



Knighton Church in Wales Primary School Ysgol yr Eglwys yng Nghymru Tref-y-Clawdd



Knighton Church In Wales Primary School

Our ALN School Offer

September 2021 saw the beginning of the transformation period for the Additional Learning Needs and Education Tribunal in Wales (ALNET [Additional Learning Needs and Education Tribunal \(Wales\) Act | GOV.WALES](#)).

The principles that underpin the ALN system, from the Code and the Act, are:

- A rights-based approach
- Early identification, intervention and effective transitions
- Collaboration
- Inclusive education
- A bilingual system

Universal Provision (ULP) is key for the entire school to create a fully inclusive approach to meet the needs of learners. This will enhance the learning experience of all learners and in turn, improve outcomes. Universal Provision is the responsibility of all teachers and staff within a mainstream school to make learning and the environment as accessible as possible for all learners.

Following on from ULP staff provide effective support for learners with identified Additional Learning Needs (ALN) helping to remove barriers to learning in one or more of the four areas of identified need:

Communication and Interaction

- Speech, language and communication Needs (SLCN)
- Autism (ASD/C)

Cognition and Learning Difficulties

- Dyslexia
- Dyscalculia

Social Emotional Behavioural Difficulties

- Behaviour
- Attention Deficit and Hyperactivity Disorder/Condition (ADHD/C)
- Social / Emotional / Trauma / Attachment



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- Mental Health Physical and Sensory
- Physical
- Healthcare / medical
- Visual Impairment / Habilitation / Independent Living Skills
- Sensory Difficulties
- Development Coordination Disorder/Dyspraxia (DCD)
- Hearing Impairment

Other

- Children Looked After (CLA)



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Our School Offer

Here at Knighton Church in Wales Primary School we offer a wide range of support and intervention strategies to meet the needs of our learners. Children can access one or more of the following support and/or intervention strategies. These strategies are available to our learners at either ULP or Additional Learning Provision (ALP) level. Children can access these without any form of identification or diagnosis. Adults in this school work closely with each other, the children and parents to identify and implement the best range of support and/or interventions needed ensuring an inclusive and pupil led approach to learning.

Outlined below are option available for the children, who attend our school. This does not mean that all children can access all the interventions at the same time or in every year group. Different strategies/interventions lend themselves to different age groups and level of need. Discussions between staff, children and parents are needed to identify the best support for each individual child.



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Communication and Interaction

SLCN

Clear classroom routines are taught and reinforced to promote good listening skills

Pupil's name and eye contact established before giving instructions

Classroom seating arrangements allow all pupils a good view of the teachers face when speaking

The purpose of activities are clearly identified and clear links are made to previous learning

Specific pre-teaching of key topic vocabulary - Key topic vocabulary is introduced explicitly with the use of concrete, visual supports. This is often done through Word Aware sessions.

Visual supports are used to reinforce language learning and development.

Pupils' names are used before individual instructions are given.

Adults take time to listen to what children are saying and model positive listening behaviours.

Pupils have opportunities to listen to adults reading to them in a quiet environment.

Pupils should have regular opportunities to take part in learning discussions with peers and adults (Think, Pair, Share) which is part of whole school approach to learning.

Classrooms are arranged to facilitate collaborative working.

Staff ensure that the pupils have stopped working and are listening before new instructions are given

Pupils can be prompted to listen through the use of a verbal or non-verbal prompt

Pupils should be given specific praise related to good listening and attention skills

Proximal praise is used to model appropriate behaviour choices

Instructions and tasks should be broken down into manageable 'chunks'

Language can be reduced, chunked and simplified to support accurate retention

Pupils should be seated with a good view of the teacher therefore enabling use of nonverbal communication such as gesture and facial expression to support engagement

Staff and pupils agree an appropriate non-verbal cue that can be used to attract and maintain attention

Pupils can engage in listening games and activities to develop appropriate skills



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Pupils are supported to understand the benefits of developing good listening and attention skills

Staff ensure that pupils are only required to focus on one adult voice at a time

Pupils can be supported with visual resources

Adults support pupils to engage in social and learning conversations

Pupils are supported to link new learning to previous learning and experiences

Learning objectives use child-friendly language

Real objects, pictures and other visual information can be available to support developing understanding

Adults adapt language used in response to pupils' levels of understanding

The classroom ethos encourages pupils to ask questions to confirm, develop and secure their developing understanding

Pupils are encouraged to identify and explain 'why things happen' and 'how they know' with reference to both explicit and implicit information

Support from the Speech and Language team can be requested for further support

Support from the ALN team, specifically the Specialist Teacher for speech and language can be requested to carry out screening or to advise school on possible interventions/support

ASD/C

Maintain a calm, firm and consistent approach to managing behaviour

Adults can keep language clear and avoid sarcasm, ambiguities and idioms

Use of a scribe

Social stories shared

Pupils should be cued into instructions and key pieces of information

Visual timetable to prepare for change; task planners; prompts to show good listening and sitting

Working alongside good role models and pupils they are likely to socialise with on the playground



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There should be clear class rules and routines which have been written by the class, understood and displayed visually

There should be clear rules and routines for moving around the school

Tasks should be broken down into manageable steps with a clear start and finish

Clear separation between visual timetable and 'Now/then'

Well-organised classroom - equipment easily accessible, drawers for equipment labelled clearly

Safe Zones or Cwtch can be available for quiet/calm down time

Intervention: Time to Talk or Dealing with Feeling interventions available to develop emotional literacy

Support from Outreach CAMHS can be requested

Support from Kooth Counselling can be requested

Sensory toys can be used

Ear defenders to reduce stress linked to noise can be used

Movement breaks can be organised

Calm down time with the chickens in the quad can be organised



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Cognition and Learning

Dyslexia

Balance between large group, small group, and individual activities

Nessy Spelling programme - Use mnemonic instruction

Mnemonic devices can be used to help pupils remember key information or steps in a learning strategy

Reviews of previous learning or lessons can help pupils connect new information with prior knowledge

Differentiated learning

Quality first teaching

Allow use of instructional aids. Pupils can be provided with letter and number strips to help them write correctly

Number lines, counters, calculators, and other assistive technology can help pupils compute once they understand the mathematical operations

Display work samples using the Dysgu ... boards. Samples of completed work can be displayed to help pupils realise expectations and plan accordingly

Use peer-mediated learning. The teacher can pair peers of different ability levels to review their work, read aloud to each other, write stories

Use flexible work times. Pupils who work slowly can be given additional time to complete written work

Provide additional practice. Pupils require different amounts of practice to master skills or content

Pupils can be allowed to complete projects instead of oral reports or vice versa

Expectations of written work set for each child

Allow more time for reading, listening and understanding

Use 'Read Aloud' function when using computers

Printouts or a scribe can be used when work needs to be copied from a board

Suggest they highlight key areas and draw thumbnail pictures in the margin to represent the most important points



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Adults can ask the child to read what they have written, then write over the top to make meaning clear (preferably in black pen or pencil so this does not stand out too much)

Use of word mats

Clarify or simplify written directions

Underlining or highlighting the significant parts of the directions

Present a small amount of work

Overlays and line markers can be used to aid reading

Larger font sizes and increasing spacing can help separate sections

Highlight essential information

Use an audio recording device or dictate function on laptops

Use of assistive technology. Assistive technology products such as tablets, electronic readers/dictionaries/ spellers, text to speech programs, audio books

Repeat directions. Ask pupils to repeat the directions in their own words

Simplify directions by presenting only one portion at a time

Maintain daily routines

Use step-by-step instruction. New or difficult information can be presented in small sequential steps.

Give the opportunity to answer questions orally

Use different colour for each line if there is a lot of written information on the board, or underline every second line with a different coloured

Ensure that the writing is well spaced

Leave the writing on the board long enough to ensure the child doesn't rush, or that the work is not erased from the board before the child has finished copying

When using mental arithmetic allow the dyslexic child to jot down the key number and the appropriate mathematical sign from the question.

Can use computers for word processing

Change background colour when using a whiteboard or computer screen

Use multisensory ways of teaching

Allow additional 'thinking' time



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Interventions: Spelling shields, precision teaching, letters and sounds, Trugs, Rapid Reading books, Giglets, Nessy, Learning Village, Write From the Start, Catch Up Literacy, 1:1 reading, Dancemat,

Dyscalculia

Teach pupils to "self-talk" through solving problems

Student can write out charts or draw sketches to solve problems

Use physical resources like coins, weights, blocks, and puzzles to teach math ideas

Use concrete examples that connect maths to real life

Check in frequently to make sure the student understands the work

Allow extra time on tests

Give step-by-step instructions and have the student repeat them

Provide charts of maths facts, 'numeracy mats,' multiplication tables or hundred squares

Use visual aids or manipulatives when solving problems

Let the student use a calculator when computation isn't what's being assessed

Give more space to write problems and solutions

Break down activities into sections

Differentiate learning to required level

Pre-teach Mathematical vocabulary

Interventions: Precision teaching number facts, number recognition, Numicon, Spring Board, Number Stacks, J2 Blast (Times tables), Emile



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Emotional, Social and Behavioural Development

ADHD/C

Emotionally available/trusted adult

Visual cues and prompts

Pupil's name and eye contact established before giving instructions

Clear and simple instructions, breaking down longer instructions and giving one at a time

Tasks are clearly explained, modelled or scaffolded, and staff check for understanding

Key points/instructions are jotted down

New learning broken down into small steps

Link new learning to what pupil already knows, for example, start a lesson with a class mind-map of what they already know about a subject

Opportunities for practical and interactive, as well as paper and pencil tasks

Give pupils 'thinking time' or opportunities to work with talk partners before answering a questions, or say "I'm going to come back to you in a minute for your idea"

A range of lesson activities are planned to take account of different learning strengths, and practical activities offered where possible

Note pads can be given to jot down things children want to say even when adults are talking to reduce 'shouting out'

Multiple examples of new concepts are provided and staff aim to take these examples from children's own real-life experience rather than talking in the abstract

Visual cues and prompts, visual timetables are used. The child should be alerted to changes on the way by these being pointed out on the visual timetable

Explicit teaching of independent and study working skills is routine. Pupils are encouraged to take charge of their learning and develop strategies that work for them.

There are opportunities for flexible grouping and pairing, for example by ability and mixed ability, including buddy systems

Celebrate positive aspects of pupils' work and how their work can be developed / improved

Homework and independent tasks are differentiated to present an equal level of challenge to all pupils

Physical time out opportunities in safe zones or 'cwtch'



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Fidgets are allowed for them to use when needed Social / Emotional / Trauma / Attachment

A warm, accepting climate and ethos accepting and supportive for staff, parents and pupils

A calm, consistent learning environment with clear expectations, routines and rules, with secure and explicit boundaries in all curriculum areas and at times of less structure

Maintain a calm, firm and consistent approach to managing behaviour

Positive relationships as modelled by adults

A systematic approach to responding to behaviour: School Behaviour Policy

An ethos and conditions that support positive behaviours for learning and for successful relationships

Consistent Anti-Bullying strategies (School Anti-Bullying Policy)

Close contact with parents

Use a variety of social learning experiences/groupings which provide opportunities for peer modelling and positive social interaction

Frequently during the day share successes and provide specific praise (verbal, visual and written) in order to develop a sense of self and self-worth

Consistently use logical consequences as part of a stepped approach in order to encourage pupils to self-regulate and make appropriate choices in order to develop their skills

Offer elements of control

Visual timelines and familiarity

Resilience Training via In Reach

Jigsaw

Emotionally available/trusted adult

Wellbeing sessions

Physical activity - movement breaks

Intervention: Circle of friends



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Physical and Sensory

Physical assessment for learning informs planning for suitably differentiated teaching, considering access issues for physical/mobility at the child's level of need

Personalised planning is informed by regular audits of the school building, relevant procedures (especially in terms of administering medication) and minor additional access resources where necessary.

Staff communicate regularly with parents to confirm and maintain access arrangements as well as how they can support their child's learning needs (considering factors such as possible fatigue).

All children are supported and encouraged to participate in all learning activities in class considering factors such as effective recording, appropriate seating and mobility.

Appropriate seating placement is available to maximise the pupils' view of the teacher and to reduce distractions.

Consider seating pupils with writing arm on the outside edge of a shared table.

Consider colour coding key information if pupils also have visual perceptual needs.

Potential fatigue factors may need to be taken into consideration for some physical impairments.

School trips are carefully planned and risk assessment are completed to ensure that reasonable adjustments are made for limitations in mobility or likelihood of fatigue.

Assistance can be given for putting on additional clothing.

Playground arrangements allow for quieter as well as busier play areas.

Additional time may be provided for written recording and other activities requiring both fine and gross motor skills.

Staff are available to monitor physical status and support the taking of medicines (administering medicine form should be completed by the parent/carer).

Group approaches and peer partnerships maximise pupils' full participation and direct academic and social engagement.

Differentiation and access arrangements maximise success in learning activities to ensure an appropriate level of challenge.

Additional time can be organised for the pupil to move around school or be repositioned.

Pupils may have ICT support to help them access the curriculum.



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Pupils may have specialised equipment/resources/programmes that will be monitored & reviewed by OT/Physio/SLT- all staff should be aware of these and be able to integrate/enable the delivery of them throughout the school day (training for this can be requested). A request for visual or auditory assessment can be requested through PIP referral and advice/assessment from a specialist teacher can be requested.

Healthcare / Medical

Some pupils with healthcare/medical needs should have an Individual Healthcare Plan.

Training for staff to meet the requirements of the healthcare plan can be requested.

The child's health care plan should be reviewed at least yearly or as changes or difficulties arise.

Medicines can be given by a member of staff once parents/carers have completed the Administering Medicines form.

Opportunities for rest given

First aid trained staff listed and informed

Staff are all familiar and trained in specific needs

Staff have an awareness of the impact the medical issue can have on the pupil's ability to engage/concentrate and to make reasonable adjustments to expectations.

Easy to access list of medical contacts linked to the child's health care plan- school nurse, specialist nurses, GP, consultants etc depending on health/medical needs of the pupil.

Support for toileting, cleaning or changing can be given by a member of staff (refer to the Toileting Policy).

Visual Impairment / Habilitation / Independent Living Skills

Pupils should be enabled to communicate their knowledge and understanding accurately, using a variety of approaches. This should inform grouping and remove barriers to their learning.

We ensure time is given to our pupils to assimilate new ideas and avoid overload by delivering too many oral instructions.

Good use of contrast words and pictures around the room if the child also has visual needs.

We work hard to get to know our children and learn the signs of when they are getting tired as they might not tell you.



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Support for toileting, cleaning or changing can be given by a member of staff (refer to the Toileting Policy).

Quieter as well as busier play areas inside and outside.

Extra support for mark-making activities.

The environment can be free of clutter and changes to this environment can be kept to a minimum.

Consideration should be given to 'demarcation' (marking boundaries) of key areas through changes in floor surface or the use of furniture.

The child should be shown around the setting at every visit from table to table to let them know what is available and where it is in the setting.

When in a free flow activity, we make sure that any changes in depth or steps are marked.

We make sure that we show the child around if any changes are made at any time.

Good contrast between foreground and background may be helpful for laptop screens and visually simplified pictures.

Specific teaching of ICT skills should be included as part of children's learning and accessibility settings should be used where necessary. E.g. Enlarged cursor, change text size, good contrast.

Children should be encouraged to wear prescription glasses. These should be kept clean and in a safe place if removed.

Children are encouraged to wear sports goggles for PE sessions and prescription goggles for swimming lessons should they be required.

Care is taken when choosing reading and picture books e.g. Books with text across pictures should be looked at beforehand with a member of staff.

Mark-making activities can be carried out with dark pens e.g. felt pens, 4b pencils and high contrast backgrounds. Blackboard and chalk and whiteboards with dark marker pens work well.

Practical activities should be accessible e.g. Glue for sticking should be coloured

Adults will remind the child of the names of the other children in groups the child is working in.

Opportunities should be provided to learn about other visually impaired young people and adults.



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Settings should work closely with parents to ensure that messages and positive role modelling is consistent in school and at home.

There should be support for developing and maintaining the child's self-esteem as they move through the setting.

Precise locational language should be used to help locate and identify items being used e.g. 'the water jug is on the snack table' rather than 'the jug is over there'.

An adult will need to do a direct showing walk around the room and tables and give a commentary of what is available to highlight the activities and things available around the room.

Staff ensure that the pupils have stopped working and are listening before new instructions are given.

There may be gaps in learning through not being able to see details clearly e.g. distinguishing between similar objects such as a cow or a horse.

Adults aware of the effect of glare on shiny surfaces and laminated pictures. Children should be provided with matte finished surfaces instead.

Hand under hand exploration may be needed at times.

Displays of the child's work should always be placed at eye level.

Children with VI will not be able to achieve incidental learning and will need to be provided with extra opportunities to help fill the gaps.

Children should be provided with verbal cues with lots of running commentary where needed.

All staff can be given habilitation training programmes and can access specific support/training and ideas for integrating activities from the Habilitation Specialists.

The pupil will need to be positioned close to any new demonstration of skills/ actions.

Simple instructions can be given and children can be queued into these by using their name or touch.

Pupil can be sat close to point of visual interest. For example, able to see the board or is in a good position to see body language and facial expressions.

We provide good even lighting to avoid glare. Blinds to be used as appropriate.

Extra support for mark-making activities e.g. letter and number formation.

Extra time can be given for visually demanding activities.

Breaks can be given regularly to avoid visual and mental fatigue.



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Mobile toys can be kept in a designated area.

Pupils may be given help locating their friends in the playground.

Staff should help other children to understand what difficulties the visually impaired pupil faces and what they can do to make them feel included. This must be done in full consultation with parents/carers/pupils.

Provide the pupil with a verbal description of their surroundings, wall displays, demonstrations and features in the school environment.

Children with VI/CVI will not be able to achieve incidental learning and will need to be provided with extra opportunities to help fill the gaps.

Support and encourage the pupil to explore all of the outdoor play area.

Opportunities to develop fine and gross motor skills through messy play, outdoor classrooms, activities held in the quad and Write From the Start.

Always use the pupils name to get their attention.

Some pupils may require a running commentary about the surroundings and what is happening around them.

Pupils should be actively encouraged to communicate their own visual needs.

Sensory Difficulties

Pupils can have sensory needs relating to a wide variety of other ALN. Staff should be aware of the impact of this when planning activities/learning environments.

Staff could use Sensory Toolkits to investigate needs (on server).

Wide-stemmed pencils and pens, or rubber grips can be added to their writing utensils.

Touch-typing programmes e.g. Dancemat could be offered.

Type homework and use a computer in class could be offered.

Place students with dyspraxia at the front of the room so they have an easier view of the board. They may also find it easier to concentrate when distanced from doors, windows, displays and other classroom distractions.

Give opportunity to pause, get up from their desk, stretch and move around before continuing on with a lesson or movement breaks where they walk round a pre-agreed area of school.



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Give more time to understand task requirements and complete assigned work.

Write task instructions in short sentences and use check-lists for assignments with multiple parts (Steps to Success).

Demonstrate a task and read directions out loud, in addition to providing a printed version.

Adults can help with tasks that require fine motor skills.

Practice multi-sensory letter formation e.g. sandpaper letters, sky writing, rice trays.

Use visual timetables.

Give clear rules and consequences.

Give advance notice of any changes.

Avoid disturbing child when on task.

Keep wall displays to a minimum.

Get the attention of the child before giving instructions.

Use simple language with visual prompts.

Provide time to process the information.

Use larger print for notes, and textbooks or exercise books that wider spaced lines/larger squares for maths.

Have the student dictate to a scribe or use speech-to-text software.

Provide extra time for tests and writing assignments. Allow oral answers in tests.

Introduce new sensory experiences using the child's interests, eg messy play making aliens to get used to slimy texture.

Provide low demand or low arousal areas within the classroom or pre-agreed area of school.

Permit time out if child is becoming over-stimulated

Adjust chair and/or desk height to ensure the student is in the proper position for desk work.

Allow the student to work in different positions, like standing.

Hearing Impaired

Any difficulties with access due to existing hearing loss should be able to be met through class curriculum differentiation.



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The teacher should manage the classroom environment to produce the best possible listening conditions.

Class positioning to have a line of sight to the speaker.

Consideration of seating and grouping so that the child can be near the focus of the lesson and can see whoever is speaking.

An environment as free from noise as possible, close windows and doors and if necessary create a 'quiet' area.

Be sensitive to potential difficulties in social interactions arising from missing verbal interactions.

Pupils should be enabled to communicate their knowledge and understanding accurately, using a variety of approaches. This should inform grouping and remove barriers to their learning.

Use of written/visual cues and context to assist understanding.

Build in time for the pupils to assimilate new ideas and avoid overload by delivering too many oral instructions.

Most auditory information can be accessed with personal hearing aids, FM radio aid system.

Staff need to gain attention of the pupil before speaking and speak clearly, naturally and at a normal rate. They should not cover their hands or walk around the room whilst talking and should use short sentences rather than long complex ones.

Pupils should be given time to think and process what is being said before they make a response and a range of responses not just written, should be used.

Pupils should be allowed time to read or look at pictures or visual aids before they are required to give a verbal response.

New vocabulary should be explained and pictures and concrete objects which give the words meaning should be provided to support verbal information when possible.

The Pupil's name should be used before asking a question or giving an instruction and they should be provided with a visual indication as to the location or to the person speaking.

Allow extra time to complete the task and be aware of the fatigue the pupil may experience because of the amount of effort they have put into listening and lip reading.

TV/DVDs should always be used with subtitles.

Core vocabulary will need to be reinforced this could be through Learning Village interventions.



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Instructions may need to be repeated or modified to match learning needs.

Programmes to develop spoken and written language and communication skills may need to be followed through and incorporated naturally into all aspects of the school day. Advice can be requested from the Sensory Team to support this.

Staff should promote deaf awareness in the classroom using resources such as NDCS's 'Look, Smile, Chat'. They should provide opportunities for the pupil to practise social strategies related to their deafness, for example, identifying why a conversation is becoming difficult and how to improve the situation.

Staff should facilitate effective communication between the deaf child and their peers. They should help the other children to understand what difficulties the deaf child faces and what they can do to make them feel included.

Adult support should be regularly reviewed to ensure that the deaf child does not become unnecessarily dependent on that person for social support.

The deaf child should be taught aspects of social interaction, such as modelling appropriate behaviours, praising interaction and playing games that require turn taking and cooperation.

Opportunities to play alongside and with more coordinated friends to help them take part in physical activities and so they can share things like drawing.

Specific teaching of ICT skills should be included as part of children's learning and accessibility settings should be used where necessary.

Staff must ensure that the pupils have stopped working and are listening before new instructions are given.

Visual support will be helpful for key vocabulary.

Be aware that during group discussions a deaf child may find it difficult to hear pupils' contributions. It may help to repeat what has been said by other pupils.



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CLA (Children Looked After)

Jane Watts is our school's coordinator

PCP plan of support for learner shared.

Support from external agencies facilitated

Staff are fully aware of needs of learner

Close links formed with external agencies

Learner has opportunities to access and talk to an adult

Transitions are clear and effectively planned

Good communication links made

Relationship building and trust made