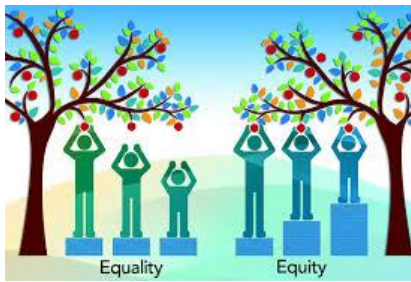




Education Achievement Service  
for South East Wales  
Gwasanaeth Cyflawni Addysg  
i Dde Ddwyrain Cymru

# Equity, Health and Wellbeing Strategy 2021-23



Kath Bevan  
EQUITY, HEALTH AND WELLBEING LEAD

# Equity, Health and Wellbeing Strategy

The EAS Equity, Health and Wellbeing Strategy has been established to support all schools. And settings across the region in the development of their own strategy for support of all learners and all members of the workforce.

## 1. Introduction

This Equity, Health and Wellbeing Strategy brings together in one document all the actions we are taking in partnership with local authorities, professional partners, schools, and settings to improve outcomes for all learners with a particular focus on disadvantaged and vulnerable learners.

## 2. Vision

We have the expectation that all learners feel welcomed into their learning environment and can achieve their best, but equally when emotionally or academically challenged they know where to access support and what support is available for them.

## 3. Definitions

Wellbeing is about feeling good and functioning well in terms of physical, intellectual, emotional, and mental wellness. It is assumed a high level of wellbeing means in some sense the learner's condition and experiences are positive. Therefore, we assume a learner with a high level of wellbeing can academically perform well and demonstrate a good level of independence and resilience.

Equity in education focuses on fairness meaning personal and social circumstances, for example, gender, disadvantaged due to poverty, or ethnic origin, should not be an obstacle or barrier to achieving educational potential.

Diversity refers to 'group social differences such as race/ethnicity, class, gender, sexual-orientation, gender preferences, country of origin, dis/ability, cultural, political, religious, or other group affiliations.

## 4. National Agenda to School Policy

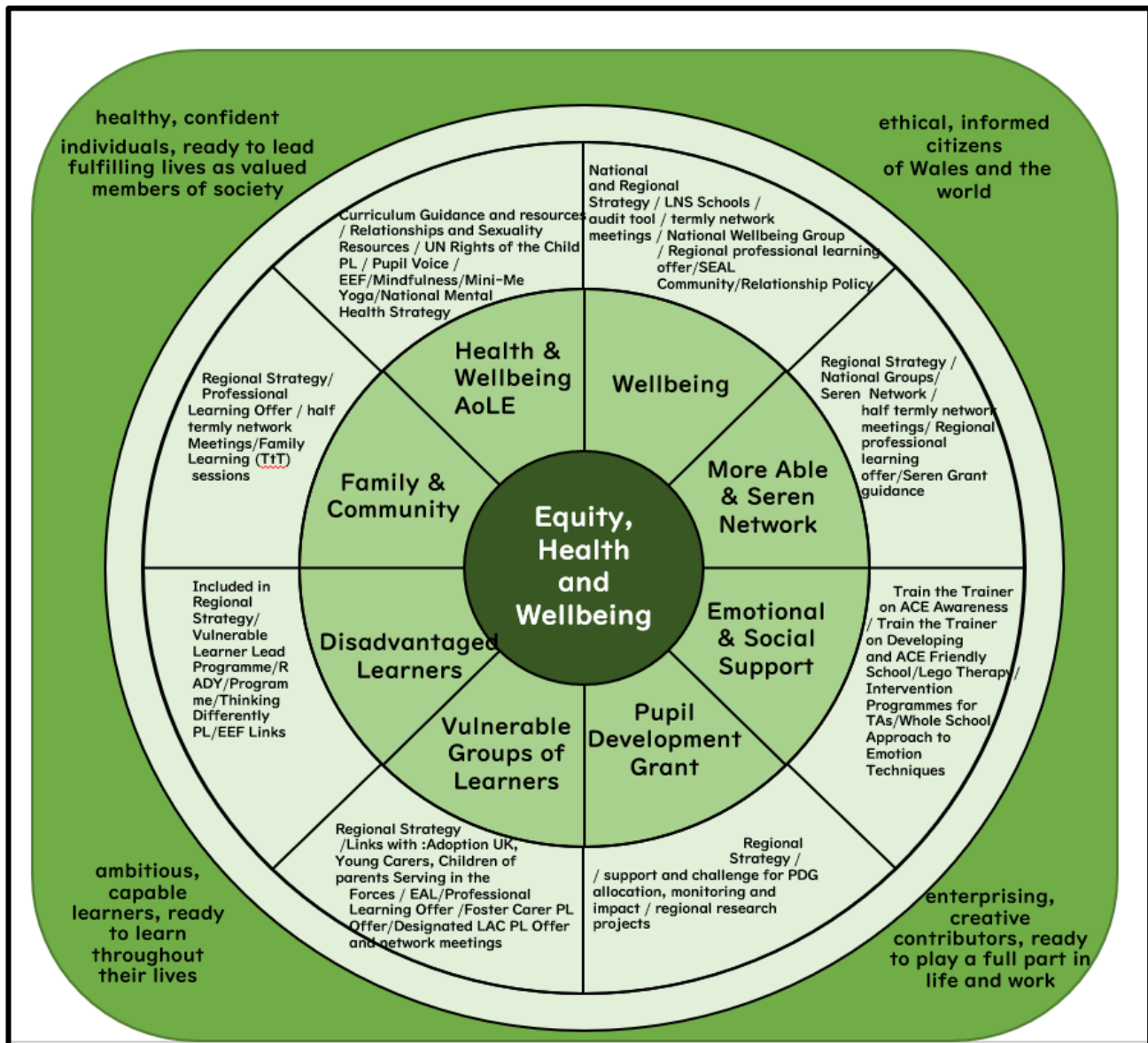
This strategy has been written reflecting on the current national agenda, which includes:

- ✓ Wellbeing and Future Generations Act
- ✓ UN Convention on the Rights of the Child (UNCRC)
- ✓ ALN Act
- ✓ Curriculum for Wales
- ✓ Estyn Framework
- ✓ Social Service and Wellbeing (Wales) Act
- ✓ National Framework a 'Whole School Approach to Emotional and Mental Wellbeing
- ✓ Welsh Network of Healthy School Scheme

Further Details of the above are included in Annex One of this document.

## 5. Regional Approach

It is important to note Equity, Health and Wellbeing is a partnership approach. The EAS can deliver on the following aspects:



## 6. EAS Reference Groups

**Lead Network Schools** consists of schools who have been identified as having a good understanding and working knowledge of wellbeing and equity.

**Pupil Participation Group** consists of a group of pupils, representative of all school settings, who have been consulted and their opinions listened to, in relation to documentation being written around the wellbeing and equity agenda.

## 7. Professional Learning Offer

The EAS, in collaboration with Local Authorities will offer a range of professional learning opportunities for Wellbeing and Equity which will adopt the principles of the Professional Learning Model for Wales.

The EAS Professional Learning Offer is available to all schools and settings within the region and will be delivered in collaboration with Local Authorities.

The diagram illustrates the eight key development areas:

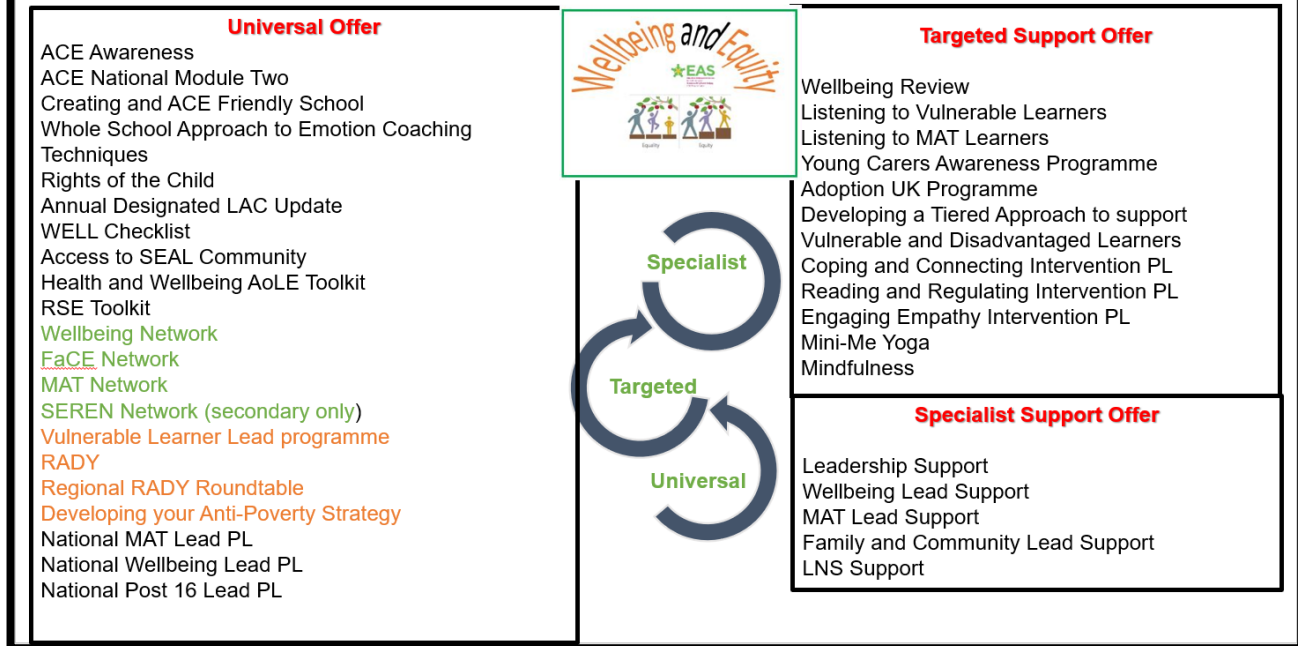


## 8. Shaping Universal Provision.

The EAS will support schools and clusters to build capacity to provide high quality support and resources to ensure all pupils have equal access and that those requiring support, receive appropriate provision. This will be achieved by:

- Supporting schools to ensure effective use is made of all grant expenditure.
- Implementing network meetings for school-based Family and Community Engagement Officers.
- Providing professional learning opportunities that focus on trauma informed practice and the effect that Adverse Childhood Experiences (ACEs) have on learner's wellbeing; and
- Working in partnership with Local Authorities to deliver national policy in line with the Equity and Wellbeing agenda.

# A Tiered Approach to Wellbeing and Equity



## 9. Effective practice in wellbeing and equity

The effectiveness of this strategy will be evidenced through the following.

Leadership	<ul style="list-style-type: none"> <li>All schools and settings will identify key members of staff who will lead on Wellbeing, Disadvantaged and Vulnerable Learners and have a direct communication line to SLT.</li> <li>Schools and settings will demonstrate effective use of their Pupil Development Grant (PDG).</li> <li>Schools and Settings will engage fully with the range of professional learning opportunities to further develop their universal offer.</li> <li>Schools will utilise the W.E.L.L. Checklist in partnership with their learners to inform school development priorities.</li> <li>Schools will be able to demonstrate increased engagement with appropriate agencies to support the provision for vulnerable learners.</li> <li>Self-evaluation processes will accurately evaluate strengths and areas for development for wellbeing and equity which are effectively detailed within School Development and Grant Plans.</li> </ul>
Teaching, Learning and Provision	<ul style="list-style-type: none"> <li>All schools will focus professional learning on developing the quality of teaching and learning.</li> <li>All schools will track and monitor the progress of vulnerable learners to ensure they have access to appropriate interventions and make good progress overtime.</li> <li>All schools will have engaged in the regional professional learning offer regarding Trauma and ACEs.</li> </ul>
Governance	<ul style="list-style-type: none"> <li>All schools will have an Equity, Health and Wellbeing Strategy/policy approved by Governors.</li> <li>All school Governing Bodies will have a named Governor to link with the school lead.</li> </ul>

# **Regional Approach to support Disadvantaged Learners**

## **Vision**

We aim to support schools and settings to provide appropriate interventions and suitably challenge FSM learners for them to reach their desired destinations with appropriate curriculum offers.

## **Regional Commitment**

The EAS will:

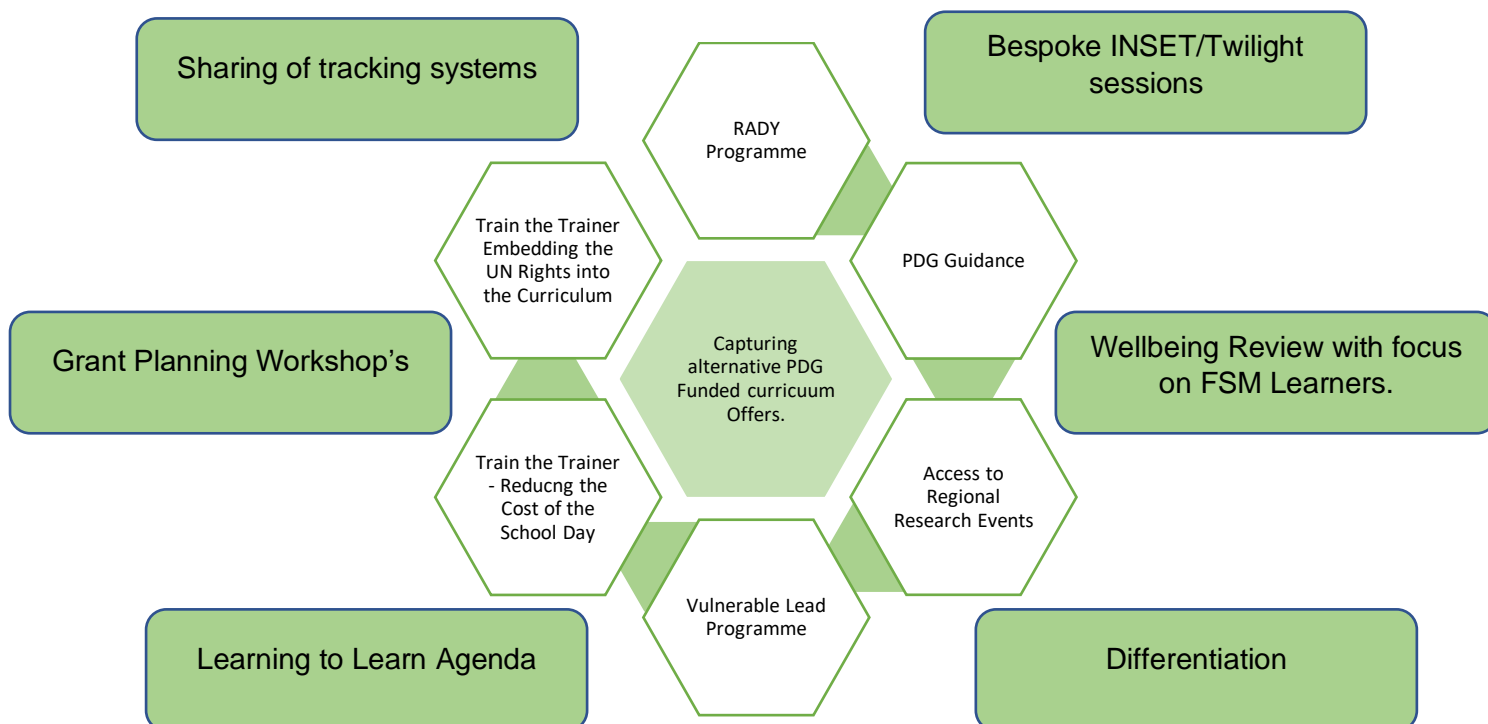
1. Provide a fully/partially funded professional learning offer to develop their RADY approach in partnership with 'Challenging Education'.
2. Monitor the progress of vulnerable learners and provide schools and settings with detailed progress reports on their vulnerable groups of learners.
3. Provide online resources, case studies and guidance from within the region, nationally and internationally to support strategic planning and to make best use of grant funding.
4. Guide and support schools and settings using the Sutton Trust Toolkit in partnership with the Education Endowment Foundation (EEF).
5. Support schools to reduce the cost of the school day through a poverty proofing approach in partnership with 'Children in Wales'.
6. Support schools, embed the UN Conventions of the Rights of the Learner into the curriculum in partnership with the Wales Children's Commissioner.
7. Share the regional PL programme to develop the universal provision for all schools and settings.
8. Ensure all led professional learning offers and induction programmes include opportunities to develop an understanding of poverty and disadvantage and the role of schools in raising achievement for all.
9. Support schools on effective grant expenditure.
10. Capture a mid-year 'progress on grant expenditure' and an end of year grant evaluation report and share with LA partners.
11. Lead on the school-to-school improvement agenda regarding disadvantaged and vulnerable learners in partnership with LA Inclusion Leads, LA LACE Officers and the Regional ALN Transformation Officer.
12. Provide regular Professional Learning for CA's

## **Expectations of schools and settings**

1. To identify a named member of staff to lead on Wellbeing, Disadvantaged and Vulnerable Learners.
2. Link grant expenditure to provision and capture learner progress.
3. To encourage learners to become more independent, resilient, and how to adopt learning to learn strategies.
4. Ensure learners have excellent feedback from their teachers.
5. To be creative and flexible in the use of PDG funding with a focus on professional learning for all staff
6. Ensure Disadvantaged and Vulnerable learners attend school well.
7. Engage and support families and communities.
8. Use learner voice to impact upon the outcome.
9. To look at opportunities of reducing the cost of the school day

10. To effectively track and measure the impact of school-based intervention programmes and the impact of PDG.
11. To effectively track and measure the progress of FSM learners using both quantitative and qualitative data.

## Professional Learning Offer



## Impact of Approach

- i. Capture impact of grant planning and approval system via completion of internal FADE report.
- ii. Capture attendance and engagement of schools and share with LA FSM Leads via network meetings and termly LA overviews.
- iii. All schools engaged in RADY project to implement the RADY Catalyst.
- iv. Nearly all schools engage with the above professional learning offer.
- v. Nearly all schools to show progress in grant spending to provide PL in order improve the quality of teaching and learning.
- vi. Nearly all year 11 FSM learners reach their planned destination.
- vii. An increase in the number of FSM learners accessing university.
- viii. An increase in the number of FSM learners engaging in Seren Foundations and Academy programme and hence an increase in numbers attending Sutton Trust universities.

# **Regional Approach to support those who are Looked After or Adopted**

## **Vision**

In partnership with Local Authorities, we endeavour to ensure that Young People in Care, Care Leavers and Adopted Learners achieve the best possible outcomes during their educational life.

## **Regional Commitment**

The EAS will:

- i. Support and guide clusters to allocate PDG/LAC grant money to build on the universal provision of support and interventions across the cluster.
- ii. To implement an application process for LAC learners from within the region who are being educated in England.
- iii. To provide professional learning to all school-based staff to meet the needs of LAC and Adopted Learners.
- iv. To continue to implement the 'Adverse Childhood Experiences' professional learning programme.
- v. To capture school engagement in professional learning and share with LA's via the LA Overviews.
- vi. To meet with LA LACE's on a half termly basis.
- vii. To roll out annual update training for Designated LAC Leads on an LA basis.

## **Expectations of schools and settings**

- All schools and settings to have a named member of staff as 'Designated Lead for LAC (CLA).
- All LAC (CLA) and adopted learner have unlimited access to provision to support their emotional needs.
- All LAC and adopted learners are enabled to reach their educational potential.

## **Professional Learning Offer**





## Impact of Approach

- i. Reduction in fixed term exclusions for LAC learners.
- ii. Nearly all year 11 LAC learners reach their planned destination.
- iii. An increase in the number of LAC (CLA)/Adopted Learners accessing university.
- iv. Capture impact of grant planning and approval system via completion of internal FADE report.

# Regional More Able and Seren Learners Approach

## Vision

The EAS is committed to providing support to schools to further improve provision and standards for more able learners across the region. The MAT approach encourages schools and settings to have an appropriate focus on establishing a culture in which more able learners are inspired and motivated to be ambitious.

## Regional Commitment

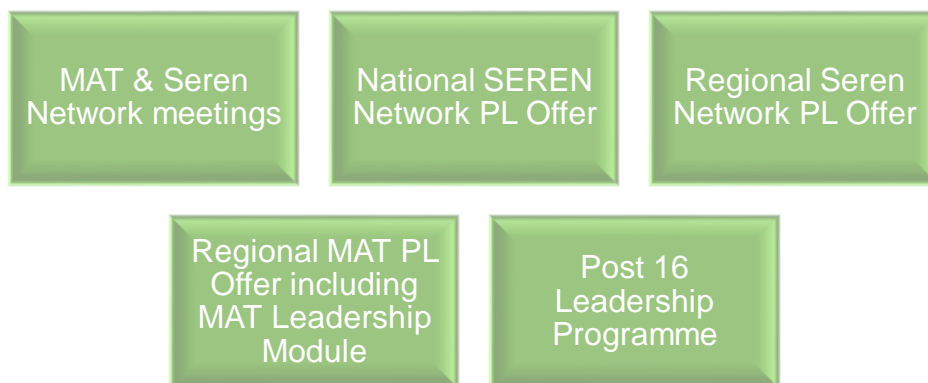
The EAS will:

- Support schools identify their more able and Seren learners.
- Support schools with tracking their identified learners.
- Facilitate MAT & Seren networks.
- Support secondary and through schools to align their Seren Foundation Grant to provide opportunities for their most able learners.
- Support schools to access the Seren Academy Programme.
- Collect destination data for year 13 students.

## Expectations of schools and settings

- To develop a culture of high expectations of all learners.
- Recognition of more able learners as a discrete group with specific learning needs.
- Senior leaders to know the historic and current data pertaining to more able learners' performance and the status of provision for them in their setting.
- Ensure that aspirational targets are set.
- More able is included as a visible strand in school development plans and policies.
- Engage with the regional professional learning offer.

## Professional Learning Offer



## Impact of Approach

- i. All schools to have a MAT, Seren Foundation and where appropriate a Seren Academy register.
- ii. All schools identifying MAT learners in their SDP'.
- iii. Nearly all year 11 MAT learners reach their planned destination.
- iv. An increase in the number of MAT learners accessing university.
- v. Capture impact of regional approach via completion of internal FADE report.

# Regional Approach to supporting vulnerable groups of learners.

## Vision

This Vulnerable Learners Approach brings together all the actions we are taking across the consortia, in partnership with LA's and schools, to improve outcomes for all groups of vulnerable learners, including those who have become vulnerable because of the COVID Pandemic. These are the learners and young people who are vulnerable because of the barriers presented by disadvantage, poverty, demands from within the home, new arrivals to the country, additional learning needs and the social and emotional challenges they have faced in their childhood and adolescence.

## Regional Commitment

The EAS will:

- i. Work in partnership with LA Inclusion Leads.
- ii. Work in partnership with Regional Transformation Officer.
- iii. Work in partnership with Young Carers.
- iv. Work in partnership with Adoption Cymru/UK
- v. Work in partnership with GEMs
- vi. Support PRU's with their PDG/EOTAS grant.

## Expectations of schools and settings

Schools should:

- i. Engage with the regional PL offer.
- ii. Identify, track, and monitor all groups of vulnerable learners.

## Professional Learning Offer



PL in 'Develop a tiered approach to Teaching and Learning'.



Have access to EAL/NTE Toolkit



Implement lessons in raising awareness of young carers.



Access to resources to support Adopted Learners

## **1. Impact of Approach**

- i. All schools to have a school-based tracking system that clearly tracks provision and progress of vulnerable groups of learners.
- ii. Increase in engagement in regional professional learning offer supporting provision and monitoring progress of vulnerable learners.
- iii. Capture impact of regional approach via completion of internal FADE report

# **Regional Approach to supporting schools with Family and Community Engagement.**

## **Vision**

We recognise schools who engage well with their families and community as partners in education can have a positive impact on learners' standards and improve learner well-being. Engagement is also an essential tool for raising the achievement of all learners.

## **Regional Commitment**

The EAS will support schools in:

- developing and enhancing their work with families and communities.
- implement the FaCE Welsh Government Toolkit.
- Facilitating regional network meetings.

## **Expectations of schools and settings**

- I. The school's approach to FaCE is clearly set out in the school development plan (SDP) and there are named senior leaders who take this agenda forward. The school reflects on current practice and is planning future work.
- II. The school tailors its communications and engagement activities to the needs of parents/carers based on an understanding of barriers to engagement. There are regular, inclusive 'get to know' events, other social activity, and opportunities for families to volunteer to contribute to the school. Parents/carers are regularly consulted, their voices are heard, and they trust the school to handle complaints well.
- III. Families are involved as partners in learner's learning and take part in a range of family learning activities that develop their skills. Engagement interventions are designed around an understanding of families' circumstances, wants, and needs. Specific training opportunities are provided to support parents/carers of ALN learners.

## **Professional Learning Offer**

The EAS will support schools use the FaCE Toolkit. The toolkit is designed to help schools to meet the requirements of the school development plan (SDP) regulations and the standards of partnership working expected by Estyn. The toolkit includes:

- a framework for building the school approach, structured around five themes.
- descriptions of the basics (what all schools should be doing) as well as what successful schools do – aiming to provide a direction of travel for future work.
- a 'selection box' of 25 practical resources that schools can pick and choose from, each designed to encourage reflection and action planning, and to provide examples of what other schools have done.

## **Impact of Approach**

- i. Schools to have effective systems in place to track attendance in family engagement sessions.
- ii. Effective engagement should lead to improvements in learners' attainment and behaviour.
- iii. Capture impact of regional approach via completion of internal FADE report

# **Regional Approach to supporting schools develop their Health and Wellbeing Area of Learning**

## **Vision**

To implement Welsh Government's enabling objective 3: Strong and inclusive schools committed to excellence, equity, and well-being.

The Health and Well-being Area of Learning and Experience is to provide a holistic structure for understanding health and well-being. It focusses on developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this Area are physical, health and development, mental health, and emotional and social well-being. It supports learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.

Developing this Area of Learning will help to foster a whole-school approach that enables health and well-being to permeate all aspects of school life.

## **Regional Commitment**

The EAS will:

- i. Work in partnership with each LA to create an e-resource to support schools develop their Health and Wellbeing Curriculum.
- ii. To capture good practice and share via Wellbeing network meetings.

## **Expectations of schools and settings**

Schools to consider:

- Understanding how to enact the new curriculum?
- How to map teaching and learning and experiences expressed within the Health and Wellbeing Area of Learning.

## **Professional Learning Offer**

- Termly Wellbeing and Equity Network meetings to share, opportunities and professional learning opportunities.
- Playlist of resources to support schools in developing this area of the curriculum.

## **Impact of Approach**

- i. Capture impact of regional approach via completion of internal FADE report
- ii. Capture and share good examples of Health and Wellbeing curriculum offers.

# **A Regional Approach to supporting schools adapt to ALN Reform.**

## **Vision**

In partnership with LAs to support schools with a smooth transition to conform to ALN reform with Wales.

## **Regional Commitment**

The EAS will support schools and settings focus upon:

- high quality teaching and learning for all is a priority.
- inclusive classrooms and schools support all learners to thrive.
- support for additional learning needs is intrinsic to a whole school approach to improvement; and
- collaboration with LAs and schools, and maintaining effective communication is a cornerstone of the EAS' work.

## **What will this look like:**

The EAS will support schools to improve teaching and learning.

The EAS will provide professional learning to teachers which will enhance their skills and knowledge to support all learners, but specifically learners with ALN when teaching/ securing differentiated teaching.

The regional Newly Qualified Teacher (NQT) programme includes sessions on responding to learner needs and how to support learners with a range of additional needs.

Supporting assessment, the EAS will support and advise those schools who need support on effective formative and summative assessment arrangements to enable learners to make progress in their learning. This would be in line with the principles of the Curriculum for Wales and the new emerging assessment practices for key stage for 4 and 5.

The EAS will support and advise school leaders, the EAS will build on its current work to make sure that the implementation of the ALN Act is embedded in its programmes to support reform. It will ensure that inclusive practices that support all learners are core to the ongoing improvement agenda in each school.

All national and regional leadership development programmes will be enhanced to make explicit the key role of all leaders in supporting all learners. In addition, there will be continued specific learning opportunities for ALNCOs.

The EAS will support schools with their school improvement plans and self-evaluation arrangements.

The EAS will distribute regional grants which support identified groups of learners.

The EAS will provide specialist support for teachers and support staff.

The EAS will support and engage schools in the development and implementation of the new curriculum.

Share good practice and promote school to school sharing.

The EAS will support schools to analyse their own data.

The EAS will share the intelligence collated from work with schools.

The EAS will support and help LAs provide information and advice to Governing Bodies.

The EAS will communicate clearly with stakeholders the arrangements to support LAs with the implementation of the Act.

## **Impact of Approach**

The EAS has ongoing internal evaluation arrangements to support the delivery of all its workstreams and the delivery of the Business Plan. This work to support the implementation of the ALN act, within the remit of the EAS, will be embedded into that activity.

In evaluating the implementation of these activities and interventions to support schools and LAs to implement the ALN Act, the EAS will consider the dependencies which are individual to each Local Authority. These may develop into either strengths or risks to the successful implementation of the EAS' functions. The EAS will commission a progress review during 2021-22.



# **A Regional Approach to address BAME National Agenda.**

## **Vision**

To support schools and settings to develop learners as 'ethical and informed citizens of Wales and the world', and for teachers, as designers of their curriculum.

## **Regional Commitment**

The EAS will support schools and settings to work towards the recommendations identified in 'Recommendations on the teaching of themes related to Black, Asian and Minority Ethnic communities and experiences within the curriculum. (Interim report 19/11/20).

The challenge in securing the inclusion of Black, Asian and Minority Ethnic themes and experiences across the curriculum is not just a matter of creating and improving the content of teaching and learning resource, but enabling access to resources, changing mindsets and practices, and providing support via exemplars, prompts and guidance.

## **Expectations**

The development of an online preliminary resource guide that lists and evaluates the available resources for Black, Asian, and Minority Ethnic contributions and experiences past and present for each Area of Learning and Experience. This will include material on Hwb and beyond. It will signpost resources from key national institutions, education groups, and other sources in Wales and beyond.

Guidance on how to build materials, exemplars and processes, and interdisciplinary resources that will lead to the ongoing extension and development of materials.

Welsh Government to work with the authors of suitable English medium Black, Asian, and Minority Ethnic resources to provide high quality Welsh translations, thereby ensuring greater access resources.

The development of a new suite of bilingual teaching and professional development resources that provide a detailed exploration of diversity in Wales in the past and present. These background papers, servicing all AoLE, will include: a narrative guide to the history of diversity in Wales; a narrative guide to Wales' role in British colonialism; biographies of Black, Asian and Minority Ethnic individuals.

## A Regional approach to supporting schools with the ‘Whole School Approach to Mental Health and Wellbeing Framework’.

### Vision

To work in partnership with LAs and other professional partners to support schools implement the Whole School Framework.

### Regional Commitment

To support the implementation of the national programme of professional learning (see table below).

To compliment the national program with a regional programme of professional learning (outlined below)

National Programme

National Programme Offer	EAS Actions
<p><b>Mental Health Awareness at Work E-Learning</b> This is a 45-minute self-guided e-learning package provided by MIND. Package provides up to 49,000 individuals to use the programme This would made available to: ▪ all school staff, from TA’s to Headteachers. ▪ Local Authority Education staff ▪ Leadership Academy staff ▪ All consortia staff</p>	<p>Raise awareness and encourage engagement through existing networks.</p>
<p><b>Strategic Leadership for Mental Health and Well-being CMI Level 7</b>            Delegate Non- Negotiables            The sessions will run AM / PM on dates below – delegates will be allocated whether morning or afternoon on 24/5, 27/5, 10/6, 14/6, 17/6, 21/6, 28/6, 1/7            Upon completion the delegates will go on to undertake one of the following four roles:</p> <ul style="list-style-type: none"> <li>▪ Train groups of colleagues in Strategic Management and Leadership Practice - Strategic Approaches to Mental Health and Wellbeing (MHW)</li> <li>▪ Act as coaches and mentors to other organisations in the roll out of strategic approaches to mental health and wellbeing nationally.</li> <li>▪ Undertake a consultancy role within their own organisations in the role out of the programme internally.</li> <li>▪ Act as Ambassadors promoting the programme collating information on the impact of the programme at a local level and then reporting back to the National Best Practice Group (NBPG) on a 2-monthly basis</li> </ul>	<p>Recruit delegates:            1 From each LA            2 From each consortium (could be from school or consortia)            .</p>
<p><b>Well-being Programme Champions to the MiND Mental Health Awareness</b>            This is a 3-hour facilitated session, plus learner take-away pack, Mind will deliver in both Welsh and English.            Non-negotiables</p>	<p>Recruit Delegates            80 per region – at least one per cluster            EAS to promote through Wellbeing and PL Networks</p>

<p>Delegates must commit to attending the assigned session. Delegates will be required will be required to meet termly with the Well-being Partnership Programme Team to inform the direction the programme (a partnership of Consortia / Leadership Academy / Local Authority)</p> <p>Delegates will provide a channel for programme developments, communications resources, and sources of support for dissemination to own cluster.</p>	
<p><b>MIND – Mental Health &amp; how to support someone (a leadership approach to supporting individuals)</b></p> <p>This is a 3-hour facilitated session, plus learner take-away pack. Mind will deliver in both Welsh and English.</p> <p>Non-negotiable</p> <p>Delegates must commit to attending assigned 3-hour session</p>	<p>Recruit Delegates: 52 school leaders, 10 Local Authority 10 Consortia EAS to promote through HT, DHT Network.</p>

## Regional Programme

Regional Programme Offer	What this will look like:
Leadership	<ul style="list-style-type: none"> <li>• Support school leaders with their existing self-evaluation processes to identify schools/settings needs and strength.</li> <li>• Provide schools and settings with a sample SDP insert to support schools adopt with the framework.</li> <li>• Providing expertise for schools on mental health and well-being, including sharing best practice and coordination of training.</li> <li>• Providing necessary challenge and support in meeting schools' mental health and well-being goals.</li> <li>• Continue to disseminate information regarding 'Whole School Approach' via HT and wellbeing network meetings.</li> </ul>
Teaching & Learning	<ul style="list-style-type: none"> <li>• Supporting school and education setting-based staff's professional development in relation to health and well-being and supporting curriculum development.</li> <li>• Supporting consistent professional learning and continuous improvement opportunities not only for teachers, but all layers of school and education setting staff, minimising duplication of effort and achieving economies of scale.</li> <li>• Universal offer of professional learning available to all professionals to include: <ul style="list-style-type: none"> <li>○ SEAL Community and SEAL Curriculum</li> <li>○ Resources to support Health and Wellbeing AoLE</li> <li>○ ACE Awareness</li> <li>○ Developing an ACE Friendly classroom/school</li> <li>○ Learner Voice and Pupil Participation &amp; UNCRC</li> </ul> </li> </ul>
Wide School Community	<ul style="list-style-type: none"> <li>• Supporting governing bodies to understand their role and responsibilities in relation to learners' health and well-being.</li> <li>• Provide family learning modules for FACE officers to deliver to raise awareness of emotional and mental wellbeing.</li> </ul>

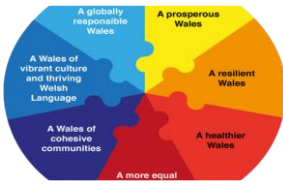
Internal Evaluation of EAS work.	<ul style="list-style-type: none"><li>• EAS to write a FADE evaluating its impact on the actions identified within this document.</li></ul>
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## **Annex One – National Agenda**



### Welsh Network of Healthy School Schemes (WNHSS)

- The WNHSS was launched in 1999 to encourage the development of local healthy school schemes within a national framework. The World Health Organisation (WHO) recognises the WNHSS as playing a key role in promoting the health of children and young people, and the scheme has been rolled out across Wales since 2000
- For further details, please contact your LA Healthy School Officer



### Wellbeing of Future Generations Act

- Wales is the only country with a Wellbeing of Future Generations Act which became law in April 2015, and into operation in April 2016. This Act places new requirements on the Welsh Government and all public bodies to work together to develop practice to promote the seven wellbeing goals that aim to improve social, economic, cultural and environmental wellbeing. There is an expectation that all public bodies, including Local Authorities derive their own objectives from the seven areas
- For further details <https://www.futuregenerations.wales/about-us/future-generations-act>



### Curriculum for Wales

- The Curriculum for Wales guidance aims to help each school develop its own curriculum, enabling their learners to develop towards the four purposes of the curriculum – the starting point and aspiration for every child and young person in Wales.
- For further details: <https://hwb.gov.wales/curriculum-for-wales>



This guidance aims to address the emotional and mental well-being needs of children and young people accessing their education through maintained schools, although other education settings should also have regard to this document. It also recognises that the school alone cannot meet all the needs of what a complex population of young people is, whose needs will vary as they progress through infancy to adolescence and early adulthood.



**The Additional Learning Needs and Education Tribunal (Wales) Bill** was passed by the National Assembly for Wales on 12 December 2017 and became an Act on 24 January 2018 after receiving Royal Assent. This will create the legislative framework to improve the planning and delivery of additional learning provision, through a person-centred approach to identifying needs early, putting in place effective support and monitoring, and adapting interventions to ensure they deliver desired



### UN Conventions on the Rights of the Learner (UNCRC)

The Welsh Government has also adopted the United Nations Conventions on the Rights of Learners in 2004 as a means of promoting the wellbeing of learner ren and young people. The UNCRC underpins all the work that Welsh Government takes on behalf of learner ren and young people.



### Social Services and Well-being (Wales) Act 2014

The Social Services and Well-being (Wales) Act came into force on 6 April 2016. The Act provides the legal framework for improving the well-being of people who need care and support, and carers who need support, and for transforming social services in Wales.

## List of Abbreviations

The following table describes the significance of various abbreviations and acronyms used throughout this document.

EAS	Education Achievement Service
UNCRC	United Nations Conventions on the Rights of the Learner
ACEs	Adverse Childhood Experiences
SLT	Senior Leadership Team
PDG	Pupil Development Grant
RADY	Raising the Achievement of Disadvantaged Youngsters
EEF	Education Endowment Foundation
LA	Local Authority
LACEs	Looked After Children Education Officers
ALN	Additional Learning Needs
CA	Challenge Advisor
FSM	Free School Meals
LAC	Looked After Children
CLA	Children Looked After
MAT	More Able and Talented
PL	Professional Learning
SDP	School Development Plan
GEMS	Gwent Ethnic Minority Service
PRU	Pupil Referral Unit
EAL	English as an Additional Language
NTE	New to English
FaCE	Family and Community Engagement.