

Cyfadran Addysg a Addysg Gydol Oes a Hamdden

Directorate of Education and Lifelong Learning

Inclusion Self-Evaluation Tool

School Name:	
Date of Review:	
Completed by:	



A greener place
Man gwyrddach



Self-Evaluation Tool

The Caerphilly Inclusion Self-Evaluation tool has been developed using three documents - Estyn Guidance handbook for the inspection of primary schools 2019, Estyn Guidance handbook for the inspection of secondary schools 2019 and Estyn Supplementary guidance for additional learning needs 2019.

The purpose of the self-evaluation tool is to allow all schools in Caerphilly to evaluate the inclusive opportunities provided for learners. The template below is to be used by schools at different points throughout the year as part of the self-evaluation programme. It has been designed to provoke thought and discussion between staff and identify improvement priorities for the year ahead. The template can be edited to suit the needs of schools and it can be updated on a termly basis. The sections in this document highlighted in blue are linked to the mental health and wellbeing of staff and pupils.

An inclusive school ensures that every child and every adult who learns and works in a school is valued and whose educational and personal needs are met. Inclusion is also about parents and the community in which the school exists. It is about meeting individual needs and being prepared to be different. It's about equality of opportunity and an inclusive environment which carries through all policies and actions. In an inclusive school, everybody's voice is heard, encouraged and valued. Strong relationships are the key to an inclusive school, which have been nurtured and cultivated so that they can evolve and be flexible to ever-changing demands and needs.

Judgement Scale

Excellent	Very strong, sustained performance and practice.
Good	Strong features, although minor aspects may require improvement.
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement.
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths.

Estyn Common Inspection Framework – 1. Standards

		Excellent	Good	Adequate	Unsatisfactory	Evidence
1.1	Standards and progress overall					<ul style="list-style-type: none"> • A comprehensive pupil tracking system is in place which monitors pupil progress since starting school, between phases and during the school year. • The school analyses the progress of all pupils with ALN, ensuring that they make progress, e.g., termly pupil progress meetings, progress made in school-based interventions. • ALNCo is familiar with and uses a range of assessment data to monitor progress, specific to the needs of individual pupils. • Children are tracked against progress and given appropriate support to meet their needs. • Within the staffing structure there is evidence of clear roles and responsibilities and clear lines of accountability for standards and progress. • With support, pupils achieve the expected targets contained in their IEPs/IDPs – Evidence provided to prove this. • Pupil contribute to and are aware of their own targets. • Regular Inclusion Team meetings to discuss interventions and the progress of ALN learners. • ALN pupils progress onto meaningful courses, training or employment.
Areas to further develop linked to standards and progress overall:						
1.2	Standards and progress of specific groups.					<ul style="list-style-type: none"> • ALN pupils are given opportunities to discuss their progress through their preferred means of communication. • All pupils contribute to their IEPs/IDPs, IHPs (where appropriate), PEPs and Annual person-centred reviews.

					<ul style="list-style-type: none"> • There is a range of clear evidence of achievement and attainment of individual pupils with ALN. • ALNCo evaluates data to see how well pupils with ALN achieve when compared to their peers. • Bespoke interventions put into place to support the needs of individual pupils. • Progress of pupils who receive an intervention are assessed termly and new targets set. • A wide range of information is used to evaluate pupils' standards and progress. • 1:1 and group targeted support - Supports pupils in achieving targets. • The curriculum challenges ALN pupils with more developed skills to enable them to achieve as well as they can. • ALN pupils succeed in meeting specific and key targets in relation to their particular need.
Areas to further develop linked to standards and progress of specific groups:					
1.3	Standards and progress in skills				<ul style="list-style-type: none"> • Standards are judged using a range of first-hand evidence such as lesson observations, learning walks, scrutiny of pupils work and discussions with pupils. • Staff are aware of the extent to which the level of ALN pupils' communication and higher-order thinking skills support or hinder their progress in classroom interactions with teachers and other pupils. • ALN pupils can use non-verbal communication effectively to express their needs, e.g., facial expressions, eye contact, symbols/photographs. • Data shows ALN pupils are developing confidence and are make sufficient progress in speaking, listening, reading and writing. • Communication aids are effectively used to express their needs and opinions and to interact with others, e.g., PECS. • Data shows ALN pupils are making sufficient progress in developing and appropriately applying their numeracy skills. • ALN pupils use a variety of ICT appropriately to support with their learning, including programmes and apps. • ALN pupils are provided with a variety of opportunities to develop their physical, fine and gross motor skills suitably.

						<ul style="list-style-type: none"> • Regular opportunities for pupils with an ALN to develop appropriate independence and decision-making skills including self-care, personal hygiene and managing money, e.g., focused weekly lessons. • Pupils with an ALN make appropriate progress in the Welsh language and demonstrate an appreciation and understanding of Welsh culture. • There is clear evidence that ALN pupils successfully apply the knowledge and skills they develop during interventions in whole-class situation and wider school life.
Areas to further develop linked to standards and progress in skills:						

Estyn Common Inspection Framework – 2. Wellbeing and attitudes to learning

		Excellent	Good	Adequate	Unsatisfactory	Evidence
2.1	Wellbeing					<ul style="list-style-type: none"> • Incidents of bullying or harassment are recorded and monitored. Data shows a decrease of incidents. • The ALNCo monitors the extent to which pupils with ALN feel safe and secure by using a range of tools such as pupil questionnaires, wellbeing assessments (PASS), discussions, which include pupil voice and observations. • Pupils with ALN are supported to make healthy choices relating to diet, physical activity and emotional wellbeing, e.g., Focused Health and Wellbeing Weeks across the school. • Staff are aware of the difficulties pupils with sensory issues may experience and are able to support them appropriately.

					<ul style="list-style-type: none"> • Pupils with ALN have opportunities to take on leadership roles and responsibilities within school, e.g., member of the school/eco council, a helpwr heddiw, prefect role or a digital leader. • Pupil voice is valued, listened to and supported through a variety of methods, e.g., written, choices, symbols, eye-gaze equipment etc. • Provision is made for pupils with ALN during play and lunchtimes, e.g., Wellbeing Room, Reading Garden-quiet area in the playground. • An inclusive ethos is evident across the whole school where pupil show respect for one another and display positive attitudes towards disability and other ALN. • All pupils have their own one-page profile which they have contributed to. • Pupils with ALN are included in activities with mainstream peers through differentiated tasks, which supports resilience and confidence in pupils. • Individuals with ALN are given time to follow their special interests and activities, e.g., Choir, Gardening, Chess and Art clubs. • Individuals with ALN are given the opportunity to spend time alone when required e.g., Wellbeing room, relaxation area, safe havens, tents, dens etc. • Pupils with ALN have access to and take part in extra-curricular opportunities, such as sports, clubs and community links
					<ul style="list-style-type: none"> • Evidence of dyslexia friendly classrooms across the school, where the décor has been made sensory neutral. • Arrangements to facilitate a seamless transition are in place for ALN pupils, e.g., clear and timely sharing between primary and secondary schools/ secondary schools and colleges, enhanced transition with key workers identified, visits by parents and pupils to new school with a clear point of contact and extra visits arranged if required. • Transition review meetings attended by ALNCo of current and new school to share pupil information. • When necessary, pupils with an ALN can utilise different options of entering and exiting school. • The school has a range of spaces and environments which supports the mental wellbeing of pupils and staff. • The school can demonstrate how it ensures that pupil voice is prominent in all activities relating to health and wellbeing, e.g., School Council feedback to whole school.

					<ul style="list-style-type: none"> • The school supports staff who have health problems in accessing appropriate help and support e.g. teacher support, Care First, Counselling. • The school has a clear process through which concerns about pupils can be discussed and reviewed with a multi-disciplinary team and an agreed plan of action agreed, e.g., Wellbeing team lead and feedback to whole school. • The school provides easy access to a range of support services appropriate to individual needs both within and outside the school, e.g., Thrive, ELSA, CAMHS, Mind Cymru.
Areas to further develop linked to Wellbeing:					
2.2	Attitudes to learning				<ul style="list-style-type: none"> • The attendance rates of pupils with ALN compare favourably with non-ALN pupils. Regular monitoring with Attendance Officer and termly Callio letters sent out to parents/carers have seen an improvement in attendance. School Engagement Officer/ Wellbeing Assistant supports children with programmes of support who are reluctant to attend school. • The rates of exclusions for pupils with ALN compare favourably with non-ALN pupils. • Pupils with ALN demonstrate good behaviour in lessons and around the school and follow clear rules and routines. • Evidence of PIVOTAL strategies successfully used across the school. • ALN pupils are supported to engage fully in new unfamiliar experiences and ideas. • ALN pupils are given advanced warnings of changes in routine. • Staff adopt a calm, quiet approach and give pupils lots of time to process and respond to instructions. • All Teachers and LSAs within the school are sufficiently skilled and knowledgeable and able to provide care, support and guidance for pupils with an ALN. • Interventions successfully support pupils in overcoming barriers to learning and build resilience, e.g., ELSA, Thrive, Incredible Years, Lego therapy, ComIT, SALT. • Anxiety reduction techniques have a positive outcome on pupil outcomes, e.g., relaxation, mindfulness, CBT based work, School Based Counsellors. • Provision to enable pupils to follow their special interests at appropriate times is available.

					<ul style="list-style-type: none"> • Pupils with an ALN are supported in or provided with alternatives to whole school activities where they find it difficult to cope with these. • Staff have received training in ‘Discipline for Learning’, ‘Assertiveness’ and / or Team Teach. There is a Positive Handling policy and procedures in place, however staff view physical intervention as a last resort and rarely use this with pupils. • Behaviour policy regularly reviewed and shared with staff. All policies and procedures are accessible, understood and followed consistently. • Parents have signed up to the school’s Behaviour policy. • Consistent strategies used throughout the school by all staff, including at lunchtimes by mid-day supervisors. • TA training and induction training given to new members of staff linked to the Behaviour policy. • Behaviour expectations clearly visible in classrooms and around the school. • DHT supports behaviour across the school, which includes tracking, sanctions and working with staff to develop bespoke interventions to support learners. • Pupil reflection forms completed after an incident allows children to reflect and identify what they should have done. • Behaviour related assemblies. • ESTYN report good or better standards of behaviour. • ALN pupils are all making progress in taking responsibility for their actions and their work. • Pupils are supported to work with others, solve problems and prepare for future life and work, e.g., team building activities, ASDAN, Prince’s Trust. • The school has a range of policies based on best practice to create a positive ethos and culture which is supportive of mental wellbeing.
<p>Areas to further develop linked to attitudes to learning:</p>					

Estyn Common Inspection Framework – 3. Teaching and learning experiences

		Excellent	Good	Adequate	Unsatisfactory	Evidence
3.1	Quality of teaching					<ul style="list-style-type: none"> • Programmes of study are adapted when pupils are working significantly below expected levels. • Pupils with ALN have access to a broad and balanced curriculum, which is suitably challenging for all pupils. • Resources and teaching approaches make the delivery of the curriculum accessible to all pupils. • There are sufficient professionals, appropriate to the school, to support the needs of learners with ALN, e.g., Specialist SpLD teachers, CASS, Educational Psychologists, Behaviour support, Speech and Language therapists. • From data analysis, targeted individual/group sessions for pupils are deemed effective.

					<ul style="list-style-type: none"> • There is an Assessment policy that follows the principles of Assessment for Learning and Assessment of Learning. • Support staff are used effectively to support learning and behaviour. • There is regular training for all staff on ALN and strategies to support learners. • An up-to-date bank of resources on ALN are available for staff and parents. • Materials and methods of delivery are differentiated to make the curriculum accessible for pupils with ALN. • Assessment data is used effectively to monitor progress and target learning. • Pupils with ALN are enabled to evaluate their progress against the targets set in their IEP/IDP and set new ones. • The physical classroom environment is well ordered. • Visual timetables are used consistently throughout the school. • Pupils individual needs are catered for, e.g., activities use visual cues and unambiguous language systems to aid communication and understanding for pupils with identifies language and communication difficulties.
					<ul style="list-style-type: none"> • Pupils with ALN have a one-page profile to enable staff to easily understand needs and difficulties. • Staff use resources effectively to support pupils with ALN. • Pupils with an ALN are supported in or provided with alternatives to whole school activities where they find it difficult to cope with these. • Resources to aid learning, including technology and sensory equipment are available to support pupils with an ALN to access the curriculum. • Teachers and Teaching Assistants intervene appropriately in pupils' play and independent learning to develop their skills at a suitable level. • With support, ALN pupils able to transfer their learning from targeted sessions to whole class teaching, e.g., Improved concentration from ComIT sessions. • Staff provide appropriate and meaningful feedback to pupils dependent on their needs, e.g., verbal, symbols, gestures etc. • The school recognises the importance of equality and human rights for health and wellbeing, e.g., UNCRC weekly focus in assemblies, working towards the Rights Respecting School Award (RRSA).

Areas to further develop linked to quality of teaching:					
3.2	The breadth, balance and appropriateness of the curriculum				<ul style="list-style-type: none"> • Teachers plan, teach and review in partnership with other teachers, teaching and bilingual assistants, and other professionals as appropriate to ensure consistency of practice. • IEPs/IDPs/PEPs are clearly written and actively reviewed, in partnership with outside agencies, parents and pupils. • Pupils with ALN are grouped in a way that best helps them to learn, including withdrawal groups and small class groups. • Pupils have access to a curriculum which is broad and balanced and relevant to their need/s. • The school is working towards the new curriculum, considering the needs of all pupils. • Programmes of study are adapted to meet the needs of pupils with significant learning difficulties. • The school uses a range of appropriate additional assessment tools and procedures for identifying the needs of pupils, e.g., BPVS. • The school makes good use of available data to provide additional curriculum experiences for pupils that are appropriate for their needs, e.g., early morning additional R.M. Maths support for pupils who are identified as 2 or more sub-levels below in Mathematics. • Additional interventions combat the difficulties of gaps in learning and repeated curriculum for looked-after pupils who have had numerous placement moves. • Pupils are grouped in a way that best helps them to learn, including withdrawal groups and small class groups. • Where possible, pupils are consulted about when it is most appropriate for them to be withdrawn from the work of the class group for individual work. • Pupils who access the curriculum using British Sign Language (BSL), braille or large print have support to do so when required. • Resources are matched well to the needs of pupils who require extra support. • Specialist resources, e.g., ICT equipment, radio aids and sound fields systems, are used well to enable pupils who require extra support to access the curriculum fully.

						<ul style="list-style-type: none"> • Where appropriate, there are well-developed plans for transition back to mainstream provision. • The School is physically adapted to appropriately meet pupils' needs. • There are appropriate changing facilities for pupils with disabilities. • The school has an inclusive ethos where ALN pupils have a range of experiences of working collaboratively with other pupils in the school. • The school curriculum recognises and fosters the positive role of the arts, culture, and sport in promoting mental wellbeing, e.g., Evidence in teacher's planning and a wide range of extra-curricular clubs open to pupils. • The school curriculum provides age-appropriate learning and development in relation to emotional literacy, positive psychological development, and problem-solving skills to support resilience in line with Welsh Government Curriculum Guidance.
<p>Areas to further develop linked to the breadth, balance and appropriateness of the curriculum:</p>						

3.3	Provision for skills					<ul style="list-style-type: none"> • Pupils with ALN achieve the required skills in speaking and listening, reading and writing, numeracy and ICT and use them effectively across the curriculum. • Pupils with ALN are supported to develop Welsh language skills. • There is a broad PSE curriculum including attention to mental health and resilience. • The curriculum has been developed to enable pupils to develop skills which will prepare them well for the next stage of learning/life, e.g., independence, self-care or money management. • There are plenty of opportunities for pupils to develop their skills in practical, real life situations, e.g., weekly cooking sessions, using public transport etc. • There is a wide-ranging curriculum with alternative options, which meet the needs of all pupils.
<p>Areas to further develop linked to provision for skills:</p>						

Estyn Common Inspection Framework – 4. Care, support and guidance

		Excellent	Good	Adequate	Unsatisfactory	Evidence
4.1	Tracking, monitoring and the provision of learning support.					<ul style="list-style-type: none"> • Robust systems are in place for identifying the needs of individual pupils when they start at the school, e.g., The school engages effectively with partners, including parents and pupils' previous schools, to identify the needs of pupils and make appropriate provision. • School regularly tracks and monitors ALN pupils' progress and wellbeing, including attendance, and uses this information to plan appropriate provision. • Where appropriate, P-Scales and Autism Education Trust Framework are used to track the progress of pupils. • A detailed provision map is in place to demonstrate how well the school supports pupils with ALN. • Learning support is appropriate for the needs of the pupils. Training is provided to staff on a regular basis. The school has a good understanding what effectiveness support looks like. • The ALNCo monitors the effectiveness of interventions outlined in the provision map. • IEPs/ IDPs/PEPs are used effectively and contribute to improved outcomes for pupils. • School secure good support from others, e.g., Advisory teachers, Educational Psychologists and other external agencies to help pupils achieve appropriate standards. • The school directs parents/pupils to other agencies and support groups where appropriate. • The school actively removes barriers to learning for students with ALN in order to promote participation. • School actively seeks to support parents of pupils with ALN. Parents are listened to and provided with relevant information. • School use a variety of means to engage parents of pupils with ALN e.g., through family engagement and/or Wellbeing officers.

					<ul style="list-style-type: none"> • Annual reports are an effective way of sharing the progress the child has made over the academic year, which are clear and personal and based on a sound understanding of the pupil. Pupils also contribute to reports sharing what has gone well and areas they would like to develop.
					<ul style="list-style-type: none"> • Parents/carers invited into school to discuss the end of year report with class teacher. • Classes plan in year group teams. There are close links and where possible, joint planning between the SRB and mainstream provision takes place. • Where appropriate the Engagement/ Wellbeing officer makes pupils and families aware of professional support and specialist services such as counselling services, Careers Wales and mental health services. • Staff have received training to support pupils with emotional and/or social needs, e.g., ACEs, Trauma, attachment, Thrive, ELSA. • (Welsh Medium only) Where applicable, pupils access Welsh-speaking specialist support staff, teachers or educational psychologists, as well as provision for specific needs such as speech and language therapists. • Parents/carers are helped to understand ALN procedures, including statutory assessment procedures. • The school can evidence that, within available resources, support is provided for activities which promote mental health and wellbeing, e.g., 1:1/ small group sessions and weekly focused mental health and wellbeing sessions – yoga, breathing techniques, mindfulness etc. • The school understands the mental wellbeing needs of the pupils and staff in the school, acknowledges that these needs change over time and has a regularly updated plan to address the identified needs, e.g., Wellbeing team meet regularly to update plan to support staff and pupils. • Through close monitoring, the school can identify and describe the needs of specific groups of pupils who may be at greater risk of experiencing poor mental and emotional health. • The school actively monitors the inequalities in mental health and wellbeing between different groups, e.g., Feedback from staff in weekly Wellbeing meetings.

Areas to develop further linked to tracking, monitoring and the provision of learning support:					
4.2	Personal development				<ul style="list-style-type: none"> • Pupils with ALN are supported to take part in extra-curricular activities, such as school plays, music and sports. • Pupils with ALN are prepared for life and work outside school e.g., school trips to local shops, businesses and places of interest. • The school makes meaningful and worthwhile opportunities for pupils to develop their knowledge and understanding in making suitable lifestyle choices, e.g., healthy eating and drinking, substance misuse, online safety and sex and relationships. • Staff meet the developmental play and social interaction needs of pupils with ALN. • The PSE curriculum supports the social skills development of pupils with ALN. • All staff are aware of the difficulties individuals have in trying to understand conventional social rules and systems and adapt their approaches accordingly to individual pupils needs. • Pupils with ALN and their parents are listened to – There are clear procedures for parents/carers visiting the school, getting involved and sharing concerns. • There is effective communication between school and home celebrating progress/success and informing of incidents/concerns. • The provision across the school is adapted to pupils’ needs and level of understanding of pupils. • The school is successful in identifying and supporting the emotional and mental health needs of pupils, e.g., PASS survey, Wellbeing/Family engagement officer, Thrive, ELSA and or Restorative approaches. • Parents are invited into school to attend workshops, e.g., Wellbeing, Mathematics. • Pupils are given encouragement and opportunities to take responsibility for themselves and others, show initiative and develop an understanding of living in a community, e.g., ASDAN and Prince’s Trust. • Pupil voice plays an important role in the school in supporting pupils to make decisions that affect them, e.g., active members of the school/eco councils or student unions. Their views and experiences are listened to and acted upon, e.g., in developing the outdoor environment.

					<ul style="list-style-type: none"> • The school ensures there are opportunities for ALN pupils, or those who are vulnerable, to develop spiritually and culturally, e.g., through a rich, well-tailored provision for the arts, including music, art and design. • The school ensures that school productions and performances, theatre, dance and sport include appropriate opportunities to enable those with ALN, including physical needs, to participate. • The school provides opportunities for pupils to develop their knowledge and understanding of their own and other cultures in both their local communities and farther afield, e.g., topics in class and whole school assemblies. • Where applicable, special examination arrangements are well planned, and discussed and agreed with pupils. • Staff complete relevant referrals to support pupils, e.g., JAFF, MARF, ISCAN. • Pupils, staff, and the wider school community understand how to access help and that help seeking behaviour is encouraged, e.g., Pupils – Dedicated Wellbeing Assistant. Staff – Care First and supportive SMT. • The school can demonstrate how it ensures that parents and families are actively engaged in health and wellbeing, e.g., parents/carers invited into school during termly 'Healthy School' Week. • The school can demonstrate how it recognises and promotes the importance of pupils, staff and the wider school community feeling connected to the school and have a sense of belonging, e.g., open afternoons, links with local businesses and Nursing Home. • The school can demonstrate how it fosters and develops healthy relationships between all members of the school community, e.g., staff team-building days.
<p>Areas to further develop linked to personal development:</p>					

4.3	Safeguarding					<ul style="list-style-type: none"> • Risk assessments and positive handling plans are in place for pupils with ALN as appropriate. • School has an up-to-date Restrictive Physical Intervention/Positive Handling policy and staff have accessed training in a holistic approach to behaviour management which includes de-escalation strategies. When incidents do occur, there are appropriate systems to record incidents, including reporting to LA. Staff follow these procedures robustly. • The school's safeguarding policies and procedures take account of the increased vulnerability of pupils who require extra support, including those with ALN and ensure that arrangements for these pupils are appropriate. • All medical information for individual pupils is up to date and staff have received appropriate training, e.g., epilepsy training. • Health Care plans are regularly updated with health professionals. • The school's approach to anti-bullying is effective, particularly in relation of pupils who require extra support, including those with ALN.
<p>Areas to develop linked to safeguarding:</p>						

Estyn Common Inspection Framework – 5. Leadership and management

		Excellent	Good	Adequate	Unsatisfactory	Evidence
5.1	Quality and effectiveness of leaders and managers					<ul style="list-style-type: none"> • All staff are aware of the signs of ALN and are aware of diagnostic referral routes if they suspect a pupil has ALN. • There is a named person in the school who is able to provide information and advice on ALN and specific information about individual pupils. • The ALNCo is knowledgeable of local and national guidance on identification and assessment of pupils who require extra support, including those with ALN and their role in its implementation. • The ALNCo is allocated non-teaching time to fulfil their role, e.g., half a day a week. • The role of the ALNCO is strengthened in order to provide expertise for pupils with ALN within the school. • Governors have undertaken training and are aware of the specific needs of pupils with ALN. Governors undertake a championing role and actively challenge ALN practice and provision. • Additional school staff e.g., office staff, mid-day supervisors, caretaker etc. are aware of the needs of pupils with ALN and how best to meet needs within their role. • ALN practice and provision is a regular focus within school meetings of the SMT and governing body. • The school has a clear ethos and shared vision of inclusion and diversity, which is shared by all staff, governors, parents and pupils. • The school is effective in working with partners to improve the knowledge and understanding of staff to make suitable adjustments to curriculum and/or support, e.g., EAS, SEWC. • The school preparing for the changes to ALN legislation by attending all relevant training and working closely with the Cluster ALN Lead. • There is a designated ALN governor.

						<ul style="list-style-type: none"> • The designated ALN governor meets regularly with the SLT to questions standards and provision for pupils who require extra support, including those with ALN.
						<ul style="list-style-type: none"> • There is effective and regular liaison with the LA to ensure that additional support meets pupils' needs. • PDG, LAC and grant funds are appropriately deployed to supporting ALN pupils. • The school has a positive partnership with others, e.g., health services, housing and social services, to meet pupils' needs. • The outcomes of initiatives, such as Families First, Communities First, Team Around the Family (TAF) and other close work with specialist agencies such as the police, health, psychological, community and mental health service (CAMHS), counselling and social services are shared with SLT, class teachers, teaching assistants and where appropriate, the ALN governor. • The school has good arrangements in place to ensure pupils' seamless transition from one phase of education to another (including transition into and out of the school). • The school has strong links with parents/carers that help learning to be continued at home, e.g., Blended Learning policy, Parent Workshops etc. • The school tracks the progress made of pupils referred to outside agencies and PRUs for education other than at school. • The school is supportive of the local authority's 'managed moves' arrangements and have successfully supported two pupils who have had a successful 'managed move' into the school. • A senior member of staff is designated as lead for implementation of a whole school approach to mental health and wellbeing; supported where appropriate by other members of staff. • The school can demonstrate how it supports staff in maintaining and improving their mental health and wellbeing, e.g., Allocated time out of class for the completion of tasks. • Communication within the school and with the wider school community evidence the school's commitment to pupil and staff health and wellbeing, including mental health and wellbeing.

						<ul style="list-style-type: none"> • The school can demonstrate how it ensures that staff are actively engaged in health and wellbeing, e.g., Wellbeing team share termly plan of action, dedicated planning time, annual staff wellbeing questionnaire. • The school can evidence a range of partnerships with public and third sector agencies with expertise in mental health and wellbeing, e.g., Public Health Wales, Mind Cymru. • The school can demonstrate how it fosters relationships with parents and other agencies so that it is aware of circumstances that might mean that pupils are at greater risk of poor mental health e.g., family breakdown.
<p>Areas to further develop linked to quality and effectiveness of leaders and managers:</p>						

5.2	Self-evaluation processes and improvement planning				<ul style="list-style-type: none"> • There is a clear self-evaluation process for ALN which informs the School Improvement Plan and priorities. • There are clear priorities for improving ALN provision. • There is evidence that the expertise of the ALNCo informs the priorities, e.g., planning, teaching and reviewing of pupils with an ALN. • Monitoring of ALN pupils is part of the school improvement cycle. • The ALNCo leads staff meetings regularly and feeds back to the Governing Body on a termly basis. • The ALNCo and SLT work together to plan what needs to be done to improve outcomes and progress for pupils who require extra support, including those with ALN. • ALNCo and SLT ensure that targets for pupils who require extra support, including those with ALN are suitably challenging, so that these pupils reach the highest standards that they are capable of achieving. • The ALNCo feeds back to the SLT regularly and is given a Performance Management target linked to ALN. • LA SRB classes within the school are involved in having their work monitored. • The school have a strong record in improving outcomes and provision for pupils who require extra support, including those with ALN. • The school is aware of and draws on key local health and wellbeing plans and priorities, considering the implications for the school community. • School development and improvement plans include measurable action to promote mental health and wellbeing in the whole school community. • The school can evidence a continuous improvement approach towards health and wellbeing in which plans are regularly reviewed against outcomes and change is made, as necessary. • The school can evidence that, within available resources, support is provided for activities which promote mental health and wellbeing, e.g., 1:1 and small group interventions.
<p>Areas to further develop linked to self-evaluation processes and improvement planning:</p>					

5.3	Professional learning					<ul style="list-style-type: none"> • The focus of partnership working is to improve standards for pupils with an ALN. There is regular partnership working which includes: <ul style="list-style-type: none"> ➢ Frequent communication between the school, LA, health, social services and the voluntary sector. ➢ Consulting with external agencies during the development of policy and provision. ➢ Working with parents to provide joint intervention programmes, and regular communication systems. ➢ Facilitating a range of opportunities for parents to liaise with outside agencies. ➢ Working closely with other schools, sharing best practice and exchanging information. • The school has a strong history in supporting the professional development of specialist support staff to meet the needs of ALN pupils. • ALN areas of development are identified and included in the School Improvement Plan annually, which has supported in developed the knowledge and understanding of all staff in relation to pupils who require extra support, including those with ALN. • The school has considered the skills and competencies required by staff in undertaking their mental health and wellbeing role in the school and has a process in place to ensure they are supported to develop and maintain these. • Staff who undertake specific roles in relation to mental health and wellbeing support have access to professional support and supervision appropriate to their role.
Areas to further develop linked to professional learning:						
5.4	Use of resources (Secondary Schools only)					<ul style="list-style-type: none"> • There is a quality assurance framework in place which is regularly utilised. • The ALNCo is appropriately qualified and experienced. • All staff have undergone appropriate training in ALN awareness and strategies to support pupils with ALN. • There is specific ALN training including ALN awareness for NQTs and staff new to the school. • Staff share information with other staff in a formal and informal way when they return from courses and conferences on ALN. • A record of staff training in ALN and conferences attended is maintained.

					<ul style="list-style-type: none"> • Resources are available to support learners to access the curriculum. • The school actively seeks to and succeeds in removing barriers to learning and participation for pupils with ALN. • The school is committed to and provides a high standard of support for pupils with ALN. All staff see this as their function. • The school allocates sufficient resources to meet the needs of pupils who require extra support, including those with ALN. • ALN staff, including support staff, understand and fulfil their roles effectively. • Staff are appropriately skilled to support pupils effectively to ensure progression and continuity in learning. • The school demonstrates the impact of its spending decisions in relation to ALN e.g., sharing with parents and governors.
<p>Areas to further develop linked to use of resources:</p>					