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CYNGOR SIR
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ISLE OF ANGLESEY
COUNTY COUNCIL

Mr Richard Parry Jones, MA.
Prif Weithredwr – Chief Executive

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RHYBUDD O GYFARFOD	NOTICE OF MEETING	
CYD-BWYLLGOR ANGHENION ADDYSGOL ARBENNIG (MÔN A GWYNEDD)	SPECIAL EDUCATIONAL NEEDS JOINT COMMITTEE (ANGLESEY & GWYNEDD)	
DYDD MAWRTH, 10 RHAGFYR, 2013 am 10 o'r gloch y bore	TUESDAY, 10 DECEMBER 2013 at 10.00 am.	
YSTAFELL GLYDER FAWR, SWYDDFEYDD PENRALLT, CAERNARFON	GLYDER FAWR ROOM, PENRALLT OFFICES, CAERNARFON	
Swyddog Pwyllgor	Ann Holmes 01248 752518	Committee Officer

AELODAU/MEMBERS:

Cynghorwyr/Councillors:

CYNGOR GWYNEDD COUNCIL

Annwen Hughes, Elin Walker Jones, Beth Lawton, Peter Read, Caerwyn Roberts (Is-Gadeirydd/Vice-Chair), Gareth Thomas, Eirwyn Williams

CYNGOR SIR YNYS MÔN/ISLE OF ANGLESEY COUNTY COUNCIL

Jeff Evans, Derlwyn R.Hughes, Trefor Lloyd Hughes, Llinos M.Huws, G.O.Jones (Cadeirydd/Chair), R.Meirion Jones, R.Llewelyn Jones

YR EGLWYS/THE CHURCH

Y Parch.Rev.Lloyd Jones (Yr Eglwys yng Nghymru/The Church in Wales)
Gwag/Vacant (Yr Eglwys Babyddol Rufeinig/The Roman Catholic Church)
Mr Rheinallt Thomas (Eglwysi Rhyddion/Free Churches)

AELOD DI-BLEIDLAIS/NON-VOTING MEMBER

Cynghorydd/Councillor Ieuan Williams (Aelod Portffolio Addysg Ynys Môn/Isle of Anglesey Portfolio Member for Education)

AGENDA

1 DECLARATION OF INTEREST

To receive any declaration of interest by any Member or Officer in respect of any item of business.

2 MINUTES 20 SEPTEMBER, 2013 MEETING (Pages 1 - 6)

The minutes of the extraordinary meeting of the Joint-Committee held on 20th September, 2013 to be submitted for confirmation.

3 SEN PROVIDER UNIT (Pages 7 - 14)

- To present a report on the activities of the SEN Provider Unit during the Summer Term, 2013.
- To present a copy of correspondence sent to both the Assembly Member and Member of Parliament for Anglesey in relation to issues arising with training Educational Psychologists in Wales.

4 BUDGET REVIEW 2013/14 (Pages 15 - 16)

To submit an update on the position with regard to the Joint-Committee's 2013/14 budget.

5 NEXT MEETING

10:30 a.m. on Friday, 14th March, 2014 in Caernarfon.

SPECIAL EDUCATIONAL NEEDS JOINT COMMITTEE

Minutes of the extraordinary meeting held on 20 September 2013

PRESENT: Councillor Gwilym O.Jones (Isle of Anglesey County Council)
(Chairman)
Councillor Caerwyn Roberts (Gwynedd Council) (Vice-Chair)

Gwynedd Council

Councillors Annwen Hughes, Beth Lawton, Gareth Thomas,
Eirwyn Williams

Isle of Anglesey County Council

Councillors Jeff Evans, Derlwyn Hughes, Llinos M.Huws,
R.Meirion Jones

Councillor Ieuan Williams (Education Portfolio Holder – Isle of
Anglesey County Council) (Non-Voting Member)

The Church

Mr Rheinallt Thomas (Free Churches)

IN ATTENDANCE: Mr Gareth Payne (Principal Educational Psychologist)
Mr Dewi Jones (Head of Education of Gwynedd Council)
Mrs Delyth Molyneux (Pupils and Inclusion Senior Manager –
Gwynedd Council)
Mr William E.Jones (Senior Finance Manager – Gwynedd Council)
Ann Holmes (Committee Officer)

APOLOGIES: Councillors Elin Walker Jones, Peter Read (Gwynedd Council),
Councillors Trefor LI.Hughes, R.Llewelyn Jones (Isle of Anglesey
County Council), Dr Gwynne Jones, Mr Gwilym Ellis Jones, Mrs Mair
Read.

ALSO PRESENT: Mrs Bethan Morris Jones (Head of Ysgol Glancegin, Bangor) (for item
3), Amanda Hughes (Wales Audit Office)

The Chairman extended Members and Officers a warm welcome to this meeting of the Joint Committee.

1. DECLARATIONS OF INTEREST

No declaration of interest was received.

2. MINUTES

The minutes of the previous meeting of the Joint Committee held on 5 July 2013 were submitted and confirmed as correct.

3. THE FIVE STEPS TO ESTABLISHING A SOUND PROCEDURE FOR CARE, SUPPORT AND GUIDANCE

The Chairman welcomed Mrs Bethan Morris Jones, the Head of Ysgol Glancegin, Bangor to the meeting and invited her to address the meeting on the five steps to establishing a sound procedure for Care, Support and Guidance.

Mrs Bethan Morris Jones explained that she had been requested to give the Joint Committee, as the forum responsible for overseeing additional learning needs in both counties, an overview of the work done at Ysgol Glancegin, Bangor during the last six years to address problems highlighted at the school in the Estyn inspection held in 2007. She reported that the period in question had been a journey for all the school's population leading to the publication of Estyn's latest inspection report earlier this year that judged the school's current performance and the prospects for improvement to be good. In addition, in the 2013 report the Inspector found that welfare standards at the school were outstanding and that the care, support and guidance it provides in promoting the spiritual, moral and social development of the pupils is equally outstanding. The Head therefore stated that she would be focussing in her presentation on the section of the inspection report dealing with additional learning needs and would draw upon it to demonstrate how the strategies and schemes implemented following the inspection six years ago have borne fruit and have culminated in very positive outcomes at the school in the form of particularly good behaviour; positive attitudes to learning; pupils taking pride in their responsibilities and playing a lead role in a number of activities; pupils feeling that their voices are important and that they are being listened to by adults, together with a considerable increase in attendance levels and standards generally.

In her subsequent presentation, the Head of Ysgol Glancegin referred to the following information and considerations –

- **The Context** – The social environment of Ysgol Glancegin on the Maesgeirchen estate in Bangor, which is an area considered to be socially deprived. Over 97% of the pupils live in an area that is amongst the 20% of the most deprived areas in Wales. 42% of the pupils are eligible for free school meals and 41% have been identified as pupils with additional learning needs. A Nursery Group has been established in the school funded through Communities First which receives 60 children and provides Welsh medium education for 12 ½ hours per week with the aim of giving them a solid start.

- **The Five Steps**

- Promoting the spiritual, moral and social development of pupils.

The Inspector found that teachers and ancillary staff at the school are thoroughly committed to high quality pastoral support that meets the needs of all the pupils. A range of effective strategies was implemented consistently and robustly to foster respect for others and promote good conduct. The Head referred in particular to a strategy entitled Solution Focused Therapy that concentrates on the positives in any situation rather than negatives and which encourages and trains children to think positively about themselves. This has led to significant increases in the children's welfare standards and has had a positive impact on staff and parents.

Another key step has been to establish a specific system for special educational needs based on three tiers of intervention, where tier 1 concentrates on basic skills and on conducting daily skills exercises with the children with a view to improving those skills whilst at the same time fostering and increasing the children's self-confidence. The Head clarified that there were expectations upon staff and pupils in every situation.

- The school benefits considerably from the expertise of a wide range of services in order to maintain the personal and social health of pupils across the school.

The school has worked closely with an Educational Psychologist to create an intervention scheme and a progress monitoring document. A Communication and Provider Group has been established to promote effective collaboration with the health and welfare service. The school has developed a methodology of community collaboration with Communities First, The Maesgeirchen Partnership in order to raise the school's profile within its community and links have been forged with the Psychology Department of Bangor University. The school participated in the University's Reaching Wider Partnership.

- In the Inspector's opinion, the provision for additional learning needs is very robust at the school.

This position has been reached through setting up effective systems to identify individual needs from an early age in order to assess and track pupils' achievements and progress constantly through the use of internal data and statutory tests to confirm the progress and change the intervention level. The Head referred to a graph showing the positive change in the school's performance after one year of implementing the intervention procedure and targeting children's skills, with fewer than 5% of pupils subsequently performing below the expected threshold.

- The inclusion team provides comprehensive support for teachers and works very closely with them to ensure continuity and the progress of pupils with additional needs.

In Ysgol Glancegin, there are six assistants between both departments and the leader of the inclusion team is part of the Communication and Provider group. There is regular contact between the team and the Additional Needs Co-ordinator and daily communication between the assistant and the teacher. The targets are set by the Speech and Language Therapists. The Head referred to the Welsh and English Literacy Assessment and Monitoring manual used to carefully track children's progress and demonstrated its impact by referring to a colour chart to illustrate pupils' progress.

- Effective use is made of every room in the building with some being used to provide additional resources.

The Head showed how the school's environment has been improved, and made attractive and stimulating for staff and children alike. For example, status has been given to parental meetings by creating a designated meeting room to that end. Artistic projects have been undertaken focusing mainly on the Maesgeirchen community and parents have been involved in that work. One feature of the school's activities is the Fostering Group focusing on those children who have lost out in their early years in terms of skills development. The Head said that positive messages are also reinforced visually throughout the school's classrooms and corridors. In addition, one classroom has been made to resemble a room in a home for those children whose basic skills are weak, with a view to them developing those skills in an informal and relaxed setting.

The Chairman thanked the Head of Ysgol Glancegin for an informative presentation.

The Senior Pupils and Inclusion Manager of Gwynedd Council stated that Ysgol Glancegin's journey had taken several years and had been achieved through collaboration between the school and a range of services. First and foremost, the school has ensured that it is an inclusive school that does not close its doors to anybody. Multi-disciplinary co-operation has been crucial to its success, particularly in the early years period and it has developed a positive ethos and culture as well as positive teaching methods. None of the strategies and plans adopted by Ysgol Glancegin was intended to be an overnight solution to its problems – the arrangements have been embedded and have taken effect over a period of time carrying with them every member of staff on every step of the journey. The school is now a school with high expectations.

The Members of the Joint Committee acknowledged the commitment, effort and perseverance involved in turning Ysgol Glancegin around and giving the children and the community the best opportunity to realise their potential and the Head, staff and support services were congratulated for their achievement. On the other hand, it was pointed out that it is very difficult for children in any area identified as deprived to free themselves from the attendant economic and social influences, despite the input into their development. As a consequence, children from such communities frequently do not achieve to the same degree as children from more prosperous areas. The expectations for less privileged communities are lower and, in the main, these communities do not exceed those expectations. However, the encouragement and support for children of the kind in Ysgol Glancegin is a step forward.

The Head of Ysgol Glancegin opined that if children leaving school are equipped to think that they can succeed there is a greater likelihood of their doing so.

The Head of Education of Gwynedd Council stated that the Head of Ysgol Glancegin was invited to give a presentation to the Joint Committee following the previous meeting's discussion around the school questionnaire wherein it was highlighted that the teaching profession felt that it is increasingly encountering more of the kind of issues seen at Ysgol Glancegin around behaviour and attainment. Ysgol Glancegin is an example of innovation involving the entire school community to progress children regardless of their circumstances.

It was resolved to note the information presented and to thank the Head of Ysgol Glancegin for her time in attending this meeting of the Joint Committee.

4. THE JOINT COMMITTEE'S FINAL ACCOUNTS AND THE ANNUAL GOVERNANCE STATEMENT FOR 2012/13

4.1 The Joint Committee's post-audit Final Accounts for 2012/13 were presented together with the Annual Governance Statement.

The Senior Finance Manager of Gwynedd Council reminded the Members of the discussions at the previous meeting on 5th July regarding the additional reporting requirements for accounting and auditing the accounts of Joint Committees, namely that the Accounts and Audit (Wales) (Amendment) Regulations 2010 require all Joint Committee to prepare annual accounts i.e. an income and expenditure account, and where the turnover exceeds £1m, a statement of accounts must be prepared in accordance with the CIPFA code for the Joint Committee. The Officer stated that he had noted in the previous meeting that the accounts submitted at that time were subject to a separate audit by the Wales Audit Office. That audit has now taken place and the minor amendments since the pre-audit version have been outlined in the WAO ISA260 report by the Wales Audit Office. The Appointed Auditor intends to publish an unqualified audit report on the financial statements once the Letter of Representation is completed based on that which is outlined in Appendix 1 of the Auditor's Report, namely the response of Gwynedd Council as the organisation with financial oversight of the Joint Committee's activities.

4.2 A report by the Wales Audit Office was submitted for the Joint Committee's consideration on the audit of the Special Educational Needs Joint Committee's Financial Statements.

Amanda Hughes of the Wales Audit Office confirmed that the Appointed Auditor's opinion on the Joint Committee accounting statements is that they give true and fair view of the financial position of the Special Educational Needs Joint Committee on 31 March 2013 and its income and expenditure for the year then ended and that they have been prepared appropriately in accordance with the Code of Practice for Local Authority Accounting in the United Kingdom for 2012/13. However, Members' attention was drawn to the fact that prior to the 2012-13 financial year, the Joint Committee as a local government body for the purposes of Section 12 of the Public Audit Act (Wales) 2004 had not complied with the requirement in Section 13 of that Act to maintain accounts that are subject to annual audit, and that it had failed to produce financial statements in accordance with statutory requirements. She declared that it is unlikely that this would have had a material effect on the accounts of both constituent authorities (Anglesey and Gwynedd) and that it is mainly an accounting issue and not a matter relating to the payment of the respective contributions of the constituent authorities for the Joint Committee. However, although the Appointed Auditor proposes to publish an unqualified report on the financial statements, this is noted as another matter to report upon in the Appointed Auditor's report.

The Senior Finance Manager of Gwynedd Council explained that although independent accounts had not been prepared for the Joint Committee in previous years, the financial activities of the Joint Committee had been reported as part of Gwynedd Council's accounts as the lead body on the Joint Committee's financial affairs.

It was resolved to approve that the -

- **ISA 260 Report from the Appointed Auditor on the Financial Statements together with the**
- **Statement of post-audit Accounts for 2012/13.**

5. NEXT SCHEDULED MEETING OF THE JOINT-COMMITTEE

Friday, 22 November, 2013 at 10:30 a.m.

**Councillor Gwilym O.Jones
Chairman**

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Agenda Item 3

COMMITTEE: Special Educational Needs Joint-Committee

DYDDIAD: 10th of December 2013

REPORT TITLE: SEN Provider Unit report

ACTION: Consider the report

BACKGROUND: Description of the Special Educational Needs Joint-Committee's work during the Summer term 2013

SEN Provider Unit Report

Summer Term 2013

1.0 Administration of Assessment and Review Processes

At the beginning of the term, and due to the Senior Administrative Officer being seconded, her duties were shared amongst other members of the administrative team who received an honorarium in recognition. The Principal Educational Psychologist also undertook some of the post's duties.

One of the Clerical Assistants had retired and a short-term replacement was employed.

It was decided that since this was a complex situation, that the post of Senior Administrative Officer (SAO) should be advertised for the duration of the secondment. The SAO was appointed at the end of the term and a welcome should be extended to her.

At the end of term, two of our most experienced Clerical Assistants left their posts, leaving a notable void in the service. We wish them every success for the future.

Fortunately, it was possible to employ someone over the summer holiday period who provided excellent support in ensuring that the new term was met with the majority of the workload completed appropriately.

2.0 Specialist Teachers' Service

At the beginning of the term, discussions were held to consider employing new teachers. It was apparent that the needs of children were not able to be met with the size of the present team. In addition to this, a number of teachers are near retirement age. One of our teachers has left her post and we wish her well in her new venture.

An exercise was performed during May which demonstrated the difficulty experienced by our teachers in meeting the educational needs of all children.

The number of children known to the Language and Communication service would mean that a full time teacher would need to work with 376 children annually. In the same vein, a Teacher for children with physical/medical needs would need to work with 202 children.

The numbers of children known to the Hearing and Visual Impairment Teachers was not as high. An important minority of children require weekly input from Specialist Teachers to develop braille and Sign Language skills.

Historically, we have been unable to recruit qualified teachers who are fluent Welsh speakers, and have employed teacher undergoing training and arranging their training whilst they work for us.

3.0 Educational Psychology Service

During this term we continued with a substantially decreased number of psychologists within the team. We were able to offer a service to all schools but had to reduce the number of visits to each school.

A regular exercise of distributing a questionnaire to our schools was performed as detailed at the previous meeting of this committee.

It was disappointing, although not surprising, to find the response was poorer than last year. 27 questions were posed asking about their satisfaction with various aspects of the service. On average, 78% declared satisfaction with the service they received. This compares with 85% last year and 83% the previous year.

From reading the responses, it was clear that the schools were less than satisfied with the reduced number of visits from a psychologist. The percentage of schools satisfied with the number of visits received was 46%.

Aware of this, we advertised for the second time and as with the previous advertisement, no applications were received from qualified psychologists who spoke Welsh.

Historically, we have employed psychologists in-training and have arranged appropriate training for them, much the same as with the specialist teachers. At this time, 7 out of 9 psychologists have followed this route to qualification.

Therefore, at the end of the term, two assistant psychologists were employed in an attempt to reduce some of the strain on the service as well as organising their training. The intention was that they would begin study in September 2014.

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**CYNGOR GWYNEDD A CHYNGOR SIR YNYS MÔN
GWYNEDD COUNCIL AND ISLE OF ANGLESEY COUNTY COUNCIL**

Cyd-Bwyllgor Anghenion Addysgol Arbennig • Special Educational Needs Joint Committee

Plas Llanwnda, Stryd y Castell, Caernarfon, Gwynedd. LL55 1SH

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Ein Cyf • Our Ref:

Gofynnwch am • Ask for:

Mr Rhun ap Iorwerth, Aelod Cynulliad Cymru
27 Stryd yr Eglwys, Llangefni Ynys Môn
LL77 7DU.
Cynulliad Cenedlaethol Cymru, Bae Caerdydd
CF99 1NA.

22/11/13

Dear Rhun ap Iorwerth

Difficulties of Training Educational Psychologists in Wales

The Special Educational Needs Joint Committee provide educational psychology services to Anglesey and Gwynedd education authorities, and I write to draw your attention to a **crisis** which has arisen in the profession, and to ask you to do all within your power to help us.

Educational psychologists work with schools and education authorities to ensure they are able to meet the educational needs of all children, especially those with special, or additional, educational needs. It is a statutory service and plays an important role in the process of producing and carrying out the requirements of Statements of Special Educational Needs according to the 1996 Education Act.

The crisis which has arisen is this: recent changes in the way psychologists are trained have led to the situation where it is, to all intents and purposes, impossible for anyone from Wales to obtain a place on a training course.

The training route is this: a first degree in psychology, varied experience including working with children, (which might be, but not necessarily, as a teacher,) and a three-year professional course leading to a doctorate degree.

There are a number of courses in English universities and, until recently, in Cardiff University.

The course in Cardiff closes this year (see attached paper, from the course directors). This was announced on 25/10/13.

It is not practical for would-be psychologists who live, and desire to work as a psychologist afterwards, in Wales to apply to a course in England. This is because, in addition to attending the course for three years, it is a requirement for them afterwards

to work as educational psychologists in an education authority, or in schools, in England. **Working in an education authority in Wales is not considered to be equivalent to working in England - this would not be acceptable to them.**

All this raises serious problems in ensuring a supply of professional psychologists in our schools and authorities in Wales. It is inevitable that a large number of those psychologists who have gone to England to train will decide to stay there in the long term, considering that they are not young people straight from college, because of the requirement for experience before going on a course, and they will have, by the end of the 5 years, posts in England.

The problem is considerably more severe within our own context here in Anglesey and Gwynedd, and is **already truly a crisis**, because of the need to provide a service through the Welsh language.

Historically we have found it difficult to employ psychologists who are fluent in Welsh, and have employed individuals as trainee psychologists, and made arrangements for them to train and then return to the authorities to work. At the moment there are 9 psychologists working for the service, and 9 of these followed this training pattern.

Recently psychologists have left our service and we have been unable to employ qualified psychologists who are Welsh-speaking in their place, despite having advertised nationally twice within the last 8 months.

Annual surveys we have conducted show that the schools appreciate our service, but we are not able to offer equivalent support at the moment, with less regular contact with the schools, and we have employed a psychologist who is a Welsh learner.

More especially, we have employed two trainee psychologists who are very experienced and of exceptionally high educational standards, and who are by now ready to apply for a course to start in September 2014. However the course in Cardiff is not now running and they do not wish to go to train in England, and then have to work there for an additional two years. They are fluent Welsh speakers who wish to work in the area.

I sincerely hope that you will be willing to raise this issue in Cardiff, considering the closing of the Cardiff course, and the attitude of universities in England that working in an education authority and schools in Wales is a less valuable experience than working in authorities and schools in England.

Yours sincerely



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**CYNGOR GWYNEDD A CHYNGOR SIR YNYS MÔN
GWYNEDD COUNCIL AND ISLE OF ANGLESEY COUNTY COUNCIL**

Cyd-Bwyllgor Anghenion Addysgol Arbennig • Special Educational Needs Joint Committee

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Ein Cyf • Our Ref:

Gofynnwch am • Ask for:

Mr Albert Owen AS
18 Thomas Street, Holyhead, Anglesey
LL65 8RR
Houses of Parliament, Westminster, London
SW1A 2TT

22/11/13

Dear Albert Owen

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I sincerely hope that you will be willing to raise this issue in Westminster, **especially considering the attitude of universities in England that working in an education authority and schools in Wales is a less valuable experience than working in authorities and schools in England.**

Yours sincerely

COMMITTEE	Special Educational Needs Joint Committee
DATE	10 December 2013
TITLE OF REPORT	Budget Review 2013/2014
REPORT BY	Head of Finance Service

Budget Review 2013/2014

The budget incorporates employment contracts, pay increments, changes to National Insurance contributions and general inflation for 2013/2014. The contribution of Gwynedd and Ynys Môn Authorities has increased by 1.2%.

This is the current staffing establishment of the Joint-Committee -

- **number of full time equivalent post**
- 8.1 psychologists
- 7.6 support teachers
- 6.4 administrative staff

As the Provider Unit's report states, numerous posts have been vacant during the year as well as staff on maternity leave, with the Unit unable to find supply cover. This leads to a significant estimated underspend in the SEN Joint-Committee's accounts for this year. Within the three staff teams, there is an underspend of –

- Psychologists £99,950
- Support Teachers £24,200
- Administrative staff £14,050
- Total £138,200

Training costs are also estimated to underspend by approximately £4,520 dependent on the availability of courses before the end of March 2014.

An estimated overspend is anticipated on postage of about £1,700 and a decrease of approximately £5,890 on the income generated by the Joint-Committee in providing training and sales of publications to schools and the Authorities.

This leads to an estimated underspend of approximately £135,130 in this year's accounts. This is in addition to the (revised) balances of £166,351 carried over from 2012/13. The total estimated balances are therefore approximately £300,000 by the end of this financial year.

The Joint-Committee's staff along with Education Officers from both authorities has arranged temporary arrangements to support the staffing levels and continue to consider the best use of balances for the best benefits of the children and schools in Gwynedd and Ynys Môn.

Recommendation

The Joint-Committee is requested to approve and adopt the budget for 2013/2014 and to receive an update of the use of the SEN Joint-Committee's balances at its next meeting.

SPECIAL EDUCATION NEEDS JOINT COMMITTEE

BUDGET 2013/2014 and REVIEW

	staffing structure	Budget 2012/2013 £	inflation and other costs £	Budget 2013/2014 £	projection 2013/14 £	- underspend + overspend £
Expenditure						
Employees	April 2013					
Salaries						
- Psychologists	(8.1)	511,670	9,820	521,490	421,540	-99,950
- Support Teachers	(7.6)	377,350	2,360	379,710	355,510	-24,200
- Administration	(6.4)	182,890	2,630	185,520	171,470	-14,050
Training		9,520	0	9,520	5,000	-4,520
Liability Insurance		2,660	60	2,720	2,720	0
Building						
Rates		5,090	-330	4,760	4,760	0
Rent and Services		10,770	190	10,960	10,960	0
Transport						
Travelling Expenses		50,780	0	50,780	50,780	0
Supplies and Services						
Resources / Office Supplies		17,480	0	17,480	17,480	0
Telephone		8,600	0	8,600	8,600	0
Post		1,800	0	1,800	3,500	1,700
Central Charges Ynys Môn		1,630	0	1,630	1,630	0
Central Charges Gwynedd		4,810	50	4,860	4,860	0
Total Expenditure		1,185,050	14,780	1,199,830	1,058,810	-141,020
Income						
External Income		8,740	150	8,890	3,000	5,890
Cyngor Gwynedd Contribution		721,900	8,980	730,880	730,880	0
Cyngor Sir Ynys Môn Contribution		454,410	5,650	460,060	460,060	0
Total Income		1,185,050	14,780	1,199,830	1,193,940	5,890
Total Net Expenditure		0	0	0	-135,130	-135,130

revised balances 31/03/2013 £166,351

estimated balances by the end of the year 2013/14 £300,000