

**COMMITTEE:** Special Educational Needs Joint Committee

**DATE:** 9<sup>th</sup> January 2015

**REPORT TITLE:** Report of the SEN Provider Unit

**ACTION:** Consider the report

**BACKGROUND:** Describe the work of the SEN Provider Unit during the summer term 2014

## **SEN Provider Unit Report Summer Term 2014**

### **1.0 Administration of Assessment and Review Processes**

The term began following the departure of the Senior Administrative Officer, which meant that the work was divided within the administrative team for a period, with one member working with reports, another member processing illness and leave, and another keeping an overview on the work of the office in general.

Quite a lot of work has taken place releasing applications for 3\* support in Anglesey to the schools since they were now delegating funds for special needs. There was considerable work pressure on staff since they were taking on additional commitments during the time they were without an SAO.

It was decided to advertise the post of SAO and a new member of staff was appointed at the end of June as a secondment to last until the end of March. The administrative team was working at full capacity by the end of the term.

The team at the end of the term consisted of:

Statementing Co-ordinator	1.0 full-time
Assistant Statementing Co-ordinator	0.9 full-time
Senior Administrative Officer	1.0 full-time
Administrative Assistant	1.0 full-time
Administrative Assistant	1.0 full-time
Administrative Assistant	1.0 full-time
Administrative Assistant	0.4 full-time
Administrative Assistant	0.4 full-time

### **2.0 Specialist Teachers Service**

We have continued with efforts to ensure a sufficient supply of specialist teachers into the future.

The term began with difficulties in the Service for Children with Vision Difficulties in particular. The situation at the beginning of the term was this: the service had consisted of two full-time teachers, with part-time help from an assistant experienced in the field. But one of the teachers was ill at the beginning of the term, and likely to be absent for some time, leaving the work to one teacher only. This teacher began to have health difficulties herself, and the teacher who was ill decided she would retire.

Interviews were held in May, and the post was offered to a person who had been a strong applicant, but unfortunately she decided not to come to work with us. It was arranged that a teacher who worked for us part-time in another field, but who was experienced and qualified in the area of visual difficulties, would work with the team for one day a week. Also it was arranged for a teacher who was in charge of a unit for pupils with learning difficulties in a primary school in Anglesey to work part-time for the team, completing some tasks only, since she is not currently qualified in this area.

Also, we advertised again for a teacher in this field towards the end of the term.

A new teacher was employed to work with the Service for Children with Hearing Difficulties in May, to start work with us in September. The Hearing Difficulties service worked well during the term, with the teachers and the support of an experienced assistant for some days of the week.

A new teacher in the area of Language and Communication Difficulties and Autism started working with the team at the start of this term, and settled quickly. Also, during the term it was arranged for an experienced assistant to work with the team as well as the teachers.

Also we advertised at the end of term for a teacher to work with the Service for Children with Physical and Medical Difficulties, which is a service where more help is needed at the moment.

This is what the teams consisted of at the end of the term:

#### **Vision Difficulties Team**

Qualified teachers:

- 1, 1.0 full time
- 2, 0.2 full time

Teachers without qualification:

- 3, 0.5 full time

Experienced assistant:

- 4, 0.6 full time

#### **Hearing Difficulties Team**

Qualified teachers:

- 1, 0.5 full time
- 2, 0.9 full time
- 3, 0.7 full time

Experienced assistant:

- 4, 0.2 full time

#### **Language and Communication Difficulties and Autism Team**

Qualified teachers:

- 1, 0.8 full time
- 2, 0.4 full time

Teachers without qualification:

- 3, 1.0 full time

Experienced assistant:

- 4, 0.4 full time

#### **Physical and Medical Difficulties Team**

Experienced teacher (there is no specific qualification)

- 1, 0.5 full time

### 3.0 Educational Psychology Service

The team have been working at full capacity this term, with the three assistant psychologists. It was therefore possible to provide the schools with a full service, the assistant psychologists working on more specific items of work, since they are not able to undertake all of the activities a qualified psychologist would.

One of them has been working together with CAMHS on group work, two of them have been taking part in social skills work with secondary SENCOs in both authorities. All three have taken part in the PCP training and have worked on using new materials in the assessment of Autism.

The psychologist who is learning Welsh has arranged to follow an immersion course from September, so that she will be able to become more fluent and begin to use more Welsh in her work.

We were in contact with the Youth Justice Service, who were eager to work more closely with the educational psychology team. We hope to be able to develop this to some extent.

The team at the end of the term consisted of:

Principal psychologist:

1, 1.0 full time

Senior psychologists:

2, 1.0 full time

3, 0.6 full time

Psychologists:

4, 0.6 full time

5, 0.6 full time

6, 1.0 full time

7, 0.5 full time

8, 0.8 full time

9, (learner) 0.6 full time

Assistant Psychologists:

1, 1.0 full time

2, 1.0 full time

3, 1.0 full time