

Supporting children with additional learning needs



ROLES AND RESPONSIBILITIES FOR TIERED PROVISION



INTRODUCTION

- ❖ The Pembrokeshire Roles and Responsibilities for Tiered Provision has been produced to help schools, families and services understand partnership approaches that combined will enable children and young people to achieve their full potential.

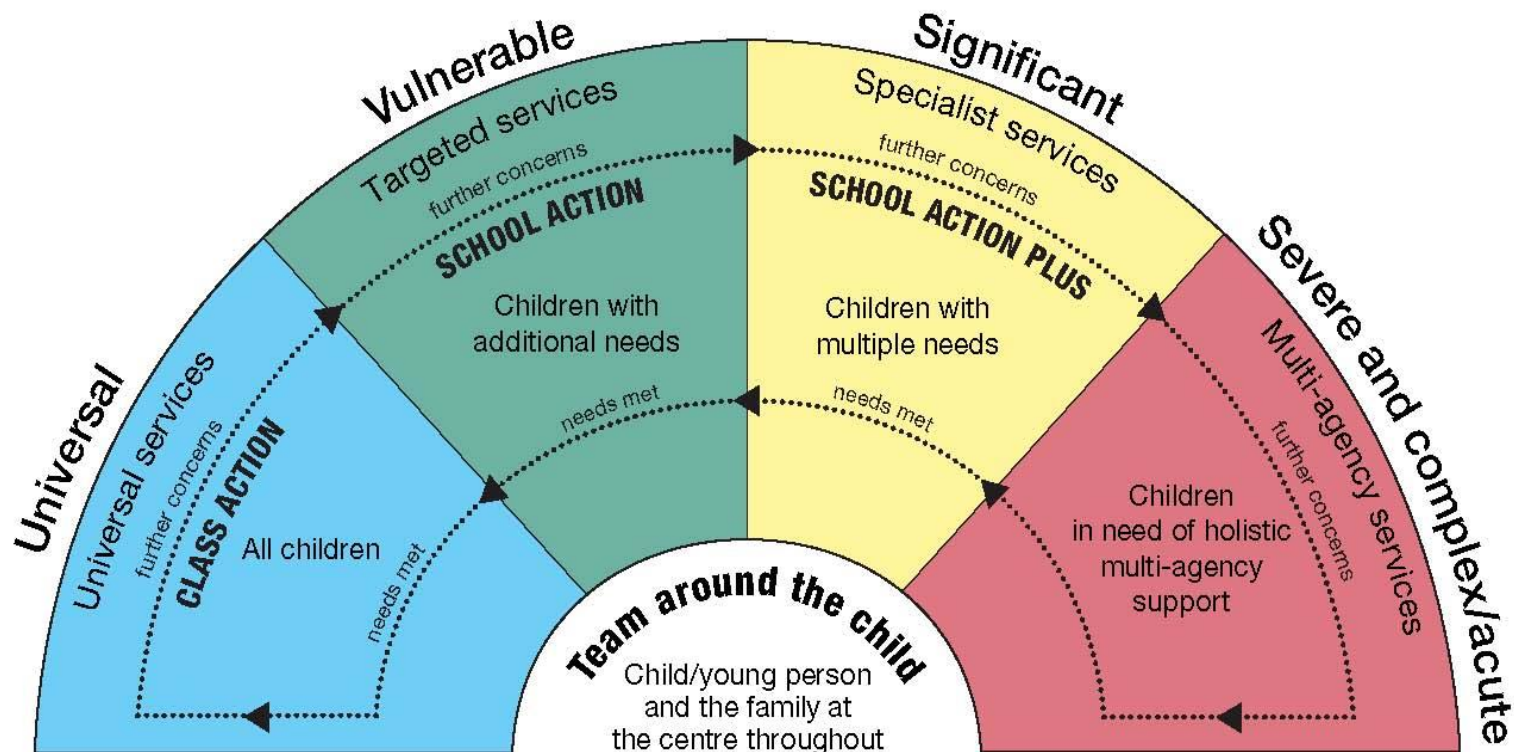
Contents

	Page
The Rainbow model of provision	1
Roles and Responsibilities	
1. Specific Learning Difficulties (Dyslexia)	2-3
2. Complex Learning Needs	4
3. Developmental Co-ordination Difficulties	5-6
4. Communication Difficulties (Speech & Language and Autism)	7-10
5. Behavioural, Social and Emotional Difficulties	11-12
6. Attendance	13-14
7. Sensory Difficulties (Hearing, Visual & Physical Impairment & Complex Medical Needs)	15-16
8. Minority Ethnic Achievement Services	17-18

The Rainbow Model of Provision

There is a wide spectrum of individual need, ranging from 'universal services' through to supporting those pupils with severe and complex or acute needs who require an integrated multi-agency response. The spectrum of need is illustrated in the Rainbow Model of Provision (diagram below)

This pack provides schools with an overview of the expectations for supporting children and young people across the spectrum of needs. It includes the role of the school, Inclusion Service and outside agencies and families at the different tiers of provision. The pack also outlines the criteria for accessing specialist support and resources and the panel referral process.



1: Specific Learning Difficulties (SpLD)

Universal and targeted Services

The main emphasis for universal and targeted services is for schools to ensure that the teaching that is experienced by all learners has a positive and sustained impact on the outcomes they achieve and on their wellbeing. Early identification of a pupil's ALN takes place and appropriate interventions are implemented.

Criteria for accessing this level of targeted services

- Pupils may have literacy problems due to specific learning difficulties.
- School may have concerns that a pupil is not able to access all parts of the curriculum even though there is evidence of good classroom practice.

School Based Provision	Family Support Provision	Specialist Service Provision	Family's Roles and Responsibilities
<p>Implement and monitor a whole school approach for the development of literacy skills through a structured phonics, spelling, reading and writing programme such as Guided Reading, Read Write Inc, Fresh Start and Talk for Writing.</p> <p>An appropriate reading scheme which identifies areas of strength and challenge.</p> <p>School-based literacy assessments in order to provide both qualitative and quantitative information.</p> <p>Use Assessment For Learning which monitors progress and identifies individual targets.</p> <p>Effective multisensory teaching methods in every class.</p> <p>Screening of reception pupils to identify those at risk of having SpLD by using the Early identification and Intervention Programme.</p>	<p>A network support group for families.</p> <p>Relevant workshops to share information, resources and tips for supporting pupils within the home context.</p> <p>*National Support Groups e.g. British Dyslexia Association.</p> <p>A website citing a range of resources including:</p> <ul style="list-style-type: none"> • Parent handbook • How to access help and support in school • Factsheets • Webinars 	<p>A programme of training and development takes place to support teachers in whole class approaches.</p> <p>Schools to adhere to the minimum training standards outlined in the ALN strategy document.</p> <p>A series of webinars about dyslexia are available for schools including:</p> <ul style="list-style-type: none"> • Dyslexia – Supporting pupils in the Foundation Phase • Dyslexia – Supporting pupils in Key Stage 2 • Dyslexia – Supporting pupils in Secondary School <p>The Team Around the Parent Pupil and Setting (TAPPAS) forums provide the opportunity for schools and Specialist Teams to meet termly. The forum provides solution focused drop-in sessions for schools to seek advice in relation to any specific issues for supporting pupils with SpLD, Speech and Language difficulties, Social communication difficulties and Behaviour/Attendance difficulties.</p> <p>Advisory Teacher offers guidance and support to school that may involve formal and informal assessments.</p>	<p>Ensuring the pupil arrives at school on time and attends school on a regular basis.</p> <p>Attending parents meetings or meeting with teachers at regular intervals.</p> <p>Ensuring any equipment is maintained and available for school e.g. glasses, hearing aids, home-school diary etc. and getting the school bag ready the night before.</p> <p>Attending appointments with health and other professionals and working in partnership to apply any specialist advice consistently at home.</p> <p>Reading regularly, using a paired reading approach or practice reading sharing with an enthusiastic peer or a sibling.</p> <p>Encouraging the use of technology for supporting your child's learning e.g. touch typing (doorwayonline.org.uk)</p>

Specific Learning Difficulties (SpLD)

Specialist Services

This tier is characterised by the involvement of external support services which can help with advice on new or specialist strategies or materials and in some cases provide support for particular activities.

Criteria for accessing this level of targeted or specialist services

- Pupils may continue to have literacy problems due to specific learning difficulties despite school interventions.
- Pupils have an identified complex specific learning difficulty with literacy which is affecting their ability to access the curriculum and play a full part in all areas of school life.
- There is evidence of two successive Individual Development Plans (IDP) cycles demonstrating targeted school support.

School Based Provision	Family Support Provision	Specialist Service Provision	Family's Roles and Responsibilities
<p>Universal and targeted services in place including appropriate intervention programmes and differentiated approaches which have been reviewed for two successive IDP cycles.</p> <p>Specialist advice sought through the termly consultation programme with a specialist teacher to discuss more individualised and structured intervention programmes.</p> <p>Time is allocated for meeting with outside agencies.</p> <p>Recommendations from specialist agencies are followed and targets are included in IDPs. Records are kept on programme targets that have been provided by specialist services e.g. those provided by the Advisory Teacher.</p> <p>On completion of specialist programmes or for further advice the relevant professional is contacted.</p> <p>A designated LSA is available to support targets/programme delivery.</p>	<p>In addition to Universal and Targeted Services specific individual advice and support is available through the drop in sessions.</p>	<p>In a small number of cases consultation is carried out by the appropriately trained professional which may lead to:</p> <ul style="list-style-type: none"> • Formal or informal assessment of the pupil's needs • Specific specialist advice and guidance in relation to classroom adaptations to meet specific individual pupil needs • Model SpLD friendly approaches, advice and guidance to individual class teachers/ departments in order to ensure that pupils with SpLD are able to access the curriculum. 	<p>In addition to Universal and Targeted Services ensuring that following referral, to attend initial appointment with the appropriately trained professional in school and any clinic based appointments.</p>

2: Complex Learning Difficulties (Moderate Learning Difficulties (MLD))

Universal and targeted Services

The main emphasis for universal and targeted services is for schools to ensure that the teaching that is experienced by all learners has a positive and sustained impact on the outcomes they achieve and on their wellbeing. Early identification of a pupil's ALN takes place and appropriate interventions are implemented.

Criteria for accessing this level of targeted services

- Pupils with Moderate Learning Difficulties will have attainments well below (over 2 years) expected levels for pupils of a similar age in all or most areas of the curriculum despite appropriate interventions and good differentiated classroom practice.
- Pupils will have much greater difficulty than their peers in acquiring basic literacy and numeracy skills, in understanding concepts, in dealing with abstract ideas and generalising from experience.
- Pupils may also have difficulties with developing speech and language skills, low self-esteem, concentration and attention, and social skills.
- There will be ongoing monitoring by ALNCOs.

School's Role and Responsibilities	Family Support Provision	Specialist Service Provision	Family's Roles and Responsibilities
<p>Develop and implement specific strategies that are appropriate to individual children.</p> <p>Ensure that appropriate methods of early identification and assessment are in place and that there is regular monitoring.</p> <p>Implement a differentiated approach and ensure that materials and resources are suitably adapted.</p> <p>Ensure that, all staff in school are aware of consistent handling approaches that are used.</p> <p>Work with parents, communicating regularly and ensuring that approaches between home and school are being used consistently.</p> <p>Work with colleagues from a range of agencies or services who may be supporting the pupil.</p> <p>If needed, ensure Health Care Plans are in place and up to date.</p> <p>Implement strategies that will allow the pupil to access the curriculum and take part in all areas of school life.</p> <p>Assess the school environment and consider the effect it has on the pupil, e.g., acoustics, glare and accessibility.</p>	<p>*National support groups, e.g. NDCS, RNIB, SCOPE, Down's Syndrome Society, NSASD, ASC Groups.</p> <p>Local support groups.</p> <p>Relevant workshops.</p> <p>Multi-agency support.</p>	<p>Possible support from the Advisory Teacher Service, including Portfield Outreach Service, e.g. information about the condition, staff training, specific programmes of support, or details about best practice.</p> <p>School Nurse Service, e.g., in writing Health Care Plans.</p> <p>Health Professionals, e.g., audiologist, speech and language therapist, optometrist, physiotherapist or occupational therapist.</p> <p>Advice from the Local Authority's Accessibility Officer.</p> <p>Building Capacity Training Directory.</p>	<p>Ensure the pupil arrives at school on time and attends school on a regular basis.</p> <p>Attend meetings with school staff.</p> <p>Advise the school about relevant medical information and updates.</p> <p>Work with services who can offer additional support.</p>

Complex Learning Difficulties (Severe Learning Difficulties (SLD))

Universal and targeted Services

The main emphasis for universal and targeted services is for schools to ensure that the teaching that is experienced by all learners has a positive and sustained impact on the outcomes they achieve and on their wellbeing. Early identification of a pupil's ALN takes place and appropriate interventions are implemented.

Criteria for accessing this level of targeted services

- Pupils with Severe Learning Difficulties will have significant intellectual or cognitive impairments which will have a major effect on their ability to participate in the school curriculum without support.
- Pupils may have associated difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills
- Pupils will need support in all areas of the curriculum. Some may use signs and symbols but most will be able to hold simple conversations and gain some literacy skills.
- Pupils attainment may be below Level 1 of the National Curriculum for much of their school careers.

School's Role and Responsibilities	Family Support Provision	Specialist Service Provision	Family's Roles and Responsibilities
<p>Develop and implement specific strategies that are appropriate to individual children.</p> <p>Ensure that appropriate methods of early identification and assessment are in place and that there is regular monitoring.</p> <p>Implement a differentiated approach and ensure that materials and resources are suitably adapted.</p> <p>Ensure that, all staff in school are aware of consistent handling approaches that are used.</p> <p>Work with parents, communicating regularly and ensuring that approaches between home and school are being used consistently.</p> <p>Work with colleagues from a range of agencies or services who may be supporting the pupil.</p> <p>If needed, ensure Health Care Plans are in place and up to date.</p> <p>Implement strategies that will allow the pupil to access the curriculum and take part in all areas of school life.</p> <p>Assess the school environment and consider the effect it has on the pupil, e.g., acoustics, glare and accessibility.</p>	<p>*National support groups, e.g. NDCS, RNIB, SCOPE, Down's Syndrome Society, NSASD, ASC Groups.</p> <p>Local support groups.</p> <p>Relevant workshops.</p> <p>Multi-agency support.</p>	<p>Possible support from the Advisory Teacher Service, including Portfield Outreach Service, e.g. information about the condition, staff training, specific programmes of support, or details about best practice.</p> <p>School Nurse Service, e.g., in writing Health Care Plans.</p> <p>Health Professionals, e.g., audiologist, speech and language therapist, optometrist, physiotherapist or occupational therapist.</p> <p>Advice from the Local Authority's Accessibility Officer.</p> <p>Building Capacity Training Directory.</p>	<p>Ensure the pupil arrives at school on time and attends school on a regular basis.</p> <p>Attend meetings with school staff.</p> <p>Advise the school about relevant medical information and updates.</p> <p>Work with services who can offer additional support.</p>

Complex Learning Difficulties (Profound and Multiple Learning Difficulties (PMLD))

Universal and targeted Services

The main emphasis for universal and targeted services is for schools to ensure that the teaching that is experienced by all learners has a positive and sustained impact on the outcomes they achieve and on their wellbeing. Early identification of a pupil's ALN takes place and appropriate interventions are implemented.

Criteria for accessing this level of targeted services

- Pupils with Profound and multiple Learning Difficulties will have a profound cognitive impairment/learning difficulty, leading to a significant delay in reaching developmental milestones.
- Pupils may need a distinctive curriculum to help them develop sensory, motor, social and communication skills throughout their school careers.
- Pupils will require a very high level of adult support, both for their learning needs and also for personal care.

School's Role and Responsibilities	Family Support Provision	Specialist Service Provision	Family's Roles and Responsibilities
<p>Develop and implement specific strategies that are appropriate to individual children.</p> <p>Ensure that appropriate methods of early identification and assessment are in place and that there is regular monitoring.</p> <p>Implement a differentiated approach and ensure that materials and resources are suitably adapted.</p> <p>Ensure that, all staff in school are aware of consistent handling approaches that are used.</p> <p>Work with parents, communicating regularly and ensuring that approaches between home and school are being used consistently.</p> <p>Work with colleagues from a range of agencies or services who may be supporting the pupil.</p> <p>If needed, ensure Health Care Plans are in place and up to date.</p> <p>Implement strategies that will allow the pupil to access the curriculum and take part in all areas of school life.</p> <p>Assess the school environment and consider the effect it has on the pupil, e.g., acoustics, glare and accessibility.</p>	<p>*National support groups, e.g. NDCS, RNIB, SCOPE, Down's Syndrome Society, NSASD, ASC Groups.</p> <p>Local support groups.</p> <p>Relevant workshops.</p> <p>Multi-agency support.</p>	<p>Possible support from the Advisory Teacher Service, including Portfield Outreach Service, e.g. information about the condition, staff training, specific programmes of support, or details about best practice.</p> <p>School Nurse Service, e.g., in writing Health Care Plans.</p> <p>Health Professionals, e.g., audiologist, speech and language therapist, optometrist, physiotherapist or occupational therapist.</p> <p>Advice from the Local Authority's Accessibility Officer.</p> <p>Building Capacity Training Directory.</p>	<p>Ensure the pupil arrives at school on time and attends school on a regular basis.</p> <p>Attend meetings with school staff.</p> <p>Advise the school about relevant medical information and updates.</p> <p>Work with services who can offer additional support.</p>

3: Developmental Co-ordination Difficulties (DCD)

Universal and targeted Services

The main emphasis for universal and targeted services is for schools to ensure that the teaching that is experienced by all learners has a positive and sustained impact on the outcomes they achieve and on their wellbeing. Early identification of a pupil's ALN takes place and appropriate interventions are implemented.

Criteria for accessing this level of targeted services

- Pupils may have difficulties with motor and co-ordination skills
- School may have concerns that a pupil is not able to access all parts of the curriculum even though there is evidence of good classroom practice.

School Based Provision	Family Support Provision	Specialist Service Provision	Family's Roles and Responsibilities
<p>Implement and monitor a whole school approach for the development of physical skills through a consistent programme such as Movers and Creators, Smart Moves and Writedance.</p> <p>An appropriate motor skills scheme which identifies areas of strength and challenge.</p> <p>School-based motor skills assessments in order to provide both qualitative and quantitative information.</p> <p>Use Assessment For Learning which monitors progress and identifies individual targets.</p> <p>Effective multisensory teaching methods in every class.</p> <p>Screening of reception pupils to identify those at risk of having SpLD by using the Early identification and Intervention Programme.</p>	<p>A network support group for families.</p> <p>Relevant workshops to share information, resources and tips for supporting pupils within the home context.</p> <p>*National Support Groups e.g. The Dyspraxia Foundation.</p> <p>A website citing a range of resources including:</p> <ul style="list-style-type: none"> • Parent handbook • How to access help and support in school • Factsheets • Webinars 	<p>A programme of training and development takes place to support teachers in whole class approaches.</p> <p>Schools to adhere to the minimum training standards outlined in the ALN strategy document.</p> <p>The Team Around the Parent Pupil and Setting (TAPPAS) forums provide the opportunity for schools and Specialist Teams to meet termly. The forum provides solution focused drop-in sessions for schools to seek advice in relation to any specific issues for supporting pupils with SpLD, Speech and Language difficulties, Social communication difficulties and Behaviour/Attendance difficulties.</p> <p>Advisory Teacher offers guidance and support to school that may involve formal and informal assessments.</p>	<p>Ensuring the pupil arrives at school on time and attends school on a regular basis.</p> <p>Attending parents meetings or meeting with teachers at regular intervals.</p> <p>Ensuring any equipment is maintained and available for school e.g. glasses, hearing aids, home-school diary etc. and getting the school bag ready the night before.</p> <p>Attending appointments with health and other professionals and working in partnership to apply any specialist advice consistently at home.</p> <p>Encouraging the use of technology for supporting your child's learning e.g. a talking word processor / touch typing (doorwayonline.org.uk)</p> <p>As part of the educational journey for pupils with DCD it's really important for them to understand their learning differences and learn how to adapt to this within the classroom context. This will support them as they progress into further education and also in the work place.</p> <p>Making adjustments at home and provide opportunities for regular practice of physical exercises to encourage greater independence and participation.</p>

Developmental Co-ordination Difficulties (DCD)

Specialist Services

This tier is characterised by the involvement of external support services which can help with advice on new or specialist strategies or materials and in some cases provide support for particular activities.

Criteria for accessing this level of targeted or specialist services

- Pupils may have an identified complex specific learning difficulty with motor and co-ordination skills which is affecting their ability to access the curriculum and play a full part in all areas of school life. Pupils may have a diagnosis of DCD given by Health professionals.
- There is evidence of two successive Individual Development Plans (IDP) cycles demonstrating targeted school support.
- Pupils continue to have motor difficulties despite school interventions.
- Pupils may have specialist equipment to support their need. In some situations, the child or their family may decline the use of such equipment.

School Based Provision	Family Support Provision	Specialist Service Provision	Family's Roles and Responsibilities
<p>Universal and targeted services in place including appropriate intervention programmes and differentiated approaches which have been reviewed for two successive IDP cycles.</p> <p>Specialist advice sought through the termly consultation programme with a specialist teacher to discuss more individualised and structured intervention programmes.</p> <p>Time is allocated for meeting with outside agencies.</p> <p>Recommendations from specialist agencies are followed and targets are included in IDPs. Records are kept on programme targets that have been provided by specialist services e.g. those provided by the Advisory Teacher.</p> <p>On completion of specialist programmes or for further advice the relevant professional is contacted.</p> <p>A designated LSA is available to support targets/programme delivery.</p>	<p>In addition to Universal and Targeted Services specific individual advice and support is available through the drop in sessions.</p>	<p>In a small number of cases consultation is carried out by the appropriately trained professional which may lead to:</p> <ul style="list-style-type: none"> • Formal or informal assessment of the pupil's needs • Specific specialist advice and guidance in relation to classroom adaptations to meet specific individual pupil needs • Model DCD friendly approaches, advice and guidance to individual class teachers/ departments in order to ensure that pupils with DCD are able to access the curriculum. 	<p>In addition to Universal and Targeted Services ensuring that following referral, to attend initial appointment with the appropriately trained professional in school and any clinic based appointments.</p>

4: Speech, Language and Communication

Universal and targeted Services

The main emphasis for universal and targeted services is for schools to ensure that the teaching that is experienced by all learners has a positive and sustained impact on the outcomes they achieve and on their wellbeing. Early identification of a pupil's ALN takes place and appropriate interventions are implemented.

Criteria for accessing this level of targeted services

- Pupils may have literacy problems due to difficulties with speech processing, language and/or communication.
- School may have concerns that a pupil is not able to access all parts of the curriculum even though there is evidence of good classroom practice.

School Based Provision	Family Support Provision	Specialist Service Provision	Family's Roles and Responsibilities
<p>Provision of good language and social skill modelling. Language groups and social skills programmes may be offered.</p> <p>Using different learning styles and senses to support learning. Adjusting teaching materials to the learning level and learning style of the young person. The curriculum is differentiated to suit the individual language needs and learning styles.</p> <p>Checking the pupil has understood. Providing an environment where a pupil is confident in being able to ask for information to be repeated or explained.</p> <p>Allowing time to think about what is being said and how to respond.</p> <p>Providing extra time to organise written work.</p> <p>Specific teaching of key vocabulary for the topic being taught.</p> <p>Being aware of indicators of speech, language and communication difficulties and how these relate to the development of reading and writing and other subjects.</p> <p>Being aware of how speech, language and communication difficulties affect wellbeing.</p> <p>Completion of the Pembrokeshire Screening Tool and the Early Years Communication Screen for all pupils at relevant levels.</p> <p>Advice and strategies are included in the pupils IDP.</p>	<p>A network support group for families. Sharing of information with parents e.g. through home school books, telephone.</p> <p>Relevant workshops to share information, resources and tips for supporting pupils within the home context.</p> <p>*National Support Group: e.g. Afasic, ICAN (UK charities representing young people with speech, language and communication impairments).</p> <p><i>*Internet information and National Support Groups evolve and change frequently. The information highlighted in this document is not therefore exhaustive but does attempt to provide an example of what is on offer.</i></p>	<p>A programme of training and development takes place to support teachers in whole class approaches.</p> <p>Schools to adhere to the minimum training standards outlined in the ALN strategy document.</p> <p>The Team Around the Parent Pupil and Setting (TAPPAS) forums provide the opportunity for schools and Specialist Teams to meet termly. The forum provides solution focused drop-in sessions for schools to seek advice in relation to any specific issues for supporting pupils with SpLD, Speech and Language difficulties, Social communication difficulties and Behaviour/Attendance difficulties.</p> <p>Advisory Teacher offers guidance and support to school that may involve formal and informal assessments.</p> <p>Speech and Language Therapist and Advisory Teacher provides training in supporting young people with language difficulties within the classroom.</p>	<p>Ensuring the pupil arrives at school on time and attends school on a regular basis.</p> <p>Attending parents meetings or meeting with teachers at regular intervals.</p> <p>Ensuring any equipment is maintained and available for school e.g. glasses, hearing aids, home-school diary etc. and getting the school bag ready the night before.</p> <p>Attending appointments with health and other professionals and working in partnership to apply any specialist advice consistently at home.</p>

Speech, Language and Communication

Specialist Services

This tier is characterised by the involvement of external support services which can help with advice on new or specialist strategies or materials and in some cases provide support for particular activities.

Criteria for accessing specialist services

- Pupils may continue to have literacy problems due to difficulties with speech processing, language and/or communication despite school interventions
- There is evidence of two successive Individual Development Plans (IDP) cycles demonstrating targeted school support.
- Pembrokeshire Screen Code 2+, Early Years Communication Screen 2+

School Based Provision	Family Support Provision	Specialist Service Provision	Family's Roles and Responsibilities
<p>Universal and targeted services in place including appropriate intervention programmes and differentiated approaches which have been reviewed for two successive IDP cycles.</p> <p>Time is allocated for meeting with outside agencies.</p> <p>Recommendations from specialist agencies are followed and targets are included in IDPs. Records are kept on programme targets that have been provided by specialist services e.g. those provided by the Speech and Language Therapist.</p> <p>On completion of these programmes or for further advice the relevant professional is contacted.</p> <p>A designated LSA is available to support targets/programme delivery.</p>	<p>In addition to Universal and Targeted Services specific individual advice and support is available through the drop in sessions.</p>	<p>In a small number of cases consultation is carried out by the appropriately trained professional which may lead to:</p> <ul style="list-style-type: none"> • Formal or informal assessment of the pupil's needs • Specific specialist advice and guidance in relation to classroom adaptations to meet specific individual pupil needs • Model speech, language and communication friendly approaches, advice and guidance to individual class teachers/ departments in order to ensure that pupils with speech, language and communication difficulties are able to access the curriculum. 	<p>In addition to Universal and Targeted Services ensuring that following referral, to attend initial appointment with the mainstream Speech and Language Therapist in school and any clinic based appointments.</p>

ASC, Social Communication

Universal and targeted Services

The main emphasis for universal and targeted services is for schools to ensure that the teaching that is experienced by all learners has a positive and sustained impact on the outcomes they achieve and on their wellbeing. Early identification of a pupil's ALN takes place and appropriate interventions are implemented.

- These pupils may have been identified as having some differences in social interaction/social communication which do not prevent them from accessing the curriculum.
- For pupils with a higher level of need, school may have concerns that a pupil is not able to access all parts of the curriculum or social integration opportunities even though there is good classroom practice over a sustained period of time.

School Based Provision	Family Support Provision	Specialist Service Provision	Family Roles and Responsibilities
<p>Complete the Pembrokeshire Screening Tool and Early Years Communication Screen. Use this to enhance school's knowledge of the pupil.</p> <p>Use IDP information to differentiate tasks appropriately for the pupil.</p> <p>Understand the impact of ASC on acquisition/use of language. Model good language and social skills. Simplify language if appropriate, reduce ambiguity and pre-teach subject specific vocabulary.</p> <p>Consider developing a sensory profile for the pupil. Introduce a safe/ quiet area.</p> <p>Support learning through a multi sensory approach and provide extra time for the pupil to process, respond and organise their work.</p> <p>Consider the use of visual timetable.</p> <p>Check for understanding. Create ethos where a pupil is confident in being able to ask for information to be repeated or explained.</p> <p>Awareness of indicators of speech, language and communication difficulties and their relation to the development of reading and writing and other subjects.</p> <p>Use wellbeing programmes, emotional literacy programmes, anxiety reducing strategies and social skills programmes to support the pupil.</p>	<p>A network support group for families. Sharing of information with parents e.g. through home school books, telephone.</p> <p>Relevant workshops to share information, resources and tips for supporting pupils within the home context.</p> <p>*National Support Group: e.g. NAS, Autism Cymru and Contact a Family (UK charities representing young people with ASC).</p>	<p>A programme of training and development takes place to support teachers in whole class approaches.</p> <p>Schools to adhere to the minimum training standards outlined in the ALN strategy document.</p> <p>The Team Around the Parent Pupil and Setting (TAPPAS) forums provide the opportunity for schools and Specialist Teams to meet termly. The forum provides solution focused drop-in sessions for schools to seek advice in relation to any specific issues for supporting pupils with ASC, SpLD, Speech and Language difficulties, Social communication difficulties and Behaviour/Attendance difficulties.</p> <p>Advisory Support Team offers guidance and support to school that may involve informal assessments and structured observation.</p> <p>The ASC Support Team provides training in order to build the school's capacity to address difficulties within the classroom.</p>	<p>Ensuring the pupil arrives at school on time and attends school on a regular basis.</p> <p>Attending parents meetings or meeting with teachers at regular intervals.</p> <p>Ensuring any equipment is maintained and available for school e.g. glasses, hearing aids, home-school diary etc. and getting the school bag ready the night before.</p> <p>Attending appointments with health and other professionals and working in partnership to apply any specialist advice consistently at home.</p>

ASC, Social Communication

Specialist Services

This tier is characterised by the involvement of external support services which can help with advice on new or specialist strategies or materials and in some cases provide support for particular activities.

Criteria for accessing specialist services

- Pupils who may continue to have difficulties in social interaction and communication in spite of school interventions
- There is evidence of two successive Individual Development Plans (IDP) cycles demonstrating targeted school support.
- Social integration and need for structure relies on a high level of additional support and adaptation of the environment beyond what the school is able to offer as part of general good practice.

School Based Provision	Family Support Provision	Specialist Service Provision	Family Roles and Responsibilities
<p>Universal and targeted services in place including appropriate intervention programmes and differentiated approaches which have been reviewed for two successive IDP cycles.</p> <p>Time is allocated for meeting with outside agencies.</p> <p>Recommendations from specialist agencies are followed and targets are included in IDPs. Records are kept on programme targets that have been provided by specialist services e.g. those provided by the ASC Support Team.</p> <p>On completion of these programmes or for further advice the relevant professional is contacted.</p> <p>Where individual pupil work is undertaken, a designated LSA is available to support implementation of advice and strategies and build capacity through observation and mentor work.</p>	<p>In addition to Universal and Targeted Services specific individual advice and support is available through the drop in sessions.</p> <p>Providing staff and parents with information about relevant workshops or training opportunities within the county relating to ASC and Social Communication Difficulties.</p> <p>Provide staff and parents with access to relevant support services for the family within the county such as the Family Intervention Team, Team Around the Family and Pembrokeshire People First.</p>	<p>In a small number of cases consultation is carried out by the appropriately trained professional which may lead to:</p> <ul style="list-style-type: none"> • Formal or informal assessment of the pupil's needs • Specific specialist advice and guidance in relation to classroom adaptations to meet specific individual pupil needs • Support in implementing strategies such as Visual Structure, Social Stories, Comic Strip Conversations and Social Skills training. • Observational assessment in order to advise on the pupil's unique presentation of ASC traits e.g. sensory differences and to provide advice on bespoke strategies which address these differences. 	<p>In addition to Universal and Targeted Services ensuring that following referral, parents work alongside school to develop and appraise bespoke strategies.</p>

5: Behavioural, Social and Emotional Difficulties

Universal and targeted Services

The main emphasis for universal and targeted services is for schools to ensure that the teaching that is experienced by all learners has a positive and sustained impact on the outcomes they achieve and on their wellbeing. Early identification of a pupil's ALN takes place and appropriate interventions are implemented.

Criteria for accessing this level of targeted services

- These pupils may have been identified as having specific behaviour, social and emotional difficulties by the school.
- For pupils with a higher level of need, school may have concerns that a pupil is not able to access all parts of the curriculum even though there is good classroom practice over a sustained period of time.

School Based Provision	Family Support Provision	Specialist Service Provision	Family's Roles and Responsibilities
<p>Implement and monitor a whole school approach for the development of behaviour, social and emotional wellbeing through programmes such as Assertive Discipline models of behaviour management, Values, Habits of Mind and Restorative Practice.</p> <p>An appropriate behaviour, social and emotional scheme which identifies areas of strength and challenge.</p> <p>Schools monitor behaviour, social and emotional difficulties for pupils on a daily basis via school registers.</p> <p>Effective multisensory teaching methods in every class.</p> <p>Staff to have appropriate training in behaviour that challenges.</p> <p>Training in behaviour strategies and understanding the behaviour needs of pupils.</p> <p>An appropriate curriculum which meets the needs of all its pupils.</p> <p>Highlight pupils who are causing concern to specialist teachers (Primary).</p> <p>Use of PASS survey to identify areas of concern and difficulty.</p>	<p>A network support group for families.</p> <p>Relevant workshops to share information, resources and tips for supporting pupils within the home context.</p> <p>Advice from schools with signposting to universal services.</p> <p>Multi agency support through Teams Around the Family (TAF) and referrals to specialist support services e.g. Plant Dewi (Parenting), CAMHS (Child and Adolescent Mental Health Team).</p>	<p>A programme of training and development takes place to support teachers in whole class approaches.</p> <p>Schools to adhere to the minimum training standards outlined in the ALN strategy document.</p> <p>The Team Around the Parent Pupil and Setting (TAPPAS) forums provide the opportunity for schools and Specialist Teams to meet termly. The forum provides solution focused drop-in sessions for schools to seek advice in relation to any specific issues for supporting pupils with SpLD, Speech and Language difficulties, Social communication difficulties and Behaviour/Attendance difficulties.</p> <p>Advisory Teacher offers guidance and support to school that may involve formal and informal assessments.</p> <p>To provide specialist advice for behaviour and ask for advice, training or for a pupil to be referred to them for a specific piece of work for example, anger management or how to work in a group setting in terms of managing one's own behaviour.</p> <p>If further support is needed, we will discuss with you the appropriate avenues of support which may include a specialist placement or additional support in the mainstream school wherever possible.</p> <p>Work directly with families where there is a behaviour issue.</p> <p>Support with communication between home and school.</p>	<p>Ensuring the pupil arrives at school on time and attends school on a regular basis.</p> <p>Attending parents meetings or meeting with teachers at regular intervals.</p> <p>Ensuring any equipment is maintained and available for school e.g. glasses, hearing aids, home-school diary etc. and getting the school bag ready the night before.</p> <p>Attending appointments with health and other professionals and working in partnership to apply any specialist advice consistently at home. i.e. restorative practice.</p>

Behavioural, Social and Emotional Difficulties

Specialist Services

This tier is characterised by the involvement of external support services which can help with advice on new or specialist strategies or materials and in some cases provide support for particular activities.

Criteria for accessing this level of targeted or specialist services

- The pupil has an identified complex behaviour, social and emotional difficulty which is affecting their ability to access the curriculum and play a full part in all areas of school life.
- There is evidence of two successive Individual Development Plans (IDP) cycles demonstrating targeted school support.
- Pupils continue to have behaviours that challenges despite school interventions.

School Based Provision	Family Support Provision	Specialist Service Provision	Family's Roles and Responsibilities
<p>Universal and targeted services in place including appropriate intervention programmes and differentiated approaches which have been reviewed for two successive IDP cycles.</p> <p>Specialist advice sought through the termly consultation programme with a specialist teacher to discuss more individualised and structured intervention programmes.</p> <p>Time is allocated for meeting with outside agencies.</p> <p>Recommendations from specialist agencies are followed and targets are included in IDPs. Records are kept on programme targets that have been provided by specialist services e.g. those provided by the Specialist Teachers for Behaviour.</p> <p>On completion of specialist programmes or for further advice the relevant professional is contacted.</p> <p>A designated LSA is available to support targets/programme delivery.</p>	<p>In addition to Universal and Targeted Services specific individual advice and support is available through the drop in sessions.</p>	<p>In a small number of cases consultation is carried out by the Specialist Teacher for Behaviour which may lead to:</p> <ul style="list-style-type: none"> • Formal or informal assessment of the pupil's needs • Specific specialist advice and guidance in relation to school adaptations to meet specific individual pupil needs • Model positive behaviour approaches, advice and guidance to individual class teachers/ departments in order to ensure that pupils with behaviour difficulties are able to access the curriculum. 	<p>In addition to Universal and Targeted Services ensuring that following referral, to attend initial appointment with the appropriately trained professional in school and any clinic based appointments.</p>

6: Pupil Support Service (Attendance)

Universal and targeted Services

The main emphasis for universal and targeted services is for schools to ensure that the teaching that is experienced by all learners has a positive and sustained impact on the outcomes they achieve and on their wellbeing. Early identification of a pupil's ALN takes place and appropriate interventions are implemented.

Criteria for accessing this level of targeted services

- These pupils may have been identified as having specific difficulties with attendance by the school.
- For pupils with a higher level of need, school may have concerns that a pupil is not able to access all parts of the curriculum even though there is good classroom practice over a sustained period of time due to poor or reduced attendance.

School Based Provision	Family Support Provision	Specialist Service Provision	Family's Roles and Responsibilities
<p>Implement and monitor a whole school approach for the development of attendance through programmes using the Attendance Toolkit, Attendance Strategy, and OTIS /Anthony Ant (for Primary schools).</p> <p>An appropriate attendance scheme which identifies areas of strength and challenge.</p> <p>Schools monitor attendance for pupils on a daily basis via school registers.</p> <p>Effective multisensory teaching methods in every class.</p> <p>Schools should contact parents on a first day calling basis when they do not arrive for school and reason has not been given to the school.</p> <p>Pupil Support Officers undertake case management with families where there are identified attendance issues i.e. absence over 20%.</p> <p>Advice to schools on how to code absence and the legal requirements of attendance in schools.</p>	<p>A network support group for families.</p> <p>Relevant workshops to share information, resources and tips for supporting pupils within the home context.</p> <p>PSO's will work within a multi agency framework to support families and access universal services. This may include speaking to the school nurse (with consent from parents), liaising with teachers about classes, and referrals to school counselling service.</p> <p>PSO's will undertake home visits, attend and organise school meetings and facilitate where there may be a breakdown between home and school and to offer advice and support with regard to issues around education.</p>	<p>A programme of training and development takes place to support teachers in whole class approaches.</p> <p>Schools to adhere to the minimum training standards outlined in the ALN strategy document.</p> <p>The Team Around the Parent Pupil and Setting (TAPPAS) forums provide the opportunity for schools and Specialist Teams to meet termly. The forum provides solution focused drop-in sessions for schools to seek advice in relation to any specific issues for supporting pupils with SpLD, Speech and Language difficulties, Social communication difficulties and Behaviour/Attendance difficulties.</p> <p>Pupil Support Officer offers guidance and support to school that may involve formal and informal assessments.</p> <p>To provide specialist advice with regard to attendance strategies to schools.</p> <p>Work directly with families where there is an attendance issue.</p> <p>Support with communication between home and school.</p> <p>Legal case working when other strategies or communication has failed and the legal process is followed i.e. warning letters, prosecution.</p>	<p>Ensuring the pupil arrives at school on time and attends school on a regular basis.</p> <p>Attending parents meetings or meeting with teachers at regular intervals.</p> <p>Ensuring any equipment is maintained and available for school e.g. glasses, hearing aids, home-school diary etc. and getting the school bag ready the night before.</p> <p>Attending appointments with health and other professionals and working in partnership to apply any specialist advice consistently at home. i.e. restorative practice</p> <p>Ask for advice and support for example, if they want to move schools or have a medical issue which prevents a pupil from attending school.</p>

Pupil Support Service (Attendance)

Specialist Services

This tier is characterised by the involvement of external support services which can help with advice on new or specialist strategies or materials and in some cases provide support for particular activities.

Criteria for accessing this level of targeted or specialist services

- The pupil has an identified complex difficulty with attendance which is affecting their ability to access the curriculum and play a full part in all areas of school life.
- Pupils continue to have attendance difficulties despite school interventions.

School Based Provision	Family Support Provision	Specialist Service Provision	Family's Roles and Responsibilities
<p>Universal and targeted services in place including appropriate intervention programmes and differentiated approaches which have been reviewed in school or multi agency meetings.</p> <p>Specialist advice sought through the termly consultation programme with a specialist teacher to discuss more individualised and structured intervention programmes.</p> <p>Time is allocated for meeting with outside agencies.</p> <p>Recommendations from specialist agencies are followed and targets are included in Pastoral Support Plans. Records are kept on targets that have been provided and support identified by specialist services e.g. those provided by the PSO.</p> <p>On completion of specialist programmes or for further advice the relevant professional is contacted.</p>	<p>In addition to Universal and Targeted Services specific individual advice and support is available through the drop in sessions.</p>	<p>In a small number of cases consultation is carried out by the PSO which may lead to:</p> <ul style="list-style-type: none"> • Formal or informal assessment of the pupil's / family's needs • Regular multi agency meetings and within clusters of schools to discuss common approaches to attendance concerns and commonalities. • Specific specialist advice and guidance in relation to school adaptations to meet specific individual pupil needs • Model positive behaviour approaches, advice and guidance to individual class teachers/ departments in order to ensure that pupils with attendance difficulties are able to access the curriculum. • Bespoke advice to schools on how to improve attendance, the use of appropriate coding, procedures with regard to child employment, licensing, CME (Children Missing in Education), safeguarding advice as appropriate or referral to CCAT's. • Referral support for other services e.g. Teams Around the Family (TAF), CAMHS etc. 	<p>In addition to Universal and Targeted Services ensuring that following referral, to attend initial appointment with the appropriately trained professional in school and any clinic based appointments.</p>

7: Sensory Needs (Hearing Impairment/Physical and Medical Needs/Visual Impairment)

Universal and targeted Services

The main emphasis for universal and targeted services is for schools to ensure that the teaching that is experienced by all learners has a positive and sustained impact on the outcomes they achieve and on their wellbeing. Early identification of a pupil's ALN takes place and appropriate interventions are implemented.

Criteria for accessing this level of targeted services

- Most pupils with a sensory impairment will have been given a diagnosis by health professionals. They are likely to be at a minimum standard of targeted support.
- Pupils who are causing concern regarding access to the curriculum despite good classroom practice.
- The pupil's need may be at a lower level and will often have been corrected. There will be ongoing monitoring by Health professionals.

School's Role and Responsibilities	Family Support Provision	Specialist Service Provision	Family's Roles and Responsibilities
<p>Develop and implement a whole school approach to sensory needs.</p> <p>Ensure that appropriate methods of early identification and assessment are in place and that there is regular monitoring.</p> <p>Implement a differentiated approach and ensure that materials and resources are suitably adapted.</p> <p>Ensure that, before a pupil starts school, parents have been asked about any sensory need their child may have.</p> <p>Work with parents, communicating regularly and encouraging attendance at all appointments.</p> <p>Work with colleagues from a range of agencies or services who may be supporting the pupil.</p> <p>If needed, ensure Health Care Plans are in place and up to date.</p> <p>Implement strategies that will allow the pupil to access the curriculum and take part in all areas of school life.</p> <p>Assess the school environment and consider the effect it has on the pupil, e.g., acoustics, glare and accessibility.</p>	<p>*National support groups, e.g. NDCS, RNIB, SCOPE, Down's Syndrome Society.</p> <p>Local support groups.</p> <p>Relevant workshops.</p> <p>Multi-agency support.</p>	<p>Support/advice from Advisory Teacher with regard to the sensory need, e.g. information about the condition, staff training, specific programmes of support, or details about best practice.</p> <p>School Nurse Service, e.g., in writing Health Care Plans.</p> <p>Health Professionals, e.g., audiologist, speech and language therapist, optometrist, physiotherapist or occupational therapist.</p> <p>Reports from paediatricians or specialists working with the pupil.</p> <p>Targeted support to the school or pupil as directed by the NATSIP criteria.</p> <p>Advice from the Local Authority's Accessibility Officer.</p> <p>Building Capacity Training Directory.</p>	<p>Ensure the pupil arrives at school on time and attends school on a regular basis.</p> <p>Attend meetings with school staff.</p> <p>Advise the school about their child's hearing, physical and medical, or visual condition.</p> <p>Ensure any equipment is maintained and taken to school, e.g., glasses or hearing aids.</p> <p>Take their child to all appointments and advise school about the outcome.</p> <p>If appropriate, ensure that prescribed medication is taken.</p> <p>Work with services who can offer additional support.</p>

Sensory Needs (Hearing Impairment/Physical and Medical Needs/Visual Impairment)

Specialist services

This is characterised by the involvement of external support services which can help with advice on new or specialist strategies or materials and in some cases provide support for particular activities.

Criteria for accessing this level of targeted or specialist services

- The pupil has a diagnosed complex sensory need which is affecting their ability to access the curriculum and play a full part in all areas of school life.
- The diagnosed need affects the pupil in all environments, for example, in the structured classroom setting or in the playground area.
- The pupil may have, or have had the opportunity to access, specialist equipment to support their need.

School's Role and Responsibilities	Family Support Provision	Specialist Service Provision	Family's Roles and Responsibilities
<p>In addition to the points noted for universal and targeted provision:</p> <p>Ensure time is allocated to staff for meeting outside agencies.</p> <p>If appropriate, provide low level social/emotional support, e.g., via an ELSA trained Learning Support Assistant.</p> <p>If appropriate, ensure that staff working with the pupil have had Manual Handling training and updates.</p> <p>If appropriate, ensure that Risk Assessments have been completed and are regularly updated.</p> <p>If appropriate, ensure the pupil has an adequate level of direct support from a Learning Support Assistant and that there is pre and post tutoring to reinforce learning.</p> <p>Ensure that specialist equipment loaned to school is cared for and, where appropriate, locked away at the end of each day.</p> <p>Ensure that staff are trained to maintain specialist equipment and technology and that, where appropriate, daily checks are carried out.</p>	<p>In addition to the points noted for universal and targeted provision:</p> <p>If appropriate, home visits from the Advisory Teacher.</p>	<p>In addition to the points noted for universal and targeted provision:</p> <p>Education advice and support from Advisory Teachers, which may include staff training.</p> <p>Health professionals' specific plans of support, e.g., occupational therapist, physiotherapist, speech therapist.</p> <p>Health and/or Education advice re specialist equipment that could be purchased/loaned to school.</p> <p>Support from the School Counselling Service (age-based provision).</p> <p>Input from professionals working in the area of different sensory impairments, e.g., advice and training from a Mobility Officer, advice and training regarding a tactile curriculum, and advice re Daily Living Skills.</p>	<p>In addition to the points noted for universal and targeted provision:</p> <p>Respond positively to invitations from school to become involved in IDP target setting or transition planning.</p>

8: MEAS (Minority Ethnic Achievement Services)

Universal and targeted Services

The main emphasis for universal and targeted services is for schools to ensure that the teaching that is experienced by all learners has a positive and sustained impact on the outcomes they achieve and on their wellbeing. Early identification of a pupil's ALN takes place and appropriate interventions are implemented.

Criteria for accessing this level of targeted services

- These pupils may have been identified as having EAL/WAL by the school.
- For pupils with a higher level of need, school may have concerns that a pupil is not able to access all parts of the curriculum even though there is good classroom practice over a sustained period of time.

School Based Provision	Family Support Provision	Specialist Service Provision	Family's Roles and Responsibilities
<p>Implement and monitor a whole school approach for meeting the needs of Ethnic Minority pupils with EAL/WAL through providing a welcoming, multi-cultural and language –rich environment which encourages language acquisition through good modelling of language and use of appropriate levels of questioning.</p> <p>Use Assessment For Learning which monitors progress and identifies individual targets.</p> <p>Effective multisensory teaching methods in every class. Listen to pupil's voice.</p> <p>Act as advocate on behalf of pupil if needed.</p> <p>Monitor pupils progress with BICS (Basic interpersonal communication Skills). Monitor pupil's progress with CALP (Cognitive Academic language provision).</p> <p>Assessments of pupils language needs in class.</p> <p>Provide visual support and definitions of any subject specific or new topic vocabulary.</p> <p>Provision of class based resources to enable independence.</p> <p>Peer support/talk buddy for pupil if needed.</p> <p>Assign specific interventions in school where assessed to be appropriate e.g. 'Read ,Write Inc' , 'Fresh Start' or ' Talk for Writing ' groups etc.</p>	<p>Network support group for families e.g. Adult Community ESOL Service for assessment and provision of language lessons.</p> <p>Relevant workshops to share information, resources and tips for supporting pupils within the home context.</p> <p>*National Support Groups e.g. NALDIC (National Association for Language Development in the Curriculum)</p> <p>Multilingual posters and information about the school.</p> <p>Welcome on arrival and transition support</p> <p>Meetings with and advice for parents to update them on pupil's progress and any concerns.</p> <p>Updating records with any additional information from meetings with parents.</p>	<p>A programme of training and development takes place to support teachers in whole class approaches.</p> <p>Schools to adhere to the minimum training standards outlined in the ALN strategy document.</p> <p>Advisory Teacher offers guidance and support to school that may involve formal and informal assessments.</p> <p>MEAS Coordinator input to TAPPAS Drop in Provision.</p> <p>Provision of MEAS staff attendance at meetings at school with parents if needed.</p> <p>Arrange for families to bring an English speaking relative or family friend to meetings or on arrival to help staff communicate effectively with parents if needed.</p>	<p>Ensuring the pupil arrives at school on time and attends school on a regular basis.</p> <p>Attending parents meetings or meeting with teachers at regular intervals.</p> <p>Ensuring any equipment is maintained and available for school e.g. glasses, hearing aids, home-school diary etc. and getting the school bag ready the night before.</p> <p>Attending appointments with health and other professionals and working in partnership to apply any specialist advice consistently at home.</p> <p>Reading regularly, using a paired reading approach or practice reading sharing with an enthusiastic peer or a sibling.</p> <p>Encourage questions to be asked or support requested, when needed.</p>

MEAS (Minority Ethnic Achievement Services)

<p>Specialist Services</p> <p>This tier is characterised by the involvement of external support services which can help with advice on new or specialist strategies or materials and in some cases provide support for particular activities.</p>
<p>Criteria for accessing specialist services</p> <ul style="list-style-type: none"> • The pupil has an identified complex EAL/WAL which is affecting their ability to access the curriculum and play a full part in all areas of school life. • There is evidence of two successive Individual Development Plans (IDP) cycles demonstrating targeted school support. • Pupils continue to have EAL/WAL difficulties despite school interventions especially if in years 2, 6 or 11.

School Based Provision	Family Support Provision	Specialist Service Provision	Family's Roles and Responsibilities
<p>Universal and targeted services in place including appropriate intervention programmes and differentiated approaches which have been reviewed for two successive IDP cycles.</p> <p>Specialist advice sought through the termly consultation programme with a specialist teacher to discuss more individualised and structured intervention programmes.</p> <p>Time is allocated for meeting with outside agencies. A designated LSA is available to support targets/programme delivery.</p> <p>Recommendations from specialist agencies are followed and targets are included in IDPs. Records are kept on programme targets that have been provided by specialist services e.g. those provided by the Advisory Teacher.</p> <p>On completion of specialist programmes or for further advice the relevant professional is contacted. Retain documentation of any consultations/ interventions/ recommendations made by the inclusion Service or outside agencies and their impact on the pupil.</p> <p>Pupil Achievement Records (PAR) or class records should be updated where possible to reflect progress on 5 stages model.</p> <p>Provision of a consistent approach in class and across the whole school which reflects all recommendations made by a specialist for the pupils.</p> <p>Provision of occasional multilingual /bilingual resources/ translation and some peer /staff support for a time limited period if assessed to be appropriate to meet a pupil's needs. Provision of an appropriate learning space for any individual/group support for pupils who require significant levels of differentiation (going beyond "reasonable adjustments") to access the curriculum.</p>	<p>In addition to Universal and Targeted Services specific individual advice and support is available through the drop in sessions.</p> <p>Translation of any reports for parents if there is a significant barrier to communication. This should be assessed on an individual basis.</p> <p>WITS Interpretation to be provided if assessed to be essential because of significant communication barriers at meetings with parents.</p> <p>Keeping parents informed of any specialist strategies and support or guidance.</p>	<p>In a small number of cases consultation is carried out by the appropriately trained professional which may lead to:</p> <ul style="list-style-type: none"> • Formal or informal assessment of the pupil's needs • Specific specialist advice and guidance in relation to classroom adaptations to meet specific individual pupil needs • Model EAL/WAL friendly approaches, advice and guidance to individual class teachers/ departments in order to ensure that pupils with EAL/WAL are able to access the curriculum. 	<p>In addition to Universal and Targeted Services ensuring that following referral, to attend initial appointment with the appropriately trained professional in school and any clinic based appointments.</p> <p>Sign a parental consent form for any MEAS assessment and support</p>

