

## ISLE OF ANGLESEY COUNTY COUNCIL Scrutiny Report Template

<b>Committee:</b>	Partnership and Regeneration Scrutiny Committee
<b>Date:</b>	13 June 2019
<b>Subject:</b>	ALN and Inclusion Report - Report which shows the progress of pupils through the service which has come into force since September 2017.
<b>Purpose of Report:</b>	To provide an update on:  The progress made in terms of developing the provision provided by schools.  The progress made by the learners receiving input  The progress made in ensuring the Mon is ready for the new ALN and Inclusion bill.
<b>Scrutiny Chair:</b>	Councillor Gwilym O.Jones
<b>Portfolio Holder(s):</b>	Councillor R Meirion Jones
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<b>Local Members:</b>	No specific ward

### 1 - Recommendation/s

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### 2 – Link to Council Plan / Other Corporate Priorities

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

### 3 – Guiding Principles for Scrutiny Members

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**

1. Does the service improve the quality of provision for Additional Needs and Inclusion within Schools?
2. Is the service providing according to the needs of schools, with learners at the centre of the process?
3. Does the service contribute towards the outcomes of individuals with ALN and Inclusion Needs in terms of their skills, achievements and wellbeing?
4. Will the service ensure that the Authority is able to meet the demands of the Additional Learning Needs and Tribunal Act Wales (2018) when it comes into force in September 2020?

#### **5 – Background / Context**

The following aim to summarize the information presented within the accompanying Appendices according to the key questions.

**1. Does the service improve the quality of provision for Additional Needs and Inclusion within Schools?**

In repeating the process of evaluating the ALN and Inclusion provision within schools, the Quality Officer and ALN and I Terms apply a series of key indicators. This provides a wealth of useful information in terms of identifying schools that are in need of additional monitoring and support. In comparing the process followed at the beginning of the year and in May 2019, 52% of Schools have demonstrated an improvement in their ALN processes and provision. The schools able to demonstrate appropriate processes and provision to a good standard in May 2019 was at 89%, which is an improvement on the previous RAG process.

All services within ALN and Inclusion are able to demonstrate contributions to developing the quality of provision through their training delivery and transference of skills (please see Appendix 3-7) and have processes to ensure that the information is embedded within the school.

The Service has provided input to learners in a high percentage of schools since September 2018, which is demonstrated in the table below. These figures do not include training that has been provided to all schools across the Authority.

Team	Percentage of Schools Môn who have had a learner(s) open to the Forum since September 2018
Specific Learning Needs	36.2%
Medical/Physical	63.8%
Communication and Interaction	83.0%
Sensory	53.2%
Behavior	51.1%

## 2. Is the service providing according to the needs of schools, with learners at the centre of the process?

Through preparations for the new ALN and Tribunal Act the service make use of Person Centered Planning processes which put the learner and their family at the heart of the process.

In May 2019, the Service Questionnaire was sent out to schools in Môn and Gwynedd. Unfortunately the return rate was very low (7 responses from Môn Schools, and 18 from Gwynedd Schools), which makes it difficult to draw conclusions from the data. However, some themes emerge from the responses that were received, which will be targeted. The themes focused upon the Forum and Panel processes, and Quality processes:

- Improvements around the communication regarding cases, access and exit criteria and decisions. These are priorities for the Quality Service (see Appendix 1), and also aspects of the second phase of the strategic review (see Appendix 2)
- Information regarding the dates of Fora and Panels, which are set of the service website, indicating a need to publicize the website. This will also link with the priorities in Appendix 1.

The limited data gathered indicated a generally positive view of the services being provided to schools in terms of the specialist Team's input.

In order to improve responses from schools when information regarding Satisfaction Questionnaires in future, the following will be taken as steps:

- . In response to the findings of the Service Questionnaire, even though the return level was low, the service will develop the communication processes employed.

- A Business Manager role is part of the administrative team from the 1<sup>st</sup> of June onward, and this will involve looking at systems and improving this aspect, and other customer care aspects.
- The Senior Team will review the content of the questionnaire in order to shorten the completion time, and explore other methods of gathering the information during June, with a view of gathering the information again at the correct time (July/September depending on discussions). For example, gathering the information during catchment meetings.
- The Senior Manager will attend Primary and Secondary head meetings at regular intervals in order to provide a more regular strategic link.

Schools report a generally positive view of the services input, which is delivered to them through communication within the Catchment Meetings. However, it is also a priority to arrange termly meetings with Additional Learning Needs Coordinators as whole Authority sessions.

Tribunal levels are low, with SNAP Cymru data showing high levels of positive mediation to reduce disputes with parents.

### **3. Does the service contribute towards the outcomes of individuals with ALN and Inclusion Needs in terms of their skills, achievements and wellbeing?**

The Teams within the Service all have assessments in place in order to report on the progress of the learners receiving input. The majority of ALN services either use the Therapy Outcome Measures (TOMs) in order to evaluate the outcomes, or are in the process of implementing. TOMs is a scaled assessment, which measures progress against for areas of development. It is possible to make judgements regarding the TOMs level through combining information gained from other sources and assessments. The Specific Literacy Difficulties Team is not yet using TOMs fully, however are able to measure progress through standardized literacy and numeracy assessments.

The four areas of the TOMs assessment are:

*Need/Impairment - The level of difficulty that the young person is experiencing*

*Activity - The level that the young person is able to access activities and have independence in these*

*Participation - The way the young person takes part in the school community socially, independently and their ability to interact with others*

*Wellbeing - How the young person is coping emotionally on an individual level*

The Inclusion Services employ other methods of assessment, which are more suitable to plan interventions for targeting emotional, behavioural and social difficulties, for example the Boxall Profile (please see Appendix 7)

As can be seen in the accompanying Appendices (Appendix 3-8) all services are able to demonstrate satisfactory to good ranges of progress. The number of children receiving input

within the Authority is high at present, which is expected as the training being provided becomes embedded within whole school approaches.

Scrutiny of the progress made is now a key discussion point within team discussions, as is moderating the use of assessment processes in order to ensure consistency. Access criteria have been reviewed to reflect the assessment processes that have developed, and woven within the expectations for the responsibility of school to meet the needs of learners with ALN initially, and to have appropriate provisions and consistency of approaches.

**4. Will the service ensure that the Authority is able to meet the demands of the Additional Learning Needs and Tribunal Act Wales (2018) when it comes into force in September 2020?**

In April 2018 an Initial Readiness Survey was completed with the Authority and the Regional ALN Transformation Lead (Welsh Government). The Survey showed that the Authority was achieving the following ratings on the 40 outcomes within the survey:

Safe	70%
Developing	30%
In need of development	0

When the survey is repeated in July 2019, it is expected that the areas within development will have shown sufficient progress to be considered to be within the 'safe' category. This indicates that the Authority is advanced in terms of preparations for the legislative changes. Appendix 2 summarizes the work that has been carried out.

In terms of highlighting key information, the development of the electronic Individual Development Plan is a key project within this work. The outcome upon systems, communication, and providing children and young people with quality assured plans is a key development.

Increasing legal obligations of the Authority when the new Act comes into play will be a significant requirement. However, having a central service to deliver specialist input has been noted as a key strength for the Authority moving forwards, which Authorities who do not have this in place now considering re-instating. This provides an additional mechanism of support in response to challenges which may arise through the Tribunal system.

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

The Additional Learning Needs and Inclusion Service complies with the SEN Act and the current SEN Code of Practice.

The Additional Learning Needs and Inclusion Service offers a fully bilingual whole service.

Preparations for the new legislation (ALN and Tribunal Act Wales, 2018) are going well, which will assist the transition between the current legislation and the revised legislation.

### **7 – Financial Implications**

The Additional Learning Needs and Inclusion Service will offer a service within the agreed budget, and there are no prospects of overspending.

### **8 – Appendices:**

Appendix 1: Additional Learning Needs Quality Service  
Appendix 2: Strategic Review Phase 2  
Appendix 3: Educational Psychology Service  
Appendix 4: Specific Learning Difficulties Service  
Appendix 5: Sensory, Medical and Physical Needs Service  
Appendix 6: Communication and Interaction Service  
Appendix 7: Inclusion Services  
Appendix 8: School Counselling Service  
Appendix 9: Education Welfare Service

### **9 - Background papers (please contact the author of the Report for any further information):**

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## Appendix 1

### QUALITY SERVICE REPORT

The Quality Service offers support and advice and also ensures the quality of ALN and Inclusion across Anglesey schools; in addition, the Quality Officer has a role to monitor the cases of individual pupils who are a cause of concern.

This happens through an agreed support and RAGing provision, and any substantial concerns will be escalated at the Quality Meeting and then at the County Quality Board.

#### **To what extent does the Service affect the quality of the ALN provision within Anglesey Schools?**

The role of the Quality Officer is crucial in ensuring consistency in applications to the Forums in order to access the Integrated Teams and applications to the Moderation Panels.

The following is an overview of the work of the Quality Officer from September 2018 to May 2019.

Cynnal visits - following RAGing or from the CQB	12
Pre-inspection visits per school	3
Meeting following a parent's concern	20
Annual/Transition Reviews	20
Pupils - IDP consultations	10
Professional meetings	24
Training	17
Support of new Co-ordinators	15
Monitoring Annual Reviews	23

#### **Training**

The Quality Officers have continued to train in terms of mapping provision, using ALN funding in a sensible way.

They also hold discussions with parents and schools following panels if there are concerns or enquiries regarding a decision.

During May 2019, the Quality Officers held two workshops in co-operation with the Education Psychology Service, the Specific Learning Needs Service and the Special Schools. One workshop was for looking at Specific Learning Needs provision in the secondary, and the other was for sharing good practice between the mainstream schools which have pupils with substantial learning needs and the Special Schools.

#### **To what extent does the Service provide according to the needs of Schools, and implement a pupil-centred service?**

As the Quality Officers were involved with the Forum and Panel process, and monitoring the use of the Schools' ALN budget, we will need to respond to the attention which will need to be given to communication and to an understanding of the role.



The Quality Officers make use of Person-centred Planning methods. They are in regular contact with parents and are an integral part of starting the process of resolving conflict between schools, the Authority and parents.

**To what extent does the Service assist the LA to prepare for the new Legislation?**

The Quality Officers have been working closely with the ALN Advocates (Welsh Government ALN Transformation Project, See Appendix 2) for planning their transformational schemes at a catchment level. They have also been a part of the Phase 2 work of the Strategic Review.

Summary of Development Priorities	Actions
<ul style="list-style-type: none"> <li>- To develop communication systems with schools and parents</li>   <li>- To formalize provision monitoring processes and the involvement of Schools in moderation panels</li> </ul>	<ul style="list-style-type: none"> <li>- Roll out of the electronic Individual Development Plan to all schools (this will ease communication significantly)</li> <li>- Additional Learning Needs Coordinator information and discussion sessions. This will include training around the Access and Exit criteria, reminding of key information and where it is available, preparation for the new Code of Practice</li>   <li>- Linking monitoring with the changes in legislation, and with wider quality requirements</li> <li>- Describing the function of visits and also the requirements of schools to provide</li> </ul>





## Appendix 2

### Strategic Review Phase 2

#### To what extent does the Service assist the LA to prepare for the new Legislation?

##### **Additional Learning Needs and Inclusion Strategy - Phase 2**

The purpose of the Review of the ALN&I Service is to transform the service for children and young people with Additional Learning Needs and Inclusion in Gwynedd and Anglesey.

The aim of the Strategy is:

**'To ensure that children and young people (aged between 0 and 25) who have additional learning needs take advantage of opportunities and gain experiences that are planned effectively for them, in order to allow them to make progress according to their ability.'**

In Phase 2, there is a series of specific, but linked, projects - in order to implement the Strategy in full, and prepare for the Learning Needs and Education Tribunal (Wales) Act 2018, by ensuring that all aspects comply with the legislation.

Phase 2 addresses the following fields:

- ALN Legislation
- Conflict Resolution
- ALN&I Early Years
- Provision for 16-25 year olds
- ALN Transport
- ALN Integration Funding
- Training Programme
- Engagement
- Special Schools

The ALN&I Service within the Education Department collaborates across departments (Children and Families, Adults, Legal), to ensure that every department within the authority is aware of its legal duties under the new Legislation.

The Additional Learning Needs and Education Tribunal (Wales) Bill 2018 was passed by the National Assembly in December 2017 and it was given Royal Assent on 24 January 2018. Section 4 of the Act makes it a requirement for a list of "relevant persons" to address the relevant guidelines in the Code.

Mainly, public bodies in Wales have the main responsibilities and duties under the Act:

- local authorities,
- maintained schools,
- Further Education Establishments (FEE)
- NHS bodies.



In addition, non-maintained nursery education providers, funded by the local authority in accordance with the local authority's funding arrangements, are required to address the relevant guidance in the Code.

ALN regulations and Code will complement the Act. It is important to note that this is an ALN Code, not a Code of Practice, as it is statutory guidance with mandatory requirements - legal duties rather than good practice.

- A public consultation was held on the draft ALN Code and proposed regulations between 10 December 2018 and 22 March 2019
- The consultation focused on the requirements of the ALN Code, the policy intentions for the regulations and whether or not the explanation in the duties of the Act Code are clear.
- Representatives from the ALN&I Service attended a Welsh Government consultation event on 21 February 2019.
- A Workshop was held in response to the consultation with managers within the ALN&I Service.
- We collaborated with the Legal Departments and Social Services Departments of both authorities when drawing up the response.

**Timetable for Action**



**Transformation of ALN**

The Regional Transformation of ALN sets a direction to implement the new legislation.

Welsh Government has developed the cluster model in order to deliver the work of transforming ALN on a local level and as a way of moving on with the transformation agenda across the North. The **ALN Transformation Cluster Advocates** will collaborate closely with the local authority and regional transformation leader to disseminate information and develop local ALN procedures and new ways of working as we move towards the implementation date of September 2020. Regular area meetings are being held with ALN Advocates to ensure that the latest information is shared on ALN transformation with ALN leaders / coordinators within their cluster of schools.



ALN Transformation Advocates have drawn up Action Plans for their cluster of schools and those plans have now been completed and funding has been allocated to the schools for 2018-2019. The Plans for 2019-2020 are being prepared at the moment. The purpose of these plans is to assist the schools as they prepare for the new Legislation.

Gwynedd and Anglesey authorities (jointly) received funding of £46,038.78 through the ALN Transformation Grant to deliver the ALN Transformation Fund authority Projects during 2018-2019:

1. Scoping the role of the ALN&I Early Years and Childcare Coordinator. Officer commenced in post since January 2019. Early Years Audit of settings and stakeholders undertaken to gather information about procedures / ALN&I provision and to introduce the Draft ALN Code.
2. Piloting resources and monitoring procedures and promoting the voice of the child - eight schools were a part of a pilot between January and March 2019.
3. Central monitoring through Therapy Outcome Measures (TOMs) - work to create codes to verify and identify what evidence to gather to determine the TOMs level (see Appendix 3 for a description of TOMs)

An application has been submitted for the ALN Transformation Grant 2019-2020 to continue with the Scoping Project of the ALN&I Early Years and Childcare Coordinator - including

- Developing an awareness of the Lead ALN Early Years Officer - a new statutory role under the new Legislation
- Raising the awareness of early years settings of the Legislation and the ALN Code and its impact on them
- Training and supporting settings to plan effective support for children with any level of ALN, ensuring early intervention.

**The Outcome of the Anglesey Authority Preparedness Assessment shows that the Authority can show very good preparedness for legislative change, following an assessment from the Welsh Government Regional Transformation Officer.**

#### **Gwynedd and Anglesey Education Data Unit:**

The Gwynedd and Anglesey Education Data Unit, on behalf of the ALN&I Service has managed a project in partnership with Cynnal developers to create a system that manages the IDP process in its entirety, i.e. the administrative elements in terms of receiving the applications. It also creates and manages the IDP within Schools and the Authority.



Substantial work has been done to analyse the requirements of the new Legislation. Therefore, with this in mind, the electronic IDP system has been developed to reflect the needs of the Legislation - this was done as part of 'Phase 2' of the system's development.

At present, new developments are being tested to ensure that the system is working, and it is hoped that the system will be operational by the end of the school term.

A number of Gwynedd and Anglesey Primary and Secondary schools are involved in a pilot - it must be noted that feedback about the system from Schools, as well as the Service, is positive.

Also, the system has been praised by the National Policy Group by an Officer who has a genuine interest in the development and future of the system.

After the final ALN Code is published (possibly in December 2019), further work will need to be done to ensure that all aspects comply with the new legislation.

<b>Summary of Development Priorities</b>	
<ul style="list-style-type: none"><li>- Roll out of Electronic Individual Development Plan to all schools</li><li>- Complete the work stream which has been looking at ALN Budget delegation methods in preparation for September 2020.</li><li>- Continue mapping key areas of change for the ALN Bill – Early Years and 16-25 age, pupils not attending a maintained setting</li></ul>	



## Appendix 3

### Educational Psychology Service

#### **Purpose of the Service**

Ensure that schools and the provision empower children and young people to achieve the highest standards and to nurture the qualifications and skills that enable them to live and prosper locally. 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, Well-being and Inclusion Team, where these needs affect the individuals' access to the curriculum and/or well-being.

Access to the Service can be obtained through a planning meeting with the school and the catchment area, rather than through a Forum or panel, due to the variable nature of the intervention level.

The Service offers:

- In-service training on a range of subjects:
- Group / Individual Therapeutic Interventions
- Holding research projects
- Consulting on an individual pupil's level (including further assessments of need where appropriate)
- Use of Person-centred Planning methods
- Supervision/discussion sessions for staff
  
- **Staff numbers (Gwynedd and Anglesey)**
- Chief Psychologist/Senior Manager 1.0
- Deputy Principal Psychologist 0.8
- Senior Psychologists 1.2
- Educational Psychologists 5.2 (1.0 vacant)

#### **To what extent does the Service affect the quality of the ALN provision within Anglesey Schools?**

##### **Catchment Area Meetings**

During the Academic year, the Service held Catchment Area Meetings in each catchment area, at least three times a year. These meetings are an opportunity for Co-ordinators to come together to receive training, consult as a group (case discussion), and share good practice. Attendance at the meetings has continued to improve, and is in line with the agenda in terms of ALN Transformation.

2018/2019 Training Subjects:

- Boxall Profile Training - A profile that is used to plan Nurture intervention for emotional, behavioural, social and attachment needs.
- ADP Friendly Self-assessment - To ensure that the ALN Literacy and Numeracy provision across the school is suitable.
- ACE Programme - Promoting the use of Hwb Cymru training to support children and young people who go through harmful experiences.



### **Friendly Communication Training**

Co-producing and presenting Friendly Communication training (see Appendix 6, Communication and Interaction)

### **ELSA (Emotional Literacy Support Assistant) Training**

The Service has registered with the ELSA Network, and is presenting ELSA training for the first time over this academic year. It is a six-day training course, with practical tasks between each session. It up-skills assistants to strengthen schools' provision in their ability to meet the needs of children and young people with emotional and well-being difficulties.

17 Assistants are qualifying as ELSA Assistants in July 2019. This means that the ELSA provision will be available in 17 different schools.

A session was held to raise the awareness of the Headteachers of these assistants in May, in order to ensure that the skills of these assistants are used as part of the Schools' provision in Anglesey.

### **National Nurturing Schools Programme, NNSP**

Each Secondary school participates in an accreditation programme. The programme includes training and a programme of school self-evaluation as a nurturing establishment. This is led by the Deputy Principal Psychologist, in collaboration with Nurture UK. Progress against the programme in Anglesey Secondary Schools is very promising.

### **Mindfulness**

Three members of the team have been trained to deliver mindfulness sessions (Paws b) with groups of children and young people. This work is likely to be extended, and has been undertaken with five schools in Anglesey already.

### **To what extent does the Service provide according to the needs of Schools, and implement a pupil-centred service?**

A core part of the Team's work is to include learners and their families in all aspects of day-to-day consultation work, to ensure that the whole child is considered.

In the Spring term, a member of the team undertook a research project looking at the welfare of pupils with ALN. The research has included work with a focus group of pupils. This work will continue, in the hope that it will be published. The work has been submitted to the Gwynedd and Anglesey Inclusion Strategic Group.

### **To what extent does the Service have a positive effect on the outcomes, achievements and welfare of pupils receiving the Service?**

The Service uses a model of collaborating with the pupils, their parents, and key staff within the School or educational setting in order to promote the positive impact on the above.

To analyse the impact of this, the service now uses a tool called TOMs (Therapy Outcome Measures). This now coincides with other Services within ALN. The Service does not undertake the TOMs individually if the learner is open to an ALN service, so that there is no duplication of data. An

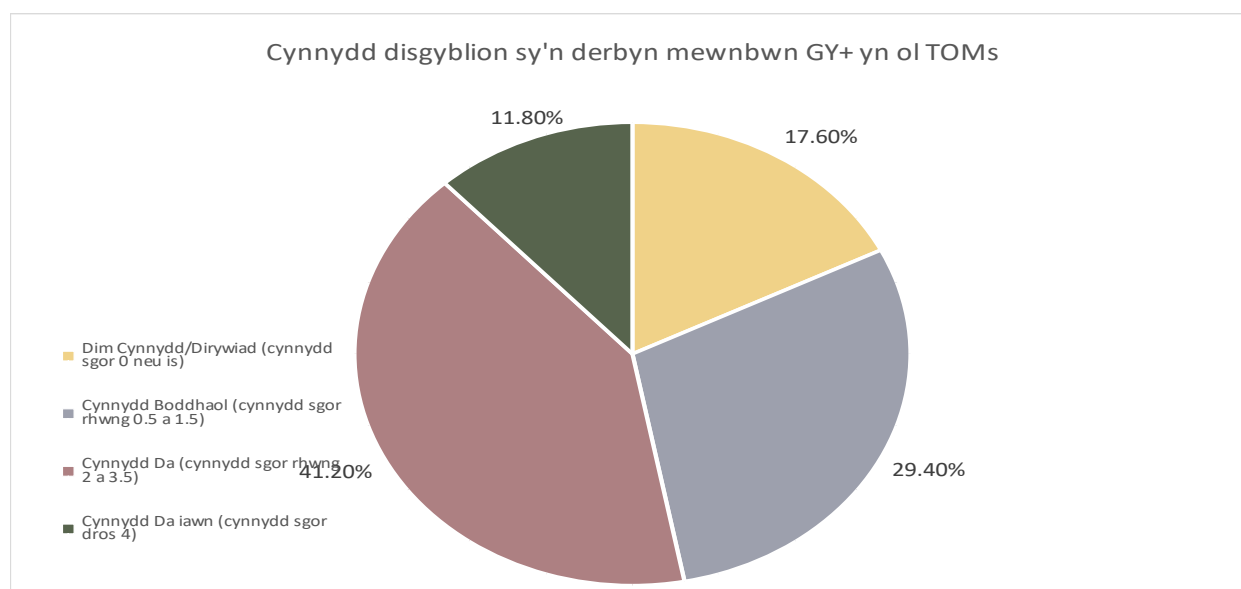


analysis of a sample of School Action Plus consultation work and interventions can be seen below. We will continue to develop this method further with a broader range of cases.

The TOMs is usually scored as a number between 0 and 5, with 0 representing the highest level of need to be developed, and 5 representing the opposite.

By looking at the TOMs data for the Autumn and Spring Term, the results are as follows:

	Need	Activity	Participation	Well-being
Percentage of cases showing progress in each heading	61%	50%	61%	79%
Average change in grade	+0.4	+0.3	+0.3	+0.7



These results account for a relatively brief period of time, and therefore show a good impact. The pupils who are yet to show progress, are likely to need a higher level of intervention, or a referral for service through a Forum or panel.

The team's work is being monitored by means of monthly supervision meetings, individual performance monitoring meetings, and team meetings in order to moderate the use of TOMs.

The new ALN Act will have a significant impact upon the workload of the Educational Psychology Service, more than any other service. An emphasis is given upon the input of the EP for every IDP from the age of 0-25. The challenges on recruitment will be a priority area.



Summary of Development Priorities	Actions
<ul style="list-style-type: none"><li>- To evaluate the impact of the ELSA training in order to plan for the next cohort</li><li>- To enhance the scope of the current action research into wellbeing as a whole school approach in order to inform whole school practice</li><li>- To continue to develop school's utilisation of the service by using models of best practice</li><li>- To consider long term recruitment steps so that the service is able to recruit and retain psychologists that are able to provide bilingual service locally. This is to ensure the authority's ability to meet the demands of the new ALN legislation.</li></ul>	<p>Monitoring and supervision of practice, interviews with ELSAs and their heads, team discussion around content</p> <p>Extending the research to other schools with increased input from the team.</p> <p>Discussion in catchment meetings, training on methods of prioritising to continue</p> <p>National and regional discussion Developing links with local universities Continuing to accept work experience placements</p>





## Appendix 4

### Specific Learning Needs Service

The purpose of the Specific Learning Needs Service is to train, provide guidance and support for staff in schools who work with children and young people with specific literacy and numeracy skills needs.

In terms of the Service's criteria, the learners who have direct input display difficulties which are substantially lower than their peers. The service's training input is available more widely in order to allow preventative work to take place.

In terms of staffing the Service in Anglesey, there is the equivalent of one Specialist Teacher service Anglesey schools, working full-time in the role.

In terms of the Service's criteria, the Forum looks at literacy and numeracy scores, as well as skills for coping with the curriculum. The service is trialling the use of TOMs at present. This has meant creating a new TOMs code jointly with the authors which will be shared nationally.

#### **To what extent does the Service affect the quality of the ALN provision within Anglesey Schools?**

The Service offers the following Training:

- Lesson models for parents/assistants - 12 Schools
- Sessions to share good practice/resources with assistants/teachers - 13 Schools
- Primary/Secondary Training - 1 entire catchment area
- Surgery evenings

New project in the pipeline

- Working towards establishing a library of the Team's resources which could be loaned to schools.
- Trialling standardised tests in order to select suitable tests to develop a range of assessments that the Team could offer. This will assist schools to assess need.
- Working with the Quality Officers and the Education Psychology Service to hold a good practice session in the field on 13.05.19.
- Promote the use of the ADP Self-assessment tool in order to identify fields of need in schools, and strengthen the provision within the schools.

#### **To what extent does the Service have a positive effect on the outcomes, achievements and welfare of pupils receiving the Service?**

During the year, the service has provided input to 50 pupils in 19 schools in Anglesey. 14 of these pupils have reached the Criteria to leave the Service by May 2019. This means that 28% of learners open to the team have succeeded to develop skills, and not within the description of showing substantial difficulties.

The Service offers a range of intervention packs dependent on the level of need and the learners' situation.

- A+ Pack: Specialist Teacher visiting the school every week/every other week to teach a pupil/group.



- A Pack: Consultative visit by the Specialist Teacher to share resources, offer alternative strategies and lesson models. Visit every 6 weeks to monitor.
- B Pack: Consultative visit by the Specialist Teacher to share resources/ strategies and lesson models. Two visits by the Specialist Teacher (initial and review) and between one and 3 visits for modelling.
- C Pack: Consultative visit by the Specialist Teacher to share resources/offer strategies. Two visits by the Specialist Teacher (initial and review). Feedback to the forum.

The following numbers receive the different types of input at present.

Receiving the A+ Pack	A Pack	B Pack	C Pack
8 pupils	13 pupils	12 pupils	6 pupils

#### Summary of development Priorities

- To work towards establishing a library of resources that schools can borrow.
- To trial assessments in order to choose assessments that the team could offer in order to better plan interventions.
- To promote the use of the SpLD Self-Assessment document, in order to strengthen school provision – every school to have completed the assessment.

## Appendix 5

### Sensory and Physical/Medical Service

The aim of the Sensory/PMed Service is to ensure **integration into school life and access to the learning curriculum** to all pupils who have been diagnosed with a physical/medical condition or with a Sensory impairment (Hearing or Visual)

By working in a multi-agency manner with the health sector, we support the pupils, their parents and the schools to ensure that each pupil gains access to education.

**Sensory Service-** Following access criteria to our sensory services, we receive referrals to the services directly from the Health service.

By following the National Sensory Impairment Partnership (Natsip) guidelines and standards, we offer a service levelled according to the individual need for each pupil and learning setting (intervention levels varying from A1 to C3)

**PMed Service-** Referrals to the PMed service are received directly from the health service or from schools through the area forums.

The PMed service intervention level is determined when assessing the needs of the individual pupil/school, in line with the service's criteria.

\* See - PMed service criteria.

Our main aim as a service is to ensure **the inclusion and integration** of our pupils into education and to school life.

#### The Services' Staffing:

Physical/Medical Service (PMed)	Sensory Service Hearing Impairment	Sensory Service Visual Impairment
	1 x Senior Sensory/PMed Teacher	
1 x Specialist Teacher	2.0 x Specialist Visual Impairment Teacher	1.7 x Specialist Hearing Impairment Teacher
	0.4 x trainee Visual Impairment Teacher	
1 x Senior specialist assistant (level 4)	2 x senior Visual Impairment assistant (level 4)	1 x senior specialist Hearing Impairment assistant (level 4)
		1 x specialist Hearing Impairment assistant (level 3)
1 x risk assessor - Manual Handling		

#### To what extent does the Service affect the quality of the ALN provision within Anglesey Schools?

Training staff who support our pupils directly in the classroom affects the progress of our pupils across many fields - from educational progress to personal confidence. Training plays an essential role to ensure the confidence of staff and schools towards inclusion and the integration of our pupils into full school life.

Training is offered **according to the individual need** for every pupil / individual school and the training will be tailored to respond to individual requirements and the level of need. See the table below which provides an overview of the nature of the training held across Anglesey - September 2018 - present.

Hearing Impairment	Visual Impairment	PMed
Training on the use of specialist equipment -  6 schools	Specialist training for special schools - Positive looking -  designated staff from 1 school	Diabetes training - collaboration with the health department - training during September and May 6 schools
Clear communication training  6 schools	Training on specialist equipment -  3 schools	Training to develop fine motor skills -  4 schools
Training for a new assistant  2 schools		Epilepsy training -  6 schools
Training for a special school - jointly with the Audiology department -  1 School		Training on specialist equipment -  1 school
Training on a specialist resource -  1 school		Training for assistants - whole school on a specific condition  1 school
Joint training with NDCS - a voluntary agency to raise awareness -  4 schools		
Specialist sessions tailored for pupils - Held on the Listening Bus. Sessions tailored for age groups - 'who am I?' Equipment/Technology My future. Pre-school session - parents and young children. A session for pupils aged 16+		

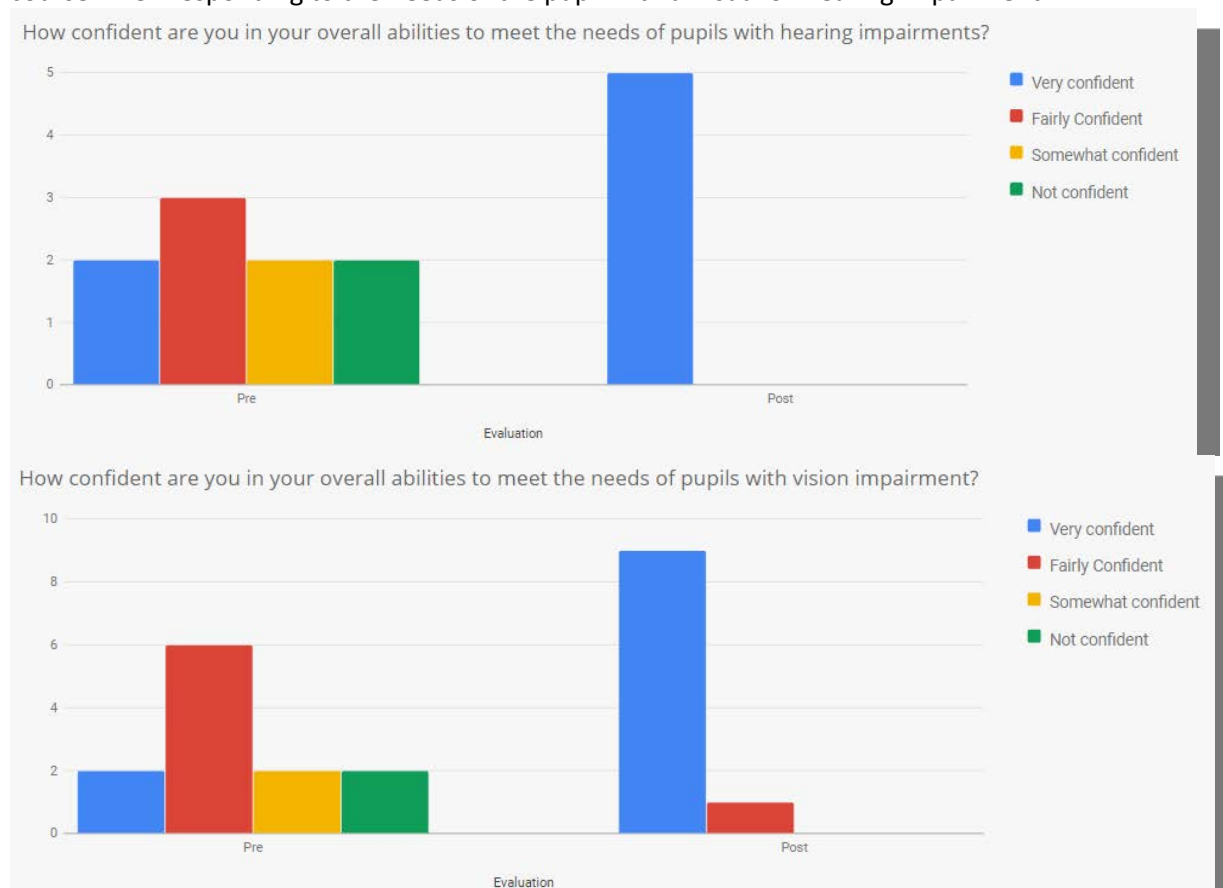
Online training -OLT

During 2017/18, five specialist teachers (Hearing and Visual) successfully qualified as specialist trainers to lead and mentor specialist Online Training (OLT) courses - Visual Impairment and Hearing Impairment.

In the first year, **45 assistants** who support pupils with the most profound Hearing and Visual impairments across Gwynedd and Anglesey successfully followed a course within their specialist field. The course includes **at least** two collective sessions (2 x ½ days) under the leadership of a specialist teacher and at least an hour a week of individual input for approximately 20 weeks. It is also a requirement as part of the course to contribute regularly to a special forum. The progress of every individual will be tracked by the specialist teachers.

Since September 2018, as a service we have rolled-out the course further to register another **21 individuals** who include a broader audience of assistants, teachers, deputy headteacher and a teacher in a special school. This cohort will complete the course in June 2019.

See below data evaluating the specialist courses - the individual's confidence before and after the course when responding to the needs of the pupil with a Visual or Hearing Impairment.



**Projects:**

**Mobility Officer:** The service is currently training a mobility officer within the Visual Impairment service. The individual will qualify in the Summer 2020 and will be able to offer mobility and living skills assessments and offer a training programme according to the individual need of every pupil with a Visual Impairment, e.g. Assessing need and promoting the skills and independence of a pupil with a Visual Impairment who uses a white stick to move around safely.

Positive eye : We have offered Positive Eye training and a work pack to target pupils with a Visual Impairment in special schools. Under the guidance of the team of specialist teachers, the pupils receive a special plan to develop skills in the Visual Impairment field.

Equipment/Technology: Substantial investment has been made in the Technology field to ensure that our pupils benefit from the latest equipment/technology. With changes and new devices being launched annually, we as services will need to continue to invest in this field to ensure that Anglesey pupils can use the latest Technology.

A project to continue to develop in the future is to develop the identity of our pupils within the services.

Considering the integrating nature of our services, a sensory/Pmed pupil can be the only such pupil within a school. Offering opportunities to meet and network with other pupils (with similar needs) is essential to develop their identity, self-confidence and self-image.

A special session was held for Hearing Impairment pupils aged 15+ to meet and discuss with pupils who had been open to the service in the past, but who were now employed, in college or attending a training course. The influence and advice of the former pupils was priceless to the young pupils who were about to embark on a new period in their lives.

(Collaborating with local employers to release former pupils from their work/courses was essential and appreciated in order to ensure that these opportunities could happen (e.g. the Babcock company from Anglesey released a former pupil so that they could attend)).

### **To what extent does the Service provide according to the needs of Schools, and implement a pupil-centred service?**

#### **The Voice of the Child :**

The voice of the child is central to our services.

When monitoring the pupil's needs, we use a number of questionnaires to gather the voice and opinions of the child, e.g. a 'how things are going?' questionnaire. Where are you at? Transfer from Primary to Secondary Questionnaire, T.E.A.CH questionnaire

Reporting back on the voice and opinions of the child is central in our reports and our recommendations to schools. A report is given on the child's opinion on his/her access to lessons or difficulties in specific situations, e.g. Hearing Impairment Pupil not able to follow a Science lesson because the teacher is walking around the classroom. Visual Impairment Pupil not able to see the work on the interactive white board in the Mathematics lesson because of the angle of the white board, etc.

By formulating individual targets for any pupil, the core information to formulate targets come from the voice of the child by using resources such as 'hawdd' / 'haws'. Following a discussion, the child chooses targets that are important and relevant to him/her. E.g. Pupil's target - Being able to read a book of the same print size as his/her peers (No zoomed copy) - Steps to meet the target - Develop the pupil's skills and confidence to use equipment (iPad, specialist equipment) to zoom in and track the print of a typical book.

By contributing to a Sensory/PMed Pupil Individual Development Plan, the voice of the child will be central in terms of what matters to the individual child.

**To what extent does the Service have a positive effect on the outcomes, achievements and welfare of pupils receiving the Service?**

					74	60	69	203
	<b>Hearing Impairment</b>	<b>Visual Impairment</b>	<b>PMed</b>	<b>Whole team</b>				
<b>Number who are open to the Service %</b>								

**Sensory:** To ensure that we respond to the need and offer consistency in terms of input, national guidance is used, i.e. National Sensory Impairment Eligibility Framework', to designate the need of an individual pupil and the need for access to a required level of input from our service. A score is given for each assessment above, and the total score will determine the intervention level allocation of our service. Each case is grouped into levels A, B, C and Ch, with A denoting the highest level of input.

Each pupil will be formally assessed with a NatSip assessment **twice a year** - in September and in May.

**PMED :** To ensure that we respond to the need and offer consistency in terms of input, the criteria to designate the needs of the individual pupil / learning setting is used to ensure a suitable input from the service. The degree of which is based on the NatSip work. Again, ach case is grouped into levels A, B, C and Ch.

Each pupil will be formally assessed **twice a year** - In September and in May.

Level of intervention of the specialist services.	Hearing Impairment	Visual Impairment	PMed
September 2018			
A	8%	30%	22%
B	8%	26%	33%
C	59%	33%	30%
Ch	25%	11%	15%
May 2019			
A	10%	28%	13 %
B	10%	26%	21%
C	62%	35%	46%
Ch	18%	9%	18%

Every individual pupil will be discussed as a service prior to every area Forum to ensure that we as a service respond immediately to any need.

### Risk assessments:

We have now been able to gather current data that identifies the need, time and review date of all **manual handling risk assessments for PMed pupils** - Mainstream and special school settings.

Anglesey: 26 pupils have been identified as being in need of a risk assessment. This can include a number of risk assessments for various situations, e.g. hoisting, hydro pool risk assessments, etc. Full risk assessments were completed for 22 Anglesey pupils since September 2018. These will be reviewed according to the required date.

### Forum data: Gwynedd and Anglesey:

As services, our referrals are directly received from the health department, or occasionally from the schools through the forums. Every referral is assessed in the area forums.

Composite Data - September 2018 - May 2019	New Applications	Case closing (not including children of school-leaving age)	New application (pre-school)
Hearing Impairment	42	7	8
Visual Impairment	14	8	4
PMed	10	12	7

The aim and one of the main objectives of the business plan of the sensory / PMed services in 2017/18 was to establish the service's measures.

As a service, we have now developed the measures of the individual services and have gathered baseline data and reassessment data in order to track the progress of the pupils we support. The data will enable us as a service to have a broad overview of the development and progress of the **whole child** - we will use Therapy Outcomes Measures Scale (TOMS), Natsip assessments, soft skills assessments (pupil welfare, communication and individual use of specialist equipment), as well as specialist and specific assessments for the individual services, e.g. Braille, signing. Every child who receives regular input from the services - A and B target groups will be assessed twice a year (September and May) and any progress / deterioration will be tracked.

### TOMS .Therapy Outcomes Measures.

Every pupil will be assessed twice a year - (September and May) across four fields to calculate the total score. See Appendix 3 (Educational Psychology Service) for a description of the TOMs.

The tracking of any progress/deterioration will follow a scale -

Very good progress +3	Good progress +2	Adequate progress +1
No progress 0	Deterioration -	

### Hearing Impairment :

Impairment	94% Score remained the same 5% progress seen
Contribution	23% progress seen 77% remained the same
Activity	29% progress seen 70% remained the same
Welfare	35% progress seen 58% remained the same 6% deterioration seen.



Total score	18% made very good progress +3
	6% made good progress +2 or more
	29% made adequate progress
	41% no progress seen
	6% deterioration seen.

#### PMed

Impairment	88% remained the same 11% progress seen
Contribution	33% progress seen 67% remained the same
Activity	33% progress seen 66% remained the same
Welfare	66% progress seen 33% remained the same
Total score - across the fields	22% made very good progress +3 33% made good progress +2 11% made adequate progress +1 41% no progress seen 0% deterioration seen.

#### Visual Impairment:

Impairment	13% deterioration seen 87% no progress seen
Contribution	16% progress seen 84% no progress seen
Activity	22% progress seen 78% no progress seen
Welfare	10% progress seen 90% no progress seen
Total score across the fields	3% made very good progress +3 13% made good progress +2 19% made adequate progress +1 55% no progress seen 9% deterioration seen.

It can be seen from the sample - due to the 'medical' nature of the services - progress in the level of pupil **impairment** is not often seen. The level of impairment can also show a deterioration and can consequently have an inevitable impact on the activity, contribution and welfare of a pupil, e.g. level of Visual Impairment deteriorating substantially, or a PMed diagnosis showing a deterioration in the condition.

This should be taken into account when analysing the total score and the possibility for a pupil to demonstrate a deterioration in this score. This also inevitably restricts the potential of the assessment to show progress **on the same scale** as other additional learning needs.

When considering the above-mentioned cohort of pupils, any progress is likely to follow the **trend of a slow progress over a longer period of time.**

This means that the nature (namely ensure access and inclusion) and the impact of the sensory/PMed service is often different to other ALN services (where possibly shorter-term extended input would affect the pupil's progress and thus close the case to the service). A different trend can be seen when looking at Sensory/PMed Pupil data.



## Appendix 6

### Communication and Interaction Service

The purpose of the Communication and Interaction Service is to train, provide guidance and support for staff in schools who work with children and young people who are on the Autism Spectrum and children and young people who have communication difficulties (understanding and using language).

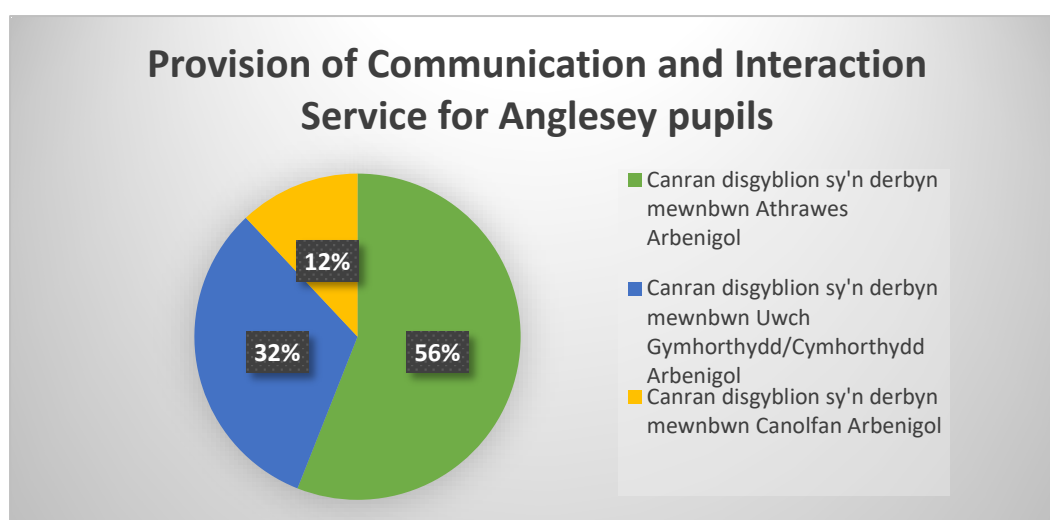
The specialist Team which works on Anglesey includes 2.5 Specialist Teachers and 4.5 Specialist Assistants. Referrals to the Service come from every Primary and Secondary School on Anglesey.

#### To what extent does the Service affect the quality of the ALN provision within Anglesey Schools?

Since this new Service was established in September 2017, 156 Anglesey pupils have received input from the Communication and Interaction Service. The figure is increasing every month - over the past six months, the number of pupils has increased by 51%. The Service provides the following the Anglesey schools and pupils:

- **Support by a Specialist Teacher** - a Teacher will visit the school to give guidance to the school's teachers and assistants in the classroom with the pupils
- **Support by a Senior Assistant/Specialist Assistant** - an Assistant could be placed at the school to give specialist support for children
- **Specialist Centre Provision** - children could attend the Language Impairment Centres at Llandegfan or the Communication and Interaction Centre at Bangor
- **Training on Autism and Communication Difficulties** - training for the entire catchment areas, entire school or specific training involving specific needs.

The 124 pupils receiving support from the Service today receive input as follows:





## Training

Two main training sessions are offered to Anglesey Schools by the Communication and Interaction Service at present:

- a) **Friendly Communication (19 schools have been trained to date - dates have been arranged for the remaining Anglesey schools)** - Training planned jointly with the Education Psychology Service and Speech and Language Therapy Service in order to:
- Develop staff understanding of the basics of communication
  - How to support communication skills on the classroom floor and through specific interventions
  - Introduce national changes for the diagnosis of Developmental Language Impairments.
  - Introduce the Criteria of the Communication and Interaction Service
  - Facilitate knowledge of pupils who need to be referred to the Speech and Language Therapy Service/Communication and Interaction Service for further support.

Very positive feedback was provided from those who attended this training, with 100% of Teachers, Co-ordinators and Assistants noting that they were of the opinion that the training was "useful or very useful".

- b) **Training based on "Learning with Autism" (3 schools have been trained to date)** - a programme developed by the Welsh Local Government Association (WLGA) to raise awareness about Autism in schools. The Communication and Networking Service is trying to facilitate the process for Schools to apply for the Learning with Autism Award by offering the Autism training to every member of staff as a starting point (including ancillary staff and governors).

At present, the service offers and arranges training in schools in Anglesey - it is hoped that schools will prioritise next year and ask for training in the above fields.

## Projects

The service is also involved with specific projects:

- a) **Yotism** - One of the specialist teachers, as part of her post-graduate course is running a Pilot Project to offer two Yotism Sessions (Yoga for individuals on the Autism Spectrum) for primary pupils, upskilling ALN assistants to enable them to continue with this in their schools.
- b) **The Pupil's Voice** - The service identifies older pupils who are on the Autism Spectrum who have received support from the Service in the past to work with use as a team to develop and introduce training to schools.

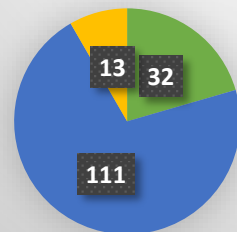
## To what extent does the Service provide according to the needs of Schools, and implement a pupil-centred service?

As with the other Services within the ALN&I Team, the Service uses person-centred methods in order to place the child and the family at the centre of the process.

## To what extent does the Service have a positive effect on the outcomes, achievements and welfare of pupils receiving the Service?

The following graph shows that 32 of the 156 pupils who have received input from the Service are now able to attend their school without requiring specialist support from the Communication and Interaction Service. This is evidence of the success of the support provided.

## Pupils who receive support from the Communication and Interaction Service in Anglesey (156 since the Service was established)



- Disgyblion sydd wedi cael cymorth gan y Tim ond bellach yn ymdopi heb gefnogaeth y Gwsanaeth
- Disgyblion sydd yn cael cymorth gan y Gwasanaeth yn eu hysgolion ar hyn o bryd
- Disgyblion sydd wedi eu lleoli mewn Uned Arbenigol

### Specialist Centres

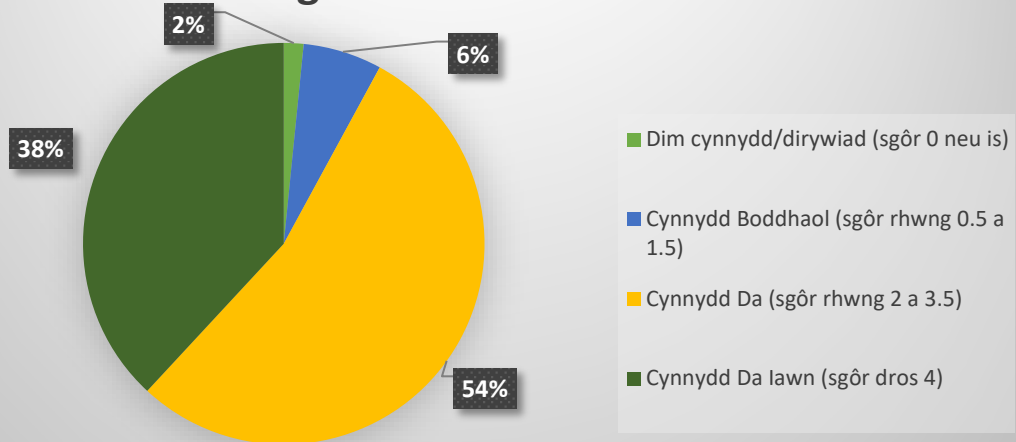
Currently, there are 10 children from Anglesey schools who attend the Language Impairments Unit at Llandegfan. Three have returned to their mainstream schools in April and another four will return before the summer. This means that 70% will have been able to return successfully after a short period at the Centre. When a pupil leaves the centre another one replaces them immediately so that the centre is full throughout the year. Pupils have already been identified for attending the centre in September.

Three pupils from Anglesey also attended the Communication and Interaction (Autism) Centre at Bangor and these three individuals have also transferred back to their mainstream schools by now.

### Efficiency of the Service

In terms of the efficiency of the support offered by the Service, we measure this by using 'Therapy Outcome Measures' (TOMs). TOMs is a method which is widely used by professionals to measure the progress of a child. We assess the pupil before he/she receives input from the Service and then re-assess after a period of support from a Specialist Teacher/Assistant or a period at a Centre. 63 pupils have received the second assessment to date and the progress is as follows:

## Increase in pupils who receive support from the Communication and Interaction Service according to the TOMs indicator



The data shows that individuals on the Autism Spectrum or who have difficulties understanding and using language are able to make progress with the right intervention and support.

Summary of Development Priorities	
<ul style="list-style-type: none"> <li>- For every school to have received the Mon and Gwynedd Communication Friendly Schools Training</li> <li>- For every school to have received the Learning with Autism training</li> <li>- To continue to develop practices within which the service is integrated with the Speech and Language Therapy Service.</li> </ul>	



## Appendix 7

### Inclusion Services

#### Purpose of the Services

The Behaviour Support Service collaborates with Gwynedd and Anglesey schools to seek a positive change in the behaviour of young people who experience behavioural, emotional and social development difficulties. Our aim is to improve behaviour and reduce the risk of exclusion from school. There are four elements within the Service:

- Early Intervention
- Llechen Lân
- Pecyn 25
- Home-schooling (Sick Children)

#### To what extent does the Service affect the quality of the ALN provision within Anglesey Schools?

##### Forum and Panels Quality Process

The service has developed robust referral systems.

- The procedure is now known and is understandable to the vast majority of schools in relation to the referral requirements and the difference between a forum and panel.
- The correct documentation is received for the forum which shows evidence of school action and collaboration amongst teams, beforehand.
- The verification and screening procedure of the quality officers and administrative staff is of great assistance in relation to the timeliness of incomplete referrals

##### Training

In order to strengthen the schools' procedures in response to challenging behaviour, the service's training programme is being delivered.

MAPA (Management of Actual or Potential Aggression) and Pivotal MAPA

- MAPA Training is now being run effectively. Pivotal MAPA training will be introduced from September 2019 onwards.
- More ALN&I staff will receive 'train the trainer' training in July 2019 in order to facilitate the extension of what can be offered as refresher day training as well as the initial two-day training.
- In collaboration with the CPI company, all Pivotal MAPA training has been translated into Welsh.
- More staff receive training at the recommendation of the area forum. 43 of Anglesey schools' staff have received MAPA training this year, between October 2018 and March 2019.  
(1 Training yet to be done at the end of June 2019 - 15 will attend).



In addition:

- Schools are aware of their duties in relation to identifying the early signs of anxiety, suitable response methods to prevent situations from escalating.
- Schools develop confidence if physical intervention is required and are aware of the relevant forms that they need to complete.
- MAPA response form developed to reduce the burden of recording.
- National physical intervention form adapted to reflect the Pivotal MAPA principles.
- A database to record the above established that will be analysed in order to identify gaps, need for further training or top-up visits to schools.

National Nurturing Schools Programme, NNSP

- The NNSP Programme has been running for 12 months at every secondary school. The two-year programme will end in September 2020 and will be led by the Deputy Principal Psychologist, the inclusion lead.
- A number of primary schools will also develop Nurture methods.
- In order to monitor and strengthen the quality of the programme, Schools are now collaborating in threes in order to collaborate / challenge each other on the programme's developments.

**To what extent does the Service provide according to the needs of Schools, and implement a pupil-centred service?**

After scrutinising the Individual Development Plans, guidance from the Educational Psychology Team and the use of the Boxall Profile, the Service tailors intervention packages for individuals, groups and whole classes on subjects such as identifying anger, to be implemented by teachers and Early Intervention assistants over a specific period of time.

**To what extent does the Service have a positive effect on the outcomes, achievements and welfare of pupils receiving the Service?**

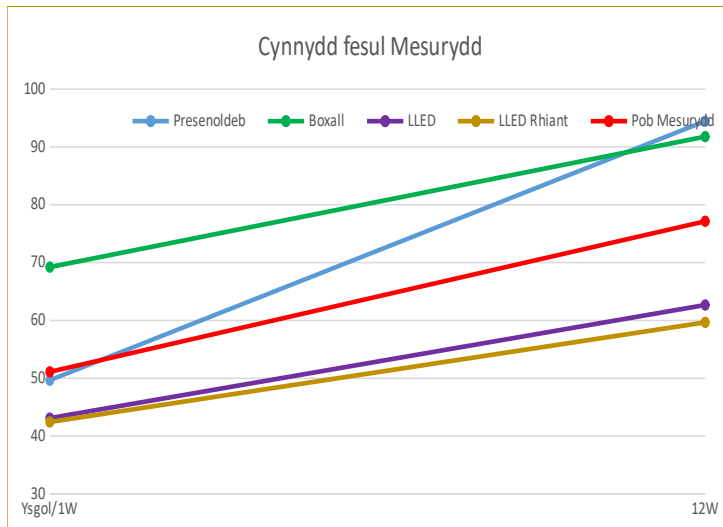
**Early Intervention**

The Early Intervention Team has been giving input to 58 pupils in Anglesey over the course of the academic year. The number of children who have moved on to receive a Llechen Lân placement is relatively small, and reflects the good collaboration in order to continue to include pupils successfully in the mainstream provision.

Schools plan purposefully in order to support the vulnerable learners of the Island by using the NNSP principles, this includes In-house Nurture groups as part of the schools' timetables.



## Llechan Lân



- As a result of opening specific settings and staff completing the comprehensive training programme, the standards and average of every progress measure (Attendance, Boxall, Pupil Emotional Well-being, Emotional Well-being Parent Opinion) has increased by 16% to 77%.
- The attendance of every learner in particular has increased by 65% to an average score of 96% which is better than the attendance of the remainder of the Island's learners (94.4%) and Wales (93.8%) for the same period. This is an excellent increase and goes beyond expectations.
- Seven learners have integrated back

into Schools and some continue to receive support from the Unit's staff.

- Four of the above learners followed a timetable that had been reduced substantially within the Mainstream Schools and now they all attend on a full-time basis.
- Almost every one has succeeded which means that the provision has managed to meet one of its main objectives, namely to ensure that learners return / integrate successfully back into Schools in a timely way.
- The Service has adapted a model to support Secondary learners by modelling work with the School. We are confident that this will ensure legacy outcomes within the Secondary Schools.

## Panels / Forums / Pecyn 25

- The quality of applications and primary school IDPs are consistently good on the whole
- In order to improve quality referrals from the Secondary, we also offer training through the inclusion group and offer examples of good practice from primary Schools.
- A reduction has been seen in the number of learners who are referred for mental health difficulties to the Sick Children Forum in Anglesey, this is evidence of the good work done by our schools in including and supporting vulnerable learners.
- The number of referrals for a central service, particularly in KS4 have reduced substantially this year.
  - 9 sick + behaviour learners finishing Yr 11 Pecyn 25 this year compared with 28 in 2017/18.
  - Every Anglesey historical learner (6) who finishes statutory education or has returned to mainstream education creates a substantial saving for the education department, and substantially reduces the Service's workload in terms of preparing and managing staff and broader non-profiled Resources.
  - Now, only five pupils are open to KS4 Pecyn 25 behaviour service in Anglesey for September 2019.
  - Three Sick Children Pack pupils will receive the service after Yr11 leave at the end of June.
  - We anticipate that up to five pupils will receive support from the Tŷ Cybi KS2/3 Unit for a 12-week period in September 2019. This is further evidence of the structure of



the service's forums being able to identify learners early and offer an Outreach service before making a referral for a service outside the School at the Units.

- Pecyn 25 has supported six pupils who were facing permanent Exclusions from Secondary Schools since February this year, which means that the learners have received support to sit GSCE examinations from the service and ensured the best possible outcomes for the individuals and the results of the individual Schools.
- After careful planning, regular communication with parents and offering a positive environment within our Centres, no single Pecyn 25 learner has finished without a qualification this year and the majority have identified an education or employment setting for September (post-16). This is very good considering the background and School projections of these learners.

### Challenges

- Looked After Children Learners who do not attend School regularly, with substantial challenges outside school posing a challenge in terms of the provision of education.
- Need to continue to strengthen the resilience in dealing with the challenge in terms of behaviour and vulnerable learners, this is being referred timely from meetings / forums / panels to the BAS.
- The need for revision of Pecyn 25 has been identified, in order to improve the provision, but have been unable to action these, therefore, discussions are continuing about the future of the KS4 provision.

### Developments in the pipeline

- To work alongside Secondary Schools in Mon and Gwynedd, and other providers (e.g. Coleg Llandrillo Menai) to consider alternative models of providing Pecyn 25, which give a better range of experiences and qualifications. This work has been started.
- Planning a programme of suitable qualifications jointly with Coleg Llandrillo Menai to respond to the needs of Anglesey learners who possibly do not succeed in KS4 in our schools due to the nature of the courses/options available and therefore affecting the individuals' engagement and behaviour, in particular some FSM and LAC pupils.
- Inclusion Liaison Meetings being established to ensure better collaboration across services, ensuring that processes and actions are as coordinated as possible.

Summary of Development Priorities	Actions
<ul style="list-style-type: none"> <li>- Revision and adaptation of Pecyn 25 Provision</li> </ul>	<p>Tasg group including Secondary Heads has been formed to look at this provision</p>
<ul style="list-style-type: none"> <li>- To start delivering the Tier 2 Training which focusses on positive behaviour management as a whole school approach (in keeping with MAPA and MAPA Pivotal Training)</li> </ul>	<p>Initial presentation within Catchment meetings, and then as a catchment training session in the Autumn Term</p>
<ul style="list-style-type: none"> <li>- To develop multi-agency discussions for casework and strategic discussion</li> </ul>	<p>Inclusion Contact Meeting and Strategic Meetings to be arranged</p>





## Appendix 8

### Schools Counselling Service

The Counselling Service is an independent service working with Gwynedd and Anglesey schools to support young people who have social or emotional concerns to reach their full potential. Our aim is to support the complex emotional needs of these young people and in doing so improve their educational achievement.

The service works mainly in the Secondary with some learners having input to the Service in year 6. There are 0.4 Senior Counsellor and 2 Counsellors supporting Anglesey.

#### **To what extent does the Service provide according to the needs of Schools, and implement a pupil-centred service?**

The ethos of the counselling service includes putting the client (learner) at the centre, and as a service our counselling methods are based on the person-centred theory. The schools counselling service is there for the learners.

We work with the schools on a daily basis to provide the service and discuss whether urgent or severe cases need to be prioritised.

The Service, together with the Educational Psychology Service, has designed a form jointly so that the Children and Young People Mental Health Service and the Counselling Service use one form for GP referrals.

#### **To what extent does the Service have a positive effect on the outcomes, achievements and welfare of pupils receiving the Service?**

Last year, 767 sessions were held for 152 learners, all receiving 5 sessions each on average. Since September 2018, 83 learners have been referred to the counselling service, 34 are waiting for a service at present.

490 sessions have been held since September 2018. We use the CORE (Clinical Outcomes in Routine Evaluation) outcome measuring forms within the service; these show that on average learners feel better after receiving counselling sessions.

#### **Examples of comments by learners as part of the appraisal:**

##### How did meeting the counsellor help you?

I have noticed that many people go through the same thing and that hard times come to an end after a while. So, I'm not worried about any hard times as I know that I'll be able to get through them

##### Do you have further comments about the service?

The service has made me become more aware of depression and that it is a major problem so I sometime try to help my friends

##### How did meeting the counsellor help you?

I feel that I'm much more honest with myself and everyone else around me since going to the sessions.



Do you have further comments about the service?

I'm very grateful and hope that the service will be there for me if I need it again.

<b>Summary of Development Priorities</b>	
<ul style="list-style-type: none"><li>- To continue with discussions with the Educational Psychology Service and the Child and Adolescent Mental Health Service (CAMHS) in order to align referral processes, and opportunities for discussion, in order to ensure that referrals reach the correct services.</li> <li>- To work closely with the Educational Psychology Services work relating to whole school practice, as this will also support appropriate referrals and waiting times.</li></ul>	

## Appendix 9

### Schools Welfare Service

#### **Purpose of the Schools Welfare Service is:**

The Education Welfare Service work together with Gwynedd and Anglesey schools to provide 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. Our aim is to improve attendance and in doing so the educational achievement of our young people.

#### Anglesey Staffing:

Senior Welfare Officer (0.4)

Senior Safeguarding Officer (0.8)

Welfare Officers (4)

Staffing levels are higher in Mon than Gwynedd, and are higher than the national trend.

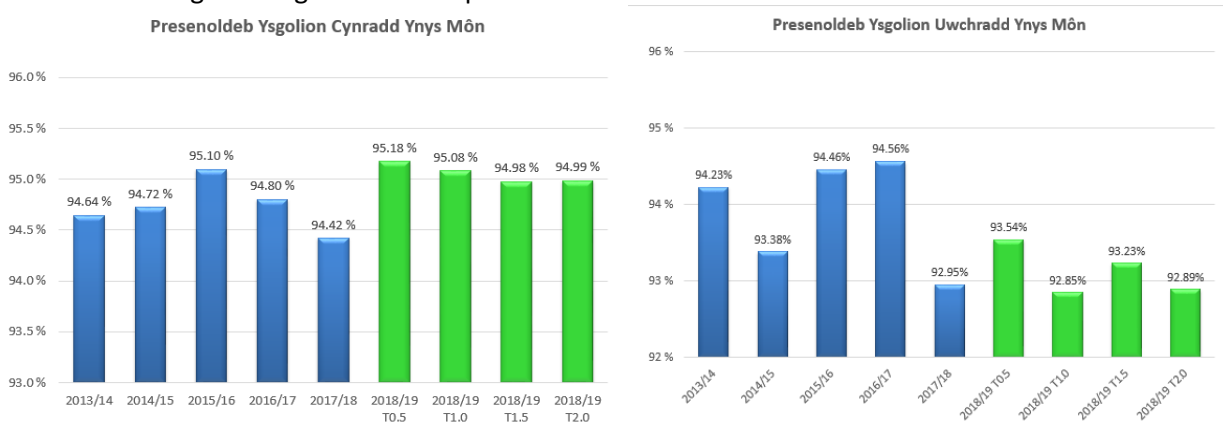
#### **To what extent does the Service provide according to the needs of Schools, and implement a pupil-centred service?**

The service works extremely closely with the pupils and their parents in order to try to promote attendance practices and the importance of access to education.

#### **To what extent does the Service have a positive effect on the outcomes, achievements and welfare of pupils receiving the Service?**

Attendance in Anglesey compares favourably with the all-Wales level.

The following Charts give a current picture over time



#### **Exclusions**

There have been no permanent exclusions over the past three years.



### **Pupils whose parents elect to home-educate (EHE)**

The numbers of Anglesey EHE during the last two years are fairly similar with a reduction of 5

2014-15 = 39

2015-16 = 47

2016-17 = 41

2017-18 = 36

Data for 2018-19 is not available yet, but it is possible that we will see a small growth in the number, which ties in with the national trend. This however is not noteworthy in comparison to the national trend.

The Welfare Service is able to address the statutory requirements at present. The statutory obligations will increase following the instruction of Statutory Guidance for EHE. This will increase the workload of the service in monitoring the quality of the education being provided.

Though there has been a significant increase in the number of families choosing to educate their children at home nationally, the figure remains fairly consistent on Anglesey. The Welfare Service continues to address the statutory needs. A visit to every family is arranged shortly after they have expressed their intention to educate at home and a questionnaire is completed regarding their intentions and plans. Families are then visited annually. Information regarding new applications has recently been shared with the Anglesey Family.

<b>Summary of Development Priorities</b>	
<ul style="list-style-type: none"><li>- To review consistent use of referral processes in order to study the types of referrals received, and how to prioritise workloads</li><li>- To review the formula of the distribution of staff, in order to target the inconsistencies within the Authority</li><li>- To develop the role of the Safeguarding Welfare Officer further</li></ul>	