

ISLE OF ANGLESEY COUNTY COUNCIL Template of Scrutiny Report

Committee:	Partnership and Regeneration Scrutiny Committee
Date:	10 April 2018
Topic:	Additional Learning Needs and Inclusion – Report on the new service for children and young people that has come into force since September 2018.
Report Purpose:	An outline of the Additional Learning Needs and Inclusion Service to date and the main achievements and fields that require further development to ensure an effective and efficient service for Gwynedd Council and Isle of Anglesey County Council's Education Authorities' partnership.
Chair of Scrutiny:	Councillor Gwilym O. Jones
Portfolio Member(s):	Councillor R Meirion Jones
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Local members:	Not ward specific

1 – Recommendation/s

The Partnership and Regeneration Scrutiny Committee is requested to approve the following:

1. Note the establishment of the new Service in partnership with Gwynedd Council.
2. Note that the new Service conforms to the Additional Learning Needs and Inclusion Strategy.
3. Accept the Concise Report on the Service's performance.

2 – Link with Council Plan/Other Corporate Priorities

Objective 1 – Ensure that Anglesey people are able to thrive and achieve their long-term potential.

Education and Skills – continue to raise education standards and ensure that our young people have the skills for employment and training.

3 – Principles as Guidelines for Scrutiny

To assist Members when scrutinising the topic:-

3.1 Impact the matter has on individuals and communities **[focus on customer/citizen]**

3.2 A look at the efficiency & effectiveness of any proposed change – both financially and in terms of quality **[focus on value]**

3.3 A look at any risks **[focus on risk]**

3.4 Scrutiny taking a performance monitoring or quality assurance role **[focus on performance & quality]**

3.5 Looking at plans and proposals from a perspective of:

- Long term
- Prevention
- Integration
- Collaboration
- Involvement

[focus on wellbeing]

4 – Key Scrutiny Questions

Is the service providing in accordance with the strategy?

What practical challenges have been encountered when establishing the service?

What differences are there, if any, in the level of provision throughout the service for both authorities?

How does the service evaluate progress or impact of any intervention?

What current evidence is there that the service makes a difference?

5 – Background /Context

Description of the Gwynedd and Anglesey Inclusion and ALN Partnership

1. Introduction

This report sets out the Vision that led to the adoption of the New Additional Learning Needs and Inclusion Service for Gwynedd Council and Isle of Anglesey County Council which has been operational since 1st September 2017. A brief description of every service within the Integrated Team is shown as well as the procedure for accessing the services.

2. Context

The proposed ALN legislation emphasises the need to place the pupil at the centre of every decision related to his/her education, aspirations and needs. This is done through the use of methods that focus on the individual in order to create a 'One-page Profile' and Individual Development Plan (IDP). It is important to identify the following:

- What do others like and admire about the individual?
- What is important to the individual?
- What is important to support the individual?

So as to promote the principles, the staff of each service have created their own One-page Profile which is available to the rest of the service's staff and to schools.

An example of a child's One-page Profile can be found in **Appendix 1**.

3. The Vision

The aim of our Additional Learning Needs and Inclusion Strategy is:

'To ensure that children and young people between the ages of 0 and 25 who have additional learning needs benefit from opportunities and gain experiences which have been planned effectively for them, so as to enable them to progress according to their ability.'

The results we seek to achieve through the Strategy include:

- a provision which places much more emphasis on early intervention, particularly in the early years, seeking to identify conditions at a very early stage in children's lives so that this can impact their education and their lives generally;
- increasing specialism in our schools by means of training programmes to develop further expertise;
- robust multi-agency collaborative arrangements leading to sharing information, and ensuring effective joint-planning for the education and development of children and young people needing additional support;
- offering a service which ensures high quality educational experiences;
- children and young people receiving additional help at an earlier stage, making educational progress at an appropriate pace, and contributing to the promotion of their independence;
- a learning environment of the highest possible quality for children with the most acute needs;
- ensuring an effective and efficient system.

4. The Rationale

The Gwynedd and Anglesey Additional Learning Needs and Inclusion Service provides a comprehensive integrated service across the educational locations in both counties in order to:

- promote the development of schools as inclusive locations;

- reduce the effect of ALN on outcomes for children and young people by improving skills and attainments;
- provide an appropriate high-quality education for children and young people with ALN;
- locate high-quality services locally;
- consider individual aspirations and needs, and that each child and young person is central to the service and intervention provided for him/her;
- ensure skills of the highest quality within the central workforce and schools' workforce so as to improve the full ownership and inclusion of ALN within the school of both counties;
- contribute to improving the quality of life and wellbeing by enriching the educational provision delivered;
- reduce the cohort of children needing additional intervention because of ALN by improving inclusion within the education provision;
- Strengthen links and accountability for ALN across all strata of the provision model.

5. Whole-school Action

Making provision for children who have additional learning needs is a priority for the whole community of every school in Gwynedd and Anglesey. The responsibility for meeting the additional learning needs of pupils fall not only on the co-ordinator, assistants and senior management team, the school community as a whole must plan and provide appropriately for them.

Before seeking additional help, every school should attempt various strategies which have been clearly highlighted within the criteria. Only after following these steps can a school receive additional external help.

6. Whole-school Expectations

Additional Learning Needs and Inclusion is a responsibility in every aspect and function within the school.

6.1 ALN and Inclusion Link Governor

The role of the ALN and Inclusion Link Governor is very valuable in providing support for the Headteacher and staff in developing a learning environment which promotes progress for children in relation to ALN and Inclusion.

6.2 Headteacher (ALN&I Contact Person at every school)

The leadership of the school's Headteacher (or member of the Senior Management Team) in the ALN and Inclusion field is essential in order to cascade the mind-set, ownership and communication surrounding ALN and Inclusion to the remainder of the school's staff.

6.3 School/Cluster ALN and Inclusion Co-ordinator

The School/Cluster ALN and Inclusion Co-ordinator has a key role within the school, with strategic input. He/she is accountable to the school's Governing Body and Headteacher, and receives further guidance from the ALN and Inclusion Area Quality Service.

6.4 Class/Subject Teachers

Every teacher recognises that they are responsible for responding to ALN and Inclusion. They are also key in terms of identifying new cases of ALN and Inclusion.

6.5 Assistants and Learning Facilitators

The work of assistants enhances the provision available across the school. Every assistant and learning facilitator, in each role within the school, is responsible for addressing the ALN and Inclusion of pupils.

6.6 Communicating with Homes/Parents' Partnership

Working with homes and ensuring parental collaboration are crucial for a successful relationship with any pupil.

7. The Integrated Team

The strategy is based on a skilled Integrated Team which includes specific teams of expertise according to condition/disorder and location. These teams advise and support schools and ensure consistency in providing individuals with appropriate interventions and support.

We focus more on language disorders, autism and behaviour support on the basis that these conditions require a more specialised intervention. There is a significant shift in the support for specific additional learning needs with more emphasis on schools to provide this provision themselves with the advisory support of the Integrated Team.

The Specialist Service has been divided into two sections, i.e.:

- the Additional Learning Needs Services
- the Inclusion Services.



8. Access to Services

Early and graduated intervention is essential to reduce pupils' difficulties later on in their school career. Therefore, the close relationship with community and education workers in the early year's sector needs to be strong. A referral system is in place whereby community health workers (e.g. Paediatrician, Health Visitor, Speech and Language Therapist) and early years educational institutions registered with the Authority as education providers (e.g. Cylchoedd Meithrin) can refer young children to the Early Years Forum. Children are referred in accordance with the Early Years Criteria, and the Individual Development Plan is used. This may lead to discussing the child within a specific field at the Area Forum (e.g. a child needing input from the Communication and Interaction Team).

9. Criteria

Clear criteria for Accessing and Leaving Services within the ALN and Inclusion field promote consistency across schools in relation to requirements and expectations. Specific Criteria exist within each area of need. When a pupil experiences difficulties across areas, reference must be made to the Criteria in those areas, but a decision is made based on a knowledge of the child/young person and of what the main difficulty is at any one time.

10. Using Person-centred approaches to create Individual Development Plans

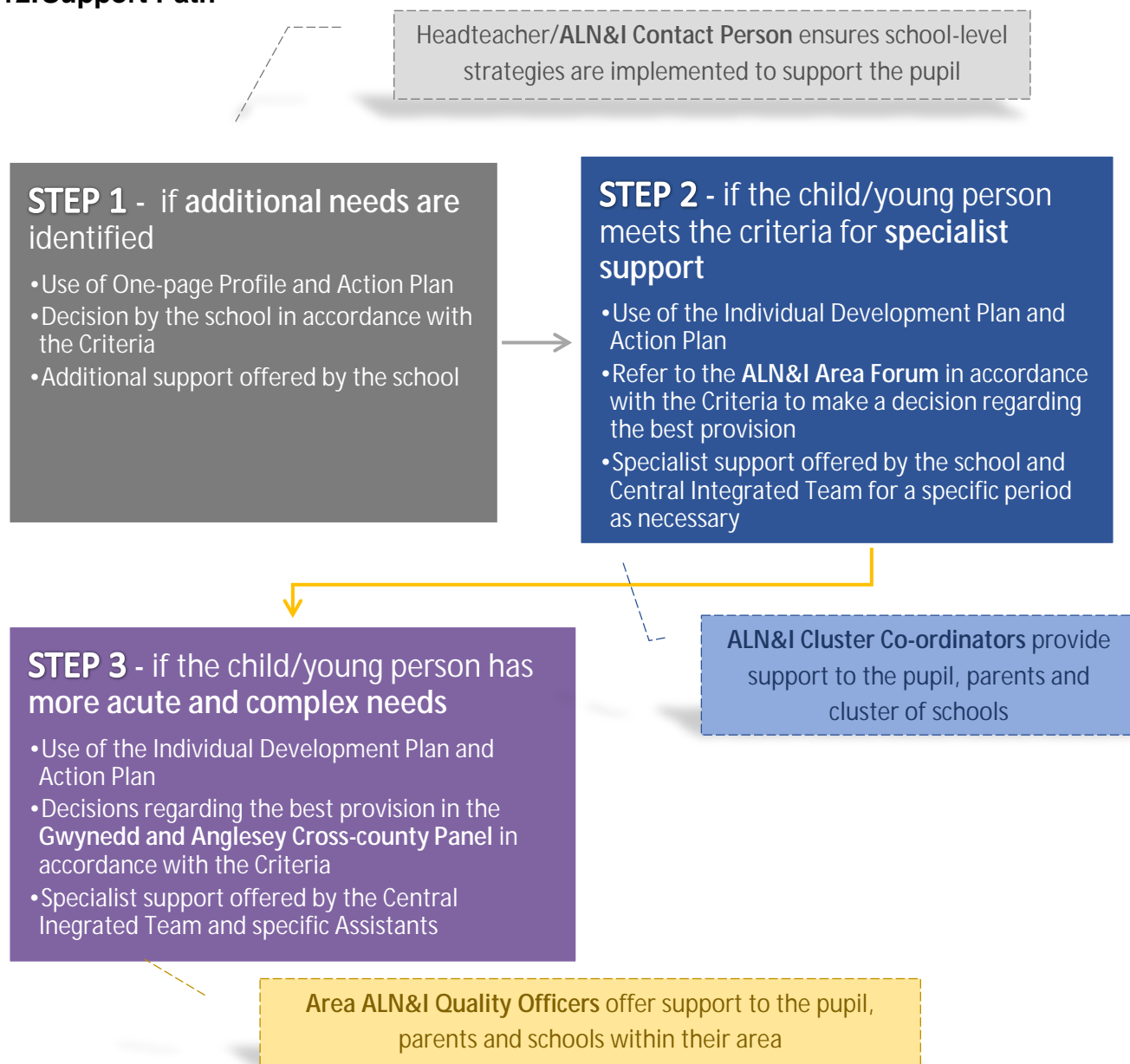
The Individual Development Plans (IDP), by adopting the new legislation, will replace SEN statements (Statutory) and non-statutory Individual Education Plans (IEP). Every child or young person with ALN has the right to receive the same statutory plan – namely the IDP.

11. ALN and Inclusion Forums, and Cross-county Panel (Moderation)

Most of the work of the Specialist Teams (other than aspects of the work of Educational Psychologists, ALN and Inclusion Quality Officers, and the Welfare and Counselling Service) is organised through ALN and Inclusion Forums as a starting point. Any school can request input into the Forum in accordance with the Criteria by using the child's Individual Development Plan. The ALN Area Forums meet every half term.

In the case of children with acute and complex needs, a discussion about those needs is initiated through a County Moderation Panel. The Forums and the Panel act in accordance with the LA's Criteria for accessing and leaving the service. A key part of the Forums' and Panels' role is to receive information about the way schools use the specialist services they receive, and whether they implement the recommendations proposed at classroom level.

12. Support Path



13. Governance

13.1 The Senior Management Team operates across both authorities and includes a **Senior Inclusion Manager** and **Senior Additional Learning Needs Manager** who are responsible for leading the proposed national developments (ALN legislation) as well as fully implementing the outcomes of the Gwynedd Council and Isle of Anglesey County Council ALN and Inclusion Strategic Review.

They are responsible for:

- managing and implementing a strategic vision in the Inclusion and Additional Learning Needs field in its entirety

- managing the Inclusion/Additional Learning Needs budget
- challenging schools in both fields, ensuring consistency and the highest standard of practice by the schools and central services
- regularly visiting schools as part of a proactive procedure and reporting on strengths and areas that need attention.

13.2 The **Inclusive Education Leader** is accountable for the day-to-day running and quality of the Behavior Support provision, from the early years to the end of Key Stage 4.

- Ensuring that the response is timely, strong, and consistent and meets the statutory requirements across the range.
- Controlling the work pattern of the four primary teams, the timetable of Package 25 pupils and collaborating with three secondary schools to ensure purposeful provision in KS3.

13.3 The **Senior Educational Psychologist** is accountable for the professional supervision of the team of Psychologists and for giving strategic guidance in the field. The Senior Psychologist will act as Psychologist for Special Schools and for Out-of-County Placements.

13.4 The **Area ALN&I Quality Officers** are responsible for ensuring that pupils respond to change in the ALN legislation by supporting and managing change.

- Ensuring that ALN quality is monitored within the school and reporting to the Education Officers/Senior Management when appropriate.
- Standardising and supporting the work of ALN Co-ordinators in terms of the use of ALN resources on a whole-school level.
- Supporting the pupils with the most severe needs within the mainstream.

6 – Impact Assessment on Equality [including effects on the Welsh Language]

The LEA and Inclusion Service complies with the current SEN Act and SEN Code of Practice.

The ALN and Inclusion Service provides a complete bilingual service.

7 – Financial Implications

The LEA and Inclusion Service provides a service within the agreed budget.

8 – Annexes

Appendix 1 - Business Plans and Priorities of the Inclusion and ALN Partnership

Appendix 2 - Summary Report on the Performance of the Inclusion and ALN Service

9 – Background Papers (please contact the Report's author for further information):

None

APPENDIX 1

Business Plans and Priorities of the Inclusion and ALN Partnership

1. Educational Psychology Service

The Educational Psychology Service collaborates with Gwynedd and Anglesey schools in order to facilitate a suitable and reasonable response for young people who experience additional learning difficulties, as part of the ALN Integrated Team, where these needs affect the individuals' access to the curriculum. They do this in order to:

- ensure the best possible educational outcomes for individuals aged between 0 and 19
- provide a high-quality service that is in-keeping with the standards of the Health and Care Professions Council (HCPC)
- work in an effective strategic manner to promote whole-school development in the way in which ALN and Inclusion is targeted.

The Service provides a range of services including:

- training on a school, regional and county level on subjects that are involved with interventions, methods of monitoring and assessing progress, methods of mapping whole-school provision and individual-centred planning
- close collaboration with ALN Quality Officers and ALN&I Co-ordinators within schools
- therapeutic intervention on group or individual level
- consultation with parents and key staff within the school at individual or group level to promote change and development
- input by the Designated Senior Educational Psychologist for the Integrated Service in all areas including strategic planning, training, and consultation within the field.
- Psychological and Strategic input within Area Forums.

Educational Psychology Service Business Plan Priorities and Outcomes:

<i>Ref.</i>	<i>Priorities</i>	<i>Outcome</i>
1	Develop the Team's capacity to report on effectiveness and efficiency in a quantifiable way	<ul style="list-style-type: none"> • That the Team can report back regularly on the type of work accomplished, the yardsticks used, and the efficiency of the work.
2	Develop a training strategy	<ul style="list-style-type: none"> • Information available to users. • Training planned and provided in a cohesive way. • Income generated.
3	Develop clarity regarding the Team's role and the service that can be provided, especially in the field of Inclusion and	<ul style="list-style-type: none"> • A positive impact on the outcomes achieved by vulnerable individuals in schools. • Co-operation on a strategic level with other services, and with agencies outside education, in compliance with the Gwynedd and Anglesey ALN Strategy.

APPENDIX 1

	behavioural/emotional needs	
4	Develop a fit-for-purpose Model for the Team's dissemination	<ul style="list-style-type: none">• Effective use of resources and specialisations within the Team.• The Team collaborating effectively within the Integrated Team.
5	That the Team provides a more appropriate service for the early years sector	<ul style="list-style-type: none">• Better results achieved for very young children who have ALN due to specialist early intervention.

2. Safeguarding Policy and Guidelines

The Safeguarding Officer acts as a point of contact for guidance, training and specialist advice in the field of child protection. They work closely with the Children Services to ensure that our pupils are safeguarded in full within the education system. They represent education at child protection meetings where an allegation has been made against a member of staff.

3. Training Strategy

It has to be ensured that the workforce of the Integrated Team includes specific expertise related to every field and that this expertise is updated regularly, ensuring that the correct evidence-based interventions are used. Every specialist team will plan a comprehensive Training Programme for the workforce and the parents under the guidance of the specific Senior Educational Psychologists.

4. Data and Electronic Systems

It is crucial that we are able to simplify methods of holding information electronically and in doing so reduce duplication. The system provides access to all the information about a pupil's ALN and Inclusion within a single electronic file.

5. The Administrative Team

As the Special Educational Needs Joint-committee (SENJC) has come to an end on 31 August 2017, the entire administrative provision has been restructured, changing the focus from administration of the statements system to supporting Individual Development Plans.

The service has a Data Development Officer; this enables the service to gauge the effect of interventions more effectively.

The Additional Learning Needs Service

6. Communication and Interaction Service

APPENDIX 1

The Communication and Interaction Service seeks to enrich language, communication and interaction skills and respond in a graduated way when difficulties in relation to Delay, Disorders or Autism impact development in these fields.

The team provides guidance and training for teachers and assistants in the classroom in order to ensure that the right strategies are being used.

Centres (part-time) are an integral part of the service, with a clear focus on increasing the pupils' skills as they return to the mainstream. There are five Specific Language Disorder Centres, and three Primary Centres and two Secondary Centres for Social Communication (for those with difficulties on the autistic spectrum).

There is a closer connection, and work targeted in a far more co-ordinated manner with the language therapists' service. The role of these therapists is specific for supporting the pupils who receive outreach input, and within the centres.

Communication and Interaction Service Business Plan Priorities and Outcomes:

	<i>Priorities</i>	<i>Outcome</i>
1	Define appropriate yardsticks to indicate the efficiency of the service	<ul style="list-style-type: none"> Co-operation with the LA in developing appropriate data systems. Plan the use of data gathered in the IDP to measure efficiency. Create/order other yardsticks as required. Prepare a questionnaire of parents'/schools' views.
2	Plan, and create specialist training on Autism/Language Disorders	<ul style="list-style-type: none"> Appropriate training provided for schools (entire staff). Record requests for training via the Forum. Trial use of the WLGA Training Pack in 10 schools across Gwynedd and Anglesey.
3	Early Years Work: Continue to develop a more effective partnership between nursery groups, nursery classes and ABC Units	<ul style="list-style-type: none"> Plan transfer of cases from the ABC Service to the Communication and Interaction Service in the Early Years Panel. Senior Assistants within the Service identify cases during the Summer Term to facilitate transfer into the mainstream. Co-operate with Flying Start to scrutinise future cases and share good practice.
4	Ensure better consistency of skills across the Service	<ul style="list-style-type: none"> Identify appropriate training in the ASD and Language Disorders fields (e.g. WLGA Training Pack). Have procedures in place to ensure that Team members share good practice. Make arrangements to shadow SALT and receive training from them on their role.

APPENDIX 1

5	Continue to improve access into and out of the Service	<ul style="list-style-type: none">· Further evolve the Forum – develop Area Forums in collaboration with other services (e.g. the Behaviour Support Service).· Establish new parts of the service in accordance with the development of the ALN&I Strategy.· Bring use of the IDP into the Forum as an admission form instead of the interim referral form.· Ensure use of Criteria for accessing and leaving the service.· Improve parents' contact and opinions within the Forum by ensuring that they have provided input into the IDP.
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7. Specific Learning Needs Service

The Specific Learning Needs Service refers specifically to:

- significant difficulties in literacy and/or numeracy skills development over a period of time. This refers to difficulties which are outside the average range for the child's age.
- In some cases, these literacy difficulties are described as Dyslexia in accordance with the definition of the British Psychological Society.

Some pupils have significant developmental difficulties with fine and gross motor skills, and co-ordination. This is described as Developmental Co-ordination Disorder or Dyspraxia in some cases.

The Specific Learning Needs Service seeks to enrich literacy and numeracy skills and respond in a graduated way when difficulties impair development in these fields. This is done by adapting working models to target in a more inclusive manner.

The team:

- places a clear focus on developing whole-school skills for variety in learning methods
- makes sure that the learning environment is as friendly as possible towards Specific Learning Difficulties
- ensures that clear processes and approaches exist to identify specific and non-specific difficulties in a timely manner
- ensures that the parents are a key part of any intervention offered.

8. Sensory Impairment Service

The Sensory Impairment Service ensures that visually-impaired and hearing-impaired children and young people have full access to the curriculum and the learning environment in order to reduce the effect of the impairment on the holistic and academic progress of the pupils.

The team:

APPENDIX 1

- provides a structured service which meets the needs of sensory-impaired pupils aged between 0 and 19 in early years provision, primary schools, secondary schools and special schools, ensuring that they reach their full potential
- offers a variety of suitable support, provision and resources to meet the individual needs, which are in-keeping with the requirements of the National Sensory Impairment Partnership (NatSIP).

Visual Impairment Service Business Plan Priorities and Outcomes:

<i>Ref.</i>	<i>Priorities</i>	<i>Outcome</i>
1	Define appropriate yardsticks to indicate the efficiency of the service	<ul style="list-style-type: none"> • The team able to report on the children's progress and the effectiveness of the service, planning use of the team's resources effectively. • The team able to track and prioritise equipment for relevant individuals.
2	Plan, and create Visual Impairment specialist training for schools' staff	<ul style="list-style-type: none"> • Contribute towards the integrated team's training programme provision. • Improve skills, share information, raise standards.
3	Further Development: Early Years Work	<ul style="list-style-type: none"> • Achieve better results for very young children with a Visual Impairment, due to specialist early intervention.
4	Continue to improve access into and out of the Service	<ul style="list-style-type: none"> • The Service reaches the correct cases. • Facilitate use of criteria for accessing and leaving. • Forum's decisions clear and correspond to criteria for accessing and leaving. • Use of technology promotes independence, develops skills and raises pupils' standards.

Hearing Impairment Service Business Plan Priorities and Outcomes:

<i>Ref.</i>	<i>Priorities</i>	<i>Outcome</i>
1	Define appropriate yardsticks to indicate the efficiency of the service.	<ul style="list-style-type: none"> • The team able to report on the children's progress and service's effectiveness, planning use of the team's resources effectively.
2	Plan, and create Hearing Impairment specialist training for schools' staff	<ul style="list-style-type: none"> • Contribute towards the integrated team's training programme provision. • Improve skills, share information, raise standards.
3	Further Development: Early Years Work	<ul style="list-style-type: none"> • Achieve better results for very young children with a Hearing Impairment, due to specialist early intervention.
4	Continue to improve access into and out of the Service	<ul style="list-style-type: none"> • The Service reaches the correct cases.

APPENDIX 1

	<ul style="list-style-type: none"> Facilitate use of criteria for accessing and leaving. Forum's decisions clear and correspond to criteria for accessing and leaving.
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9. Medical and Physical Service

The Medical and Physical Service facilitates a suitable and reasonable response for children and young people who experience medical and/or physical difficulties, where these needs significantly affect the individuals' access to the curriculum.

The team provides:

- specialist guidance for schools on how to address medical needs within a school environment
- guidance on adapting the curriculum, co-ordinating information and developing inclusive attitudes
- risk assessments in the fields of manual handling and challenging behaviour, in co-operation with the Educational Psychology team and specialist teachers.

Medical and Physical Service Business Plan Priorities and Outcomes:

<i>Ref.</i>	<i>Priorities</i>	<i>Outcome</i>
1	Define appropriate yardsticks to indicate the efficiency of the service	<ul style="list-style-type: none"> The team able to report on the children's progress and effectiveness of the service, planning use of the team's resources effectively.
2	Plan, and prepare specialist training in Physical/Medical Needs for schools' staff	<ul style="list-style-type: none"> Contribute towards the integrated team's training programme provision. Improve skills, share information, raise standards. Schools able to take greater responsibility for medical needs.
3	Further Development: Early Years Work	<ul style="list-style-type: none"> Achieve better results for very young children who have medical/physical needs, due to specialist early intervention.
4	Continue to improve access into and out of the Service	<ul style="list-style-type: none"> The Service reaches the correct cases. Facilitate use of criteria for accessing and leaving. Forum's decisions clear and correspond to criteria for accessing and leaving.

APPENDIX 1

The Inclusion Services

10. Behaviour Support Service

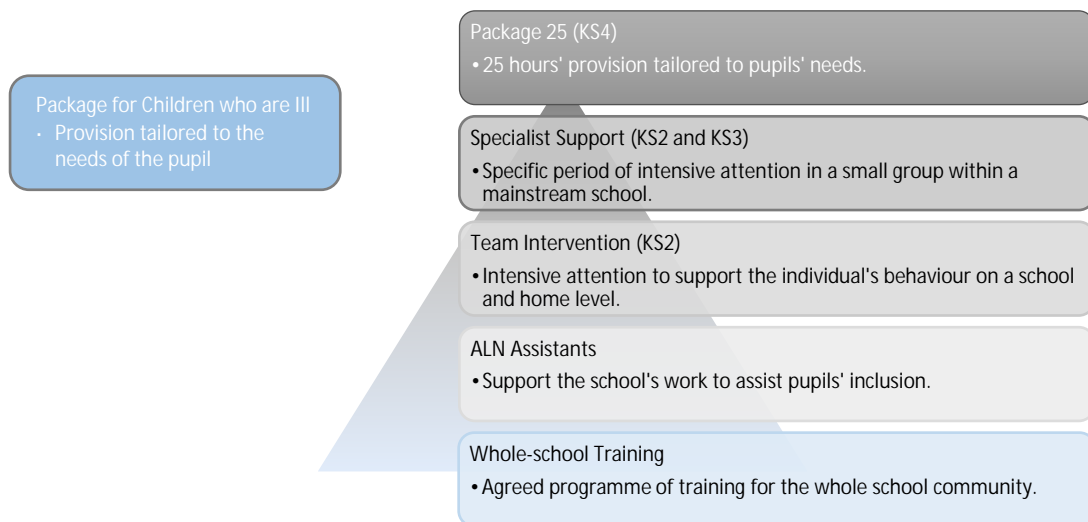
The Behaviour Support Service seeks a positive change in the behaviour of young people who experience behavioural, emotional and social development difficulties. The aim is to improve behaviour and reduce the risk of exclusion from school.

The Home Education Service for Children who are Ill works with families and mainstream schools to support young people who have complex medical conditions to reach their full potential. The aim is to offer timely and effective support in order to overcome any problems which could arise due to long-term illness.

The team:

- makes sure that the schools' ethos ensures the schools' ownership of these young people who have behavioural, emotional and social needs
- ensures that every teacher in every school receives appropriate training which will lead to teachers who are confident when working with young people who have behavioural, emotional and social needs
- ensures expert guidance to enable schools to tailor specialist interventions within the school's resources
- ensures a high quality local specialist provision for the young people with the most severe behavioural and emotional needs.

Overview of the Behaviour Support Provision



Behaviour Support Service Business Plan Priorities and Outcomes:

APPENDIX 1

<i>Ref</i>	<i>Early Intervention Team Priorities and the KS2 and KS3 provision</i>	<i>Outcome</i>
1	Establish a robust and fit-for-purpose self-evaluation system against Estyn standards	<ul style="list-style-type: none"> Identify development priorities within the Business Plan for 2018-19.
2	Ensure appropriate provision for KS2 and KS3 pupils	<ul style="list-style-type: none"> Ensure that every learner makes progress against the admission baseline and that relevant learners' targets comply with the national yardsticks. Sustaining motivation increases the attendance %.
3	Establish robust tracking, monitoring and reporting systems within the service	<ul style="list-style-type: none"> Relevant learners' targets comply with the national yardsticks. All learners meet the admission baseline.
4	Improve the quality of learning and teaching across the provision	<ul style="list-style-type: none"> The majority of lessons good or better. All learners meet the admission baseline.

11. Education Welfare Service

The Education Welfare Service provides high quality professional assistance for children, young people, families and schools in order for children and young people to benefit from the educational provision provided for them. The aim is to improve attendance and in doing so the educational achievement of our young people.

The team:

- investigates the reasons for absence from school
- offers information and guidelines
- provides advice for families on other specialist support services and refers to appropriate services as required
- warns, fines and prosecutes in accordance with the agreed procedure.

Education Welfare Service Business Plan Priorities and Outcomes:

<i>Ref.</i>	<i>Priorities</i>	<i>Outcome</i>
1	Primary School Attendance: <ul style="list-style-type: none"> Maintain the attendance % in Gwynedd primary schools. Improve the attendance % on Anglesey. 	<ul style="list-style-type: none"> Primary Target: Gwynedd and Anglesey: All schools to be in quartile 1 and 2. All schools receive current data on a monthly basis. The response process to absences consistent across Gwynedd and Anglesey. AEO/CA receive current data.

APPENDIX 1

2	<p>Secondary School Attendance:</p> <ul style="list-style-type: none"> · Maintain the attendance % in Gwynedd secondary schools. · Improve the attendance % on Anglesey. 	<ul style="list-style-type: none"> · Secondary Target: Gwynedd and Anglesey: · All schools to be in quartile 1 and 2. · All schools receive current data on a monthly basis. · The response process to absences consistent across Gwynedd and Anglesey. · AEO/CA receive current data.
3	<p>Target attendance in the following schools: Gwynedd: Anglesey:</p>	<ul style="list-style-type: none"> · A reduction in the schools in quartile 3 and 4. · The response process to absences consistent across Gwynedd and Anglesey. · AEO/CA receive current data.
4	<p>Establish a new system within Special Schools.</p>	<ul style="list-style-type: none"> · An improvement in attendance at special schools. · All schools receive current data on a monthly basis. · The response process to absences consistent across Gwynedd and Anglesey. · AEO/CA receive current data.

12. Safeguarding Service

The Senior Safeguarding Children Officer is available to provide advice and guidance on child protection and safeguarding issues as regards pupils and staff and complex cases.

Child protection Level 2 training is held for designated persons, designated governors and chairpersons to ensure that they are aware of signs of abuse and can appropriately respond to cases of FGM, forced marriage, sexual exploitation, modern slavery, radicalisation, etc.

Those who have received Level 2 will receive a Level 1 pack to cascade with staff.

Training packs will be annually adapted to reflect changes in the field.

The Senior Safeguarding Children Officer will complete regular audits in the field and discuss implementation methods to improve practice across both counties.

In September 2017, a 'Safeguarding Pack' was distributed to Gwynedd and Anglesey schools. The pack contains several elements:

- The child protection process
- Templates for meetings and reports
- Safeguarding Policies
- Estyn requirements.

13. Counselling Service

The Counselling Service is an independent service that works with schools in Gwynedd and Anglesey to support young people who have social and emotional problems to achieve their

APPENDIX 1

full potential. The aim is to provide support for these young people's complex emotional needs and thus improve their educational attainment.

The team offers the following:

- A regular place and time to talk about and discuss their concerns or difficulties.
- Help for young people to discuss their feelings and look at how perhaps they wish things to be different, through talking and using various counselling models.
- Involvement with developmental matters, problem solving, improving relationships, making choices, coping with changes, nurturing insight and understanding, growing as an individual.
- Support and assistance for our children and young people, through providing qualified trained counsellors who work within the code of ethics and recognised code of practice of the British Association for Counselling and Psychotherapy.

Counselling Service Business Plan Priorities and Outcomes:

<i>Ref</i>	<i>Priorities</i>	<i>Outcome</i>
1	Develop the service model to fully utilise available resources and try to reduce waiting lists	<ul style="list-style-type: none"> • Gain timely and appropriate access to the service. • Fully utilise the available resources.
2	Provide training for and develop team members to maintain the service's quality and professionalism	<ul style="list-style-type: none"> • Maintain the service's quality and professionalism. • Ensure that staff possess a high level of skills.
3	Raise the service's profile and information about the counselling field	<ul style="list-style-type: none"> • Share information and collaborate with partners.
4	Review service processes to facilitate the process of reporting to the Welsh Government and to make better use of data to monitor and share information	<ul style="list-style-type: none"> • Facilitate the process of reporting to the Government and monitoring.

14. English as an Additional Language Service

The English as an Additional Language (EAL) Service supports children and young people for whom English is an additional language to achieve their full potential. The aim is to provide prompt and effective support for Gwynedd and Anglesey schools to surmount any problem that may arise due to Welsh and/or English not being the pupil's first language.

The team:

- responds promptly and consistently to schools' requests for support
- provides the most appropriate support for pupils
- conducts initial assessments on 'newcomers' in primary and secondary schools

APPENDIX 1

- establishes positive links with families
- presents a range of sustainable strategies to support pupils
- supports teachers to differentiate for EAL pupils including joint learning and modelling good practices
- raises awareness of equality, culture, language and diversity issues in schools
- makes referrals to appropriate services as required.

English as an Additional Language Service Business Plan Priorities and Outcomes:

<i>Ref</i>	<i>Priorities</i>	<i>Outcome</i>
1	Establish an Admissions Forum for the Service	<ul style="list-style-type: none"> · Consistent implementation across both counties. · Clear criteria in place. · Improve EAL learners' performance.
2	Establish new arrangements to support schools through the specialist teachers and assistants	<ul style="list-style-type: none"> · Consistent implementation across both counties. · Clear expectations regarding the service and the schools. · Improve EAL learners' performance.
3	Prepare and implement a training scheme for schools in Gwynedd and Anglesey	<ul style="list-style-type: none"> · Over time, a reduction in the number of referrals to the Forum.

APPENDIX 2

Summary Report on the Performance of the Inclusion and ALN Service

Summary Report on the Performance of the Inclusion Service

1. Attendance

The attendance figures reported in 2016-17 are positive, with Gwynedd and Anglesey performing above the Wales average in most indicators. The attendance percentage of Anglesey Primary Schools is below the national mean of 0.1%. There is only a 1.3% difference between lowest and highest absence in the primary sector with a 2.2% difference in the secondary sector.

	Primary %	National Position	Secondary %	National Position
Gwynedd	95.3	3	95.2	1
Anglesey	94.8	10	94.6	5

The service has focused on standardising practice and exchanging good practice.

The procedure of identifying schools that need additional support has commenced and joint-visits are going ahead.

The service continues to prosecute parents on the basis of children's lack of attendance, and numbers are increasing. However, there has been a general reduction in the use of Fixed Penalty Notices.

Attendance data is available through ONE. Data is set against quartiles and is used to target support.

Aspects that have worked

- Data is used to highlight schools that require attention and highlight the service's work priorities.
- Prosecution takes place much earlier than usual. Families in the primary sector are prosecuted, using the Anglesey pattern.
- Pairing officers from different areas has led to sharing good practices.
- The service's capacity has been shared during periods of leave.

Aspects that require attention

- A lack of clarity in terms of the service's role has led to a lack of capacity.
- Schools' expectations of the service are variable.
- There is a lack of clarity to the staffing investment on Anglesey.
- The workload of Anglesey and Arfon appears unequal.

Priorities for 2018-19

APPENDIX 2

- Agree on a staffing structure for the future.
- Review the Primary and Secondary Self-evaluation system.
- Define the role of welfare officers much more clearly for the team and for schools.

The table below reflects recent research into the Welfare Officer to Children ratio in every authority.

	Staff Total	Pupil Population	No. of Children to EWOs
Anglesey	5.1	9,699	1902
Caerphilly	13	28,419	2186
Swansea	15	35,809	2387
Torfaen	6	15,017	2503
Gwynedd	6.2	17,061	2752
Flint	8	23,554	2944
Denbigh	5	15,660	3132
Conwy	5	15,870	3174
Vale of Glamorgan	5.5	22,381	4069
Cardiff	39.8	54,129	1360

2. Elective Home Education

The numbers choosing to educate their children at home are increasing nationally and, to a lesser extent, for us as authorities. The service has reviewed procedures in response to new national guidelines. Every application is now processed through the Education Welfare Service with an electronic register in ONE.

The data shown below is based on information in ONE.

Gwynedd Total Numbers	49
Gwynedd New since September 2017	6
Anglesey Total Numbers	39
Anglesey New since September 2017	17

The charity 'Rhwyd Arall' supports parents where uncertainty or a lack of understanding surround the implications of home education. 'Rhwyd Arall' was established following close collaboration with the Inclusion section over the last two years.

The welfare service will visit parents that have agreed to annual visits. We will also arrange to meet parents who have chosen home education during the Summer term, once in each area.

There is a questionnaire for every parent at the start of the process where they are asked if they felt pressure from the school to educate their children at home. Thus far there hasn't been a negative response to this question.

APPENDIX 2

Priorities 18/19

- Support groups for parents that choose to educate their children at home. (This is good practice in Anglesey)
- Continue to pay attention to harvesting and ensuring integrity of data
- Regularly report on progress to education management teams

3. Home Education for Children who are Unwell

There are 25 pupils being educated at home due to illness. The area distribution is shown below.

		%
Arfon	9	36%
Meirion	6	24%
Dwyfor	3	12%
Anglesey	7	28%
	25	

This number is substantially lower than the figure for the same time last year where 36 pupils were reported as being home educated in Gwynedd alone. The reduction is due to a much stricter moderation in access to the service, and a change in CAMHS policy that favours supporting pupils back into education.

The majority of hours for these pupils are provided by Package 25 officers. However, the service pays for supply teachers in situations where it isn't practical to have an officer visit the pupil in a timely manner.

4. EOTAS

EOTAS figures for 17/18 in both authorities are likely to be lower than the national average. In Gwynedd, there are 37 pupils on this register, compared to 38 in the previous year. In Anglesey, there are 29 pupils on the register, compared to 40 in the previous year. Although it is difficult to be specific, we anticipate that this will be approximately 2.2 of every thousand children in Gwynedd and 2.5 of every thousand children in Anglesey, which is substantially lower than the national average of 3 in every thousand children.

Although we were able to reduce the list substantially, we did have to make use of an additional resource to handle pupils that were not in education since some time in Anglesey. Most of those that were on the summer term list have been able to return to school or are within Package 25 provision, however there are 14 receiving home education from Package 25 Officers, home tutors or a combination of both.

With over half of these pupils in year 11, we foresee that we will be able to cope with the rest using the available resources from September 2018 on.

The pupils have access to a wide range of subject through the referral unit. However, the nature of the children's needs mean that they are given a limited choice of subjects.

Priorities 18/19

APPENDIX 2

- Close the “Anglesey Legacy” list and provide education to these pupils through Package 25 Officers only
- Ensure that every pupil is given access to a wide range of provisions

5. Managed Moves / Transfers

The managed move policy has been revised and discussed in the strategy groups. By now there is a definitive clause regarding transferring allocation per head and funding will follow the child if the new location is a success.

As well as a managed move policy, the service has formed a transfer per head allocation policy that has challenges regarding inclusion. Both policies were discussed and accepted in the secondary strategy groups.

Both policies will support ensuring that pupils transfer promptly from one school to another and ensure that Managed Moves is favoured as the way to move pupils where there are inclusion issues.

6. Safeguarding

The Safeguarding Officer has been working in Gwynedd and Anglesey schools since October 2017.

The officer's calendar shows that they are operating in Anglesey 3 of every 5 days, although it is important to note that they are not physically on Anglesey for the equivalent of 3 days in every week. A high number of safeguarding visits are held on Anglesey, 15 compared to only 2 in Gwynedd.

Anglesey arranges visits before every Estyn visit to a school.

The visits are reducing the capacity of the officer to train and offer timely support to schools.

What has worked

- Providing level 1 & 2 training
- Introducing the Safeguarding Package
- Provide specialist and timely support to schools
- Represent both department in investigation meetings

What needs attention

- Lack of balance in time between Gwynedd and Anglesey.
- Lack of capacity to complete administrative work
- Quality of school visit reports
- Lack of clarity regarding safeguarding responsibilities

Priorities 18/19

- Agree on work programme
- Revise the Primary and Secondary Self-assessment procedure

APPENDIX 2

7. ACE Training

With sponsorship from Families First and children's services in Gwynedd and Anglesey, schools were given a special opportunity to receive training on ACEs. Training on ACEs (Adverse Childhood Experiences), is an interesting scheme highlighting the long term effects of experiences early in the lives of children.

ACEs are something that the government is keen for schools to cultivate an understanding of in all staff as it matches the focus on welfare in the new curriculum.

The training was jointly planned so that schools:

- encourage understanding of ACEs
- are able to offer whole school training in the subject (no more than 30 minutes)

Mr Andrew Bennett (independent trainer) provided the course. Andrew had already worked with a wide range of services in Anglesey and in order to provide continuity he was asked to provide the training in schools.

13 schools on Anglesey and 36 schools in Gwynedd were able to take up the opportunity. Feedback on the training was positive.

8. Children in Care

The service has harmonized the CIC grant this year for Gwynedd and Anglesey. As part of the local plans, every Secondary School has started the Schools that Nurture scheme, whilst six primary schools (three in each authority) have received a grant to establish new Nursery Groups. Questionnaires have also been distributed through children's services to over 45 children (30 Gwynedd /15 Anglesey).

As part of the scheme we authorized spending of £35,000 on additional individual provision for children in care with £23,000 agreed in Gwynedd and £12,000 in Anglesey. Schools have invested in a wide range of non-statutory provision.

The behaviour forum reports that 40% of referred pupils are children in care, compared to 15% in Gwynedd.

What has worked

- Strategic parenting schemes
- Used the full funding
- Strategic working relationship with GwE

What needs attention

- Lack of input from education liaison officers

APPENDIX 2

- Responsibility for CIC standard of education
- Lack of practical contact point for both authorities with GwE

Priorities 18/19

- Revise the CIC Education Liaison Officer
- Revise the strategic use of CIC grant to behaviour.

For the next financial year, recommend that responsibility for this grant is returned to individual authorities, but that we continue with the Nurture scheme.

9. English as an Additional Language

The service has provided 2 entry forums, this is the first time this service has been given priority since establishing the service. The service supports 21 different languages.

138 pupils were referred to the two forums. The area distribution is shown below.

	Number	%	Primary	% Primary	Secondary	% Secondary
Arfon	100	72%	57	57%	43	43%
Dwyfor	14	10%	10	71%	4	29%
Anglesey	20	14%	13	65%	7	35%
Meirion	4	3%	1	25%	3	75%

Most of the service is provided in Arfon (72%). The primary sector claims 59% of the service in total.

Service is provided to 19 schools. Only 5 of these are Secondary Schools.

The service has highlighted clear intervention packages that are available to every school.

An A to D scale is used to measure progress. We will report in detail on progress percentages in the summer forum.

What has worked

- Establish a clear forum order for receiving referrals.
- Highlight work packages / support the service can provide.

What needs attention

- Some schools not aware of the service and so don't refer.
- Lack of opportunities for training in schools.
- Lack of financial certainty.

Priorities 18/19

APPENDIX 2

- Revise the need for the service
- Look into alternative models of provision.
- Ensure sustainable funding for the future

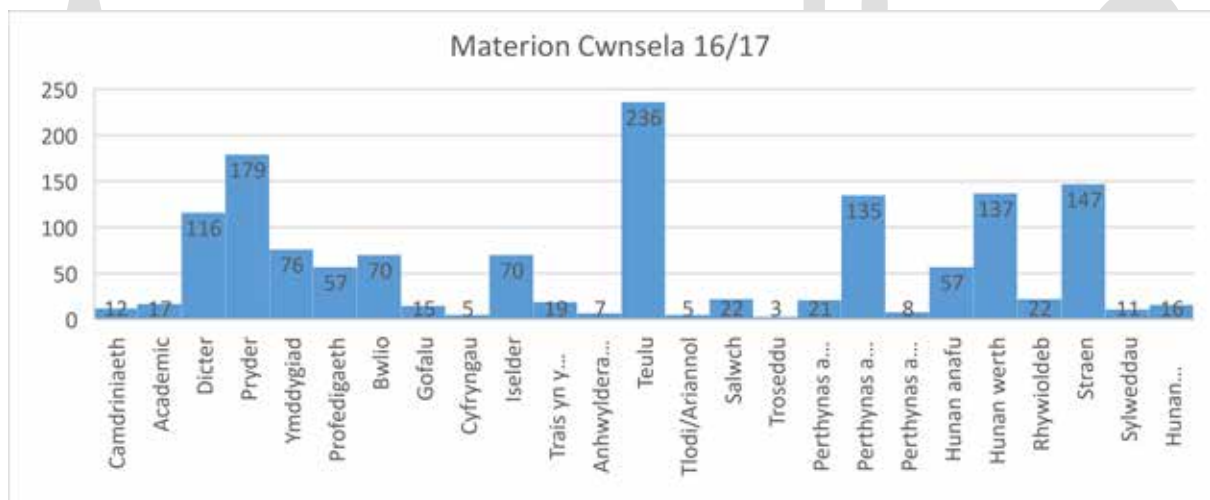
10. Counselling

The counselling service supports 376 pupils in the Secondary sector.

The number of primary referrals continues to rise with 18 new referrals this year.

This is a confidential service, however data is collected on the types of issues young people discuss during the sessions. A scale is used to measure the effect of the service. This is reported on annually.

		%
Arfon	153	41%
Dwyfor	74	20%
Meirion	47	13%
Anglesey	102	27%
	376	



The service has a waiting list of close to 100 at present, and this is a cause for concern.

We will look at a moderation model for the service, with the procedure in Conwy used as a model we will scrutinize amongst many others.

What has worked

- The counselling team feel they are a part of the inclusion service.
- Schools regularly refer to the service and do so correctly
- Primary schools have started referring correctly.

What needs attention

- Waiting lists in most schools
- Lack of prioritization of cases

APPENDIX 2

- Lack of link up with CAMHS Service

Data Disclosure Event

During this term, the service was responsible for accidentally releasing confidential data to a member of the public. The case has been referred on to the Information Commissioner and the member of staff has been disciplined.

11. Behaviour

Early Intervention

The primary behaviour forum discusses children's behavioural needs every term. The behaviour forum has been active for two years in Gwynedd. We have only held two behaviour forums in Anglesey thus far, with the most recent two weeks ago.

The purpose of the forum is to discuss the early intervention team's response, and ensure that the provision provided is actioned and effective.

The team is able to offer a wide range of packages through the specialist teachers, advanced outreach surgeries, a psychology team and a wide range of other agencies including children's services, Gyda'n Gilydd and Team Around the Family.

The Quality Officers respond to concerns regarding a lack of response from individual schools or lack of standards in the available provision.

The number of pupils that are at risk for the behaviour forum are highlighted below.

		%
Arfon	149	52%
Meirion	47	16%
Dwyfor	54	19%
Anglesey	37	13%
	287	

Recent appointments have ensured an adequate staffing level for the early intervention teams for both authorities. There is now a Specialist Teacher and Senior Outreach Assistant in Anglesey, although the Teacher has been off sick for the first term.

The Senior Intervention Teacher has provided supervision / supply for the period of illness.

Over 40% of pupils referred to the behaviour forum in Anglesey are children in care.

12. MAPA

The early intervention team has trained 101 staff in MAPA, basic training in controlling real or possible aggressive behaviour. This training is acknowledged as suitable training before needing to restrain. 65 staff in Gwynedd schools and 36 staff in Anglesey have been able to take up the training.

APPENDIX 2

6 of the team are now trained to be trainers. Training is available through the behaviour forum.

The reasonable force policy has been adapted in response to the training and this will be shared with schools in Gwynedd and Anglesey before the end of the term through the policies hub.

13. CA2/3 Centres (Llechan Lân)

CA2/3 and Package 25 provision was registered as a portfolio of referral unit in December 2017. The provision will be revised within 18 months.

The centre in Tŷ'r Ysgol Moelwyn has been open since January 2018. The Holyhead and Penygroes centres will open after Easter.

Staff have received thorough training, with specific attention to the following areas.

There are 4 pupils in Tŷ'r Ysgol y Moelwyn with 2 to begin in the other two centres after Easter.

Each pupil has been observed in the mainstream provision before moving to the centre. Specific plans will be in place for returning to school when the pupils are ready.

What has worked

- The service has standard specific locations that mean the provision for at risk learners in Gwynedd and Anglesey has improved substantially.
- Pupil referral/entry, revision and progress tracking system are in place
- Pupil attendance percentage (UCD) is 100% and engagement data suggests a significant improvement.
- Pupils state that they feel happy, safe and are making progress.
- Staff have been appointed and each has a job description, and has completed an initial training programme, meaning they are much more confident in their work.
- Referral procedure follows recommendation of the behaviour forum ensuring order and accountability in the entry process
- Baseline measurement procedure for pupil achievement is in place in order to track progress.

What needs attention

- Ensure that every school and community are aware of the referral/entry procedures/processes.
- Further empowerment to the baseline measure and learner progress
- Procedures to reintegrate pupils to the mainstream.
- Appoint long term staff when the Brynffynnon inquiry is terminated
- Quality monitor visits (learner lessons and work)

Priorities 18/19

- Ensure the Estyn provision is ready
- Ensure Self Appraisal is complete by the end of the academic year
- Ensure each pupil achieves his or her potential.

APPENDIX 2

14. Package 25

P25 has been active in both counties since September 2018, with an increasing number referred from schools for this education package. There are 54 pupils on the current list, with 20 in Anglesey and 34 in Gwynedd. There are 13 pupils on this package due to illness.

P25 staff offer a provision that is tailored for the individual pupil, with a high number, nearly all, studying core subjects and various other suitable qualifications.

Staff are confident in their work and have undertaken a specific training programme in order to further improve the provision in various 'pop up' centres across both counties.

Despite success in the provision, it is important to note that it is under considerable strain. The numbers this year have been high, and as a result it has not been possible to offer the necessary statutory 25 hours in each case.

In response to this, we have offered to designate a maximum number of learners the service is able to provide for. If demand was higher than this number, additional staff would be needed with the cost coming from the schools budget in the following year. We will need to consult with schools on this.

What has worked

- Safety procedures and clear and understandable processes are recognised for each centre
- Pupils feel happy and safe
- Number of specific exclusions are very low (6 days only)
- Attendance percentage shows progress against previous data for learners in both counties.
- Clear entry and referral process in place with improves understanding of what is offered.

What needs attention

- High numbers make it difficult to satisfy needs of every pupil
- Further empowerment to the baseline measure and learner progress
- Appoint long term staff and ensure further training programme
- Quality monitor visits (learner lessons and work)

Priorities 18/19

- Ensure the Estyn provision is ready
- Ensure Self Appraisal is complete by the end of the academic year
- Ensure budget allows the service to satisfy the needs of an increasing number of learners (staffing levels)
- Ensure each pupil achieves his or her potential.

15. Exclusions

42.1 Secondary

APPENDIX 2

Level of specific exclusions compares favourably with the previous year.

	Specific Exclusions 17/18	Specific Exclusions 16/17
Gwynedd	72	156
Anglesey	24	

During the academic year there has only been 1 permanent exclusion recorded in Gwynedd with Anglesey reporting 0 permanent exclusions.

42.2 Primary

Level of specific exclusions is a little higher than the previous year.

	Specific Exclusions 17/18	Specific Exclusions 16/17
Gwynedd	35	93
Anglesey	7	

No permanent exclusions recorded in primary schools in Gwynedd and Anglesey. However, it is important to note that 3 schools in the Bangor area have begun the process, but ended it when the parent chose to move their child.

There is substantial work in order to reduce the numbers of permanent exclusions. The service is put in a difficult position where it has to consider the statistical effect of exclusion against the view of the Headteacher, wishes of parents and most importantly the welfare of the pupil.

What has worked

- Establishing an electronic procedure to collect data on exclusions
- Primary behaviour forum focussing on action before exclusion
- Timely reaction in the service has reduced the number of permanent exclusions significantly

What needs attention

- Lack of continuity between schools excluding specifically or permanently

Priorities 18/19

- Consult and introduce guidance for schools on when it is reasonable to exclude
- Research into the authority's powers where schools are excluding without good reason
- Review permanent and specific exclusion targets to be realistic

16. Nurture Principles

APPENDIX 2

The inclusion service has established a partnership with the Nurture Group Network. This means that we are living Nurture values in every aspect of our work, including school action, early intervention team, school provisions, CA2/3 centres and Package 25.

As part of this partnership, we have prioritised the Children in Care scheme funds this year in order to establish more Nurture groups and to ensure that every secondary school develops to be Schools that Nurture.

In order to ensure this innovative scheme continues, we have established a management subgroup for Nurture that includes representation from the schools and the Nurture Network. The Senior Inclusion Psychologist is coordinating the scheme, ensuring that the schools reach their target of being schools that nurture.

Priorities 18/19

- Establish a long term nurture scheme that is sustainable without the children in care grant
- Ensure Self Appraisal is complete by the end of the academic year

17. Report on Performance of the Additional Learning Needs Service

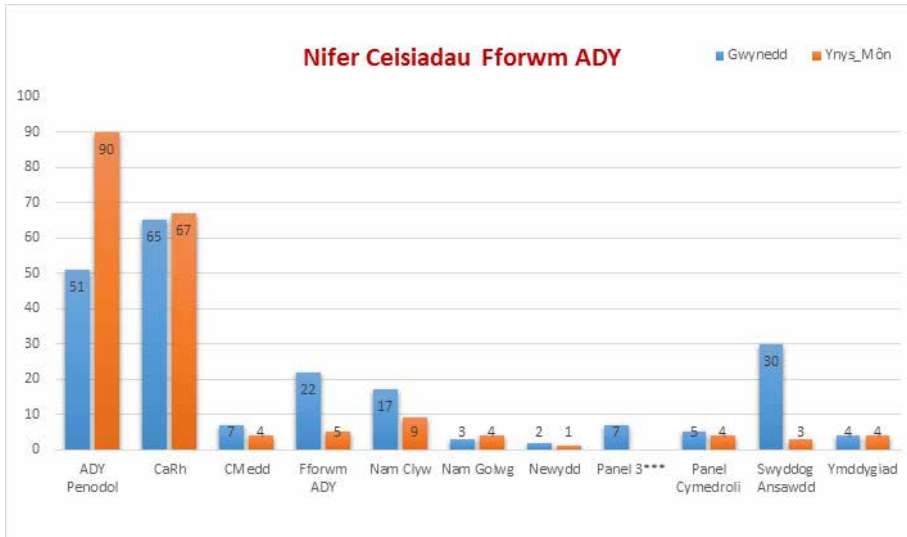
The Service has been active since September 2017, and has by now held 2 ALN Forums.

From the table below, we can see that the Service has offered provision to 353 pupils in Anglesey and Gwynedd. This has proved challenging to some Services, although comparing with the November and February Forum Table, we can see that there is a reduction in the number of applications to the Forum. One concern from Margaret Davies, Estyn was that the Services would be overwhelmed with applications, but we can see that this isn't currently happening.

(See individual report for each service)

ALN Forums

APPENDIX 2



November Forum

Service	Gwynedd	Anglesey	Total
Specific ALN	43	79	122
Communication and Interaction	54	59	113
Physical/Medical	6	4	10
Hearing Impairment	10	6	16
Sight Impairment	0	1	1
New	2	0	2
3*** Panel	7	0	7
Moderation Panel	5	4	9
Quality Officer	24	2	26
Behaviour	4	2	6
County total	155	157	312

APPENDIX 2

February Forum

Services	Gwynedd	Anglesey	Total
Specific ALN	8	11	19
Communication and Interaction	9	8	17
Physical/Medical	1	0	1
Sight Impairment	1	0	1
New	0	1	1
Quality Officer	6	1	7
Behaviour	0	2	2
County total	25	23	48

17.0 Main Priority for the Service

17.1 Measure

Under the leadership of the Chief Psychologist, it was decided that the Services would all use the TOMS measure, alongside specialist testing. Training has been provided and this measure will be used from hereon in.

17.2 Training

The ALN Service is setting out to map training that each Service could offer to schools.

17.3 Grading

On 21/3/18 a workshop will establish criteria for grading schools by the Service, and this will feed into an ALN Grading Summary led by Quality Officers.

17.4 PLASC

Quality Officers prioritize training for schools and members of the Service on how to allocate a PLASC code for pupils.

17.5 Prepare for New Legislation

Ensure that every school in Anglesey and Gwynedd have a current ALN and CH Provision Map with clear criteria for entering and leaving every provision offered by the school.

Ensure that every school uses a Person Focussed Method in meetings with parents in a confident and quantitative way.

APPENDIX 2

Ensure that every new Coordinator receives IAP training and Person Focussed Method.

18. Communication and Interaction Service

Senior teacher Specialist	Specialist teachers	Senior Specialist Assistants (Level 4)	Assistants Specialist (Level 3)	Assistant (Level 2)
0.8	6.2	4	9	1

1 Communication and Interaction Centre (Coed Mawr)

4 Language Disorder Centres (Dolbadarn, Bro Hedd Wyn, Cymerau, Llandegfan)

Summary:-

The Communication and Interaction Service supports schools to enrich language, communication and interaction skills by offering a graded service when there are issues do to delay, disorder or autism impairing on development in these areas.

The team supports 450 pupils

The service offers 5 levels of intervention according to individual needs:-

- Specialist teachers - assessment of needs and training
- Senior Specialist Assistants (Autism) - support to implement suitable strategies.
- Specialist assistant (Language) - Support to achieve targets /hold groups.
- Language Disorder Centres - specialist location for Foundation Stage children with language disorders
- Communication and Interaction Centre - specialist location for Foundation Stage children with interaction issues.

Causes are discussed regularly every 6 weeks in are meetings.

Successes:-

New team members are inducted and trained and working in their areas to support schools.

Area meetings established - to go with ALN and Inclusion strategy. Multiagency meeting to discuss progress and suitability of support for pupils and schools in the area. Meetings include the Education

APPENDIX 2

Psychologist, Speech and Language Therapy Quality Officer, members of the ALN and Inclusion teams.

Work with Language and Speech Therapists and the process of combining both teams to create one Service.

Have established and opened 2 new Centres since September - one Communication and Interaction in Bangor and one Language Disorder in Llandegfan. The service now has 5 specialist centres.

37 children currently in a specialist centre - 7 have left in the previous two terms, with the intention of integrating another 9 back into the mainstream after Easter.

Service members have received TOMS (Therapy Outcome Measures) training in order to monitor individual progress and plan suitable provision.

Database has been established and information is updated daily as needed. Database is used to track progress and to prioritize staff resources.

What needs to be prioritized:-

Criteria need to be revised (entry and closure) according to use of TOMs. Need to revise criteria for different levels of support in the service (now that we are merging with the Speech and Language Therapy service).

The process of trialling 'triage' with Speech and Language Therapist in Dwyfor - in order to prioritize intervention and categorize need.

Improve performance monitoring arrangements.

Create new training alongside Speech and Language Therapists

What will have been achieved by July 2018:-

Hope to achieve what we have prioritized by July 2018.

19. Service = Specific ALN

Senior Teacher	Specialist teachers	Specialist Assistants (level 3) 32.5 hours
0.9	3.4	3.0

Summary

The team – following a new structure - currently supporting 132 pupils. Number of applications received thus far has been challenging.

APPENDIX 2

Successes –

Team has established role of assistants in the service. New assistants have been induced and supported / trained by the team's teachers.

The service is structuring the process of supporting pupils according to individual need.

Collate / create central resources in the service.

The service looks at use of standard and non-standard assessments in the service.

Service members have attended TOMS training - to record measures before and after input from service.

What needs to be prioritized-

Ensure understanding of what type of service the Specific ALN can offer

Entry criteria into the service

Leaving criteria from the service- support / recommendations for pupils where there is no evidence of progress following specialist input from the service.

Service database is active.

Area or service meetings to discuss pupils - include educational psychologist and Quality Officers.

React as a service to the need according to number of applications rather than geographically - so there is consistency in team member workloads.

Regular development leadership from Chief Psychologist.

What will have been achieved by July 2018

Clarity on the Service in schools

Revised criteria.

20. Service = Physical/Medical

Senior Teacher	Specialist teachers	Specialist Assistants (level 4) 32.5 hours	Child risk assessor – movement and handling
0.9	1.0	1.0	1.0

APPENDIX 2

Summary

The team in its new structure currently supports approximately 175 pupils. Schools / health have begun the process of applying for service through the Forum system since September 2017.

Successes –

Team has appointed a new assistant and risk assessor in the service. New assistant has been induced and supported / trained by the team teacher.

Risk Assessor following a course to qualify as 'movement and handling risk assessor' in London
26/2/8-02/03/18

New service database is being established and used to record data and forum applications

Risk assessment database established.

Senior Teacher has started working with health specialist to structure support for pupils.

What needs to be prioritized-

Establish a partnership with the Local Health Board

Develop to use TOMS in order to assess and create measures.

Service meetings to discuss pupils – include education psychologists, Quality Officers, representative from health sector.

What will have been achieved by July 2018

Current database y the service-

Revised Criteria.

Meetings with Health Service established to discuss cases every half term.

21. Hearing Impairment

Senior Teacher	Specialist teachers	Senior Specialist Assistant (level 4)	Specialist Assistants (level 3) 30 hours
0.9	1.1	1.0	1.0

Summary

APPENDIX 2

The team currently supports over 200 pupils (A & B), as well as 30 pupils that have received a consultation and are on our list of 'school / health to contact in case of concern - or decline in hearing' .

Application received from health department to discuss in the Forum

Monthly clinics - multiagency health/education to discuss individual cases.

Service intervention bases on Natsip assessments - Gwynedd and Anglesey Service part of national benchmarking and has been greatly modified.

Standard /non-standard assessments are used regularly in the service to assess the whole child

Service a part of Wales wide HOSS – Heads of Sensory Service to share good practice.

Service a member of CHWSG - 'Children's Hearing Service Working Group'-

Successes

Team has established role of assistants in the service. New assistants have been induced and supported / trained by team teachers.

Service is structuring the process of supporting pupils according to individual need / service capacity - Natsip intervention modified according to current capacity– significant reduction in interventions.

New service database has been established and used to record wide ranging data on each pupil and new forum applications

Service members have attended TOMS training - to record measures before and after input from service.

2 x teachers have qualified this year as OLT – 'Hearing Impairment' course trainers

Service assistants are currently following OLT 'Hearing Impairment' course led by teachers.

Working with NDCS voluntary agencies – bus visit arranged to Ysgol Parc y Bont and Ysgol David Hughes next month - opportunity for pupils to come together for specialist workshops and opportunity for 45 pupils in each school to receive ' awareness of deafness' session tailored to their needs.

What needs to be prioritized-

Look at service input in special schools

Refine service entry criteria - referrals from health to the service and the three layers of intervention.

Assess the service against 'quality standards 2015/16' – Natsip/ NDCS/ BATOD.

Cascade OLT training to Hearing Impaired pupils' assistants across Gwynedd and Anglesey.

APPENDIX 2

22. Service = Sight Impairment

Senior Teacher	Specialist teachers	Senior Specialist Assistant (level 4)
0.9	2.6	2.0

Summary

The team currently supports 155 mainstream pupils.

Application received from health department to discuss in the Forum

Service intervention bases on Natsip assessments - Gwynedd and Anglesey Service part of national benchmarking.

Standard /non-standard assessments are used regularly in the service to assess the child.

Service a part of Wales wide HOSS – Heads of Sensory Service to share good practice.

Service has invested greatly in new technology - in the process of establishing service centre - Hub - to adapt for pupils centrally - trialling the new system - with 2 schools - Y Faenol - Primary and Friars School - Secondary.

Successes –

Service is structuring the process of supporting pupils according to individual need / service capacity - Natsip intervention modified according to current capacity mainstream schools and special schools

New service database has been established and used to record wide ranging data on each pupil and new forum applications

Service members have attended TOMS training - to record measures before and after input from service.

2 x teachers in process of following OLT – ‘Sight Impairment’ trainer course

Establish process for applications to service and for specialist equipment for pupils

Service establishing North Wales subgroup of WAVIE (Welsh Association for VI Educators) - Working with Sarah Hughes, All Wales group Chari, to share good practice.

What needs to be prioritized

Response to requirements of special schools in both Education Authorities

APPENDIX 2

Establish service centre to adapt work / Braille for pupils with sight Impairment centrally.

Assess the need for a mobility officer service for the team.

Improve contact with health department - share reports - opportunities for multiagency sharing to discuss cases.

OLT training for service assistants CJ and AH

What will have been achieved by July 2018

Referral system through Forums established

New process of brailing centre/adapting work trialled with two schools.

Service specialist teachers qualified as OLT Sight Impairment trainers.

Appendix 2