

## Post-16 Additional Learning Needs (ALN) Review

05 June 2019

Members wished to make the following comments and conclusions:	Response/Comments	RAG Status
<p>The Committee request to receive a future report outlining development proposals for increasing Post-16 provisions for ALN learners aged 19-25.</p>	<p>When this report is scheduled Bridgend County Borough Council (BCBC) will work with the key providers such as Bridgend College and Elite Training to provide the relevant information. The report will need to connect with the regional ALN Transformation Plan which will reflect the wider developments across the region.</p>	
<p>Members note that Bridgend Council do not develop local firms as work placements for ALN learners but recommend that where appropriate every effort is made to expand placements to within the tourism sector.</p>	<p>Employability Bridgend supports people 16+ into employment. As part of this work, placements are sought across a variety of business sectors including Tourism. However, it should be noted that the placement is driven by the aspirations of the potential employee rather than trying to enhance placements in any given sector. Employability Bridgend focuses on helping the person to overcome any barriers they may have to employment which may include dealing with additional learning needs. As the Tourism sector frequently involves face-to-face work with customers, it is not necessarily the easiest option for young people who have additional learning needs (ALN). However Hospitality and Catering is a closely allied sector that does offer opportunities. A case study is being sought to illustrate a success in the area of Tourism/Hospitality. <span style="float: right;">Bridgend</span> College has also been contacted to provide information on their cohorts of learners with ALN.</p>	
<p>While discussing potential budget cuts to post-16 transport, the Committee recommend that best practice is sought from other Local Authorities who have who have already made efficiency savings in this area.</p>	<p>From comparative studies that are known, it can be stated that BCBC runs an efficient school transport system, including post-16, at lower per capita rates than a number of other local authorities . Students who travel to college do so via First Cymru buses. BCBC covers their costs at a standard low rate fare. Students who attend sixth forms and qualify for transport currently use the existing school buses thus keeping the costs as low as feasible. The only other method used by local authorities to reduce costs is to require students to meet half the cost as is the case in Neath Port Talbot. There will be a full discussion of this in the proposed consultation around the potential removal of discretionary post-16 transport as part of the drive to find savings in the Council's budget.</p>	

Additional Information		
<p>In order to illustrate the benefits of post-16 ALN provisions, Members request case studies from:</p>		
<ul style="list-style-type: none"> <li>• A learner from Ysgol Bryn Castell (YBC), as Members are aware that YBC includes provision for learners with complex additional, social and behavioural additional learning needs;</li> </ul>	<p>A case study has been provided as an attachment.</p>	
<ul style="list-style-type: none"> <li>• A learner that has undertaken work experience and benefited from the involvement.</li> </ul>	<p>A case study has been provided as an attachment.</p>	
<p>The Committee request to receive a copy of the response provided to Special Families Bridgend in relation to support for parents who find accessing and completion of paperwork provided by Bridgend Council problematic.</p>	<p>A copy of the notes of the Special Families has been provided as an attachment.</p>	
<p>Members note the cut to the Education Maintenance allowance and ask to receive details of the effect this has had on the learning provision or if there is similar funding available.</p>	<p>Whilst there have been cuts to the Education Management Allowance (EMA) in England it is still available to students in Wales. Applications for the 2019-2020 academic year are now open as can be seen via the following web link:  <a href="https://www.studentfinancewales.co.uk/media/198433/ema_wales_little_book_of_ema_1920_e_o.pdf">https://www.studentfinancewales.co.uk/media/198433/ema_wales_little_book_of_ema_1920_e_o.pdf</a></p>	



## YBC P16 Pupil Case Study

**Pupil:** Pupil A (JA)

**Admission date:** 04/09/2017

**Date of leaving:** 28/06/2019

**Year:** 12 and 13

**SEN status:** School Action +

### **Pupil profile information**

- Diagnosis of ASD
- Worked with the ALN department of Porthcawl Comprehensive Years 7-11, during this time pupil A had a very nurturing experience and a lot of support and input from specialist staff

### **What was the main focus for the pupil to achieve at YBC?**

- Developing appropriate relationships with peers
- Working on confidence when in group situations
- Developing a range of appropriate topics for conversations
- Developing coping strategies to enable appropriate social interactions
- Travel training for independence
- Diverse curriculum experiences
- Specialist input on maintaining appropriate Relationship and Sexuality education
- Initiating and maintaining conversations, relevance and amount of information when communicating and understanding the listener's needs

### **Key learning approaches used to support the pupil**

- Clear achievable targets to be completed in each lesson
- Structured lessons that are challenging and supportive to his needs
- ASD strategies to support learning and social, emotional needs
- High levels of staffing
- 1:1 work on appropriate conversations
- Basic Skills intervention for handwriting
- SALT (TalkAbout) to support with social communication skills

### **What is the greatest impact on the pupil's progress?**

Pupil A is a bright young man with a sarcastic and witty nature. He does however go over and over things in his head which hinders his ability to form new friendships and let any issues go. He is now more able to have appropriate conversations and interactions with peers, rather than focusing only on adult interactions. Being a member of the School Parliament has allowed pupil A to develop his confidence, maturity and emotional literacy.

### **Next steps for this pupil**

To successfully transition to college; Level 2 horticulture at Bridgend College.

### **Pupil's Aspirations**

After experiencing horticulture for the first time at YBC, pupil A will be going to Bridgend College to study horticulture and hopes to have his own gardening/horticulture business.



## YBC P16 Pupil Case Study

**Pupil:** Pupil B (KP)

**Admission date:** 01/09/2016

**Date of leaving:** 29/06/2018

**Year:** 12 and 13

**SEN status:** Statement

### **Pupil profile information**

- Diagnosis of Global Learning Delay
- Pupil B has limited academic progress, general learning difficulties and attention difficulties
- Difficulties with near distance vision

### **What was the main focus for the pupil to achieve?**

- Developing confidence
- Travel training skills
- Diverse curriculum experiences
- To develop age-appropriate behaviours
- To develop emotional literacy skills and skills for maintaining appropriate social relationships
- To develop confidence and independence to work towards engaging with a College placement

### **Key learning approaches used to support the pupil**

- Clear tasks broken up into smaller achievable targets each lesson
- Specific strategies to ensure pupil B understands each instruction in order to build independence
- TalkAbout group sessions
- Familiar structure and routine to support pupil B's ALN
- Specialist teaching and interventions

### **What is the greatest impact on the pupil's progress?**

Pupil B's Global Learning Delay means that she is academically and socially behind peers as well as lacking in confidence. Travel training had a significant impact on her ability to interact socially with her peers and allowed her to develop her skills of independence. Through engagement at YBC pupil B developed strong social relationships where pupils were supporting one another to push boundaries e.g. meeting independently at the cinema on weekends and after school. This will support her into the College environment and beyond.

### **Next steps for this pupil**

Successful transition to college; pre-vocational at Bridgend College.

### **Pupil's Aspirations**

After completing an Animal Care qualification at YBC, pupil B will be going to Bridgend College to study a pre-vocational course.



## YBC P16 Pupil Case Study

**Pupil:** Pupil C (EH)

**Admission date:** 04/09/2017

**Date of leaving:** 28/06/2019

**Year:** 12 and 13

**SEN status:** School Action +

### **Pupil profile information**

- Formal diagnosis of ASD
- Physical and medical difficulties
- Speech language and communication difficulties (see One Page Profile)
- Pupil C has selective mutism

### **What was the main focus for the pupil to achieve?**

- To open up her posture as she would be very guarded in her body language
- To communicate with staff either verbally or in writing
- To build pupil C's confidence and self esteem

### **Key learning approaches used to support the pupil**

- Provide a white board for communication purposes
- Talk directly to pupil C and await a response from her
- Support from SALT
- Provide pupil C with well-scaffolded opportunities to extend her skills in unfamiliar environments

### **What is the greatest impact on the pupil's progress?**

The transition in pupil C has been phenomenal; when she attended initially she would hide and not communicate with anyone. During the leaving assembly, pupil C crossed the stage in front of a crowd of people and shook hands with a dignitary. Pupil C had begun to express her emotions using body language including smiling and showing enjoyment of experiences.

### **Next steps for this pupil**

Transition to college; pre-vocational at Bridgend College.

Continue to work on her independence and confidence.



## YBC P16 Pupil Case Study

**Pupil:** Pupil D (MC)

**Admission date:** 04/09/2017

**Date of leaving:** 28/06/2019

**Year:** 12 and 13

**SEN status:** Statement

### **Pupil profile information**

- Formal diagnosis of ADD
- Pupil D also has difficulty with motor skills and making eye contact
- Pupil D's abilities indicated that he had moderate learning difficulties of a generalised nature
- Below average range of verbal skills
- Low to below average range of non-verbal reasoning skills
- Below average range of spatial awareness skills

### **What was the main focus for the pupil to achieve?**

- Developing appropriate relationships with peers
- Working on confidence when in group situations
- To build pupil D's confidence and self-esteem academically and socially
- Increase his ability to concentrate upon tasks and reduce his distractibility
- Diverse curriculum experiences

### **Key learning approaches used to support the pupil**

- Clear tasks broken up into smaller achievable targets each lesson
- Specific strategies to ensure pupil D understands each instruction in order to build independence
- Use of appropriate coloured overlay to help pupil D overcome the issue of words moving on the page
- Programmes of short manageable tasks in order to encourage concentration and cooperation through to success
- Engaging pupil D in conversation about things of interest
- Support for reading

### **What is the greatest impact on the pupil's progress?**

Pupil D has developed in confidence across all areas of his portfolio both socially and academically. Pupil D is able to maintain better eye contact when holding a conversation and can remain focussed on conversations for longer periods of time. Pupil D is also able to focus on work for longer periods of time.

### **Next steps for this pupil**

Transition to college; horse-riding at Bridgend College (Pencoed Campus).



Bwrdd Iechyd Prifysgol  
Abertawe Bro Morgannwg  
University Health Board



**Ysgol Bryn Castell**  
**Tel: 01656 815595**

**Speech and Language Therapy**  
**One Page Profile**  
**Pupil C**

**Diagnosis and background information:**

- ASD
- Selective Mutism

**I am good at:**

- Using language in non-verbal ways i.e. through writing / typing to answer questions and express my thoughts / feelings
- Responding to others communication using nodding, pointing or via writing / typing (when encouraged)

**I find it difficult to:**

- Use spoken language to communicate my wants / needs / thoughts & feelings within the school environment
- Get the attention of others to initiate communication, make requests or express myself

**The areas of communication I need to develop:**

1. Using visual supports to gain the attention of staff to initiate communication
2. Use of non-verbal communication methods such as whiteboards / iPad to support my expressive language

**How I will do this:**

- Having language targets in my Individual Education Plan (IEP) to help my learning
- Structured time to practice using my communication methods with staff
- Being encouraged to use my communication methods in all lessons at all times
- Trialing these communication methods at home / in the community to support my access to activities.

**Strategies to support me:**

- Do not put any pressure on me to talk.
- Do not insist on eye contact initially
- Wherever possible, **adapt the curriculum** so tasks can be achieved through non-verbal communication
- Ask me **closed questions** that I can answer with 'yes'/'no' via nodding/shaking my head
- Encourage me to use the **red/green cards** to help get others attention. I will place the red card on my desk if I need help/want you to speak to me, or the green card to show I am OK and don't need help
- Encourage me to use the **iPad** with the app **ClaroCom** to type what I want to say to support my communication. I have been trialing this and still need support and encouragement to use this currently.
- I am also able to use a **whiteboard** to write things I want to say / answer questions. I need prompting to use this currently



Ysgol Bryn Castell Special School (YBC) has consistently had no young people who are not in education employment or training (NEET) since 2014.



**Ysgol Bryn Castell Special School (YBC)**

**Work Experience Case Study**

**Pupil:** Pupil A (LR)

**Admission date:** 01/09/2016

**Date of leaving:** 30/06/2016

**Year:** 12

**SEN status:** School Action +

**Pupil profile information:**

- Diagnosis of Autistic Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD).

**What impact did work experience have on this pupil?**

YBC arranged for pupil A to complete a week long work experience placement in March 2017 at Rely on Tyres in Brynmenyn. This placement was sought after discussions with pupil A and his family to ensure it was suitable. Pupil A advocated that he wanted to be a mechanic in the future therefore this was a relevant place in which to work.

**What is the greatest impact on the pupil's progress?**

After completing a week long work placement, pupil A was offered a one day a week placement with Rely on Tyres. Since then pupil A has been offered an apprenticeship with J & J Motors and is currently working there.

## **Maesteg Special Families**

### **Maesteg RFC**

**Wednesday 22 May 2019**

#### **Why are carers having to fight for a carer's assessment when it should legally be given?**

There is a statutory duty on local authorities to complete carer's assessments. If a referral is made to the local authority's multi-agency safeguarding hub (MASH) then an assessment will be undertaken. The senior manager for the MASH Team is Elizabeth Walton-James whose contact details are [Elizabeth.Walton-James@bridgend.gov.uk](mailto:Elizabeth.Walton-James@bridgend.gov.uk) (01656) 642073. The MASH Co-ordinator is Hebah Price whose email address is [hebah.price@bridgend.gov.uk](mailto:hebah.price@bridgend.gov.uk) (01656) 642029.

#### **Why is there no real provision for those who fit between a special school (eg Heronsbridge) and mainstream education?**

The local authority has a wide range of provisions including mainstream education with additional support, observation classes, learning resource centres (LRCs) for children and young people with moderate learning difficulties (MLD), severe learning difficulties, complex needs, autistic spectrum disorder (ASD), emotional social behavioural difficulties (ESBD). We also have two special schools and a pupil referral unit (PRU). Each provision has clear and robust entry and exit criteria to ensure that they remain fit for purpose and able to meet the wide range of needs of the population. The local authority continually analyses and reviews provision for additional learning needs (ALN) in order to meet the needs of children and young people.

#### **Why are there no autism bases (classes which children stay in lessons for the same as key stage 2) for children who can't navigate around a mainstream comprehensive independently? Why can't they have a class like MLD that they can stay in for lessons?**

The local authority's LRCs for pupils with moderate learning difficulties (MLD) at secondary school replicate a school timetable and pupils engage with some mainstream lessons. They do not remain in the class full-time but specifically to support their basic skill development in core subjects. Children and young people with ASD, who are not in special school, can be academically high functioning and the basic academic skill development is not always appropriate or needed. This model is to ensure that we are equipping pupils with independence and life skills to enable them to thrive in life beyond school. However, the local authority continually reviews provision to ensure it remains suitable to meet the needs of all learners.

#### **How are you supporting children since the introduction of the vulnerable children's services? This service supports all vulnerable children in the county borough?**

The Vulnerable Groups Team supports children and young people who are identified as potentially vulnerable. There are definitions of vulnerability provided by Estyn and

these include children who are looked after (LAC) or who are electively home educated (EHE). The team have a specific remit with LAC and do not undertake direct work with the children and young people as such but act to ensure that there is appropriate support in place to enable them to attend school, if there are placement changes as soon as possible. The team also supports children who are EHE and carry out the local authority's role in ensuring these children receive a suitable education.

The team also works with children and young people who have been permanently excluded. They support schools by providing advice and guidance and working with parents/carers to support children and young people to be put onto a school roll to continue their education as soon as possible. During the recent Estyn inspection, the local authority was able to demonstrate that The Vulnerable Groups Team has helped to significantly reduce the number of days that children and young people, who are permanently excluded are out of education and back onto a school roll or attending a suitable provision.

In addition, The Vulnerable Groups Team supports learners who have English as an additional language (EAL), Gypsy and Traveller (GT) learners, children missing education (CME), they also provide safeguarding advice and guidance to schools. The team works in collaboration with The Inclusion Service who has the remit of providing specific additional learning needs (ALN) and behaviour and wellbeing support. The team also works alongside colleagues in the Youth Offending Service (YOS) and Early Help to ensure all areas of support are linked in with children and young people identified by schools, such as through the team around school or by direct contact from parents.

### **How are you financially supporting ALN children and their families especially in regards to high spending in children's services?**

The Education and Family Support Directorate has a strong commitment to meeting the needs of learners with ALN and to support families. This is evidenced, for example in the investment made to support additional provision for children and young people with ALN. In addition, by also introducing new teams into the Directorate such as The Vulnerable Groups Team.

The following investment has been made to increase ALN provision. At Ysgol Bryn Castell (YBC) Special School, to accommodate the increase in pupils with Autistic Spectrum Disorder (ASD), funding allocated for two new ASD classes at a rate of £88,000 per class which is a total of £176,000. In addition, an increase in pupil numbers in 2018-2019 resulted in funding being allocated in-year for three additional classes which amounts to £235,631. Additional funding has been given to support the opening of LRCs. £263,000 was allocated in the 2017-2018 budget setting process to establish additional ASD LRCs in both English and Welsh-medium schools, supplemented by a further £51,000 in 2018-2019 to meet the full year effect. From this additional funding, new ASD LRCs were opened in Ysgol Gyfun Gymraeg Llangynwyd, Pencoed Primary School and the ASD LRC at Ysgol Gynradd Gymraeg Calon Y Cymoedd is due to open in January 2020.

As part of the medium-term financial saving (MTFS) in 2019-2020, £320,000 has been allocated to meet the budget pressures in moderate learning difficulties (MLD) LRCs. This will be allocated to primary and secondary schools via their delegated budgets. To primary schools on the basis of classes and to secondary schools on the basis of places.

Therefore the total that has been invested in ALN provision during the last three years amounts to £1,045.631

### **Why do we have to fight for the correct placement for our children?**

The local authority employs a robust placement process with clear criteria to ensure that all the children and young people are placed in an appropriate provision to meet their needs. There are a range of specialist provision panels with each panel comprising of several multi-agency professionals. All decisions are ratified at the Access to Education Panel which is chaired by the Director of Education and Family Support.

### **Why are there so many exclusions where ALN children are left without education for long periods? How often do informal exclusions occur?**

Since June 2018, The Vulnerable Groups Team has become the local authority conduit for advice and guidance to both parents and schools on both fixed-term and permanent exclusions. The team offers training to schools and governors as well as direct advice to parents when approached or relevant.

Exclusions are discussed at the Education and Family Support Directorate Senior Management Team meetings and data is shared with schools and where necessary, schools are challenged with any patterns of exclusions of concern. A graduated response of support for children and young people and the team around the school approach is used to try and reduce the need for schools to issue an exclusion. Informal exclusions are by definition unlawful and the local authority, through the training offer to all schools and governors highlights that any child or young person sent home for behavioural reasons must be logged formally.

Any child or young person not accessing full- time education should only do so when it is a short-term measure, in their best interests and agreed by parents and multi-agency professionals and documented in a personal social plan (PSP). In this way the local authority become aware of any situation that may be unlawful or informal or a soft exclusion.

### **Why are drivers and chaperones on school transport not correctly trained?**

There is no duty upon the local authority to provide escorts on home-to-school transport. Therefore, the local authority supports children and young people through the provision of escorts as a discretionary arrangement. There is also no legal requirement for specific transport for drivers who work on home-to-school transport.

Nevertheless, on its most recent procurement of transport provision for children and young people attending Heronsbridge Special School, the local authority improved its procedures for evaluating transport suppliers bidding against the tender and this process is far more robust than it has ever been previously, principally due to the needs of the children and young people. At the tender qualification stage, transport suppliers were required to pass mandatory requirement checks including insurances, licences (hackney/private hire), communication, health and safety, DBS for all drivers and escorts, specified training including wheelchair tie-down anchor training and tail lift operators training, manual handling and the safeguarding of children and vulnerable adults. All drivers and escorts are encouraged to meet with parents and their children they are transporting at the outset of the contract, to form good relationships and so that drivers and escorts can better understand and support the specific needs of children and young people.

**With regards to transition planning (age 14 plus). We would like to see it robustly followed for each child with ALN, at each annual review, with the right people attending, with proper planning and person centred. Increased use of the residences at Heronsbridge and offered automatically to expand into a 24 hour curriculum for 14-19 year olds at Heronsbridge and offered automatically with the aim of increasing life skills and independence. Your thoughts please?**

Transition planning is an area of development for the local authority as identified in the ALN Transformation Plan which supports the Additional Learning Needs and Education Tribunal (ALNET) Act. The local authority would agree that transition planning is essential for all children and young people with ALN. Person centred planning (PCP) is vitally important and will increasingly be an important aspect of the individual development plan (IDP). As part of the plans for a new Heronsbridge Special School, there will be a review of the accommodation required in order to meet the needs of the curriculum.

**Transition from primary to secondary school could use attention. Why is it last minute with little consideration?**

There is an enhanced programme of transition for all children with ALN. Preparation for transition in primary schools starts in Year 5, when all children requiring additional transition or specialist transition are identified early. Schools notify the local authority and the Inclusion Service, with parental support, in October of Year 6 to enable panel and placement processes to begin. The majority of placements are agreed early in the spring term. Sometimes, and for a small number of children, due to additional information being sought, appeals or late applications the process can be extended.

Enhanced Year 6 transition was implemented during this academic year. An example of this is through the team around the school mechanism which is being used to enable all feeder schools to provide Year 6 children with additional support needs to be discussed at a special transition team around.

**Why can't a statement be given when the child receives diagnosis? Why do parents have to fight to get statements?**

The local authority has always had an approach of being needs led and providing support as appropriate with or without a statement. A child or young person without a statement is not disadvantaged within the local authority compared to a pupil with a statement. However, all local authorities are now moving away from statementing and towards implementing IDPs under the ALNET Act and all children and young people with identified ALN will have an IDP. This process will begin in September 2020.

**When diagnosis is received why is there not more support for families from Social Services?**

There are a wide range of services provided by our Early Help teams and this support is open to everyone and parents can self-refer if they feel they need support for any reason. There are also support officers who work within The Social Services and Wellbeing Directorate, specifically supporting families of children and young people with disabilities. However, many children have ALN needs which are met without families wanting or needing to access support from The Social Services and Wellbeing Directorate. The Vulnerable Groups Team works alongside colleagues and act to link the support available between Education and Family Support and Social Services and Wellbeing services. The Children's Disability Team sits within The Social Services and Wellbeing Directorate.

**What is BCBC doing to get ready for the new act? It doesn't come in until next year but how are they going to deliver a fully inclusive education system for learners in Bridgend? Identifying needs early and addressing them quickly with so little resources they currently have. How will they ensure that all learners are supported to reach their potential? Overall the academic attainment of learners with SEN is poor compared to the rest of the learner population. Under the new system, how will BCBC ensure planning will be flexible and responsive and do you have sufficient professionals who are skilled and confident in identifying needs and deploying strategies to help learners overcome their barrier to learning?**

**There is a huge gap in BCBC current education system. In order to access Heronsbridge learners must have an IQ below 70. This does not really reflect the needs and difficulties that our children face as a child with ASD may have an IQ greater than 70 but they are still unable to use the toilet without support or play next to their peers without attacking them etc. Why is there specialist schools that can accommodate children like ours in Penarth such as Headlands but not in BCBC. Our children have the ability to do really well with the right support. Why is another Heronsbridge being built where the funding from Welsh Government could be used to bridge the gap between Heronsbridge and mainstream as there are insufficient care bases and observation units.**

The local authority has been preparing stakeholders for the ALNET Act for the past three years. Firstly, with the Innovation Fund, for example, all schools were trained using the PCP approach. There is an ALN Transformation Lead for Central South

Consortium (CSC) who works closely with Group Manager Inclusion and School Improvement who is the ALN Reform Lead for the local authority. Both are members of the ALN Reform Transformation Board which meets on a monthly basis. There is a local authority plan which involves supporting schools and additional learning needs co-ordinators (ALNCos) to prepare for the ALNET Act.

During the recent Estyn inspection, it was noted that learners with ALN perform broadly in-line with the all Wales figure. The Inclusion Service has highly skilled specialist staff and effectively ensures that a graduated response to need is implemented to support all learners with ALN. The local authority continually reviews provision including entry and exit criteria. Currently, there is an independent review of provision being undertaken which includes all provision for ALN within the local authority. This will also include a review of all entry and exit criteria for provision.

In addition, under the school modernisation programme there are plans to build a new Heronsbridge Special School. This is as a result in the increase of diagnosis of ASD during recent years. Also many placements each year are allocated to early years pupils, who, due to the complex nature of their needs, are unable to access any other mainstream or specialist provision, other than a special school. In addition, places available for each year are predicated upon the number of leavers as there is simply insufficient capacity available. There is overcrowding and a demand issue and therefore fit for purpose facilities are required.

**Why isn't there a clear criteria checklist so that all parents are treated the same and have a scoring system so that the help you need is given fairly and not just by what social worker you see? For example, one family with one child with a disability who has support from family awarded PA hours and play scheme then one family with two disabled children one out of school due to illness long term, no family support given no PA hours, no play scheme nothing. It basically is all down to what social worker does the assessment.**

An initial assessment is undertaken by a social worker using the eligibility criteria which is in- line with The Social Services and Wellbeing Act. This initial assessment will then determine whether a full assessment is triggered. All referrals are discussed amongst the team in order to ensure consistency of approach.