



Llywodraeth Cymru
Welsh Government

GUIDANCE, DOCUMENT

Learning continuity guidance

What should be done to ensure learning continues. Explains types of disruption and roles and responsibilities.

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Introduction

During periods of disruption, it is critical to maintain the learning, safeguarding and well-being of all children and young people in our schools in Wales. This also applies to all children and young people in Wales who:

- are educated in a pupil referral unit (PRU)
- are educated through other education otherwise than at school (EOTAS) provision
- may be accessing their early education in a childcare setting

The nature of this support may vary depending on the specific context and structure of each EOTAS setting. However, it should be tailored to meet the individual needs of learners.

We know that significant periods away from the classroom have a major impact on children and young people with regards to their:

- day-to-day learning and long-term achievement
- physical, mental, emotional and social development

We also know that some learners may be at greater risk of neglect, harm or abuse. All staff should be reminded of their safeguarding duties:

- within the statutory safeguarding guidance for education settings '**keeping learners safe** (<https://www.gov.wales/keeping-learners-safe>)'
- under the '**Wales safeguarding procedures** (<https://www.gov.wales/safeguarding-guidance>)'

The Keeping Learners Safe statutory guidance is scheduled to be updated in spring 2026.

Schools and PRUs should:

- set out their contingencies for learning continuity

- ensure that the impact of any disruption to the learning of children and young people is mitigated
- include their contingencies within their routine business continuity planning arrangements

Furthermore, local authorities should have plans for EOTAS provision.

This will ensure that there are clear and agreed procedures in place for a school or PRU to follow:

- should a period of disruption to learning take place due to a full or partial closure of the school or PRU
- if there is insufficient staffing capacity available to provide learning to the whole school or PRU

It is critically important that high-quality, face-to-face learning is maintained for all children and young people, whenever this is possible. Any disruptions to learning should be the last resort and only happen in exceptional circumstances.

Exceptional circumstances would include where:

- providing face-to-face learning would be contrary to public health regulations
- providing face-to-face learning would be contrary to the Welsh or UK Government guidance
- a health and safety or safeguarding risk has been identified for some or all learners within an education setting

Our '**Emergency planning and response guidance for education**

(<https://www.gov.wales/emergency-planning-and-response-guidance-education-and-childcare-settings>)' supports schools and local authorities to plan and deal with public emergencies. These might include local or national power outages that may lead to the temporary closure of classrooms or schools.

All education settings should have a designated safeguarding person (DSP). It is vital that all staff and learners are informed of who the DSP is and how to contact them. Accessing a trusted adult, or the DSP, may be more difficult when there is a partial or full closure. Schools and other education settings should

consider how learners can talk to them privately. **Guidance for education settings is available** (<https://www.gov.wales/coronavirus>).

Schools, other education settings and children's services should continue to work closely together to ensure every child and family has the support needed. Local authorities will already have a range of working practices in place to ensure that safeguarding partners can work together to keep learners safe.

The Welsh Government guidance reminds practitioners working across agencies of their responsibilities to safeguard learners. It also supports practitioners in responding to concerns about learners at risk. The guide links to, and should be used with, the **Wales safeguarding procedures** (<https://safeguarding.wales/en/>).

It is recognised that it will not be possible to replicate all aspects of face-to-face in-school learning in a remote environment, particularly around:

- learner–teacher and learner–learner engagement
- classroom organisation

However, school leaders should work with their staffing teams to ensure that the best quality remote learning is:

- available to meet the needs of their learners from nursery onwards
- provided in a timely manner

Having appropriate plans will ensure schools adopt inclusive approaches that promote progression for all learners, rather than focusing narrowly on 'catching up' on missed learning. For some settings, online learning is not practical or appropriate:

- for the learner (as identified through their personal support plan (PSP) or individual development plan (IDP))
- in cases where the nature of the learning requires active, hands-on engagement and interaction that cannot be replicated effectively through online delivery.

These settings should refer to the **section on Support for learning in EOTAS**

settings (<https://www.gov.wales/learning-continuity-guidance-html#194366>).

The Welsh Government expects schools, PRUs and local authorities to use this learning continuity guidance to develop local plans that:

- best fit their context
- can be used as the basis for responding to each individual period of disruption as it occurs

Settings should also have plans for learning continuity where online learning may not be feasible for an extended period.

This guidance applies:

- when schools and PRUs are considering a full or partial closure due to periods of disruption
- to local authorities where other EOTAS providers are considering a full or partial closure due to periods of disruption

It does not apply when remote learning is being considered to meet individual learner needs. In these circumstances, schools are encouraged to contact their local authority to discuss appropriate support and intervention.

Industrial action does not fall under the remit of this document. Existing protocols that local authorities will already have in place would instead take place.

Context

The coronavirus (COVID-19) pandemic had a significant impact on children and young people in Wales. As well as disrupting their learning, it also affected their well-being.

It is anticipated that a wide range of interventions will need to be in place over the coming years to:

- mitigate these impacts

- ensure that the long-term outcomes for children and young people are not permanently affected

Our aim, as the Welsh Government, is to ensure that disruption on this scale never takes place in our schools again. The risks to the learning and well-being of our children and young people are too great.

As a direct result of these risks, learning continuity planning should be prioritised in all:

- schools
- PRUs
- local authorities.

If disruption to learning has to take place for any reason, all providers should be:

- fully prepared
- able to continue to support the learning of children and young people throughout the period of disruption

See Support for learning in EOTAS settings at the end of this guidance for what this means for EOTAS pupils.

One of our key levers in addressing learning continuity is to ensure that we build on the excellent practice in digital. This practice was accelerated during the pandemic and **made available to learners via Hwb** (<https://hwb.gov.wales/>). Building on this approach will ensure that any future periods of disruption resulting in the full or partial closure of a school:

- are managed consistently
- do not affect children and young people's access to high-quality learning

To achieve this, all schools in Wales are expected to develop learning continuity plans as part of their routine business contingency planning arrangements.

The overarching principles for learning continuity

The following principles:

- should be considered when planning for learner continuity when learners cannot engage with face-to-face lessons
- may also be appropriate to PRUs and local authorities, but only where they are practical and appropriate to meeting learners' needs and circumstances

Please see **Support for learning in EOTAS settings** (<https://www.gov.wales/learning-continuity-guidance-html#194366>).

Quality

Remote learning provides a very different context to face-to-face learning in the classroom. It should be as comparable as possible to face-to-face learning experiences in terms of:

- content
- feedback
- progress

Learning should:

- be broad and balanced
- cover a range of knowledge, skills and expertise
- be aligned with the type of experience being offered

Asynchronous and synchronous learning provide a variety of opportunities for skill development.

The pandemic provided benefits for learners in terms of both digital and independent learning: These should be borne in mind when considering options for remote learning opportunities. The differing needs of your learners, particularly the youngest, must be recognised and supported too, drawing on

parental engagement. Above all, a school should focus clearly on learners continuing to progress with their learning, irrespective of the method of learning.

Appropriate to the level and the nature of the disruption

The response to any disruption of learning will be relative to the circumstances of the disruption. Plans may need to be modified accordingly. Schools and PRUs should consider:

- the length of the disruption
- the reason for the disruption
- which learners are affected, their age and their access to devices and connectivity
- the propensity of learners to engage with online learning
- the level of parental support required
- learners' individual needs
- any additional learning needs (ALN) that learners may have
- the well-being and safeguarding of learners
- the ability of learners to continue with their expected learning
- Upcoming external assessments or examinations

Continuity and applicability

Where possible, remote learning should:

- align with the existing face-to-face curriculum
- focus on the normal programme of study or schemes of work learners would follow if they attended school

This will be particularly important for learners in examination years, as well as the youngest learners.

Transition to and from remote learning

Moving to and from remote learning should be as smooth and practical a process as possible. If schools need to move to remote learning, there should be as minimal a gap as possible in providing quality learning experiences.

Prior to any disruption, to enable a smooth transition to virtual learning learners should:

- have relevant logins, access to work and resources
- be trained to use any virtual learning platform as necessary

This will ensure that learning will continue without any unnecessary breaks.

Schools may wish to consider how they develop and blend remote learning activities within the school's normal curriculum during periods when learners attend school. This will ensure that learners are familiar with the learning platform and remote learning process.

Any learning activities should:

- be age-appropriate
- be ability-appropriate
- take into account any expectations for parent or carer support and parent or carer availability

This will be particularly important for younger learners.

Vulnerability of learners

Many learners can be considered vulnerable. Schools should be mindful that this can present in different learners, in different ways, at different times.

Not all learners who are considered to be vulnerable will face barriers to learning. However, they may face a range of barriers to achieving their potential.

Therefore, different solutions and support will be required to meet each of their individual needs.

Well-being, equity and inclusion

Well-being is the basis for high-quality learning and progression and so should always be prioritised. During periods of disruption schools should take a balanced approach to the academic and well-being provision for all learners.

Processes should be in place to ensure learners, particularly the most vulnerable, have regular contact with their school. Schools should decide the best mechanism to maintain contact, recognising that:

- all learners could become vulnerable
- levels of vulnerability can change

School leaders should decide the best approach within their local context, for example via:

- safe face-to-face contact
- telephone contact
- synchronous lessons

When designing them, schools should consider the impact of remote learning activities on:

- learner well-being
- learners' ability to engage with the directed learning

This includes learners' access to equipment, resources and support. Schools should be sympathetic to individual learners' ability to engage with the learning activity, particularly in terms of:

- practical work, study space and how the cost of living will impact on this
- the level of parental involvement required

Schools need to carefully consider the impact of remote learning on learners

with ALN. Where possible, activities should be designed to meet their individual needs. This includes deploying suitably trained staff to design, engage and deliver content for learners with ALN. Schools should liaise with any other agencies providing therapies or other health social care support to meet individual learners' needs. These might include social services or local health boards (LHBs), for example.

Both school leaders and local authorities should understand the requirements for effective remote learning. Schools should:

- engage regularly with their education technology partner for advice and support
- consider auditing their ICT equipment and workforce skills as part of their monitoring, evaluating and reporting schedule

If concerns arise about the learners' safety or well-being, schools' normal safeguarding procedures should continue during remote learning.

During periods of school closures local authorities should consider how learners (who are in receipt of free school meals) receive a healthy meal daily.

Schools should ensure that lessons delivered via live streaming or video conferencing adhere to the relevant local and national guidance. **Guidance has been published on Hwb to support schools in this area** (<https://hwb.gov.wales/keeping-safe-online/online-safety-policies-and-procedures/delivering-online-learning-safeguarding-principles-and-practice/>).

Particular consideration should be given to the needs of:

- learners who are digitally excluded
- learners with individual development plans (IDPs)
- Black, Asian and minority ethnic learners
- learners from Gypsy, Roma and Traveller communities
- learners who are eligible for free school meals (eFSM) or who are impacted by other socio-economic factors
- learners who are refugees
- Welsh-medium learners

- learners who do not speak the language of their school in their home
- learners in early education
- learners in PRUs and other EOTAS settings

Communication

Schools and PRUs should:

- prior to them being implemented, communicate plans and arrangements to all relevant stakeholders
- keep all parties up to date during any period of learning disruption where learners are affected

This should always include parents and carers. Where it is relevant, social services departments and LHBs should also be informed.

Link to existing school emergency plans

Learning continuity plans should align with or be incorporated within school emergency plans, particularly if learning is disrupted without warning. Schools should consider reviewing and updating learning continuity plans in line with their yearly update of existing business continuity plans. Schools should present these plans to governing bodies for review and ratification. Final sign off of the plans should be undertaken by the local authority.

Managing workforce expectation and well-being

Where possible, learning through a virtual platform should mirror the quality of learning face-to-face. Schools should consider how they develop their workforce through professional learning to be able to plan, deliver and evaluate learning using blended approaches. Additionally, schools should set realistic expectations for learning during periods of disruption. This includes learners' entitlement to appropriate learning time.

Schools should:

- consider the differences for staff when planning, delivering and evaluating remote learning
- create systems that both enhance learning and support staff well-being
- consider staff well-being and workload expectations
- consider the preparation time required for virtual learning needs

Periods of learning

Periods of remote learning should recognise:

- the age or progression step of each learner
- the minimum period of independent learning that can be expected of each learner

When determining a learner's capacity, it is essential to take into account any active PSP or IDP. This will ensure the learner's specific needs and circumstances are fully considered.

For example:

- 1 hour a day for ages 3 to 5 or the period of learning leading to Progression step 1
- 2 hours a day on average for ages 5 to 8 or the period of learning leading to Progression step 2
- 3 hours a day for ages 8 to 11 or the period of learning leading to Progression step 3
- 4 hours a day for ages 11 to 16 or the period of learning leading to Progression steps 4 and 5

This could include a mixture of synchronous and asynchronous activities, delivered through a digital or analogue medium.

Types of disruption

Disruption for individual learners

Sometimes individual learners may not be able to attend school, for example due to exclusion or illness.

In the short-term (up to 15 school days) schools should provide education aligned as closely as possible to the face-to-face learning of their peers. This is for the school to determine, depending on the reason for absence and the individual circumstances of the learner and their family.

Some learners might be absent from school for more than 15 school days, consecutive or cumulative over the course of an academic year. Where this is likely to be the case, the local authority should be ready to make arrangements for them. Further information can be found in **Supporting learners with healthcare needs** (<https://www.gov.wales/supporting-learners-healthcare-needs-0>) and **Exclusions from schools and pupil referral units** (<https://www.gov.wales/exclusion-schools-and-pupil-referral-units-pru>).

Schools are not expected to provide remote learning for learners voluntarily removed from school for authorised or unauthorised reasons (for example, term-time holidays).

Disruption for groups of learners and the workforce

On occasions, groups of learners or members of the workforce may be unable to physically attend the school site. These occasions could include:

- illness which is isolated to a cohort of learners
- building issues affecting part of the school (for example, a fire, flood or building issue impacting a classroom or block)
- transport issues lasting more than one day that affect learners or staff attending school
- safe staffing levels not possible due to illness or lack of suitable supply cover

Disruption for the whole school

On rare occasions, there may be the need to close the whole school site for all learners and members of the workforce. These occasions could include:

- a local authority or government-enforced closure in the local or national interest, which doesn't include bank holidays, but could include:
- widespread illness within the school community resulting in a full closure
- unsafe staffing levels due to unexpected issues (for example high rates of illness or severe weather disruption)
- short-term building closure because of safety issues (for example heating failure, issues with power supply, minor fire or flood)
- long-term building closure because of major safety issues (for example structure of the building, major fire or flood)

How schools can prepare for learning disruption

The following details are provided as examples of how schools may wish to plan and implement plans for learning continuity. Schools are not expected to follow this guidance prescriptively.

Preparing for digital learning

As part of a school's normal curriculum offer, learners should have the opportunity to access and develop their digital skills. **Hwb provides all learners** (<https://hwb.gov.wales/>) **with a range of appropriate digital tools** (<https://hwb.gov.wales/>). However, schools may develop and use their own digital platforms.

As part of a school's digital curriculum, learners should have regular opportunities to:

- independently log onto the digital platform
- independently access appropriate digital tools and apps confidently

- complete aspects of their weekly work through the digital platform, both in school and at home.

It is important that schools understand the context of their community. Leaders should have a good understanding of learners' access to digital equipment at home. Sometimes a lack of equipment creates a problem. In such cases schools should speak with their local authority about getting learners access to equipment.

Activities should be appropriate to the age and ability of learners.

Schools should also consider how learners from non-Welsh-speaking homes can engage with learning through the medium of Welsh.

Where digital learning is not possible or appropriate

It may not be possible or appropriate for learners to access digital resources while at home. In these cases schools need to consider how offline learning resources can be distributed to and collected from learners. Schools should determine the best way to manage this process.

Supporting foundation learning

Schools and childcare settings will need to consider what remote learning looks like for younger learners. This includes enabling parents and carers to support their children. Within early education there is a greater level of parental involvement than at any other time in a child's educational journey. Schools should consider how parents and carers can be supported to engage in their child's learning at home. This will help ensure young learners' access to rich learning experiences in a blended learning environment.

Early years learners are at a critical stage of cognitive development. It is crucial they are supported in their learning and development to avoid missing developmental milestones.

Foundation learning pedagogy provides a supportive approach to learning in the home environment. Its focus is on learning through play, outdoor learning and providing authentic experiences. Relevant and meaningful experiences, rooted in real-life contexts, enable learners to:

- make connections
- apply knowledge
- consolidate skills

Speech, language and communication is key to learning and is developed through those authentic experiences and play opportunities. The home environment can provide rich opportunities for learning. Children develop early reading skills through hearing, sharing and revisiting lots of simple:

- nursery rhymes
- stories
- songs
- poems
- rhyming texts

Play and play-based learning support holistic development. Through play and playful experiences, children are able to learn about the world they inhabit with others. In an outdoor environment, including community spaces, learners can explore, practise, and enhance their skills. Being outdoors supports social, emotional, spiritual and physical development. It also provides authentic opportunities for learners to develop and consolidate **cross-curricular skills** (<https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#cross-curricular-skills>).

Resources are available via the Hwb repository (<https://hwb.gov.wales/repository/resource/8c8386c7-d054-4186-ba4e-3ea2be2608c2>).

Proactively preparing for workforce absence

School leaders should explore every possible avenue before considering suspending face-to-face learning. Schools should remain open

wherever this is possible.

The approach taken to managing workforce absence in order to achieve this is for the headteacher to determine at a local level, based on their own school's context. The local authority should provide advice where this is needed. All decisions should be made within the requirements that are set out in the **'school teachers' pay and conditions (Wales) document 2021** (<https://www.gov.wales/school-teachers-pay-and-conditions-wales-document-2021>). The well-being of the school's workforce should be considered in all decisions relating to managing workforce absence.

Proactively preparing the workforce in learning design

School leaders should:

- plan the professional learning offer to staff
- consider developing approaches of teaching and learning design for face-to-face, blended and remote learning

Schools' curriculum offers should incorporate opportunities for staff to plan blended and remote learning activities throughout the school year. This will ensure learners, staff, parents and carers are familiar with the process before having to undertake blended or virtual learning, due to a disruption.

During periods of prolonged disruption, school leaders should consider the quality and impact of these blended and remote learning activities as part of their normal monitoring, evaluating and reporting processes.

Additional information on pedagogical principles and learning design can (<https://hwb.gov.wales/professional-development/national-pedagogy-project/>) **be found on the Hwb website** (<https://hwb.gov.wales/professional-development/national-pedagogy-project/>).

Preparing to manage well-being during disruption

Schools have a duty to ensure learners are kept safe and are able to continue with their learning. For medium to long-term absence, schools should ensure that learners receive regular contact with staff. The nature and frequency of contact should reflect the learner's vulnerability at that time.

If long-term disruption occurs close to critical education milestones, schools should consider how they can remotely provide activities such as:

- transition
- subject option choices
- examination preparation support

Schools should also consider how they:

- support staff well-being
- maintain contact with staff via individual and team meetings and associated communication procedures

Roles and responsibilities

Headteachers

- Ensure that learning continuity planning is in place as part of the school's routine business continuity planning arrangements.
- Embed the school's approach to blended or virtual learning across all aspects of learning and teaching. Through this approach, aim to make any transition from face-to-face to virtual learning and back again as smooth as possible.
- Ensure blended or virtual learning experiences for all learners are as comparable as possible to the quality of face-to-face learning. Recognise that remote learning provides a very different context to face-to-face learning.

- Identify where learners need additional support, particularly where there is a risk of digital exclusion. Provide additional support wherever possible, with the help of the local authority if needed. This might include, for example, the provision of IT equipment or the distribution of printed materials.
- Ensure staff have the skills and access to the right professional learning to deliver learning confidently during periods of disruption.
- Ensure that the well-being of both staff and learners is prioritised during periods of disruption.
- Ensure that learners' and practitioners' digital safety is prioritised when delivering blended and virtual learning.
- Ensure parents and carers are aware of the learning contingency planning to support learners during periods of disruption.

Practitioners

- Ensure all learners understand the importance of engaging with and continuing their learning during periods of disruption.
- Ensure all blended or virtual learning provision, delivered across the school during periods of disruption, is of a consistent, high quality and as comparable as possible to the quality of face-to-face learning.
- Ensure learning provision developed for vulnerable and disadvantaged learners is appropriate and accessible.
- Ensure a range of different learning approaches is developed, both asynchronous and synchronous and offline when needed, to ensure that learners experience a variety of approaches.
- Ensure systems are in place for checking daily whether learners learning remotely are engaging with their work. Work with families to rapidly identify effective solutions where engagement is a concern.
- Ensure learners' digital safety is prioritised when delivering blended and virtual learning.
- Ensure learners' well-being is prioritised during periods of disruption.

Local authorities

- Collaborate with headteachers to ensure learning continuity is embedded into all business continuity planning.
- Ensure schools are supported during periods of disruption. Ensure decisions are made in a timely manner, allowing schools to prepare for the disruption whenever this is possible.
- Ensure every school's learning continuity plan is signed off by the local authority.

Governors

- Ensure the school's business continuity planning is robust and includes the provision that all learners can access high-quality blended or virtual learning during periods of disruption.

Estyn

- Recognise that learning continuity should be included in all schools' planning arrangements.
- Consider the range of blended and virtual learning approaches that should be embedded into a school's learning and teaching arrangements. Also consider how these approaches should be used to support learners during any periods of remote learning.

Welsh Government

- Provide a range of resources via Hwb to support learning continuity. This should include guidance, blended or virtual learning resources and case studies.

Education other than at School (EOTAS)

EOTAS is an essential part of the education system which provides education to learners who cannot attend school. More information on EOTAS provision and learners is available here. [Education other than at school](https://www.gov.wales/education-other-than-at-school) (<https://www.gov.wales/education-other-than-at-school>).

Types of disruption

As well as the types of disruption that all learners may face, there are additional disruptions that can arise for EOTAS learners. These can include:

- breakdown in EOTAS placements due to, for example, providers not being able to meet complex needs
- disruptions to multi-agency support services
- lack of providers who can deliver the additional learning provision (ALP) set out in IDPs
- time spent out of education, due to assessment and referral processes, waiting for initial provision to be organised and moving between settings due to placement breakdowns

As well as impacts on their education, EOTAS learners experience additional issues compared to their peers owing to their vulnerability.

Safeguarding risks

The socio-economic backgrounds of many of EOTAS learners puts them at even higher risk if they are not attending, on a day-to-day basis, somewhere that is safe, secure and provides for their needs. Research consistently shows that reduced structure and supervision are strongly associated with higher levels of youth offending and antisocial behaviour.

With more time on their hands and less structure in place, EOTAS learners may:

- engage in antisocial behaviour
- be at risk of committing a crime or becoming the victim of a crime

These can compound the issues they already experience.

Local authorities should work with other service providers to ensure EOTAS learners waiting for a placement or in receipt of part-time timetables are safe.

Accessing education when there is disruption to provision

A significant proportion of EOTAS learners are eFSM and come from socio-economic backgrounds where they do not have access to the internet at home. Lack of resources at home means that continuity of learning is not likely to be achieved via online tuition.

Even where EOTAS learners can access online learning it is often not appropriate because it does not engage them. EOTAS learners respond best by being with people who can listen, be there and support them.

Positive role models are important for EOTAS pupils. They can help reduce the impact of influences within their community that have a negative effect and can result in them:

- being at risk of committing a crime
- becoming a victim of crime

Staff need to spend physical time with EOTAS learners to provide positive professional support.

In addition, EOTAS learners generally work towards vocational qualifications which involve practical activities. This type of education is difficult to replicate online.

Roles and responsibilities

Local authorities

Where a learner is unable to attend school, local authorities need to ensure that:

- EOTAS assessment and referral processes are undertaken in a timely manner
- provision is put in place as quickly as possible.

Where a place is not available at a PRU or specific provider, local authorities should put in place alternative provision to enable continuity of education until a place has become available.

Local authorities should have plans to respond to the types of disruption which can affect EOTAS learners, such as those set out above.

When commissioning provision from independent EOTAS providers, local authorities should ensure providers have plans in place to enable learners to continue to access suitable education where disruption arises from a setting-based issue.

Teachers in charge of PRUs

Teachers in charge of PRUs should:

- ensure learning continuity planning is in place as part of the PRU's routine business continuity planning arrangements
- ensure continuity planning includes contacting multi-agency services during periods of disruption so that services continue to be delivered to learners
- embed the PRU's approach to education during periods of disruption across all aspects of learning and teaching and ensure the transition back to previous arrangements is as smooth as possible
- ensure the learning experiences during periods of disruption are suitable for

individual learners

- ensure that where learners need additional support, this is identified and provided wherever possible
- ensure that staff have the skills and access to the right professional learning to enable them to confidently deliver education during periods of disruption
- ensure both staff and learners' well-being and safety are prioritised during periods of disruption
- ensure parents and carers are aware of the learning contingency planning to support learners during periods of disruption

Practitioners

- Support learners to engage with their learning during periods of disruption.
- Ensure that the education delivered is as comparable as possible to the education normally delivered.
- Ensure that the learning provision developed is appropriate for the needs of individual pupils.
- Ensure that a range of learning approaches and experiences is available.
- Ensure that systems are in place for checking the well-being and safety of learners on a daily basis during periods of disruption. Where concerns are identified ensure appropriate services are engaged.
- Ensure that systems are in place for checking, daily, whether learners are engaging with their work. Where engagement is a concern, work with families and other services (such as Youth Services) to identify effective solutions.

Local authorities

- Work in collaboration with headteachers to ensure learning continuity is embedded into all business continuity planning.
- Ensure schools are supported during periods of disruption. Ensure decisions are made in a timely manner, allowing schools to prepare for the disruption whenever this is possible.
- Ensure that every school's learning continuity plan is signed off by the local authority.

PRU Management Committees

PRU management committees should ensure that:

- the PRU's business continuity planning is robust and that all learners can access high-quality education during periods of disruption
- plans are developed for instances of high staff absences

Multi-agency services

- Multi-agency services should have plans in place to ensure they can continue to support learners and their families during periods of disruption to education.
- Plans should be flexible and responsive, taking into account the diverse needs of learners. This includes those with ALN, those supported through PSPs and those with individual learning plans.
- Collaboration between education, health, social care and other relevant services is essential to maintain continuity of care, safeguard well-being, and support ongoing learning and engagement during such times.

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