progress, and any concerns.
- Open Communication: Maintain open and regular communication with parents and carers.
- Parent Support Groups: Establish parent support groups to share information and provide emotional support.
- Dedicated Communication Channels: Ensure clear and accessible communication channels between the PCC, PTHB, NPTC, all stakeholders and schools, such as dedicated email addresses or hotlines.
- Ensure timely responses to queries and concerns. Opportunities for shared support models between key service areas as a single-entry front door for signposting.

### 3.5.4 *Training and Awareness*

- Provide Training: Provide ongoing training for staff on neuro-developmental conditions and effective communication strategies. Include sessions led by people with lived experiences to offer firsthand insights.
- Co-Production Workshops: Organise workshops where staff and individuals with lived experiences collaborate on developing policies and practices. Ensure these workshops are facilitated in a way that values and respects all contributions.
- Visibility and Representation: Ensure that people with lived experiences are represented in decision-making bodies and advisory panels. Highlight success stories and positive outcomes from inclusive practices to inspire and motivate all.

- Resource Sharing: Provide settings, schools and college with access to a repository of resources, including communication aids, teaching materials, and best practice guidelines. Regularly update these resources based on feedback from establishments and new developments in the field.
- Implement and embed ALN Integrated Steering Group between Education, Health and College.

### 3.6. Welsh Medium ALN (W1.4)

3.6.1 Ensuring equality for Welsh-speaking learners with Additional Learning Needs (ALN) is a complex challenge that requires a multi-faceted approach

#### 3.6.2 *Language Assessment and Identification*

- Culturally Sensitive Assessment Tools: Develop or adapt assessment tools that accurately identify ALN in Welsh-speaking learners without cultural or linguistic bias.
- Early Identification: Implement early intervention Workstreams to identify potential ALN as soon as possible, ensuring timely support.
- Collaboration with Bilingual Professionals: Work closely with bilingual educational psychologists, speech and language therapists, and other professionals to ensure accurate assessment and diagnosis.

#### 3.6.3 *Curriculum and Pedagogy*

- Differentiation: Ensure that teaching and learning materials are differentiated to meet the needs of all learners, including those with ALN.

#### 3.6.4 *Support Services*

- Bilingual Support Staff: Centrally employed bilingual support staff, such as teaching assistants and learning support workers, to provide tailored support.
- Accessible Resources: Ensure that support services, including speech and language therapy, occupational therapy, and physiotherapy, are accessible to Welsh-speaking learners.
- Transition Planning: Provide comprehensive transition planning for Welsh-speaking learners with ALN, including support for post-16 education and employment.

#### 3.6.5 *Parental Engagement*

- Bilingual Communication: Establish effective communication channels with Welsh-speaking parents, including bilingual information and support materials.
- Parent Support Groups: Create opportunities for Welsh-speaking parents to connect with each other and share experiences.

#### 3.6.6 *Monitoring and Evaluation*

- Data Collection: Collect data on the outcomes of Welsh-speaking learners with ALN to identify areas for improvement.

### 3.7. Post-16 ALN Provision (W1.5)

3.7.1 All learners are entitled to an educational pathway that suits their unique learning needs, current progression levels, and future aspirations. This principle aligns with the inclusive central tenet of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET) and the values of the local authority. By ensuring that each learner receives

tailored support and opportunities, we can foster an environment where every individual can thrive and achieve their full potential.

3.7.2 In addition, the local authority faces increased responsibility in managing post-16 placements at Independent Special Post-16 Institutes (ISPIs). For the academic year 2024/25, young people in year 14 (or equivalent age) are not covered by the commencement orders and thus fall under the SEN/LDD system rather than the ALN system. If these young people seek further education, Careers Wales must conduct a section 140 assessment (Learning and Skills Plan, LSP) to identify their educational and triaging needs and suitable provisions. Careers advisers, already engaged with the young person and their parent/carer, will provide further information and support throughout this process. From September 2024, all learners with ALN in year 12 or 13 will require an Individual Development Plan (IDP). For those whose further education needs cannot be met locally and who qualify for a place at an ISPI, the school and local authority must manage the process, as these learners will not receive an LSP from Careers Wales. This shift places significant administrative and supportive responsibilities on the local authority to ensure these learners receive appropriate and timely support.

### 3.7.3 *Schools in Powys to offer Suitable Post-16 Opportunities to Learners with ALN:*

- Align with the wider transforming education Workstream.
- Develop Post-16 ALN Policy for utilisation between all stakeholders
- Develop Tailored Post-16 Programs: Collaborate with further education institutions and vocational training providers to create customised programs that cater to the diverse needs of learners with ALN.
- Ensure these Workstreams offer a range of academic, vocational, and life skills training to support varied career aspirations.
- Enhance Staff Training and Resources: Provide ongoing professional development for teachers and support staff on best practices for supporting post-16 learners with ALN.
- Equip schools with the necessary resources and tools to implement inclusive teaching strategies and individualised support plans.
- Strengthen Transition Planning: Establish robust transition planning processes that involve learners, parents, and relevant stakeholders in creating personalised transition plans.
- Facilitate regular meetings and reviews to ensure that each learner's transition from school to further education or employment is smooth and well-supported.
- Incorporate early entry pathways for 14–16-year-olds will provide a seamless transition and broaden opportunities for younger learners.

### 3.7.4 *Audit, Review and Consultation*

- Conduct a Comprehensive Audit: Review existing Post-16 ALN provision, including policies, practices, and outcomes.
- Gather data on learner experiences, attainment, and progression to identify gaps and areas for improvement.
- Engage Stakeholders: Consult with learners, parents, educators, and service providers to gather feedback on current ALN provision.
- Include input from further education institutions and employers to ensure alignment with post-education opportunities.

- Develop an Improvement Plan: Based on audit findings, create a detailed plan outlining specific actions to enhance Post-16 ALN provision.
- Set clear objectives, timelines, and responsibilities for implementing improvements.

### 3.7.5 *Align with Additional Learning Needs and Education Tribunal (Wales) Act, 2018 (ALNET)*

- ALNET: Ensure all actions and improvements comply with the Additional Learning Needs and Education Tribunal (Wales) Act 2018.
- Regularly review policies and practices to maintain alignment with legislative requirements.
- Enhance Training and Professional Development: Provide ongoing training for staff on best practices in supporting post-16 learners with ALN.
- Include professional development opportunities focused on inclusive education and learner-centred approaches.
- Improve Transition Support: Develop robust transition plans to support learners moving from school to further education or employment.
- Collaborate with further education institutions and employers to create seamless pathways for learners.
- ISPI Process: Develop and implement a pathway to consult with local FEIs, prior to any consultation with an ISPI.
- Social Care (Children and Adults): Align internal processes for the tri-partite agreement for transition and funding (education, social care and health) for post-16 learners attending ISPIs.

### 3.7.6 *Communication*

- Shared resources and information: Stakeholders to share important information, or signpost to websites on their respective information sharing platforms. E.g. Information about transport, bus passes and entitlement for post-16 learners going to FEIs and shared understanding of Additional Learning Provision (ALP) and Universal Learning Provision (ULP).
- Interactive information: Create video tours of sixth forms and college campuses.
- Case Studies: Testimonials of learners on different courses – provide case studies to enable young people and parents/carers to make informed and personalised decisions about course options and placement.
- Produce a ‘Day/Week in the life of’ for different course that ALN post-16 learners are undertaking at college.
- Ensure a shared language on steps of progression for all learners between Year 11 to post-16.

### 3.7.7 *Data and Information Sharing*

- Information Systems: Implement systems for efficient data collection and sharing between schools, further education institutions, and other stakeholders.
- Back Office Systems: Implement robust sharing of statutory documents and plans via respective back-office systems, such as Tyfu and Tribal.
- Use data to monitor progress and inform continuous improvement efforts.

### 3.7.8 *Collaboration and Partnerships:*

- Build strong partnerships with further education institutions, employers, and community organisations.



- Promote collaborative working to enhance support networks and opportunities for learners.
- Monitor and Evaluate Progress: Establish metrics for evaluating the effectiveness of improvements in Post-16 ALN provision.
- Conduct regular reviews and adjust strategies based on feedback and outcomes.
- Promote Inclusive Practices: Encourage the adoption of inclusive teaching and learning practices across all post-16 settings.
- Highlight and share examples of successful inclusion to inspire and guide ongoing efforts.

### 3.7.9 *Early Entry Pathways for 14-16 Year Olds*

- Incorporate Early Entry Pathways: Develop early entry pathways that allow 14–16-year-olds to access Post-16 ALN provision.
- Create tailored programs that bridge the gap between secondary education and further education, ensuring a smooth transition.
- Collaborate with secondary schools to identify and support learners who would benefit from early entry pathways.
- Provide additional support and guidance to younger learners to help them adapt to the new learning environment and expectations.

## 3.8. Behaviour Support (W1.6)

3.8.1 In Powys, we believe that behaviour is a means of communicating unmet needs. Every learner deserves to be heard and supported through a person-centred approach that promotes equality of opportunity and inclusion. By developing social, emotional, and behavioural skills, learners can create their own opportunities for change. Early and targeted support fosters independence and emotional resilience, while positive relationships between settings, schools, families, and learners help overcome barriers to learning. Parents and carers are powerful agents of change, and every child can flourish and contribute to society.

### 3.8.2 *Consultation and Guidance*

- School Improvement: Create a working party to investigate trends of behaviour across Powys to understand how this feeds into school improvement priorities.
- Provide opportunities for consultation, advice, and guidance to schools on supporting learners with social, emotional, and behavioural difficulties (SEBD) at whole school, group, and individual levels.
- Offer assessment and identification of learner needs and respond to individual referrals.
- Classroom Management: Model and collaborate on teaching strategies to promote strong classroom management and positive relationships.
- Conduct environmental analysis and interventions to improve classroom dynamics.

### 3.8.3 *Individual Learner Support*

- Individual Interventions: Offer specialist support and direct interventions to address social, emotional, and behavioural needs.
- Provide coaching for learners on behaviour strategies and facilitate behaviour surgeries/advice drop-ins

- Individual Behaviour Plans: Advise and train schools on developing and implementing Individual Behaviour Plans (IBPs).
- Group Interventions: Provide consultation on group interventions aimed at developing social, emotional, and behavioural skills.
- Transition and Reintegration Support: Provide dedicated support for transitions and reintegration following periods of exclusion.
- Develop transition approaches and support for re-integration into mainstream settings.

#### 3.8.4 *Setting and School Support*

- An inclusive ethos should be the norm. Provision in mainstream settings and schools needs to be working to secure high quality, universal provision in line with ALNET principles.
- Training and Professional Development: Deliver bespoke training packages for professional development focused on social, emotional and behavioural difficulties (SEBD) issues for teachers and support staff.
- Facilitate multi-agency approaches to behaviour management.
- Provide guidance on fixed-term and permanent exclusion processes and prevention strategies through the development and implementation of the PSP Guidance in line with Welsh Government Belonging, Engaging and Participating Guidance<sup>3</sup>
- Systemic Support: Conduct systemic work to support school development and improvement, including supportive reviews and audits (e.g., anti-bullying strategies, SEN/ALN provision).
- Offer consultation on behaviour and wellbeing-related policies and procedures.
- Strategic Interventions: Support and challenge visits to address areas of concern such as exclusion, bullying, and use of time out.
- Assist with school-based project work and interventions related to School Improvement Plans.
- Facilitate School to School support
- Provide consultation on group interventions aimed at developing social, emotional, and behavioural skills.
- Support schools in developing in-house provision for vulnerable, disaffected, and disengaged learners with support from the Youth Service.
- In-house Support: Support schools in developing in-house provision for vulnerable, disaffected, and disengaged learners.
- Restorative Practices: Support school and settings to implement restorative interventions, meetings, and conferences to resolve conflicts and promote positive behaviour.
- Engage in multi-agency work to support parents/carers and attend relevant meetings.
- Incorporating the Index for Inclusion: Implement the principles of the Index for Inclusion by Booth and Ainscow, which emphasises creating inclusive school cultures, policies, and practices.
- Conduct regular audits using the Index to identify areas for improvement and ensure that all students feel valued and included.

---

<sup>3</sup> [https://www.gov.wales/sites/default/files/consultations/2023-06/consultation-document-belonging-engaging-and-participating-guidance\\_0.pdf](https://www.gov.wales/sites/default/files/consultations/2023-06/consultation-document-belonging-engaging-and-participating-guidance_0.pdf)

- **Neuro-Affirming School Policies:** Develop and implement neuro-affirming policies that recognise and respect the diverse neurological profiles of learners.
- **Train staff on neurodiversity** to better understand and support students with different needs, reducing behaviour issues by addressing underlying causes.
- **Create an environment** where neurodiverse students can thrive, using strategies such as sensory-friendly spaces and flexible learning approaches.

### 3.9. Neuro-Affirming Schools (W1.7)

3.9.1 A neuro-affirming school creates a supportive environment for all learners, regardless of their neurodiversity. To achieve this, the LA can play a crucial role in supporting schools.

#### 3.9.2 *Professional Development*

- **Targeted training:** Provide comprehensive training for teachers, support staff, and leadership on neurodiversity, including conditions like ADHD, autism, dyslexia, and sensory processing disorders.
- **Inclusive pedagogy:** Offer training on strategies for creating inclusive classrooms that cater to diverse learning styles and needs.
- **Differentiated Teaching:** Provide training on tailoring teaching methods, materials, and assessments to meet the diverse needs of learners.
- **Sensory Processing:** Provide guidance on creating sensory-friendly classrooms and incorporating sensory breaks into the daily routine.
- **Social and Emotional Learning (SEL):** Emphasise the importance of SEL for all learners, with a particular focus on building empathy and understanding among peers.
- **Mental health awareness:** Equip staff with knowledge about mental health issues common in neurodivergent students and how to support their well-being.

#### 3.9.3 *Resource Provision*

- **Specialist support:** Allocate resources for specialist teachers, educational psychologists, and speech and language therapists to support neurodivergent learners.
- **Assistive technology:** Investigate and invest in assistive technology devices and software to enhance accessibility for learners with specific needs.
- **Curriculum adaptation:** Support schools in adapting curriculum materials to meet the diverse needs of learners.
- **Flexible Learning Pathways:** Support schools in developing individualised learning plans for learners with specific needs.
- **Accessible Curriculum Materials:** Provide training that enables practitioners to create resources that are accessible such as accessible textbooks, worksheets, and digital content.
- **Real-World Learning:** Incorporate practical, hands-on activities that engage learners with different learning styles.
- **Sensory-Friendly Spaces:** Offer guidance on creating calming and stimulating environments that reduce sensory overload.
- **Visual Supports:** Encourage the use of visual aids, such as diagrams, charts, and graphic organisers, to enhance understanding.

- **Flexible Seating:** Provide support to understand the options for different seating arrangements to accommodate learner's sensory needs and preferences.
- **Positive Behaviour Support:** Train all staff on positive behaviour support strategies to address challenging behaviours and create a supportive classroom climate.
- **Peer Support:** Encourage peer tutoring and mentoring programs to foster social inclusion and academic support.

#### 3.9.4 *Assessment and Evaluation*

- **Alternative Assessments:** Provide training on using various assessment methods, including portfolios, projects, and performance-based assessments.
- **Universal Design for Learning (UDL):** Promote the use of UDL principles to create assessments that are accessible to all learners.
- **Formative Assessment:** Emphasise the importance of ongoing assessment to monitor learner progress and adjust instruction accordingly.

#### 3.9.5 *Policy and Guidance*

- **Inclusive policies:** Develop clear and inclusive policies that promote equality and respect for all students, including those with neurodivergence.
- **Best practice guidance:** Share evidence-based practices and guidelines on creating neuro-affirming environments.
- **Collaboration:** Foster collaboration between schools, health services, and other relevant agencies to ensure a coordinated approach.

#### 3.9.6 *Awareness and Advocacy*

- **Community engagement:** Raise awareness about neurodiversity through campaigns and events to promote understanding and acceptance.
- **Advocacy:** Advocate for the rights and needs of neurodivergent students at local and national levels.
- **Data collection:** Collect data on the experiences of neurodivergent students to identify areas for improvement and inform policy decisions.

#### 3.9.7 *School Support and Collaboration*

- **Mentorship:** Establish a mentoring program to pair experienced neuro-affirming schools with those starting their journey.
- **Networking opportunities:** Create platforms for schools to share best practices and collaborate on initiatives.
- **Evaluation and improvement:** Support schools in evaluating their neuro-affirming practices and implementing necessary improvements.
- **Assist PTHB with the review and development of ND services.**
- **Multidisciplinary Teams:** Facilitate collaboration between teachers, special teachers (and special schools), and other support staff to develop comprehensive support plans.
- **Parent Involvement (Parents as Experts):** Provide opportunities for parents to participate in their child's education and share their expertise.

### 3.10. Referral Processes (W1.8)

3.10.1 Alongside partner agencies, the local authority will conduct a comprehensive review of its referral pathways. This will include setting and school requests for gaining support for

learners with ALN by systematically evaluating existing processes and identifying areas for improvement. Standard operating procedures for referrals into PTHB ensuring compliance with ALNET Act and appropriate support pathways.

### *3.10.2 Audit, Engagement and Feedback*

- Establish a Multi-Agency Review: Form a review group, comprising representatives from the local authority, schools, PTHB, and other relevant agencies.
- Define roles and responsibilities for conducting the review and implementing changes.
- Conduct a Comprehensive Audit: Review current referral pathways, including documentation, timelines, and communication protocols.
- Identify bottlenecks, and areas where processes can be streamlined.
- Engage Stakeholders: Hold consultations with schools, parents, and learners to gather feedback on existing referral processes.
- Include input from frontline staff and service providers to understand practical challenges and opportunities for improvement.
- Analyse data on referral outcomes and the timeliness of support provided, ensuring that all pupils receive appropriate interventions as early as possible.
- Assess the clarity and accessibility of information regarding the referral process, aiming to streamline procedures for creating Individual Development Plans (IDPs).

### *3.10.3 Standard Operating Procedures and Shared Understanding*

- Develop Standard Operating Procedures (SOPs): Create clear, detailed SOPs for referral processes, ensuring they align with the ALNET Act, and pathways between different agencies – PCC, Settings, Schools, PTHB and NPTC.
- Include step-by-step guidelines for schools and settings to follow when making referrals.
- Training and Professional Development: Provide training sessions for school staff and partner agencies on the new referral procedures.
- Ensure all stakeholders understand their roles and responsibilities within the updated framework.
- Language for Inclusion: A shared understanding and use of language when discussing inclusion.
- Utilising ethos of NHS 'Waiting Well Framework', where patients who are waiting for planned surgeries or treatments are supported by providing them with tailored support while they wait; to help families, schools and learners while they are awaiting support for their inclusion needs.

## 4.0 Workstream 2: EOTAS Provision, Including the PRU

### 4.1 EOTAS Provision (Including Medical)

4.1.1 Education otherwise than at school (EOTAS) is educational provision organised by the local authority to meet the specific needs of children and young people who, for whatever reason, are unable to attend a mainstream or a local authority school. Learners in EOTAS are some of our most vulnerable learners and it is a priority to make sure that they are provided with a suitable education, that is of good quality and in which they can progress, is a priority.

4.1.2 Some of the provisions that come under the category of EOTAS are our Pupil Referral Unit (PRU) provision, and medical provision for learners who are medically unfit to attend a mainstream school. When the local authority has placed learners in independent and non-maintained special schools, usually through their Statement of Special Educational Needs or Individual Development Plans, then these provisions are also categorised as EOTAS. In 2017, the Welsh Government focussed on improving outcomes for learners in EOTAS and produced a long-term plan<sup>4</sup>

4.1.3 To better support learners educated other than at school (EOTAS) in Powys, we propose a comprehensive new model. This model aims to ensure that educational needs are given equal importance to pastoral and wellbeing needs, facilitating reintegration into mainstream schools or transitions to further education (FE) placements. Collaboration and partnership working, as highlighted in 'Education in Wales: Our National Mission'<sup>5</sup>, are essential to strengthening support for vulnerable learners in EOTAS provision. Additional information on strengthening specialist support for vulnerable learners is further explored in Workstream 3.

#### 4.1.4 *Monitoring and Commissioning*

- Establish EOTAS Panel through Powys Inclusion Panel (PIP): Form dedicated EOTAS panels through Powys Inclusion Panel to oversee and coordinate the provision of services. Include representatives from PCC, schools, health services, and college to ensure a holistic approach.
- Develop EOTAS Commissioning Frameworks: Create clear frameworks for commissioning EOTAS services, ensuring consistency and quality across the provision. Include criteria for selecting providers and monitoring their performance.
- Enhance Data and Information Sharing: Implement robust systems for data and information sharing between EOTAS providers, schools, and PCC. Utilise Tyfu to support data capture.

#### 4.1.5 *Local Authority Monitoring and Support*

- Appoint an EOTAS Coordinator: Appoint a dedicated EOTAS coordinator to oversee the implementation of the new model and ensure alignment with best practices.
- Facilitate communication between all stakeholders and provide ongoing support.

---

<sup>4</sup> [Education otherwise than at school \(EOTAS\) Framework for Action \(2.7mb PDF\)](#)

<sup>5</sup> [https://www.gov.wales/sites/default/files/publications/2023-03/our-national-mission-high-standards-and-aspirations-for-all\\_0.pdf](https://www.gov.wales/sites/default/files/publications/2023-03/our-national-mission-high-standards-and-aspirations-for-all_0.pdf)

- Support Virtual School: Liaise with Virtual School for Children Looked After (CLA) in relation to EOTAS and tuition.

#### 4.1.6 Learners with Emotionally Based School Avoidance (EBSA) or who are Medically Unfit to Attend School

4.1.7 It is proposed that learners that suffer from EBSA or who are medically unfit to attend a mainstream school in Powys will be provided with high quality education through an online school. Online schooling provides a more adaptable and accommodating option, enabling these learners to maintain continuity in their education, engage in learning at their own pace, and potentially achieve more qualifications than they might in a limited-contact setting like a PRU. This flexibility and breadth of opportunity better align with their unique circumstances, offering a path to academic success without the barriers posed by traditional schooling environments. This can be highly effective for learners with EBSA or those who are medically unfit for school, as it offers a flexible, supportive, and accessible environment that meets their specific needs. The effectiveness of the provision and outcomes of learners will be monitored directly by the local authority Inclusion Team, in collaboration with the PRU. The key benefits to online schooling for learners with these specific needs include:

- **Reduced Anxiety:** For learners with EBSA, traditional school settings may trigger overwhelming feelings of anxiety. Online schooling provides a safe and familiar environment—often their home—where they can engage in learning without the social pressures or stressors that come with physical attendance.
- **Health Considerations:** For medically unfit learners, attending school in person can be physically taxing or even impossible. Online education allows them to continue learning without compromising their health or needing to manage fluctuating energy levels, as it offers flexibility in pacing.
- **Flexible Scheduling:** Both EBSA learners and those with medical conditions may struggle with regular school hours. Online schooling allows them to engage with lessons at their own pace and at times when they feel most capable, leading to better academic engagement and reduced stress.
- **Personalised Learning:** Online learning can be tailored to the individual needs of students. This means they can access differentiated learning resources, work through tasks at their own speed, and receive targeted support in areas where they need it most, ensuring a more personalised education than what might be available in a typical classroom.
- **Broader Access to Qualifications:** Compared to attending a PRU for just a few hours each week, where the focus might be on core subjects or managing anxiety, online schooling offers learners access to a wider range of subjects and qualifications. Since they can dedicate more time to learning without the limitations of part-time physical attendance, students can pursue more subjects, take on vocational courses, and even engage in enrichment activities, all of which can contribute to their qualification portfolio.

4.1.8 In addition, there is the opportunity for learners to attend the ‘Ready to Learn’ Workstream when they are able and transition into the PRU mainstream class, with the vision to re-engage in mainstream schooling, where appropriate. The local authority also processes a series of in-person events throughout the academic year for learners with EBSA, who



are medically unfit to attend school and those who are EHE with ALN. These will enable learners to engage with their peers outside of the virtual environment and help them to develop their social skills.

#### 4.1.9 EOTAS Co-Ordinator

4.1.10 An EOTAS co-ordinator, centrally employed by the LA, would serve as the critical liaison between all EOTAS provisions, ensuring that services are effectively coordinated and tailored to meet the diverse needs of learners. This role would include supporting work experience and vocational training opportunities, as well as organising tuition for students with Emotionally Based School Avoidance (EBSA), those medically unfit for school, and Children Looked After (CLA) who require individualised tuition – linking with the Virtual School.

4.1.11 By having a dedicated EOTAS co-ordinator, the LA ensures that all learners in non-mainstream settings receive consistent, high-quality support. The co-ordinator would have an overarching view of all available provisions, which allows for more efficient placement of learners in appropriate Workstreams, be it vocational training, work experience, or tailored tuition. This centralised role also improves communication and collaboration between various service providers, ensuring that learners' educational and wellbeing needs are met holistically.

4.1.12 For learners like those with EBSA or medical conditions, who may require flexible arrangements, the co-ordinator can ensure they receive timely, appropriate tuition that meets their educational goals. This post promotes a more cohesive, integrated approach to education provision, enhancing opportunities for learners and improving outcomes across the board.

#### 4.2 Pupil Referral Unit (PRU)

4.2.1 In May 2024, the PRUs in Powys were inspected by His Majesty's Inspectorate for Education and Training in Wales, Estyn. Following that inspection, the Powys PRUs were judged to be in need of significant improvement. The full report of the inspection can be found on the Estyn Website.<sup>6</sup>

4.2.2 The report highlights many positives, however, Estyn raise the following key points:

- The local authority does not have a clear strategic vision or improvement plan for the PRU. As a result, leaders at the PRU are unclear of their roles and contribution within the local authority to support pupils accessing education other than at school (EOTAS).
- Leadership arrangements differ across the two sites. At the Newtown site, there has been considerable change to the senior leadership team for a significant period of time. This negatively impacts the ability of leaders to effectively plan for improvement, provide sustained support for staff and establish processes and systems at this site.
- Local authority arrangements for pupil placement at the PRU have resulted in both sites having extremely low numbers for a significant period of time.

---

<sup>6</sup> [https://estyn.gov.wales/system/files/2024-06/Inspection%20report%20Powys%20Pupil%20Referral%20Unit%202024\\_0.pdf](https://estyn.gov.wales/system/files/2024-06/Inspection%20report%20Powys%20Pupil%20Referral%20Unit%202024_0.pdf)

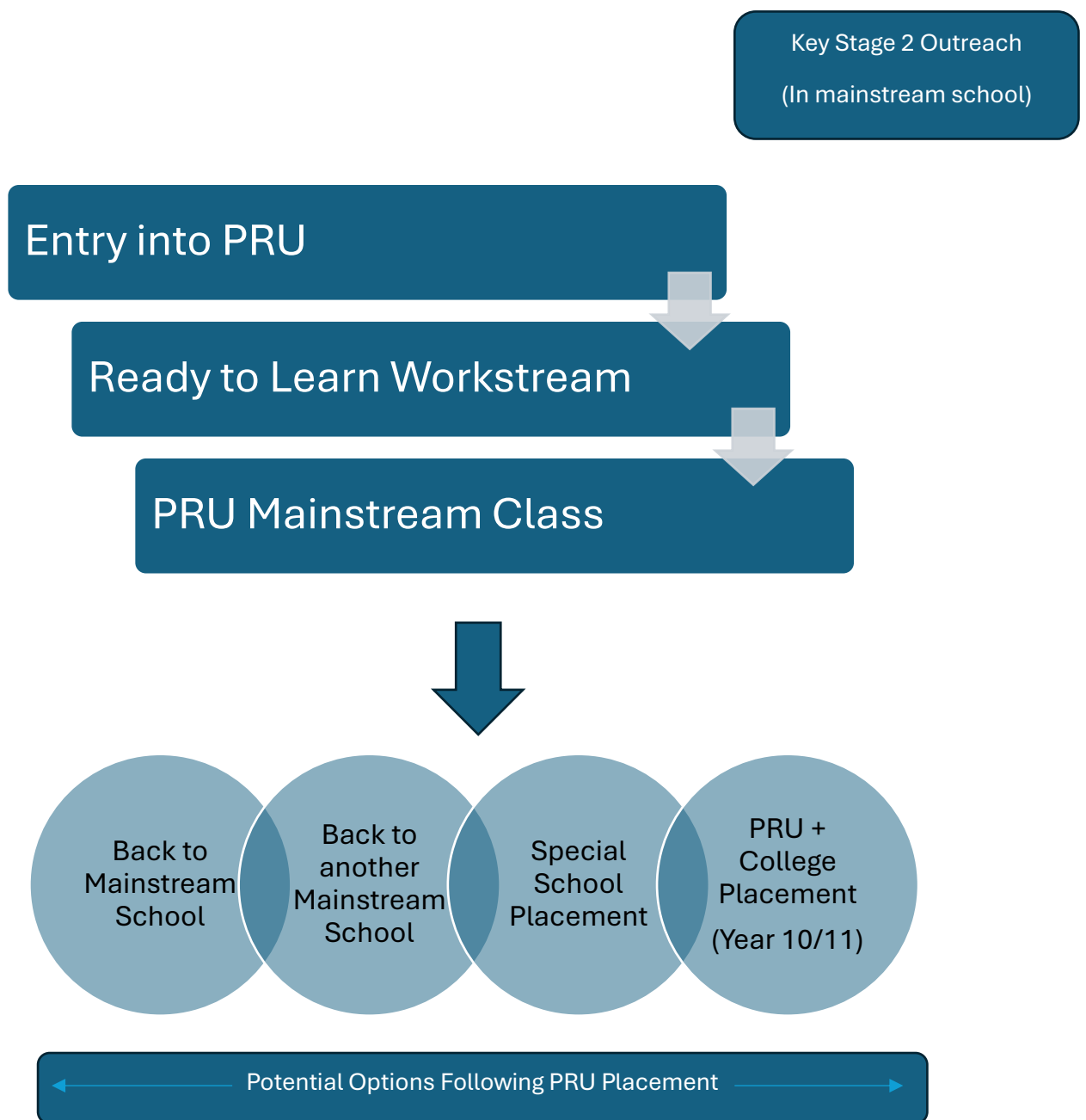


- Across both sites self-evaluation processes require strengthening. The strategic tracking and purposeful analysis of data is underdeveloped. This limits leaders' ability to make robust decisions when identifying areas for improvement.
  - The role of the management committee requires strengthening. Whilst members are supportive, their role to effectively challenge leaders to improve is underdeveloped. As a result, they are not adequately holding leaders to account.
  - A few pupils have successfully reintegrated over the past couple of years. A very few pupils are only registered to attend the PRU, this makes it difficult for the PRU to reintegrate these pupils to mainstream schools.
  - Many [of these] pupils have not been in education for significant periods of time. This reduces the chance of pupils to be ready to return to full-time mainstream education following a 12-week placement at the PRU. Consequently, pupils remain at the PRU for long periods of time.
- 4.2.3 The current provision is a single service (Pupil Referral Service) with two sites (Pupil Referral Units). There is one site in Newtown and one site in Brecon, both in rented accommodation.
- 4.2.4 The intention is to deregister the PRU and re-register as two separate entities. This means that each individual PRU can create a learning environment specific to the needs of the learners within their community. This will enable a Management of Change process to be carried out to ensure that there is appropriate staffing of both PRUs. The current accommodation in Newtown and Brecon will remain – and further exploration of alternative Council-owned sites will take place in order to ascertain whether there is more suitable accommodation within the council portfolio.
- 4.2.5 The local authority will support leaders in the PRU to achieve the vision by:
- Training for Management Committees: Provide specialised training for management committees on the unique needs of EOTAS learners. Focus on inclusive practices, effective communication, and the latest educational strategies.
  - Revised PRU Pathways: New pathways for entry and exit to the Pupil Referral Unit (PRU) provision to support reintegration into mainstream schools
  - Develop programs that address both academic and social-emotional needs, enabling smoother transitions.
  - Curriculum Reform: Adapt the curriculum to meet the diverse needs of EOTAS learners, incorporating flexible and personalised learning pathways. Include vocational and practical learning opportunities to engage students and prepare them for future careers.
  - Support for KS2 Learners: Develop a model for working with Key Stage 2 (KS2) learners within their own schools to promote inclusion in the peer network. Provide targeted support to help these young learners thrive in a mainstream environment.
  - Diversify Learning Opportunities: Offer a wider range of learning opportunities, including online provision for medically unfit learners, youth apprenticeships in collaboration with local colleges and learning outside the classroom.
  - Create 'keeping in touch' days for medical EOTAS and Elective Home Education (EHE) learners to maintain their connection with the school community.

#### 4.2.6 New Proposed Pathway – Key Stage 3 and 4 Learners

4.2.7 The new PRU pathway, is designed with a clear focus on reintegrating learners into their mainstream schools by providing a supportive and structured pathway. Central to this is the ‘Ready to Learn’ class, which offers targeted interventions and support strategies aimed at addressing the underlying causes of learners’ behaviours. Through personalised Workstreams, learners will receive both academic and therapeutic support, helping them to build the emotional regulation and coping skills necessary for success. Once they have made sufficient progress, students will transition into a mainstream class within the PRU to acclimatise to the routines and expectations of a typical school environment.

#### 4.2.8 Proposed Pathway for Entry and Exit to the PRU



- 4.2.9 When learners transition into the mainstream class within the PRU, they will receive not only academic support but also guidance on preparing for their return to mainstream school. To ensure a smooth transition, appropriate supported transition days will be arranged, allowing learners to gradually reintegrate into their original school environment. PRU staff will play a key role in building positive relationships between the learner and their mainstream school by employing restorative practices, fostering trust and understanding. Additionally, PRU staff will collaborate closely with mainstream school staff to identify and address any practices or challenges that might hinder the success of the reintegration, ensuring that the learner's return is both supportive and sustainable.
- 4.2.10 If, during the transition back to mainstream school or following the advice of PRU staff, the Workstream of support is not successful, alternative or specialist provision will then be considered. This ensures that every learner has access to the most appropriate educational environment for their needs. The decision to explore other provisions will be made with careful consideration, ensuring that all possible avenues of support have been exhausted and that the next steps are in the best interest of the learner's long-term success. This gradual approach ensures that, when learners return to their original schools, they are better equipped to manage their behaviour and thrive in a mainstream setting.
- 4.2.11 In the majority of cases, learners will be receiving support from their mainstream school through a School Individual Development Plan. This will be adopted by the Local Authority for the period of time that they attend the PRU. In the majority of circumstances, once the learner returns to their mainstream school, the LA IDP will revert to a School IDP.

#### 4.2.12 Key Stage 4 Learners – Additional Support

- 4.2.13 At key stage 4 there are two types of learners who might enter the PRU. The first group consists of those at risk of, or who have been permanently excluded, due to persistent behaviour problems. The second group comprises those permanently excluded for a one-off serious offence. Learners in the latter group often do not require a PRU placement and should be admitted to another mainstream school as soon as possible, as they are also unlikely to have an Individual Development Plan (IDP). In contrast, learners excluded for persistent behaviour issues are more likely to have disengaged from education. To re-engage these students, it is essential that their views and wishes are taken into account, with an education Workstream designed specifically to meet their needs. In practice, this often involves collaboration with NPTC Group, which offers Youth Apprenticeships in vocational courses such as catering, hair and beauty, and vehicle maintenance. Learners could participate in these courses, building a foundation for further study at a higher-level post-16, while also benefiting from the pastoral support and structure provided by the PRU for part of the week. This would allow them to pursue more formal qualifications, such as GCSEs in Maths and English, while re-establishing their connection to education.

#### 4.2.14 Key Stage 2 Learners – Alternative Support

- 4.2.15 For learners in Key Stage 2, it is particularly important to remain in their mainstream school because this stage of development is crucial for building foundational academic, social, and emotional skills. Being removed from their familiar environment can disrupt these key areas, potentially leading to further disengagement from education and social isolation. By keeping learners in their mainstream setting and providing targeted

behaviour support within the school via individualised support or through small group interventions, they benefit from consistency in their learning environment, maintaining relationships with peers and teachers, which is vital for their overall development. Moreover, early intervention in familiar settings can help address behaviour issues more effectively before they escalate, reducing the need for future exclusions and ensuring that support is integrated into their day-to-day learning. This approach fosters inclusion and promotes long-term success within the mainstream school system.

- 4.2.16 This will be accomplished through targeted work completed by outreach support workers, working in a peripatetic style – there will be three in the North area and three in the South area. When a key stage 2 learner reaches Year 6, there will be additional support provided for transition – and this will be further explored in Workstream 3 of this document.

## 5.0 Workstream 3: Developing a New Inclusion Hubs and Community Network Model

5.1.1 The current model of specialist provision in Powys has a number of excellent facilities with experienced staff, that utilise different methods to promote inclusion and inclusive practices. Alongside support within mainstream schools, the local authority has special schools for complex needs; these are ‘stand-alone’ schools. The local authority also provides specialist centres, that cater for moderate learning difficulties (MLD), Autism and Severe Learning Difficulties (SLD). The specialist centres are co-located within mainstream schools. The local authority also provides support through PRU provision.

5.1.2 Powys has the following specialist provisions:

<b>Number of Primary Specialist Centres</b>	<b>Number of Secondary Specialist Centres</b>	<b>Number of Special Schools</b>	<b>Number of PRUs</b>
<b>15</b>	<b>4</b>	<b>3</b>	<b>2</b>

5.1.3 The local authority recognises the critical need to conduct a comprehensive review of specialist provision in Powys in order to meet the changing demand for support and increased need for services. Feedback from headteachers, ALNCoS, parents/carers, and advocacy groups highlight the necessity of this review to ensure that future services are of high quality, accessible, and make the best use of available resources, as evidence in the figures above. While the number of places in specialist provision is reviewed annually, a thorough review of the entire provision is essential to ensure compliance with ALNET and to future-proof and enhance the quality of education for all learners. By examining alternative models of delivering specialist provision, Powys can adopt best practices such as early intervention, collaborative teaching.

5.1.4 The current model faces several significant challenges:

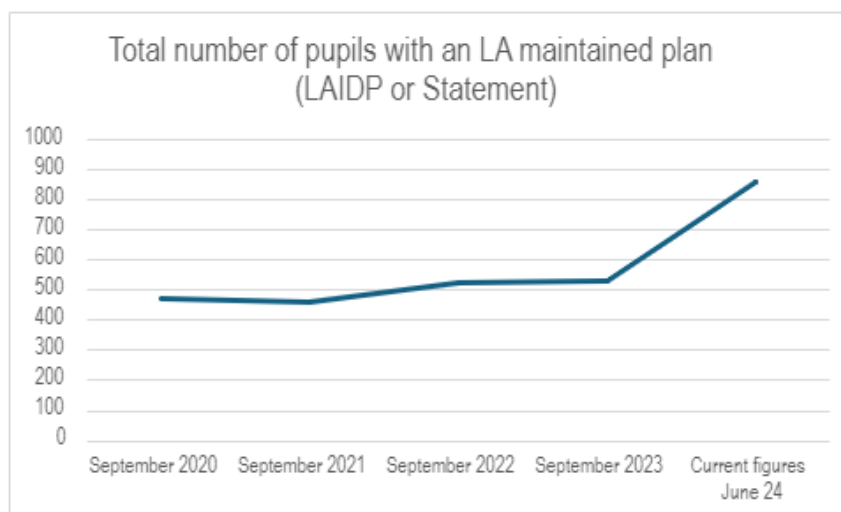
- There is a lack of equity across the county, with some areas having better access to specialist resources than others. These resources are already stretched thin, struggling to meet the existing demand.
- Financial constraints further exacerbate the inequity, as it is not affordable to replicate provision across the County to address these issues.
- The current model is not adequately prepared for the upcoming and forecasted needs, leaving it ill-equipped to provide the necessary support for all students.
- Transition is also a significant difficulty, as there is no correlation between primary and secondary centres, complicating the continuity of care and support for learners as they progress through their education.

## 5.2 Rationale for Change

5.2.1 In recent years, and in particular since the Covid pandemic, the number of learners with additional learning needs has increased, leading to a higher demand for specialised teaching services in Powys. Data suggests this trend will likely continue. Additionally, the types of needs are evolving. For instance, there is a national rise in Autism cases. However, it’s important to note that not all children and young people with Autism require a specialist placement or additional learning needs provision, nor do they necessarily

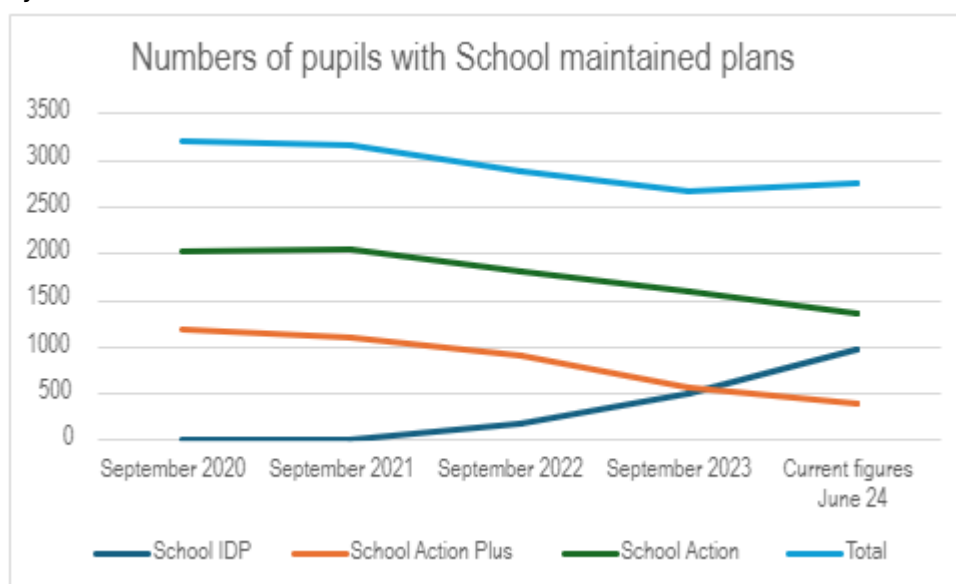
need an Individual Learning Plan (IDP). The introduction of The Additional Learning Needs and Education Tribunal (Wales) Act 2018 has placed a statutory duty on the local authority to review and adapt additional learning provision regularly to meet the needs of learners within their county.

5.2.2 Figure 1 demonstrates the increase in local authority maintained statutory plans since September 2020. Plans are either Statement of Special Educational Needs or Local Authority Maintained Individual Development Plans (LA IDPs). LA IDPs came into effect from September 2021. During this period a process of converting statements to IDPs is underway.



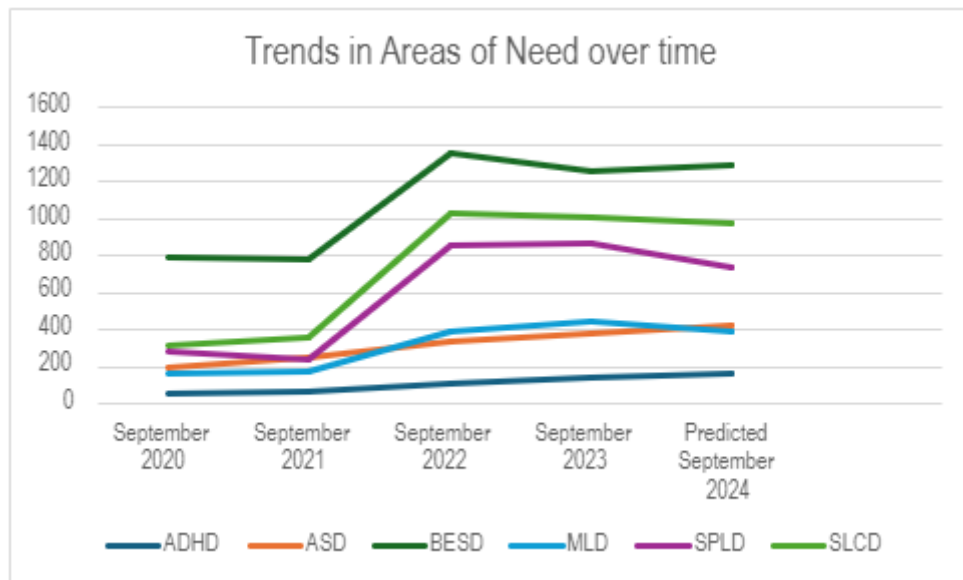
**Figure 1: LA Maintained Statutory Plans for ALN.**

5.2.3 Figure 2 demonstrates the increase in school maintained statutory and non-statutory plans since September 2020. Plans are either School Action Individual Education Plans (SA IEP – non-statutory), School Action Plus IEPs (SA+ IEP – non-statutory), and School Maintained Individual Development Plans (School IDPs). School IDPs came into effect from September 2021. During this period a process of converting statements to IDPs is underway.

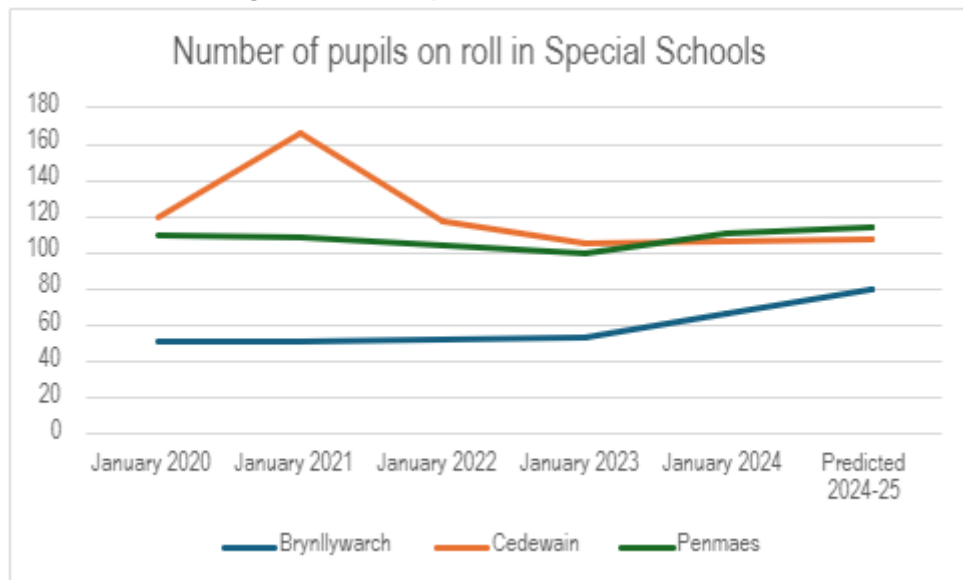


**Figure 2: School Maintained Plans for ALN**

5.2.4 Figure 3 demonstrates the numbers of learners and their recorded primary area of need since September 2020. Learners with a neuro-diverse primary need such as ADHD and ASD have increased significantly over time. The primary need of BESD increased significantly following the return to education following COVID lockdown, as would be expected, however, the numbers did not return to pre-covid levels in subsequent years. Figure 4 highlights the increase in number of learners accessing a special school placement.



**Figure 3: Primary Area of Need over Time**

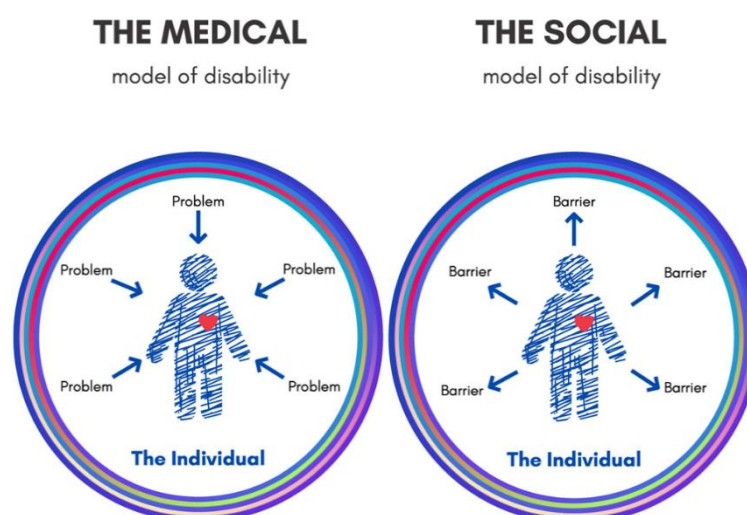


**Figure 4: Admission to Special Schools over Time.**

5.2.5 Reducing barriers to learning and participation involves leveraging resources within the local authority, settings, schools and their community. There are always more resources available to support learning and participation than are currently utilised in any setting and resources extend beyond just financial means. While it may seem intuitive to think of support as providing additional personnel to work with specific individuals, a much

broader concept of support is necessary. This includes all activities that enhance an organisation’s ability to accommodate learners’ diversity.

- 5.2.6 Referring to the challenges learners face as ‘barriers to learning and participation’ instead of using the term additional learning needs, aligns with a social model of learning difficulties and disabilities. This model contrasts with the medical model, which attributes educational challenges to deficiencies or impairments in the child or young person. According to the social model, barriers to learning and participation can stem from the nature of the setting or arise through interactions between learners and their environments, including people, policies, institutions, cultures, and socio-economic circumstances (Booth and Ainscow, 2002).
- 5.2.7 In addition, inclusion is about creating supportive and stimulating environments for both staff and learners; It involves building communities that encourage and celebrate achievements. Moreover, inclusion extends to the broader community. Schools can collaborate with other agencies and community groups to enhance educational opportunities and improve social conditions within their localities.



**Figure 5: Graphic Representation of the Medical and Social Model of Disability.**

## 5.3 Potential Alternative Model – Inclusion Hubs and Community Network

### 5.3.1 Proposal

Whilst a proposal for a potential model is given within this Strategic Plan, it should be noted that any decision to proceed is for approval of further detailed investigative work to be undertaken on Workstream 3 – this must include a detailed business case with robust financial modelling.

Given the challenges of geography in Powys, a specialist support system should prioritise accessibility, collaboration, and early intervention. It is proposed that the authority explores a new model of multi-agency Inclusion Hubs which could provide a central point for co-location of support services. Within each Hub there could be two Specialist Learning Centres for children and young people who have complex neuro-diverse needs, for both primary and secondary level. There would be 15 spaces in each Specialist Learning Centre. Learners attending these Centres will have a level of need that cannot



be supported in mainstream but do not meet the threshold for special school. It would be anticipated that the Specialist Learning centres could potentially replace the current model of having Specialist Centres in schools. This would need to be taken forward via the school Organisation Code Process of Statutory Consultation, and subsequent cabinet approval.

5.3.2 The 'Community Network' are the services that could be accessed in communities. They reach out from the Inclusion Hub to different areas, providing support directly to children, young people, and their families. These services could include things like schools, healthcare providers, social services, and community centres.

5.3.3 In this model, the Inclusion Hub makes sure that all these community services (the community networks) are connected and working together effectively. This way, families can get the help they need more easily and efficiently, without having to navigate a complicated system on their own. This model has the following key advantages:

- Centralised Expertise: Hubs concentrate specialist knowledge and resources, ensuring high-quality support.
- Local Accessibility: Community networks provide convenient access to services for families and schools.
- Effective Referral System: Clear pathways for referrals between hubs and community networks.
- Collaborative Working: Close collaboration between hub and community network staff, as well as with other agencies.
- Regular Reviews: Monitoring and evaluation of the model's effectiveness to ensure continuous improvement.

#### 5.3.4 *Benefits of the Hub and Community Network Model*

- Improved access to specialist support for rural communities.
- More efficient use of resources through centralisation of expertise.
- Stronger collaboration between education, health, and social care services.
- Enhanced support for families and carers.
- Opportunities for professional development for staff.
- A crisis in recruitment and retention in key service areas

## 5.4 A Specialist Support System for Additional Learning Needs and Inclusion in Powys

5.4.1 The opportunities provided by this model are significant. An integral part of the Specialist Inclusion Hubs is the co-location of services from education, health, and children's services, providing a holistic approach to supporting learners and their families. By bringing these services together in one central location, the hub can offer comprehensive, multidisciplinary support that addresses not only educational needs but also health and social challenges. These professionals would collaborate to create personalised support plans for learners and provide a continuum of care within the hub itself, or through outreach to the 'community networks'—the schools, settings, and community environments that the hub serves.

5.4.2 Learners and families would be able to access the services provided at the Inclusion Hub. This would create a community-focused resource where interventions, guidance, and

practical support could be delivered more efficiently, ensuring that a wider population benefits from the expertise within the hub. By working together, these co-located services will help identify and address challenges early, prevent exclusions, and offer tailored interventions that enhance the well-being and success of learners in both mainstream and specialist settings.

- 5.4.3 The inclusion hub could also play a pivotal role in signposting learners and families to appropriate services and coordinating holistic support approaches. With many support services and provisions already operating within communities—such as those offered by local schools, settings, the local authority, and the health board—the hub would act as a central point for connecting families with the most relevant resources. By identifying gaps in service provision and helping families navigate the wide array of available supports, the inclusion hub would ensure that no learner or family misses out on essential services. These services, as shown in Figure 6, reflect the broader network of support available to learners, extending beyond education to include health, social care, and community-based interventions. The hub’s ability to coordinate and align these efforts will streamline access to help, reduce duplication, and create more effective and integrated support systems. Figure 7 demonstrates the services and support already available to learners and families within their communities (settings, schools, health).
- 5.4.4 A co-located specialist inclusion hub offers numerous benefits children, young people and their families, and the wider community. By establishing a co-located specialist inclusion hub, the local authority and health board can create a more integrated, accessible, and supportive environment for learners, families, and the wider community, ultimately fostering a more inclusive and resilient society.

#### 5.4.5 *Benefits for Learners*

- **Holistic Support:** Provides a comprehensive support system that addresses educational, health, and social needs in one place
- Ensures that learners receive timely interventions, improving their overall well-being and academic outcomes.
- **Personalised Care:** Facilitates the development of individualised support plans that cater to the unique needs of each learner
- Promotes early identification and intervention, helping learners overcome challenges more effectively.
- **Smooth Transitions:** Supports smoother transitions between different stages of education and into further education or employment. In some circumstances support at a primary level (e.g. specialist centre) is not replicated at a partner High School.
- Encourages reintegration into mainstream schools when appropriate, fostering inclusion and continuity in education.

#### 5.4.6 *Benefits for Families*

- **Ease of Access:** Reduces the burden on families by providing multiple services under one roof, saving time and effort
- Simplifies the process of accessing support, making it less stressful for parents and carers.
- **Empowerment:** Involves families in the planning and decision-making process, ensuring their voices are heard and their needs are met

- Provides parents and carers with the knowledge and tools to support their children's development effectively.
- Stronger Relationships: Fosters stronger relationships between families and service providers, building trust and collaboration - Encourages a community-focused approach, where families feel supported and valued.

#### 5.4.7 *Benefits for Communities:*

- Inclusive Environment: Promotes an inclusive community where all members feel valued and supported.
- Reduces stigma associated with seeking help, encouraging more people to access services.
- Community Engagement: Enhances community engagement by involving local stakeholders in the development and delivery of services.
- Creates opportunities for community members to contribute to and benefit from the hub.
- Economic Benefits: Contributes to the overall well-being and resilience of the community, leading to long-term economic and social benefits.

#### 5.4.8 *Benefits for the Local Authority and Health Board:*

- Integrated Services: Co-location facilitates seamless integration of educational, health, and social services, leading to more efficient and coordinated care.
- Reduces duplication of efforts and resources, optimizing service delivery and cost-effectiveness.
- Improved Communication: Enhances communication and collaboration between different service providers, ensuring a holistic approach to supporting learners.
- Streamlines information sharing, leading to better-informed decisions and quicker response times
- Enhanced Accessibility: Centralises services in one location, making it easier for families to access the support they need without traveling long distances.
- Increases the visibility and availability of services, encouraging more families to seek assistance.

5.4.9 In a Hub and Community Network model, co-locating services at a central hub offers several benefits that extend to the Community Network (outlying service points). By centralising services at a hub, the model enhances coordination, resource optimisation, and service delivery, ultimately benefiting learners, families, and communities across the network.

#### 5.4.9 *Benefits for the Hub*

- Centralised Coordination: The hub acts as a central point for coordinating services, ensuring consistency and alignment across all community networks.
- Facilitates streamlined communication and decision-making, reducing delays and improving efficiency.
- Resource Optimisation: Centralising resources at the hub allows for better allocation and utilisation, minimising duplication of efforts.
- Enables the hub to serve as a repository of specialised expertise and equipment that can be accessed by the community networks as needed.

#### 5.4.10 *Benefits for the Community Network*

- **Enhanced Support:** Community networks benefit from the centralised expertise and resources available at the hub, improving the quality of services they can offer.
- **Access to specialised training and professional development opportunities** provided by the hub.
- **Improved Service Delivery:** The hub can provide consistent guidelines and best practices, ensuring that all community networks deliver high-quality, standardised services.
- **Facilitates the implementation of innovative practices and new technologies** across all community networks.
- **Efficient Information Sharing:** The hub serves as a central point for data collection and analysis, enabling better tracking of outcomes and identification of areas for improvement.
- **Promotes efficient information sharing** between the hub and community network, ensuring that all parts of the network are well-informed and up to date.

#### 5.4.11 *Benefits for Learners, Families, and Communities*

- **Comprehensive Support:** Families can access a wide range of services in one location, reducing the need to travel to multiple sites.
- **Ensures that learners receive holistic support** that addresses their educational, health, and social needs.
- **Consistent Quality of Care:** Standardised practices and guidelines from the hub ensure that all learners receive high-quality support, regardless of which community network they access.
- **Facilitates early intervention and targeted support**, improving outcomes for learners.
- **Community Engagement:** The hub can serve as a focal point for community engagement and collaboration, fostering stronger relationships between service providers and the community.
- **Encourages community involvement** in the development and delivery of services, ensuring that they meet local needs.

#### 5.4.12 **Securing a dedicated building for the functioning of the inclusion hub will be essential for several key reasons:**

- **Having a physical space allows for the centralisation of specialist staff and resources**, creating a structured environment where targeted interventions and support can be provided efficiently. This will improve inclusive practices by allowing learners with diverse needs to access a range of services—such as behavioural support, therapeutic interventions, and tailored learning Workstreams—in one location.
- **The building would also facilitate the delivery of small group or individual sessions** in a stable, accessible environment, fostering better collaboration between the hub staff and mainstream schools.
- **In the long term, acquiring a building will result in cost savings** by reducing the need for multiple outsourced services and external placements, which are often more expensive and less integrated with the learners' home schools.
- **By investing in a dedicated space**, the inclusion hub can provide consistent, high-quality support that prevents exclusions and improves reintegration outcomes, ultimately reducing the reliance on more costly specialist provisions. Additionally,

having a well-resourced and centrally located hub will make it easier to manage transitions, ensuring that more learners can remain in mainstream education, further driving down long-term costs.

## 5.5 Key Components of an ALN and Inclusion Hub and Community Network Model

5.5.1 Figure 8 demonstrates The Inclusion Hub and Community Network Model.

### 5.5.2 The Hub

- Establish specialist inclusion hubs at strategic locations across Powys with specialist teams for various needs (e.g., speech and language therapy, autism spectrum disorder, physical disabilities).
- Community Networks, in local communities provide accessible services and support.
- Utilise technology for remote consultations and support.

### 5.5.3 *Early Intervention Teams*

- Dedicated teams to identify children with potential ALN early on.
- Provide support to parents, schools, and healthcare professionals.
- Offer targeted interventions to prevent escalation of needs.

### 5.5.4 *Specialist Teachers and Support Staff*

- Employ specialist teachers (e.g., in visual impairment, hearing impairment) to provide direct support to students.
- Develop a pool of specialist support staff (e.g., teaching assistants, behaviour support workers) to work across schools.
- Offer professional development to mainstream teachers to enhance their inclusive practice.

### 5.5.5 *Technology-Enabled Support*

- Provide access to assistive technology and online resources.
- Offer training for staff and families on using technology effectively.
- Utilise for specialist consultations.
- Virtual classrooms where appropriate.

### 5.5.6 *Collaborative Partnerships*

- Strengthen partnerships and build strong networks between education, health, social care services and community organisations.
- Involve parents and carers in decision-making processes.
- Provide training and support to equip parents and carers to support their child's needs.
- Collaborate with third-sector organisations to provide additional support.

### 5.5.7 *Transport and Accessibility*

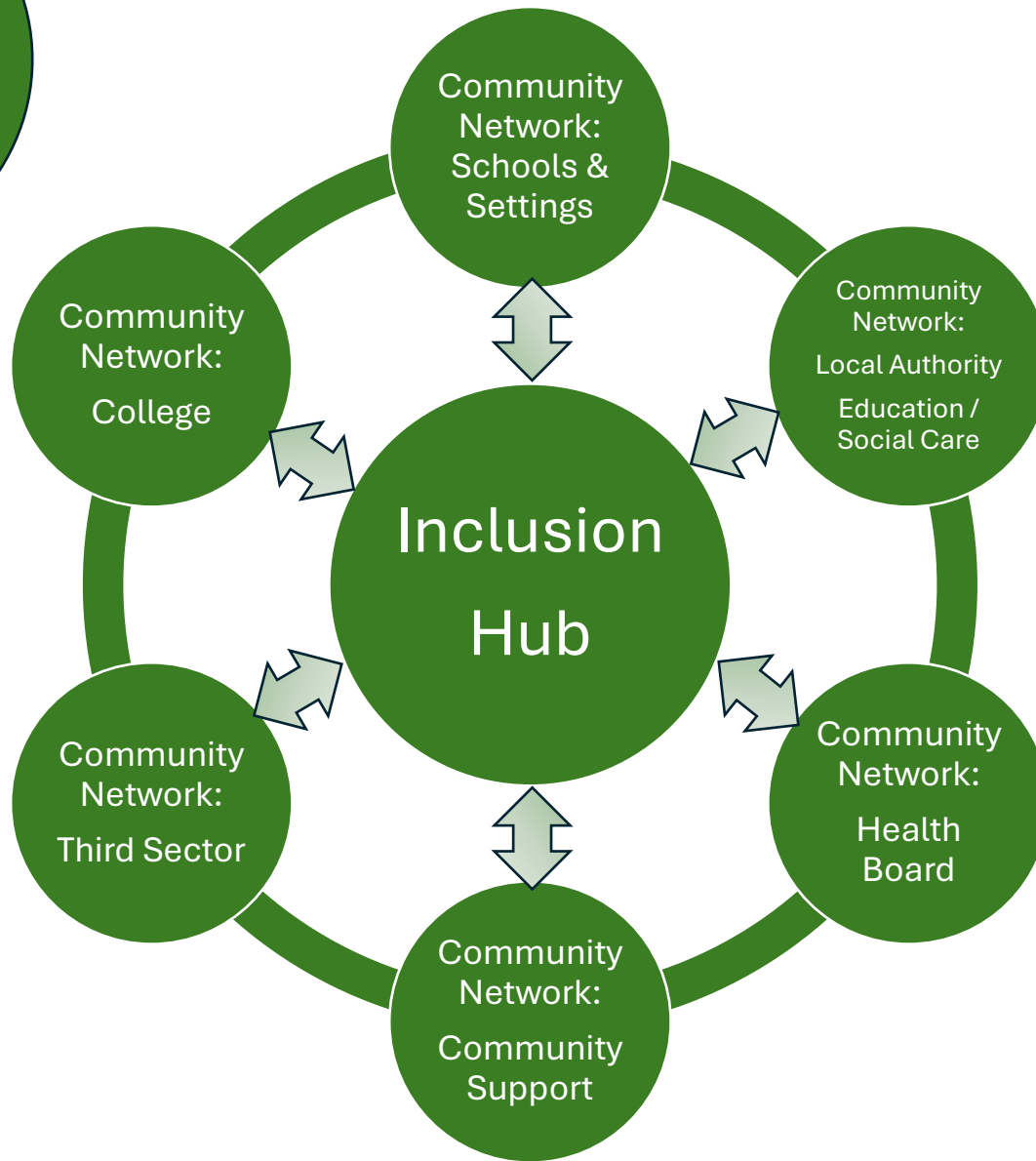
- Ensure accessible transportation for learners to attend specialist services.
- Provide support for families with transportation challenges.

## 5.5.8 The Community Network

5.5.9 Each hub would have several Community Networks located within its region. These networks would offer:

- **Assessment and referral services:** Initial assessments for children with potential ALN.
- **Liaison with schools:** Supporting schools in implementing inclusive practices.
- **Parent support:** Providing advice and guidance to parents and carers.
- **Access to specialist equipment and resources:** Ensuring availability of necessary tools.

# Inclusion Hubs Across Powys



Community Networks are the support that is provided to children, young people and their families within their communities.

Figure 6: How the broader network of support available to learners, extending beyond education to include health, social care, and community-based interventions (Community Networks) Could Look.



**Figure 7: Support already provided to support children and young people. This could continue within the Community Networks**



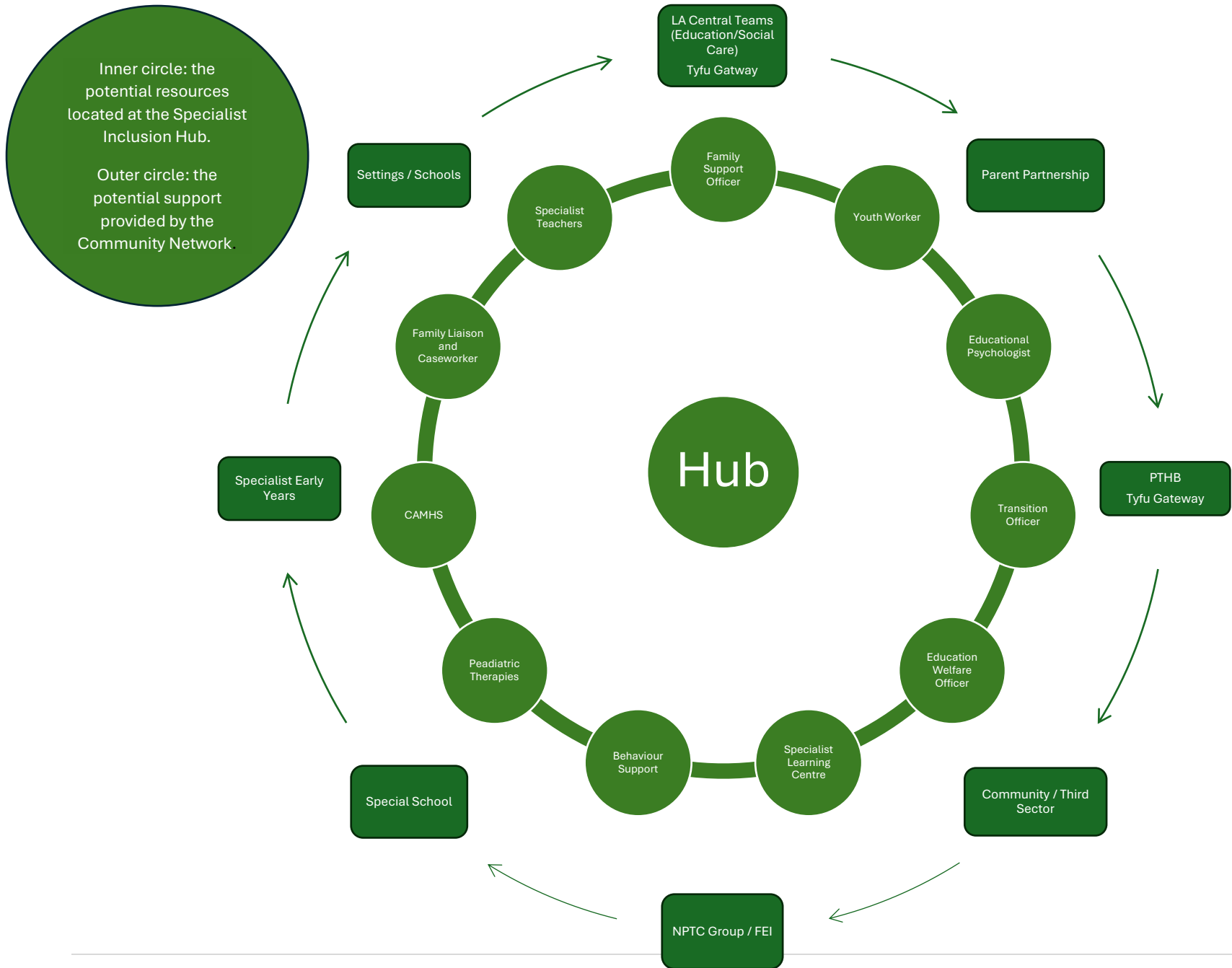


Figure 8: Example of What Co-location of Services at Specialist Inclusion Hub and Examples of Community Network Could Look Like.

## 5.6 Specialist Learning Centres (Formerly Specialist Centres) – Within the Inclusion Hub

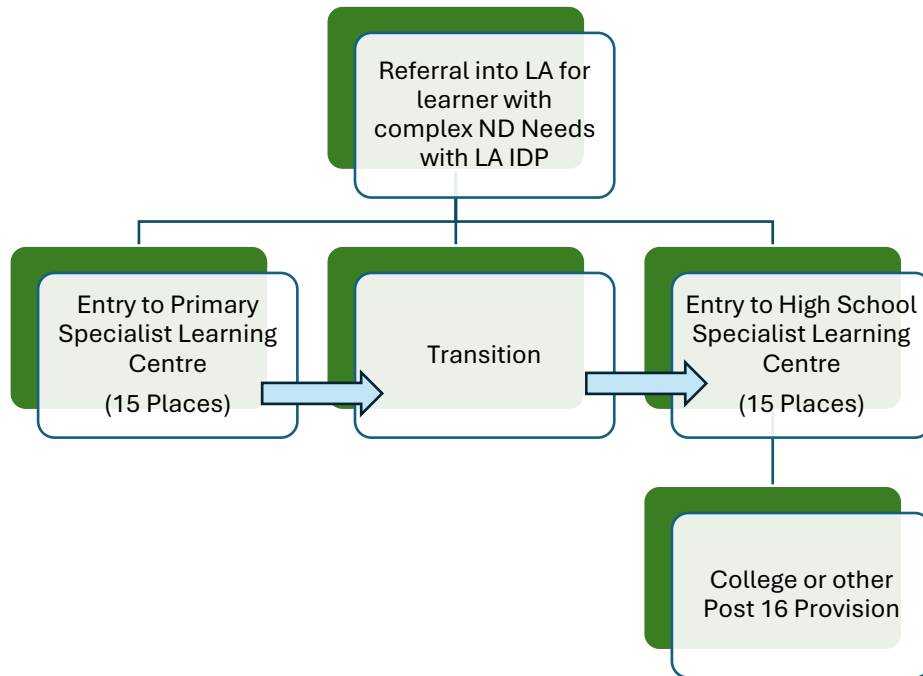
- 5.6.1 Powys County Council has a variety of settings that provide support for children and young people that have a wide range of additional learning needs (ALN). The needs of learners in Powys are changing and the numbers of learners requiring specialist support to meet their learning needs are increasing. Data indicates this increase will continue.
- 5.6.2 Furthermore, the Additional Learning Needs and Educational Tribunal (Wales) Act (ALNET) 2018, has brought about significant changes. This legislation mandates local authorities to regularly assess and evaluate their provisions for additional learning needs. Additionally, schools are now required to tailor their responses to children and young individuals with additional needs. The Act promotes that that most children and young people receive education within their local communities, with targeted support provided at the school level through a variety of strategies tailored to meet the unique needs of each learner.
- 5.6.3 Alongside the local authority, schools in Powys ensure that learners with ALN are supported, in a holistic way, ensuring that wellbeing is integral to a learner's ability to learn. The local authority plays a role in maintaining consistency across all schools. As a result, most learners with ALN attend mainstream schools, in their community.

### 5.6.4 Proposed New Structure for Specialist Centres - Key Principles

- 5.6.5 Schools across Powys should offer a consistent and adaptable approach to meet the needs of all learners. Children and young people should have access to local, community-based support that ensures continuity in their learning. This means that regardless of where learners live in Powys, they should be able to attend a local school and receive the necessary support to meet their needs. However, there will be circumstances where learners require additional and specialised support. These expertise and specialisms are vital. In Powys, we advocate for a highly developed collaborative approach, including both outreach and in-reach strategies, to enhance skills across all sectors. This allows specialists to focus on capacity building and professional learning. A highly skilled workforce, including but not limited to teachers, is essential. This means we aim to have a diverse range of specialist staff within our schools and staff who can work across all Powys schools to provide support, and this also means that all settings and schools support and celebrate children and young people with additional learning needs.
- 5.6.6 Specialist Learning Centres (formerly called Specialist Centres) located within the Inclusion Hubs will create a unified county-wide vision, with a shared language, and key principles, which are necessary to ensure consistency, parental understanding, and effective communication with parents and stakeholders. This approach supports all children and young people in Powys to achieve their aspirations, based on the Sustainable Powys Model and strengthens community – home – school relationships.
- 5.6.7 Learners will be able to access the Specialist Learning Centres if they have a complex neuro-diverse profile, but they do not meet the threshold for Special School. These learners will access the Specialist Learning Centre full-time and attend the provision that is located in the Inclusion Hub.

5.6.8 Learners and staff at the community networks (i.e. the schools that surround the Inclusion Hub) will be able to access support from the specialist staff that are based at the Inclusion Hub via outreach support or attend the Inclusion Hub for assessments.

### 5.6.9 What the Pathway for Entry and Exit to Specialist Learning Centres within the Inclusion Hub Could Look Like.



## 6.0 Concluding Remarks

6.1.1 The ALN and Inclusion Strategic Plan is designed to create a more inclusive and supportive educational environment for all learners, particularly those with Additional Learning Needs (ALN). This Strategic Plan is crucial for several reasons:

- **Holistic Approach to Inclusion:** The Strategic Plan emphasises reducing barriers to learning for all learners, not just those with ALN. By valuing diversity, restructuring school cultures, and fostering inclusive environments, we ensure that every learner feels valued and supported. The principles of the Index for Inclusion guide this approach, promoting equal value for all learners, reducing exclusion, and viewing differences as resources.
- **Support for learners outside of mainstream schools:** Workstream 2 focuses on enhancing the quality and consistency of services for learners educated other than at school (EOTAS) and those in Pupil Referral Units (PRUs). By developing robust frameworks, improving data sharing, and appointing an EOTAS Coordinator, we aim to provide high-quality, flexible education tailored to the needs of learners with specific barriers to learning such as Emotionally Based School Avoidance (EBSA), medical conditions and behaviour, emotional and social difficulties. Additionally, in-person events will help these learners develop essential social skills and engage with their peers.
- **Development of Inclusion Hubs:** Workstream 3 aims to establish new Inclusion Hubs in the key locations of Powys. These hubs will integrate specialist support services, ensuring accessibility and high-quality services for all learners. By reconfiguring Specialist Centre provision and developing a Hub and Community Network Model, we aim to create a coordinated and holistic support system that reaches out to communities, providing direct support to children, young people, and their families.

## 6.2 Importance for Learners, Families, and Communities

6.2.1 The ALN and Inclusion Strategic Plan is vital for learners, families, and communities as it ensures that every child and young person receives the support they need to succeed. By fostering inclusive environments and providing tailored support, we can improve educational outcomes and overall wellbeing. This Strategic Plan also strengthens community ties by involving families and local services in the educational process, creating a more resilient and supportive society.

## 6.3 Link to Sustainable Powys Agenda

6.3.1 The ALN and Inclusion Strategic Plan for Powys aligns closely with the principles of the Sustainable Powys agenda, which aims to create a stronger, fairer, and greener future for the county. The Strategic Plan aligns with the Sustainable Powys Principles through:

- **Innovative Solutions:** The Strategic Plan seeks innovative solutions to address the challenges of delivering ALN and inclusion services in a rural context. This includes the use of digital tools and the development of Inclusion Hubs.
- **Evidence-Based Approaches:** The Strategic Plan emphasises the use of data and research to inform decision-making and improve outcomes, ensuring that interventions are effective, and resources are used wisely.

- **Community-Centred Planning:** By engaging with parents, carers, and the community, the Strategic Plan ensures that the needs and voices of all stakeholders are considered, leading to more effective and inclusive solutions.

6.3.2 The ALN and Inclusion Strategic Plan supports the Sustainable Powys agenda by creating a resilient, equitable, and sustainable education system that benefits all learners and the wider community.

6.3.3 The Strategic Plan is also aligned with the Council's Transforming Education in Powys Strategic Plan 2022 -2032 which is key to creating a Sustainable Powys.

## 6.4 Partnership Working

6.4.1 Partnership working is essential to the success of the ALN and Inclusion Strategic Plan. By collaborating with key stakeholder organisations like PTHB and NPTC Group we can leverage diverse expertise and resources to create a comprehensive support system for learners. The benefits of this collaborative approach include improved communication, shared best practices, and a unified effort towards common goals. All partners are keen to move forward with this Strategic Plan, recognising its potential to significantly enhance educational outcomes and community wellbeing.

## 6.5 Moving at Pace

6.5.1 Given the significant benefits of the ALN and Inclusion Strategic Plan, it is imperative to proceed with its implementation at pace. By acting swiftly, we can ensure that all learners have access to the resources and support they need to thrive, thereby fostering a more inclusive and resilient educational system in Powys.

## 7.0 Indicative Implementation Timeline

Month / Year	Activity	Details
<b>November 2024</b>	Learning and Skills Scrutiny Committee Discussion	Discussion on ALN and Inclusion Strategic Plan
<b>November 2024</b>	Cabinet Discussion	Discussion on ALN and Inclusion Strategic Plan
<b>December 2024</b>	<b>Commence Workstream 1: Inclusion for All</b> Ongoing: Continuous implementation	<ul style="list-style-type: none"> <li>• W1.1 Early Intervention</li> <li>• W1.2 Transition</li> <li>• W1.3 Communication, Lived Experiences, Co-Production</li> <li>• W1.4 Welsh Medium ALN</li> <li>• W1.5 Post-16 ALN Provision</li> <li>• W1.6 Behaviour Support</li> <li>• W1.7 Neuro-diverse Affirming Schools</li> <li>• W1.8 Referral Processes</li> </ul>
<b>December 2024</b>	<b>Commence Workstream 2: EOTAS Provision</b> (Including the PRUs)	<ul style="list-style-type: none"> <li>• Start process of de-coupling the PRU and establishing 2 new PRU entities</li> <li>• Management of change process</li> <li>• New PRU Model opens</li> </ul>
<b>January 2025</b>	<b>Commence Workstream 3: Developing New Inclusion Hubs and Community Network Model</b>	<p>PHASE 1 – feasibility work to include the following:</p> <ul style="list-style-type: none"> <li>• Engagement on the principle of the model</li> <li>• Identify potential sites and potential specialist centre closures</li> <li>• Understand costs / savings / benefits of potential model / sites</li> <li>• Bring forward a costed Proposal Paper(s) to Cabinet</li> </ul> <p>PHASE 2 – school reorganisation process, if required</p> <ul style="list-style-type: none"> <li>• If the proposal(s) are approved, the process will move to the formal consultation phase in accordance with the Welsh Government School Organisation Code.</li> </ul>

## 7.0 Glossary of Abbreviations

ALN	Additional Learning Needs
ALNCo	Additional Learning Needs Co-ordinator
ALNET	Additional Learning Needs and Educational Tribunal (Wales)
AN	Admission Number
ASC	Autistic Spectrum Condition (also see ASD)
ASD	Autistic Spectrum Disorder
CfW	Curriculum for Wales
EHCP	Education, Health and Care Plan (England)
Estyn	His Majesty's Inspectorate for Education and Training in Wales
FTE	Full Time Equivalent
GLD	General Learning Difficulties
IDP	Individual Development Plan
LA	Local Authority
MCSW	Measuring the Capacity of Schools in Wales
MEP	Modernising Education Workstream
MSLD	Moderate/ severe learning disabilities
NOR	Number on Roll
PLASC	Pupil Level Annual School Census Data
PMLD	Profound and multiple learning difficulties
PT	Part time
SEBD	Social Emotional Behavioural Difficulties
SENCo	Special Educational Needs Coordinator (older term, replaced by ALNCo in Wales)
SEND	Special Educational Needs and/or Disabilities
SLD	Severe learning difficulties
STF	Specialist Teaching Facility
TA	Teaching and Learning Support Assistant (Sometimes LSA)
WESP	Welsh in Education Strategic Plan
WG	Welsh Government

## 7.1 Glossary of Terms and Acronyms

### 7.1.2 Key Terms

- Additional Learning Needs (ALN): A range of learning difficulties and/or disabilities that affect a child or young person's education.
- Inclusion: Creating environments where all learners feel valued, respected, and supported.
- SEND: Special Educational Needs and Disabilities (older term, replaced by ALN in Wales)
- Early Identification: Recognising potential ALN at an early stage to provide timely support.
- Assessment: The process of gathering information about a learner's strengths and needs.
- Intervention: Strategies and support provided to address a learner's specific needs.
- Individual Development Plan (IDP): A plan outlining the support and provision required for a learner with ALN.

- Education, Health and Care (EHC) plan: A legal document (in England) setting out the special educational needs of a child or young person, and the support required to meet those needs.
- Mainstream School: A school that caters for pupils of all abilities.
- Special School: A school designed specifically for pupils with ALN.
- Alternative Provision: Educational settings for learners who cannot be educated in a mainstream or special school.
- Transition: The process of moving from one stage of education or care to another.

7.1.3 Note: This glossary is not exhaustive and may require updates as the ALN landscape evolves.



## 8.0 Additional Policies and Documents

- 8.1 This Strategic Plan should be read alongside the following documents and/or policies, which will provide further in-depth information.

Post-16 ALN Policy
Behaviour Working Group Work Plan
Standard Operating Procedures