

COMMITTEE: Special Educational Needs Joint Committee

DATE: 26th June 2015

TEITL YR ADRODDIAD: Report of the SEN Provider Unit

ACTION: Consider the report

BACKGROUND: Description of the work of the SEN Joint Committee Provider Unit during the spring term 2015.

Report of the SEN Provider Unit

1.0 Administration of Assessment and Review Processes

At the beginning of the term, one of the Administrative Assistants had left his work, and it was decided that this post would not be filled.

Therefore, the administration team was working at less than its full capacity, with the Senior Administrative Officer, two Statementing Officers, and the equivalent of 2.8 full-time Administrative Assistants, operating the Statutory Assessment system and providing Statements of Special Educational Needs. The other system, of arranging support on more informal terms, known as 3*, has now been discontinued.

Towards the end of the term, the Senior Administrative Officer left the Joint Committee, returning to her original post at the end of the period of secondment.

We have advertised for a Service Manager in her place, and have interviewed two candidates, but at present the post remains vacant. We have re-advertised the post and there is one applicant.

2.0 Specialist Teachers Service

We have a strong team of specialist teachers at present, including experienced teachers, teachers who have been appointed to the team to be able to take over the duties of staff who will soon be of retirement age, and specialist assistants, who can do specific aspects of the work and therefore enable teachers to undertake other duties.

In the hearing service, we have three qualified and experienced teachers, one intending to retire before long, and one new teacher who is currently training. This service also has an assistant for one day a week who is highly skilled in sign-language.

In the visual service, we have one full-time qualified specialist teacher, and one new teacher who is currently training. Since this is demanding on the specialist teacher, there are two other qualified teachers who are working temporarily for one day a week each, to support her. There are also two assistants, one full-time and one 0.6, who are highly skilled in Braille.

In the language and communication, and autism, service, we have three qualified teachers, one of whom is working 0.6 who has expertise in Pathological Demand Avoidance and one who is working 0.5 who intends to retire, and, once again, another teacher who is training. Also there is an assistant working part-time for the service who has a specialism in autism.

In the physical and medical difficulties service, we have two teachers, one of whom is working 0.5 and is of an age where she might retire.

3.0 Educational Psychology Service

In the educational psychology service we are working with fewer staff than we normally have, since two part-time psychologists have left the service and we are supporting two trainee psychologists on the professional course in Cardiff.

We are pleased to congratulate our psychologist who was learning Welsh, for reaching a good level of practical Welsh, and who is now therefore working as a full member of the team.

We continue to operate a system where each school has its allocated psychologist, and we also have an assistant psychologist, who has been particularly useful taking part in training, and working with schools regarding individual children and other situations, although she is not able to take responsibility for a group of schools directly.

At present, one of our senior psychologists has been seconded to Gwynedd to help them with developing their systems for arranging and providing for Special Educational Needs.

One of our psychologists has recently completed a Diploma course in Brief Therapy, a particular approach to working with individual children, that can be adapted to a number of different situations.

We have distributed a questionnaire to schools once again, in order to obtain their opinion on the service they have received, and any changes they would like to see.

4.0 Additional Information

The tables below show the number of final statements that were produced within the statutory timetable of 26 weeks during the academic year 2013-2014. (Statutory Performance Indicators)

It can be seen from the table below that the administrative team have succeeded during the year in completing most statements of Special Educational Needs within time limits, and that they have produced considerably more statements than they did during 2012, 73% increase in Gwynedd, and 64% increase in Ynys Môn.

26 week Performance Indicators Gwynedd Academic Year 2013 - 2014		figures 2012
Total of new final statements completed	85	49
Number of final statements within 26 weeks with exceptions	33	25
Number of final statements within 26 weeks without exceptions i.e. within time limits and no exceptions noted	18	18
Number of final statements over 26 weeks with exceptions i.e. over the time limit because of, or partly because of, external factors.	33	6
Number of final statements over 26 weeks without exceptions i.e. beyond the time limit and no exceptions noted (no-one late providing advice from external agencies and no factors that were beyond the control of the education authority and/or the SEN Joint committee.)	1	0
Performance Indicator 15a: From the total of cases during the year, the percentage within the 26 weeks, exceptions or not.	60%	87.8%
Performance Indicator 15b: From the cases where there were no exceptions, the percentage that were completed within 26 weeks	95%	100%

26 week Performance Indicators Ynys Môn Academic Year 2013 - 2014		figures 2012
Total of new final statements completed	36	22
Number of final statements within 26 weeks with exceptions	13	12
Number of final statements within 26 weeks without exceptions i.e. within time limits and no exceptions noted	8	6
Number of final statements over 26 weeks with exceptions i.e. over the time limit because of, or partly because of, external factors.	14	4
Number of final statements over 26 weeks without exceptions i.e. beyond the time limit and no exceptions noted (no-one late providing advice from external agencies and no factors that were beyond the control of the education authority and/or the SEN Joint committee.)	1	0
Performance Indicator 15a: From the total of cases during the year, the percentage within the 26 weeks, exceptions or not.	58%	81.8%
Performance Indicator 15b: From the cases where there were no exceptions, the percentage that were completed within 26 weeks	89%	100%