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CYNGOR SIR
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL

Dr Gwynne Jones.
Prif Weithredwr – Chief Executive
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RHYBUDD O GYFARFOD	NOTICE OF MEETING
PWYLLGOR SGRIWTINI PARTNERIAETH AC ADFYWIO	PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE
DYDD MAWRTH, 13 TACHWEDD, 2018 am 2.00 o'r gloch yp	TUESDAY, 13 NOVEMBER 2018 at 2.00 pm
YSTAFELL BWYLLGOR 1, SWYDDFEYDD Y CYNGOR, LLANGFNI	COMMITTEE ROOM 1, COUNCIL OFFICES, LLANGFNI
Swyddog Pwyllgor	Mrs. Mairwen Hughes 01248 752516 Committee Officer

AELODAU / MEMBERS

Cynghorwyr / Councillors:-

Y Grwp Annibynnol/ The Annibynnol Group

Gwilym O. Jones (**Cadeirydd/Chair**), Dafydd Roberts

Plaid Cymru / The Party of Wales

T LI Hughes MBE, Vaughan Hughes, Alun Roberts, Margaret M. Roberts, Nicola Roberts

Annibynnwyr Môn/Anglesey Independents

Kenneth P Hughes, R.LI.Jones (**Is-Gadeirydd/Vice-Chair**)

Plaid Lafur Cymru/Wales Labour Party

Glyn Haynes

**Aelodau Ychwanegol/Additional Members (gyda hawl pleidleisio ar faterion
addysg/with voting rights in respect of educational matters)**

**Ms. Anest Gray Frazer (Yr Eglwys yng Nghymru/The Church in Wales) and Mr. Keith
Roberts (Yr Eglwys Babyddol Rufeinig/The Roman Catholic Church)**

Aelod Cyfetholedig/Co-opted Member (Dim Hawl Pleidleisio/No Voting Rights)

Mr. Dafydd Gruffydd (Rheolwr Gyfarwyddwr/Managing Director - Menter Môn)

A G E N D A

1 APOLOGIES

2 DECLARATION OF INTEREST

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

3 MINUTES (Pages 1 - 12)

To submit, for confirmation, the minutes of the following meetings:-

- Minutes of the meeting held on 24 September, 2018;
- Minutes of the special meeting held on 15 October, 2018.

4 NOMINATION TO THE FINANCE SCRUTINY PANEL (Pages 13 - 18)

To submit a report by the Scrutiny Officer.

5 HOMELESSNESS REGIONAL STRATEGY (Pages 19 - 64)

To submit a report by the Service Manager – Housing, Strategy, Commissioning & Policy.

6 ADDITIONAL LEARNING NEEDS - GWYNEDD AND ANGLESEY (Pages 65 - 154)

To submit a report by the Additional Learning Needs Senior Manager.

7 THE GOVERNANCE STRUCTURE AND DELIVERY ARRANGEMENTS OF THE GWYNEDD AND ANGLESEY PUBLIC SERVICES BOARD (Pages 155 - 162)

To submit a report by the Gwynedd and Anglesey Public Service Board Programme Manager.

8 WORK PROGRAMME (Pages 163 - 166)

To submit a report by the Scrutiny Officer.

PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE

Minutes of the meeting held on 24 September 2018

- PRESENT:** Councillor Gwilym O Jones (Chair)
Councillor Robert Llewelyn Jones (Vice-Chair)
- Councillors John Griffith, Glyn Haynes, K P Hughes,
Vaughan Hughes, Alun Roberts, Dafydd Roberts,
Margaret Murley Roberts.
- IN ATTENDANCE:** Assistant Chief Executive (Governance and Business Process Transformation),
Head of Adult's Services (for Item 4),
Scrutiny Officer (GR),
Committee Officer (MEH).
- APOLOGIES:** Mr Keith Roberts – The Roman Catholic Church,
Mrs Anest Fraser – The Church in Wales.
- Leader of the Council – Councillor Llinos M Huws.
Assistant Chief Executive (Partnerships, Community and Service Improvements).
- ALSO PRESENT:** Chief Executive,
Community Safety Delivery Manager (Anglesey & Gwynedd) (for Item 5).
- Scrutiny Manager (AD).

The Chair referred that the Vice-Chair, Councillor Robert LI Jones and his wife Mrs Gillian Jones will be celebrating their Golden Wedding on 30 September, 2018. Members and Officers extended their best wishes to Councillor Jones and Mrs Jones.

1 APOLOGIES

As noted above.

2 DECLARATION OF INTEREST

None received.

3 MINUTES

The minutes of the meetings were confirmed as follows :-

- Minutes of the meeting held on 19 June, 2018;
- Minutes of the special meeting held on 9 July, 2018.

4 ANNUAL REPORT 2017/18 - NORTH WALES REGIONAL PARTNERSHIP BOARD

Submitted – the Annual Report of the North Wales Regional Partnership Board 2017/18.

The Assistant Chief Executive (Governance and Business Process Transformation) reported that it is a requirement within the Part 9 of the Social Services and Well-being (Wales) Act 2014 that each Regional Partnership Board prepares, publishes and submits its annual report to Welsh Government (a copy of the report was Attached as Appendix 1 to the report).

She noted that the purpose of Part 9 of the Act is to improve outcomes and well-being of people, as well as improving the efficiency and effectiveness of service delivery. The key aims of co-operation, partnership and integration are :-

- To improve care and support, ensuring people have more say and control;
- To improve outcomes and health and wellbeing;
- Provide co-ordinated, person centered care and support;
- Make more effective use of resources, skills and expertise.

The Board continues to meet monthly at present and as well as business meetings, workshops and development sessions have been held. The Board has representation from all the required organisations outlined in the Act and has also co-opted members from Voluntary Services Council, North Wales Police and North Wales Fire and Rescue Service. The Board has also agreed to increase its individual and carer representatives to two each and is currently working through an expressions of interest process. The membership of the Committee was highlighted within the report.

The Assistant Chief Executive further said that Welsh Government have responded to the Parliamentary Review of health and social care and thereafter resulting in a document being published 'A Healthier Wales'. Furthermore Welsh Government are now offering substantial grants towards the Health Service, Local Authorities and Third Sector Organisations to encourage integrated working between the sectors.

The Head of Adult's Services said that there are priority areas noted within the report as regard to Older Adult's with complex needs, Learning Disabilities, Acute Needs, Integrated Services for Families and Carers Needs. The Regional Board has an overview of the Integrated Care Fund and is also responsible for moving towards pooled budgets arrangements within these services.

The committee considered the report and raised the following matters :-

- Reference was made to the partnership working success of the Alltwen Hospital in Tremadoc and questions were raised whether a similar example of partnership

working exists on Anglesey. The Head of Adult's Services responded that the Alltwn model is specific for a particular area. This Council has partnership working projects with our partners in the health service including the outsourcing Domiciliary Care services and the development of the facility for dementia care at Garreglwyd, Holyhead;

- Clarification was sought as to how the Public Services Board and the North Wales Regional Partnership Board are able to work together. The Assistant Chief Executive (Partnerships, Community and Service Improvements) responded that the role of the North Wales Regional Partnership Board is to address complex needs of people in respect of care and health issues. The Public Services Boards role is wider within its outlook and focuses on the well-being of local communities in general. The Public Services Board has investigated how services on a local level can be addressed and a number of sub-group have been established to discuss issues suitable to afford the collaboration of services for local people. She noted that a Western Integrated Health and Social Care Group has been established between Anglesey and Gwynedd to make sure that the services needs of local people takes place effectively across both counties;
- A Member referred to the work of the North Wales Regional Partnership Board over the last two years and some concerns have been highlighted within the report. The Assistant Chief Executive (Partnerships, Community and Service Improvements) responded that the North Wales Regional Partnership Board is a fairly new Board and the Board is given a specific remit within the legislation to integrate health and care closer together. The North Wales region historically has had an effective partnership working over the years, as has the sub-region of Anglesey and Gwynedd. She noted that it is a challenge to bring all the organisations together and she highlighted that it can be difficult for the third sector and people who care for individuals to effectively understand and input into the discussions required by the Act. The Committee considered that examples of good practice of health care provision would be advantages for members to gauge the effectiveness of the Board in the future;
- Reference was made that whilst accepting that health services must comply with the Social Services and Well-being Act 2014, questions were raised as to the practical benefit for the residents of the Island that will materialise from the North Wales Regional Partnership Board and to make sure that it does not result in another tier of a 'talking-shop'. The Head of Adult's Services responded that Regional Board give a level of governance and tries to ensure that there is equality of health provision for people across North Wales;
- The Vice-Chair referred to the problems that may arise from Brexit and the Board needs to be aware of this. The Assistant Chief Executive responded that Welsh Government are looking at the effects of Brexit on recruitment of staff especially within the health and social care sectors.

It was RESOLVED :-

- **To note the work and progress in 2017-18 of the North Wales Regional Partnership Board;**
- **That an update report be afforded to this Committee in the New Year outlining examples of joint working practices relevant to Anglesey within the North Wales Regional Partnership Board.**

ACTION : As noted above.

5 COMMUNITY SAFETY PARTNERSHIP

Submitted – the Annual Report by the Community Safety Delivery Manager (Anglesey and Gwynedd) on the Community Safety Partnership.

The Community Safety Delivery Manager reported that the Community Safety Partnership is required to present an overview of its activities to this Committee annually. This ensures that the Partnership delivers its obligations in accordance with Sections 19 and 20 of the Criminal Justice and Police Act 2006. There is a statutory duty on Local Authorities, in accordance with the Crime and Disorder Act 1998 and subsequent amendments, to work in partnership with the Police, Health Service, Probation Service and the Fire and Rescue Service to address local community safety agenda. The Community Safety Partnership has a duty to deal with :-

- Crime and Disorder
- Substance Misuse
- Reducing reoffending
- Delivering a strategic assessment to identify priorities (work that is now undertaken on a regional basis)
- Putting plans in place to deal with these priorities (a plan now exists on a regional and local basis)

It was noted that the Community Safety Partnership works to an annual plan which is based on a three year regional plan. The 2017/18 end of year performance report, and 2018/19 plan were attached to the report to this Committee. The following seven priorities are the Partnerships focus for 2017/18 and 2018/19 :-

- Reducing victim based crimes (acquisitive crimes only)
- Reducing Antisocial Behaviour
- Supporting vulnerable people to prevent them becoming victims of crime
- Raising confidence to report incidents of domestic abuse
- Raising confidence to report sexual abuse
- Addressing substance misuse in the area
- Reducing re-offending.

The main messages deriving from the activities of the Community Safety Partnership for 2017/18 were included at Pages 3 and 4 of the report.

The Community Safety Delivery Manager further said that victim based crime has increased in Anglesey by 24% in 2017/18. Analysis has evidenced that this is an increase in crime recording effectiveness rather than an increase in offending; these changes have had a particular impact on the number of recorded Violence and Sexual offences. Anglesey has experienced a reduction of 10% in Acquisitive Crime, including residential burglary. Antisocial behaviour reported to North Wales Police is highly seasonal with a significantly higher number of incidents reported

during summer months compared to winter months. Hate Crime in Anglesey has increase in recent months with racially aggravated crime being the most common type though overall numbers are very small. Recorded levels of High Risk Sexual Violence have remained relatively stable, although there were spikes in offending linked to historic reporting.

The committee considered the report and raised the following matters :-

- Clarification was sought as to problems with drug related issues and whether there are issues with gangs carrying drugs to the Island. The Community Safety Delivery Manager responded that the police are working closely with partnerships within the 'Organised Crime Group' in Gwynedd and Ynys Môn to share information and to tackle drugs related crime. She further said that violence can also be an issue as regard to drugs related crime and these offences are on an increase locally and nationally;
- Reference was made to the number of police officers which has decreased over the years. Questions raised as to whether it is an issue as regard to the lack of police officers patrolling the streets and the unavailability to be able to speak with local people and to gain information of potential crime related issues. The Community Safety Delivery Manger responded that she was unable to gauge as to the effects on crime related incidents due to the decrease of police officers patrolling the streets; she note that the police have developed a number of specialist units, in addition to local teams. Members suggested that a letter be sent on behalf of this Committee to the Home Office to express concerns as to the decrease of police offices and that consideration be given to increasing the funding of police authorities to enable recruitment of additional police officers;
- Questions raised as to the increase in hate crime issues locally. The Community Safety Delivery Manager responded that due to the increase in hate crime a review was undertake which showed that the issues related to arguments between people and 'name calling' resulted from those arguments. She noted that no specific pattern has resulted within hate crime issues in Gwynedd and Anglesey and that overall numbers remain low;
- Reference were raised as to recent complaints to delay/non-response to the police non-emergency 101 number. The Community Safety Delivery Manager responded that the Police Authority is restructuring the procedure for the non-emergency telephone number as concerns have been received as to the delay in answering calls. She further said that the 'Crime Stoppers' line is available to report community crime issues; the Police Authority must respond to such inquiries through Crime Stoppers;
- Clarification was sought as to whether 'cyber-crime' is a matter for the Community Safety Partnership. The Community Safety Delivery Manager responded that 'cyber-crime' needs specialist investigation and the Police Authority has invested in tackling cyber-crime. She noted that the Community Safety Partnership has a limited budget and has to prioritise;
- Reference was made to the importance of the education of children within the local schools as related to crime and drugs issues and the consequence resulting from such issues. The Community Safety Delivery Manager responded that School Liaison Officers already attend local schools, however, it is understood that this service is to come to an end in the near future. She

noted that Welsh Government is establishing an 'All Schools Curriculum' which will include issues of crime being taught through all subjects within schools.

It was RESOLVED :-

- **To note the report and attached documents and to support the properties and future direction of work of the Community Safety Partnership;**
- **That a letter be sent on behalf of this Committee to the Home Office expressing concern as to decrease of police officers and the need to increase the Police Authorities budgets to enable recruitment of additional police officers.**

ACTION : As noted above.

6 WORK PROGRAMME

Submitted – a report by the Scrutiny Officer on the Committee's Work Programme to July 2019.

It was RESOLVED to note the Work Programme to July 2019.

**COUNCILLOR GWILYM O JONES
CHAIR**

PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE

Minutes of the meeting held on 15 October 2018

- PRESENT:** Councillor Gwilym O Jones (Chair)
Councillor Robert Llewelyn Jones (Vice-Chair)
- Councillors Glyn Haynes, T LI Hughes MBE, Vaughan Hughes, Alun Roberts, Dafydd Roberts and Margaret M Roberts.
- IN ATTENDANCE:** Chief Executive,
Assistant Chief Executive (Partnership, Community & Service Improvements) (for item 3),
Assistant Chief Executive (Governance and Business Process Transformation) (for item 4),
Head of Democratic Services,
Scrutiny Officer (GR),
Committee Officer (MEH).
- APOLOGIES:** Councillors Kenneth P Hughes, Nicola Roberts.
- Leader of the Council – Councillor Llinos M Huws.
- Mr Keith Roberts – The Roman Catholic Church,
Mrs Anest Fraser – The Church in Wales.
- Councillors Eric W Jones, Dylan Rees (invited in respect of Item 3 as representatives of the Council on the North Wales Fire & Rescue Authority).
- ALSO PRESENT:** Councillor Robin Williams – Portfolio Holder – Finance.
- Councillor Richards Griffiths (Invited in respect of Item 3 as representative of the Council on the North Wales Fire & Rescue Authority).
- Community Safety Manager Gwynedd & Anglesey (GJ) (for item 3),
Manager – North Wales Councils Regional Emergency Planning Services (NC) (for item 4),
Emergency Planning Officer (GH) (for item 4).

1 APOLOGIES

As noted above.

2 DECLARATION OF INTEREST

None received.

3 NORTH WALES FIRE AND RESCUE SERVICE - WORKING IN PARTNERSHIP

The Chair welcomed Mr Gwyn Jones, Community Safety Manager (Gwynedd & Anglesey) – North Wales Fire and Rescue Service to the meeting.

Mr Gwyn Jones gave a presentation to the Committee on the functions of the North Wales Fire & Rescue Service as regards to fire safety, firefighting, attending road traffic accidents and emergencies (water rescue/flooding) in accordance with the Fire and Rescue Services Act 2004. He said that ten years ago statistics showed that North Wales had the highest proportion to population of deaths from accidental fires in dwellings in England and Wales which was considered unacceptable. The Chief Fire Officer's Task Group was established to examine the Service's strategy and policies for preventing accidental death from fires within homes together with reviewing performance management process and profiling of victims and incidents. He noted that to date, one person has died this year due to accidental fire within the home. Mr Jones said that contributory factors to accidental death from fires were being alone; age (over half were 60+); having a disability, rented accommodation, fire interaction (smoking, cooking left unattended); alcohol and drugs and having no working smoke alarm. He said that profile of the Fire & Rescue Service was reviewed with joint working undertaken with services within local authorities, police and other local agencies to share information and identify vulnerable persons to avoid possible accidental fires.

The Chair thanked the Community Safety Manager (Gwynedd & Anglesey) for his presentation. The Committee considered the information presented and made the following points:-

- Clarification was sought as to whether the Fire Service is continuing to be able to erect fire alarms, without charge, within residential dwellings. The Community Safety Manager (Gwynedd & Anglesey) responded that a grant is received by Welsh Government which enables the Fire Service to purchase the equipment but it is the Fire Service who funds the erection of the fire alarms in dwellings. He further said that Fire Officers are able to give advice to residents when visits are undertaken as regards to fire safety and the prevention of fires within the home environment. He noted that working in partnership and sharing information with local authorities and other statutory agencies, the Fire Service is able to target the most vulnerable persons within the local communities to prevent possible fires within the home;
- Questions raised as to whether the Fire Service continues to attend local events and Agricultural Shows to promote the service offered to residents as regards to fire prevention. The Community Safety Manager (Gwynedd & Anglesey) responded that the Fire Service attends such events but strives to share facilities with other emergency services to enable budgetary savings;
- Concerns were raised that local highways have been closed due incidents of flooding/accidents/bridge closures recently and the effect it has on congestion of vehicles and the potential delay for the emergency services. Members of the

Committee expressed that local communities are not informed of road closures and considered that Town/Communities Councils should be informed of any local road closures/incidents. The Assistant Chief Executive (Partnership, Community & Service Improvements) responded that the Highways Authority together with the UK Highways deals with such procedures with regards to road closure issues. She noted that she would discuss the matter raised with the Highways Department of this Authority;

- Reference was made to issues with gorse fires with the majority of incidents are deliberate and use valuable emergency services resources. The Community Safety Manager (Gwynedd & Anglesey) responded that the Fire Service has an Arson Reduction Team who work closely with the Police Authority and whose main aim is to help tackle the problem of deliberate fire setting so that people, communities, businesses, the environment and the area's heritage are not put at risk. Preventing deliberate fire is paramount by working closely with local authorities and communities to intervene early when anti-social behaviour begins. He noted that the Fire & Rescue Authority has an educational vehicle to raise awareness of arson related issues and prevention of fires;
- Clarification was sought as to whether there is recruitment issues within the Fire & Rescue Service. The Community Safety Manager (Gwynedd & Anglesey) responded that the challenge in the recruitment of persons as part-time firefighters is that a person needs to be within five minutes of the station and are suitable to undertake such requirements of a firefighter.
- Questions were raised as to whether collaboration exists between the Fire Service and the RAF Valley Firefighter Service. The Community Safety Manager (Gwynedd & Anglesey) responded that the Fire Service use the facilities at RAF Valley as regard to LGV testing and firefighting training is afforded to the RAF Valley firefighting personnel aswell; a few of the RAF Valley firefighting personnel are also part-time firefighters with the North Wales Fire & Rescue Service.

Councillor Richard Griffith, invited in respect of Item 3 as representative of the Council on the North Wales Fire & Rescue Authority) said that during previous consultation on the North Wales Fire and Rescue Service budget a suggestion was made that one of the two fire engines in Wrexham be taken out of service but due to strong public opinion within the Wrexham area the reduction in the fire engines in Wrexham did not materialise. He expressed that continued increase in the precept on local authorities is of a concern and residents are having to face increases within their Council Tax bills.

The Chair thanked the Community Safety Manager (Gwynedd & Anglesey) for attending the meeting.

It was RESOLVED to request the North Wales Fire & Rescue Authority to attend to meeting on an yearly basis.

ACTION : As noted above.

4 REGIONAL EMERGENCY PLANNING SERVICE - NORTH WALES COUNCILS

The Chair welcomed Mr Neil Culff, Regional Manager, North Wales Councils Regional Emergency Planning Service and Mr Gwyn Hughes, Emergency Planning Officer to the meeting.

The Head of Democratic Services reported that the purpose of the report is to provide an update regarding both regional priorities and Council work programme.

Mr Neil Culff, Regional Manager, gave a presentation on the North Wales Councils Regional Emergency Planning Service (NWC-REPS) setting out legislative requirements, the structure of the regional services and governance arrangements. He said that local authorities have duties for emergency planning and response under the Civil Contingencies Act 2004, the Radiation (Emergency Preparedness and Public Information) Regulations 2001, and the Pipeline Safety Regulations 1996. The Council meets its obligations by collaborating with the other North Wales local authorities through the North Wales Councils Regional Emergency Planning Service, for which Flintshire County Council is the lead authority. He noted that the NWC-REPS reports to an Executive Board, comprising an Officer representative of each of the North Wales local authorities that are partners to the service. This service has been in place since 2014 and the NWC-REPS provides a primary link between the Council and North Wales Local Resilience Forum with the contributions from service staff being fundamental in multi-agency groups, events, processes and plans. Within the Council, responsibilities for emergency planning and response are shared across services and nominated service representatives.

The Regional Manager reported on work streams undertaken by the Emergency Planning Service :-

- **Pandemic Flu** – work is undertaken across the region together with Health Service and local authorities Social Services Department as regards to preparedness arrangements for pandemic flu which is classed as ‘very high’ on the National and Community Risk Registers;
- **Kerslake Report** – the report was produced following a review of the Manchester Arena attached in May 2017 and the NWC-REPS have compiled a Gap Analysis on the recommendations that have implications for all Councils. The NWC-REPS Learning & Development programme will include training for elected members on dealing with major incidents;
- **Community Resilience Strategy** – implementing a 2017-2020 Community Resilience Strategy when dealing with local emergencies and seeking greater local resilience. Details will be reported to the Town and Community Council Forum in due course;
- **Data sharing** – working closely with emergency services and local authorities to identify vulnerable persons if incidents occur i.e. flooding situations when evacuation is needed;
- **Learning and Development** – a designated Officer leads on training and exercising within the Emergency Service Team. The role is to work closely with local authorities to identify persons who have a role within emergency response and identify training needs.

The Head of Democratic Services said that through establishing a regional arrangement for emergency planning it has been possible to increase resilience and specialist support for local authorities across North Wales. He noted that emergency services, as a service function was part of Council Business and an internal group of Officers from each department meet on a quarterly basis to address Emergency Planning matters and information reported to the Senior Leadership Group/Penaethiaid. The Head of Democratic Services also referred to aspects of the current work programme including business continuity plans, and that arrangements were being planned with Flintshire County Council in April 2019 to conduct a joint exercise to test plans and share good practices. Other aspects of the work undertaken were referred to namely:-

- **Threat Escalation Planning** – local authority’s preparedness for responding to National Security requirements and dealing with follow up actions;
- **Exercise MônCefni** – an exercise held in September 2017 with the aim of giving Council staff an opportunity to practice setting up and running a rest centre and to test elements of the Council’s ‘Rest Centre Guidance’ document. The Regional Service is currently preparing guidance for local authorities to encourage volunteers to assist at rest centres;
- **Holyhead Marina damage (March 2018)** – support was given by NWC-REPS to establish a task group in Holyhead to co-ordinate actions on a multi-agency basis;
- **Wylfa Site** – the Council is required to prepare an Off-Site Emergency Plan. An ‘exercise’ was undertaken in 2016 to test arrangements and it is anticipated that another ‘exercise’ will need to be arranged in September 2019. The NWC-REPS will be providing input to the Wylfa Newydd Construction Sub-Group which has been established to co-ordinate emergency planning issues during construction phase of the Wylfa Newydd project.

The Chair thanked the representatives from the Emergency Planning Service for his presentation. The Committee considered the information presented and made the following points:-

- Reference was made that this authority’s financial contribution has seen an annual reduction of 2% towards the NWC-REPS since its establishment in 2014. Questions raised as to what impact this has had on the service in general. The Regional Manager noted that staffing structures had been revised to reduce costs and that certain costs e.g. associated with preparation of some key plans could be reclaimed.
- Clarification was sought as to whether the Emergency Planning Service has prepared for the possibility for a no Brexit deal and traffic congestions in the port of Holyhead. The Head of Democratic Services responded that contingency arrangements were in place to deal with traffic management issues affecting the bridges and impact on the Port. The Manager of the NWREPS noted that the implications for Ports was being considered on a national level.

It was RESOLVED that the Committee receives a future report as part of its Work Programme for 2019/20.

ACTION : As noted above.

5 WORK PROGRAMME

Submitted – a report by the Scrutiny Officer on the Committee’s Work Programme to June 2019.

It was RESOLVED to note the Work Programme to June 2019.

The meeting concluded at 3.50 pm

**COUNCILLOR
CHAIR**

ISLE OF ANGLESEY COUNTY COUNCIL Scrutiny Report Template	
Committee:	Partnership and Regeneration Scrutiny Committee
Date:	13 November 2018
Subject:	Nomination to the Finance Scrutiny Panel
Purpose of Report:	To nominate one Member of this Committee
Scrutiny Chair:	Councillor Gwilym O Jones
Portfolio Holder(s):	-
Head of Service:	-
Report Author:	Geraint Roberts (Scrutiny Officer)
Tel:	01248 752039
Email:	GeraintRoberts@ynysmon.gov.uk
Local Members:	Not ward specific

1 - Recommendation/s
1.1 The Committee is requested to nominate one Member of the Committee to replace Councillor John Griffith on the Finance Scrutiny Panel.

2 – Link to Council Plan / Other Corporate Priorities
Not applicable

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:
<ul style="list-style-type: none"> • Long term • Prevention • Integration • Collaboration • Involvement
[focus on wellbeing]

4 - Key Scrutiny Questions

Not applicable

5 – Background / Context

5.1 On 9th June 2018 the Partnership and Regeneration Scrutiny Committee nominated Councillor John Griffith to be a Member of the Finance Scrutiny Panel to replace Councillor Robin Williams who had been appointed Finance Portfolio Holder.

5.2 During October 2018, Councillor John Griffith was replaced by Councillor Trefor Lloyd Hughes as a Member on the Partnership and Regeneration Scrutiny Committee. A nomination is now required from this Committee to be a Member of the Finance scrutiny Panel.

5.3 The role of the Finance Scrutiny Panel is detailed in Appendix 1.

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

Not Applicable

7 – Financial Implications

Not Applicable

8 – Appendices:

1. Terms of Reference of the Finance Scrutiny Panel

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

-

APPENDIX 1

SCRUTINY PANEL – FINANCE

Financial Scrutiny

In the current economic climate, Members need assurance that the Council will make the best use of diminishing resources, particularly financial resources:

*"... Effective scrutiny is even more important as public services respond to the challenges of the global financial situation while continuing to try to improve services. Effective scrutiny can improve the evidence base for decisions on the allocation of resources as well as ensuring that decisions are transparent and are made in accordance with the needs of the local community..."*¹

"How can we add value?" is the key question to be asked in terms of financial scrutiny and "how can we demonstrate that value is added at each stage of the financial process?" In this context, consideration should be given to the following issues:

- The process of setting the budget itself
- Determining priorities among competing demands
- Effective use of funds
- How financial monitoring and management takes place.

Financial scrutiny is much more than adding value to the decisions of the Executive alone. It is about ensuring that a proper scrutiny process forms part of the planning, implementation and follow up on key decisions that have an impact on taxpayers and local communities. As such, effective Scrutiny can:

- Challenge effectively
- Hold decision makers to account; and
- Assist the Executive to develop a robust budget for the forthcoming year.

Our Local Arrangements

¹ Good scrutiny? Good question! Improvement study Auditor General Wales: Scrutiny in Local Government, May 2014. Also, raising the stakes – financial scrutiny in challenging times. A guide for Welsh local authorities (Centre for Public Scrutiny, June, 2014)

The scrutiny of the process of establishing the Council's annual budget has developed and matured over the past 2 years laying the foundations for a better, more strategic process based on outcomes and good practice. In fact, the process allowed for a more systematic path with regard to financial scrutiny, which is an essential component of sound financial management and governance.

The scrutiny work carried out by the scrutiny panel on realising efficiencies for 2014/15 and 2015/16 was also a positive development in our financial scrutiny arrangements, through:

- Development of a model focusing on a smaller group
- Members developing a level of expertise
- Encouraging good attendance and teamwork

Our financial scrutiny is now emerging as a potential model of good practice.

It is therefore a **natural next step** to establish a children's sub-group as a sub-panel of the Corporate Scrutiny Committee. Doing this will ensure the following benefits:

- Developing a model of working on finance matters focusing on a smaller group to enable Members to become more involved, develop a level of subject expertise, encourage good attendance and teamwork
- Forum to discuss information regarding the Council's financial risks, as a basis to inform the forward work programme of the Corporate Scrutiny Committee
- To free up space on the agendas of the Corporate Scrutiny Committee meetings in order to ensure scrutiny of transformational and strategic matters
- Forum to develop a group of members with the expertise and the ownership to lead financial discussions in the Corporate Scrutiny Committee.

Proposed scope and remit of the Panel

Topic	Work programme	Timeline
Induction	Induction of Panel members	June
Quarterly monitoring of the Revenue and Capital Expenditure	Scrutiny of expenditure against budget profile	Quarterly
	Sharing information on financial risks to the Council in order to inform the forward work programme of the Corporate Scrutiny Committee	June

Topic	Work programme	Timeline
The forthcoming year's budget	Draft budget - the mechanics and process of the financial settlement	Summer
	Overview of the position regarding efficiencies	Autumn
	Scrutinise the risks of proposed efficiency savings	
	Scrutinise how achievable the proposals are	
	Scrutinise the Council Tax level for the following year	
Medium Term Financial Plan	Scrutinise the principles and assumptions	Summer
Debt Management	Scrutiny of debt management performance (to include collection rates)	To be confirmed (dependent on availability of information produced regionally)
Business Tax Relief Policy	Scrutinise the principles and assumptions	To be confirmed (on off piece of work)
HRA Business Plan	Scrutinise the principles and assumptions	January
Council balances and reserves	Questioning and scrutiny	Timeline to be agreed by the Panel

Panel Membership

The core membership of the Panel will include:

- Elected members - 2 members from both committees
- Officers - Head of Resources and S151 Officer, Accountancy Services Manager, Revenues and Benefits Service Manager, Scrutiny Manager

The Panel's work will possibly require the attendance of other Elected Members (e.g. members of the Executive Committee) and / or officers from other service areas.

Chairing

At its first meeting, the Panel will elect a Member to chair.

Frequency of Meetings and Quorum

- **Frequency of meetings** – the panel has been established as a standing panel to consider the breadth of financial issues which are summarised in the table above. The panel will therefore meet regularly, in accordance with the schedules of the Council's budgetary processes
- **Quorum** – this will not apply to the panel.

Recording meetings and Reporting Arrangements

- It is intended for the panel to run in the format of a business meeting. The Scrutiny Unit will collate and distribute any papers in preparation for each meeting and provide a list of action points following each meeting
- **Reporting arrangements** - regular reporting by panel members to the Corporate Scrutiny Committee.

ISLE OF ANGLESEY COUNTY COUNCIL	
Report to:	Partnership and Regeneration Committee
Date:	13 November 2018
Subject:	Regional Homelessness Strategy
Purpose of Report:	Scrutinise the Strategy and communication method
Chair of Scrutiny:	Cllr Gwilym O. Jones
Portfolio Holder(s):	Cllr Alun Mummery
Head of Service:	Ned Michael
Report Author:	Elliw Llŷr
Tel:	01248 752137
E-mail:	ElliwLlyr@ynysmon.gov.uk
Local Members:	Not ward specific

1 – Recommendation/s
The Scrutiny Committee recommends that the Executive approves the Regional Homelessness Strategy and Local Action Plan.

2 – Link to the Council Plan / Other Corporate Priorities
<p>The 2014 Act states that all Local Authorities must adopt a Homelessness Strategy in 2018 in order to achieve the following aims:</p> <ul style="list-style-type: none"> · Prevent homelessness; · Suitable accommodation is provided for homeless people or those at risk of becoming homeless; · Satisfactory support is available to homeless people or those at risk of becoming homeless. <p>Prior to producing the strategy Local Authorities are required to undertake a local review in line with section 51 of the Welsh Government’s Code of Guidance on the Allocation of Accommodation and Homelessness. Local Authorities are required to undertake a review of their Homelessness service as a basis for producing the Strategy.</p> <p>The strategy aligns with the objectives of the Council Plan, 2018-22.</p>

3 – Guiding Principles for Scrutiny Members

To assist members when scrutinizing the subject:-

- 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. Has the Scrutiny Committee been sufficiently assured that the Strategy is achievable on a Regional and Local level?
2. Although the consultation period remains open until 20/11, is the Scrutiny Committee satisfied that the consultation that has taken place thus far has been in accordance with the Communication Plan presented to the Executive on 16.6.18.

<http://democracy.anglesey.gov.uk/ieListDocuments.aspx?CId=134&MId=3302&Ver=4&LLL=0>

3. Has Housing Services the financial and human resources necessary to achieve the Strategy and Local Action Plan?
4. Can you outline how you will monitor progress on the implementation of the Strategy and the Local Action Plan?
5. In developing the regional Strategy what lessons have you learnt to date?

5 – Background / Context

North Wales Heads of Housing Service agreed to produce a Regional Homelessness Strategy.

Establishing a collective understanding and regional approach towards preventing homelessness will have the following benefits:

1. Increase the opportunity for the development of more effective working with key partner organisations, such as the Health Service, who operate on a regional basis to tackle some of the underlying causes of homeless.
2. There will be a consistent approach among local authorities with their interpretation and implementation of the homelessness legislation and in the delivery of homelessness services across the North Wales locality. This will help to reduce the potential for variation in the availability and delivery of services across the region.
3. There will be more opportunities for Authorities to share their resources, expertise and specialist services.

The Regional Strategy will include a overarching regional document and a 12 month Regional and Local Action Plan.

The six Local Authorities include: Anglesey, Gwynedd, Conwy, Wrexham, Denbighshire and Flintshire.

As the Homelessness Strategy states, Homelessness affects councils across North Wales and this process highlights collaboration at both strategic and operational levels in order to deal with and seek to reduce the effects of homelessness. The Local Action Plan has been prioritised by the Service and is achievable in 2019.

3.2 One risk in implementing the Regional Strategy is that ownership is shared and lack of commitment by one or more partners can have an impact on progress. In order to try to respond to this the Chartered Institute of Housing, who has supported us in formulating this strategy, has agreed to be a 'critical friend' as we tackle the Regional Action Plan.

3.3. There is a natural link between the Strategy and the Wellbeing of Future Generations Act in terms of:

- long term
- prevention
- integration
- collaboration
- inclusion

See **appendix 1** for a copy of the Draft Strategy and Local Action Plan.

Local Review

Project Development Workshop Ltd (PDW) were commissioned to undertake a local review for Anglesey.

The review was conducted between March and May 2018 in line with the Code of Guidance. In addition, PDW looked at the following:

- Are services fit for purpose?
- How are contracts and relationships managed?
- How well is the homelessness service delivered with partners?
- Is the capacity within teams appropriate and are team functions achieving their goals and expected outcomes?

The data for the period April to mid October shows that 377 people have had contact with the Homelessness Service either by way of a pre-arranged meeting or by visiting the office to inform staff that they are at risk of becoming homeless or are homeless. The reasons given for being homeless, were breakdown of a relationship, friends, family or parent not able to offer accommodation or leaving prison.

In accordance with the Act, an assessment of their circumstances must be undertaken with advice and support given and a decision to secure emergency, prevent homelessness, help to secure accommodation or duty to secure accommodation. This can mean bed and breakfast, offering solutions to remain in the property or helping to find private accommodation.

Consultation

Extensive consultation has been undertaken whilst conducting a review of our Homelessness Strategy, see **appendix 2** for further information.

The main messages are:

- Information about performance needs to be better co-ordinated
- Homelessness is acknowledged across teams
- Our staff are enthusiastic and willing to help our customers who are facing a period of emotional strain and uncertainty
- Customers are important to us within our service

This report is being presented to the Scrutiny Panel as the consultation period on the Regional Strategy is drawing to a close. We are satisfied that sufficient engagement has taken place, as appendix 2 demonstrates, and that it gives the Committee assurance that consultation has taken place along the journey in order to reach this final stage of publishing the Strategy.

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

See appendix 3

7 – Financial Implications

Any costs for emergency accommodation is greeted by the Council's overall funding and grants from the Welsh Government for specific initiatives for the prevention of homelessness when they are available

8 - Appendices

Appendix 1 – Regional Homelessness Strategy and Local Action Plan
Appendix 2 – Summary of the consultation
Appendix 3 – equality impact assessment

9 – Background Papers (please contact the author of the Report for any further information):

-

People, homes and services

A regional approach to tackling homelessness in North Wales

DECEMBER 2018



Foreword

When, as a group, we initially discussed what the title for this strategy should be, there was a tacit recognition that addressing homelessness across the region was more than simply increasing the supply of the right type of housing.

Yes, the shortage of supply is a big contributing factor to people presenting as homeless, whether they are rough sleepers, those on social housing waiting lists, or those sleeping on a friend's sofa without any prospect of any affordable permanent accommodation.

But all the evidence from the individual homelessness reviews, carried out by the six North Wales local authorities to inform this strategy, suggests a more complex explanation as to why so many are sleeping rough or waiting to be housed.

It is about the specific groups of people in need of support, the type of homes we need to provide them with and the services that allow them to live sustainably in those homes – **People, Homes and Services.**

Common themes emerged around the types of demographics presenting as homeless, particularly young people, those with complex needs such as mental health issues, and those leaving prison.

The reviews also identified common themes around the gaps in the type of accommodation, as well as the gaps in data to inform a strategic approach to combatting the issue.

Finally, commonality across the region emerged on other root causes such as welfare reform, lack of early intervention and a lack of collaboration with the health service, and in some cases between council service areas.

Fundamentally, this strategy recognises that homelessness, and the issues that cause it, has no regard for local authority boundaries and that if we are really going to address this issue, then all six councils need to work together to join up data, services and solutions.

This document sets out a strategy based on working together to reach the overarching goal – eradicating homelessness in North Wales.

Matt Dicks

Director, CIH Cymru

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1. Introduction

1.1 Legislative background:

Part 2 of the Housing (Wales) Act 2014 places a statutory duty on each local authority in Wales to carry out a homelessness review and formulate a homelessness strategy. A homelessness strategy, under section 50 of the Act, is a strategy for achieving the following objectives in the local housing authority's area:

- The prevention of homelessness;
- That suitable accommodation is and will be available for people who are or may become homeless;
- That satisfactory support is available for people who are or may become homeless.

1.2 Additional legislative and regulatory considerations:

When preparing this strategy partners have referred to and taken into account the following:-

- 10 Year Homeless Plan
- National Housing Pathway for Ex-Service Personnel
- National Pathway for Homelessness Services to Children, Young People and Adults in the Secure Estate
- Preventing Homelessness and Promoting Independence: A Positive Pathway to Adulthood
- The Homelessness (Suitability of Accommodation) (Wales) Order 2015
- Renting Homes (Wales) Act 2016
- Social Services and Wellbeing (Wales) Act 2014 and Population Needs Assessment
- Well-being of Future Generations (Wales) Act 2015 and Assessment of Wellbeing
- Regional Strategic Plans
- Equalities Act (Wales) 2010
- Allocation of Housing and Homelessness (Eligibility) (Wales) Regulations 2014
- Code of Guidance to Local Authorities on the Allocation of Accommodation and Homelessness, 2016
- Welfare Benefit Reforms

1.3 Key objectives:

The aim of this strategy is to address the root causes of homelessness, whether that be rough sleeping, reducing the numbers on the social housing waiting list, reducing the "numbers of "sofa surfers", and any other type of homelessness, with the ultimate goal of ending it altogether in North Wales. After carrying out a Homelessness Review in each local authority areas, the six authorities across the region will meet that goal by achieving the following key objectives:

- **Developing a regional approach to tackling homelessness in North Wales**
- **Sharing best practice across the region**
- **Developing shared services and collaboration where possible**
- **Developing a better understanding of the causes of homelessness through better data capture across the region**
- **Reducing homelessness in North Wales**

1.4 the North Wales homelessness picture

This was the picture of homelessness in North Wales in July 2018:

Number on household
Waiting List in North Wales:

7,022



75%

of Welsh people think Welsh
Government should house
rough sleepers



509

in temporary
accommodation

84

sleeping rough



Two-thirds

of Welsh people believe Welsh Government
should provide a good quality home to everyone



2. The regional approach

2.1 Background

The Williams Commission on Public Service Governance and Delivery, which reported in 2014, noted that:

“The public sector relationships in Wales are overly complex and this complexity does not serve Wales well. The structures, relationships and responsibilities of public sector bodies in Wales, and the partnerships between them, must be streamlined, accountability clarified and synergies maximised.”

And that:

“There is a need for a step change in the performance and delivery of public services in Wales.”

The Commission also recommend the reduction in the number of councils in order to streamline the delivery of public services in Wales. Whilst the Welsh Government has stopped short of reorganisation, a collaborative approach has continued to dominate its agenda in terms of the delivery of public services since the commission published its report.

In June 2017, the Heads of Housing of the six North Wales local authorities, together with the Chartered Institute of Housing Cymru, undertook a commitment to work together to develop a regional homelessness strategy.

A working group was established and communication opened with the Welsh Government. The Welsh Government agreed to the regional approach outlined in the document in **Appendix A**, provided that each of the six local authorities in the region *“adopts/signs up to the regional strategy”*.



2.2 Key shared themes and objectives

The local reviews have been carried out and common themes and key areas for action have been identified across the region:



2.2.1 People

Key issues

Youth homelessness

Ensuring correct information is provided to young people via different social media platforms

Misunderstanding/lack of knowledge of service provision amongst young people

The impact on young people and their housing needs, when family life reaches crisis point

Clarifying what we mean by young people and understanding the needs of different groups of young people such as 16-17 year olds in B&B, 20-35 year-olds in one-bed accommodation - a lack of understanding as to why different groups are presenting as homeless

Failure to identify at-risk young people at an earlier stage - e.g. vulnerable people/ACES agenda - and a need to provide more joined up services, e.g children services not communicating with housing at an earlier stage

Shortage of shared accommodation and one-bed accommodation

Shortage of right type of accommodation

Many young people aren't tenancy ready - i.e. not financially literate, not experienced living independently

Rough sleepers

Numbers are growing

Shortage of the right type of accommodation e.g. emergency accommodation

Uncoordinated charity approach across locality and region e.g. good work having unintended consequences that cause issues further along the housing journey at a local and regional level

Addressing the "drug and alcohol culture" - a proportion don't use their accommodation because of drug culture. Drug users less likely to use emergency shelter accommodation

Lack of support for people with mental health issues
Uncertainty about the future of Supporting People funding

Complex needs	<p>Lack of a clear definition of what Complex Needs mean</p> <p>Lack of co-ordination in service provision</p> <p>Lack of adaptive housing and coordinated use of resource across region</p> <p>Welsh Government commitment to Supporting People Programme</p>
Prison leavers	<p>Prisoner Pathway - not enough resource</p> <p>Lack of collaboration across region</p> <p>No longer within Priority Need</p> <p>Lack of suitable accommodation for those convicted of arson</p>

2.2.2 Homes

Key issues

Housing first	<p>Shortage of funding</p> <p>Lack of Clarity from Welsh Government in terms of its housing first strategy and what it means - is it a health and/or housing spend?</p> <p>Lack of political appetite at a local level in certain Local Authority areas</p>
Improved access to accommodation - supply	<p>Under 35s accommodation</p> <p>Perceived unwillingness of Private Rented Sector (PRS) to take tenants on welfare benefits</p> <p>Lack of housing support for tenants in PRS</p> <p>Upfront letting agency fees</p>

Temporary accommodation

- People unable to move on
- Shortage of right type accommodation
- Too expensive
- Continual risk assessments required

2.2.3 Services

Key issues

Prevention/ intervention

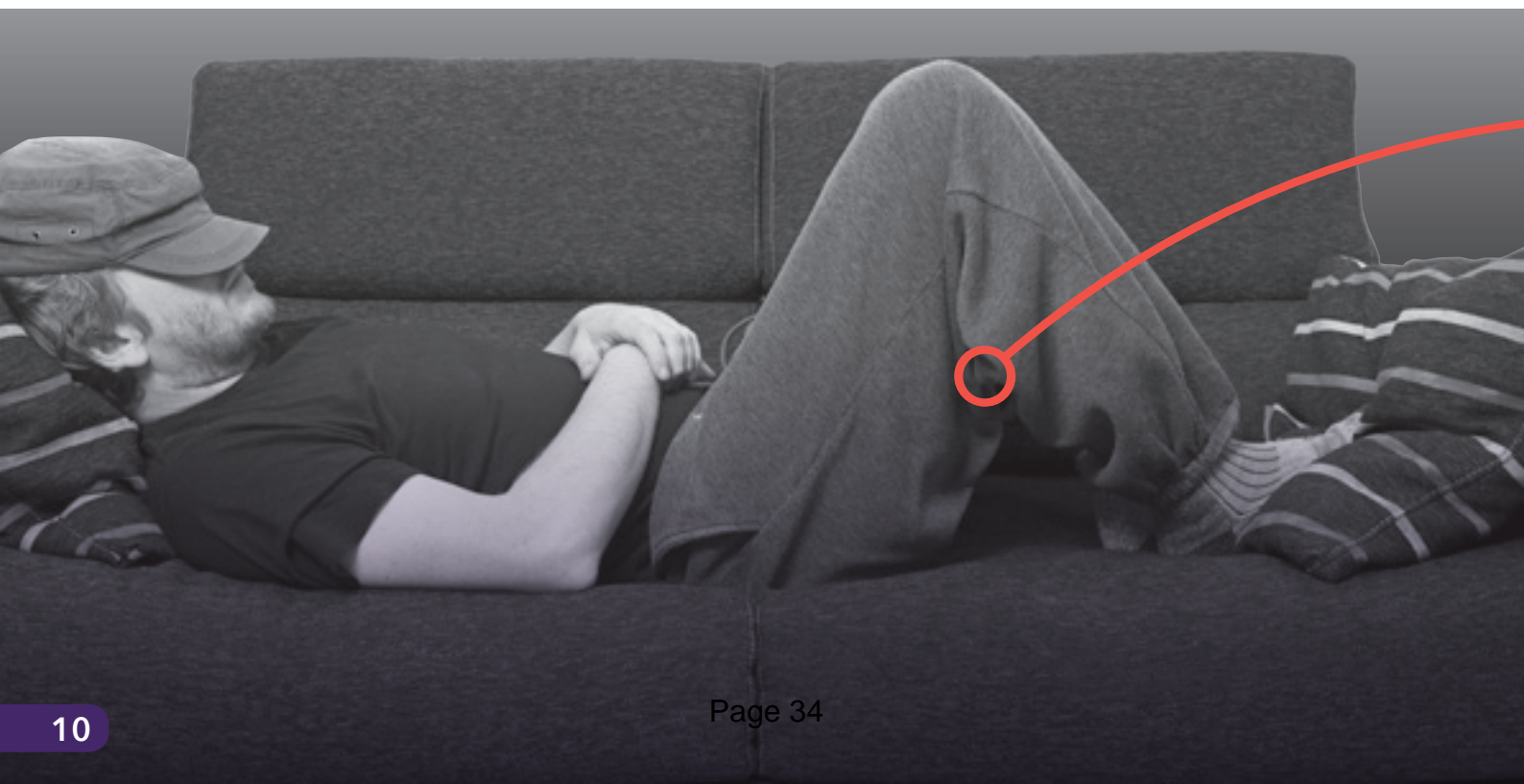
- Intervention takes place at crisis point - homelessness is a symptom not the cause
- Lack of holistic approach to prevention across Local Authority departments - it's every department's responsibility to prevent homelessness

Welfare reform

- Implementation of Welfare Reform agenda

Health

- Lack of collaboration and services in locality and at a regional level
- Lack of understanding of housing within health sector



3. The collaborative framework

3.1 The strategic aim

The core strategic commitment from the six local authorities in North Wales is to create a culture of better collaboration across the region, in terms of addressing the specific issues causing homelessness as outlined above. That agenda will be cemented into the strategic approach of each authority by adoption of the Regional Homelessness strategy as set out in this document. Each authority will develop its own local action plan based on the priorities of the regional strategy and this section outlines where collaboration can take place at a regional level.

3.2 Collaborative work plan

Based on the correlation of key themes, key areas of collaboration across the region have been identified:

3.2.1 People

Youth homelessness:

- Develop a regional approach for young people in terms of information on:
 - Being tenancy ready
 - Financial literacy Welfare/Benefits
 - Promoting a Young People's Positive Pathway to Housing
- Creating better links between accommodation and employment opportunities
- Creating the right support and prevention tools to help maintain tenancies

Rough sleepers:

- Create a regional charity liaison hub to improve consistency and strategic delivery of support
- Promote Streetlink App and Information on reporting homelessness and how public can assist homeless people
- Change perceptions of politicians and public in relation to stereotypes in terms of emergency accommodation, shared accommodation and housing first
- Pulling data sets together at a regional level to create a better understanding of:
 - Why people refuse certain types of accommodation
 - Why tenancies end/Why people present as homeless
 - What PRS want in terms of support and how can we encourage landlords to let to Welfare Benefit claimants
- Develop better engagement with rough sleepers to understand need

Complex needs:

- Develop definitive and shared definition of complex needs across region
- Coordinate use of research across region and individual local authorities in terms of data on complex needs
- Develop/utilise right type of housing
- Develop better collaboration across local authority departments around complex needs

Prison leavers:

- Increase resource for Prisoner Pathway by developing a reciprocal agreement across region - creation of regional Prisoner Pathway network of officers
- Improve monitoring of Prisoner Pathway and develop a data map of impact it's having across region

3.2.2 Homes

Housing First:

- Joined up communications approach to persuade local politicians of the merits of Housing First
- Feed into on-going Welsh Government roll out programme to better understand WG vision
- Share best practice across region

Improved access to accommodation - supply:

- Raise awareness of Homelessness Strategy with other departments
- Embedding homelessness at a strategic level across the region
- Increasing supply that is suitable and accessible
 - o Social new build
 - o Utilising more PRS stock
- Develop a suite of incentives across the region to encourage landlords to work with Homelessness Service
- Working with PRS to reduce negative perception of taking on Welfare Benefit tenants
- Regionalising comms approach with PRS landlords
- Further promote Tai Teg web portal

Temporary accommodation:

- Explore innovative solutions to temporary accommodation
- Learning from Local Authorities that don't use bed and breakfast accommodation to meet temporary accommodation needs - sharing best practice across the region
- Communications campaign to address public perceptions of temporary accommodation and the people that use it
- Explore a regional service level agreement with bed and breakfast providers

3.2.3 Services

Prevention/intervention:

- Create cross-regional data set to better inform why people present as homeless
- Raising awareness amongst statutory services within local authorities to understand that earlier intervention can prevent future homelessness
- Create a regional map of the prevention tools available at both a local and regional level
- Share information services across the region
- Sharing training resource across the region

Welfare reform:

- Develop a regional early intervention hub
- Set up a regional best practice group
- Plug data gaps to better understand the impact of sanctions on homelessness
- Regionalise pre-eviction protocols

Health and social care:

- Better demonstrate cost-benefit of investment in housing and homelessness agenda in terms of savings to health service through sharing of best practice
- Creating a louder voice for housing on Public Service Boards



4. Outcomes

The ultimate aim of this strategy is to reduce homelessness and work towards its eradication across North Wales, measured against an evaluation system (see section 5 below).

5. Monitoring and evaluation

A Regional Homelessness Delivery group has been set-up to implement the regional strategy and action plan. The group is made up of the Housing Strategy leads from the 6 Local Authorities and will meet once a quarter. Where necessary sub-groups will be set-up to deliver some of the actions, membership of the sub-groups will include the relevant partners and frequency of the meetings will be determined by the group.

The progress made against the Regional Action Plan (Appendix B) will be presented quarterly to each Local Authority (LA) Strategic Housing Partnership which oversees the implementation of the LAs Local Housing Strategy and related strategies. The role of the LA Strategic Housing Partnership is to co-ordinate and strengthen housing related activities across all services and partner organisations.

An annual report will be prepared detailing the progress made against the regional action plan and each Local Authority will present the report to their Economy and Plan Scrutiny Committee. The LA will also include progress made against the local Action Plan within the report and will ensure it is publically available online on the LA's website.

Appendix A

Outline - North Wales regional homelessness strategy

The Housing (Wales) Act 2014 has introduced the most fundamental changes to homelessness legislation since the introduction of the Housing (Homeless Persons) Act 1977. Alongside the ground breaking statutory duty linked to the prevention of homelessness, the Act also introduced, for the first time, a statutory duty upon a local housing authority to undertake a Homelessness Review and to produce a Homelessness Strategy, with the strategy being published by the end of 2018.

Should the North Wales local authorities produce individual Homelessness Strategies; these would contain similar aims and objectives. Therefore, the North Wales Heads of Housing recommended that the six North Wales local authorities work together to collectively produce and publish a Regional Homelessness Strategy.

CIH Cymru agreed to act as facilitator for the project and met with project leads from the local authorities on 25 October to develop an approach and work plan.

The benefits of such a strategy could include:

- The potential for local authorities to collaboratively procure and deliver homelessness services will be enhanced. There will also be increased opportunity for the development of more effective working with key partner organisations, such as, Health Service, i.e., who operate on a regional basis.
- There will be a more consistent approach among local authorities with their interpretation and implementation of the homelessness legislation, i.e., reasonable steps, and in the delivery of homelessness services across the North Wales locality. This will help to reduce the potential for variation in the availability and delivery of services across the region.
- Local authorities will be able to develop a broader and more detailed understanding of regional issues, better understanding issues neighbouring authorities are encountering.
- There will be more opportunities for authorities to share their resources and expertise and specialist services. It was also recognised that there would be improved collaboration amongst local authorities, for example, with the management of MAPPA cases.
- Establishing a collective understanding and regional approach towards preventing/ tackling homelessness will result in local authorities, together with their partners, having a stronger, more positive influence on the development of future Welsh Government policy, particularly, around housing, homelessness and supporting people issues.

Approach:

- Each council will undertake local reviews and develop local action plan
- The local plans will be analysed, and common themes and areas of cooperation will be identified to develop a draft regional strategy and action plan
- Consult on draft regional strategy and action plan (politically and cross sector)
- Publish final regional strategy and action plan



Appendix B – Regional Action Plan

Theme	Action	Task	Output
People Youth Homelessness	Develop a consistent approach across North Wales to support young people to: (1) Become tenancy ready. (2) Maintain their tenancy	Map out existing services available to support young people in each County. Gather information from the Single Pathway (and any other methods available) to identify the demand for support services in each County. LAs to share existing referral processes with partners to maximise the use of services available and good practice examples. Identify areas for collaboration. Train front line officers on how to develop effective personal plans for young people.	Each LA will offer robust personal plans for young people that include support to access training and employment opportunities and resolve any debt and management money issues prior to an offer of a tenancy.
	Rough Sleepers	Deliver a consistent service across North Wales that responds to rough sleepers	Develop a regional communication plan to promote Street Link. Develop a regional engagement toolkit to improve communication with rough sleepers to better understand their needs. Each LA to develop local outreach services based on local need and share good practice to ensure consistent approach.

Theme	Action	Task	Output
Complex needs	Develop a coordinated approach to responding to customers with complex needs.	<p>Agree what the definition of complex needs is across the region.</p> <p>Share data and good practice.</p> <p>Identify areas for collaboration.</p> <p>Train front line officers on how to respond to customers with complex needs and ensure the right support services are in place.</p>	The complex needs of customers will be met.
Prison leavers	Continue to provide Housing Solutions to prison leavers prior to release maximising opportunities to work in collaboration to ensure effective use of resources.	<p>Develop a reciprocal agreement across the region.</p> <p>Share monitoring data and develop a data map of the impact it is having across the region.</p>	Increase the resources for Prisoner Pathway
Homes	In collaboration use innovation to respond to the accommodation needs of customers.	<p>Share data and good practice.</p> <p>Identify areas for collaboration</p>	Implement a successful approach to Housing First in each local authority area.
Improved access to accommodation	Develop a regional approach to improve the access to the private rented sector	Develop a consistent approach to landlord incentive schemes across the region.	Improve the access to accommodation in the private rented sector.
Temporary accommodation	Explore innovative solutions regionally to reduce the cost of temporary accommodation.	<p>Share data and good practice.</p> <p>Identify areas for collaboration</p>	Reduced costs for LAs.

Theme	Action	Task	Output
<p>Services</p> <p>Prevention</p>	<p>Deliver a consistent service across North Wales that responds to the Housing (Wales) Act 2014.</p>	<p>Map out prevention tools available at both a local and regional level.</p> <p>Train frontline officers on prevention tools available.</p>	<p>Better understanding of why people are presenting as homeless.</p>
<p>Mitigation of Welfare Reform</p>	<p>Develop a collaborative approach to reducing the impact of Welfare Reform on working age claimants affected by Universal Credit</p>	<p>Set-up a regional best practice group and share data to better understand the impact of WR (including the impact of sanctions) and develop effective mitigation measures.</p> <p>Regionalise pre-eviction protocols.</p>	<p>Reduce the impact on customers and public services.</p>
<p>Health and Social Care</p>	<p>Develop closer working arrangements with Health Services</p>	<p>Identify areas for collaboration.</p>	<p>Create the links between health and housing.</p>

Isle of Anglesey County Council Homeless Strategy Action Plan 2018-19 (Dec- Dec)

Theme	Action	Task	Output
Providing welfare advice/ financial inclusion to homeless clients	<ul style="list-style-type: none"> - Recruit an additional FI officer to be embedded into Homeless team on a part time basis 	<ul style="list-style-type: none"> - Map out existing financial inclusion offers to support homeless clients - Referral process to be agreed between homeless and income team 	<ul style="list-style-type: none"> - Maximising income to reduce risk of future homelessness - Long term financial robustness for customers - Reduce customers returning on a frequent basis who are deemed as 'homeless' due to improved financial stability - Improved customer satisfaction
Implement equal ground standard	<ul style="list-style-type: none"> - To ensure we meet national legislative requirements of implementing the equal ground standard 	<ul style="list-style-type: none"> - Liaise with Shelter to implement local equal ground standard - Develop quarterly case studies on on how equal ground standard has brought success plus lessons learnt to our delivery - Consider our accessibility – community hubs etc (reduce the impact of entering a formal office by some individuals with complex needs & vulnerabilities) - Customer service training - Mental health awareness - Equal opportunities training - Addressing and acknowledging additional needs such as literacy 	<ul style="list-style-type: none"> - Earlier prevention of homelessness due to improved relations with Housing Options team – two way clarity - Improved relations during the homeless cycle - Swifter compliance of homeless investigations due to increased communication with customer
Promote Housing Options service to encourage earlier presentations	<ul style="list-style-type: none"> - Identify key stakeholders to actively promote the Housing Options service / SPOA to allow people to prevent as homeless prior to crisis point 	<ul style="list-style-type: none"> - Develop a short film - Develop a list of all relevant contacts / email addresses / telephone numbers - Develop a simple marketing plan to ensure all ideal stakeholders are involved 	<ul style="list-style-type: none"> - Earlier prevention - Manage expectations - Improved relations with key referring agencies such as health and social services - Customers can be provided with information, advice and assistance prior to homelessness

		<ul style="list-style-type: none"> - Bring Health (BCUHB) on board as this is viewed as an area which requires stakeholder improvement - Increased marketing on Corporate social media / website accounts - Update corporate website and improve the navigation whilst considering vulnerable clients - Stakeholders to openly provide constructive feedback on areas of required improvements by Housing Options 	
Ensure services for customers suffering relationship breakdown are mapped and information on provision is shared with customers	<ul style="list-style-type: none"> - Realising this is one the main contributors to homelessness - Map out existing mediation services 	<ul style="list-style-type: none"> - Develop marketing collateral – leaflets, posters, social media - Ensure clarity on all mediation services, if appropriate for individual clients 	<ul style="list-style-type: none"> - Increased awareness on couples seeking support (through Relate or Teulu Môn) should personal relations pose a risk to future homelessness
Develop a complex needs protocol and case assignment / review progress and monitoring	<ul style="list-style-type: none"> - Develop a coordinated approach to responding to customers with complex needs. 	<ul style="list-style-type: none"> - Agree what the definition of complex needs is across the region and ensure this is agreed locally with partners - Share data and good practice with social services, SP providers - Identify areas for collaboration with partners - Train front line officers on how to respond to customers with complex needs and ensure the right support services are in place. 	<ul style="list-style-type: none"> - The complex needs of customers will be met. - To provide intelligence for future planning of services
Develop a process to manage bed and breakfast accommodation more effectively to ensure	<ul style="list-style-type: none"> - Process and protocol development in regards to managing B&B's more effectively 	<ul style="list-style-type: none"> - Small contribution from customers per night to support the ongoing costs of B&B - Swifter decisions on homelessness - Reduce overall annual B&B costs 	<ul style="list-style-type: none"> - Reduced costs - Homeless customers are reporting they feel better with a more long term focus

<p>customers are in sustainable homes as quickly as possible and spend and numbers are accurately recorded</p>		<ul style="list-style-type: none"> - Consider innovation for temporary accommodation solutions - Increase support and guidance from Shelter - Focus group with individuals who have been placed in temporary accommodation on how B&B's have affected their lives and how this can be improved 	<ul style="list-style-type: none"> - Improved customer satisfaction due to swifter decisions resulting in a more permanent tenure (private or local authority) - Having a more suitable alternative for emergency accommodation from those stepping down from statutory services such as mental health
<p>Mental Health Pathway</p>	<ul style="list-style-type: none"> - Implement the Mental Health Pathway 	<ul style="list-style-type: none"> - Appoint a Mental Health Assessor - Arrange training for staff on dealing with Mental Health matters - Work with Health and other key agencies on the Mental Health Pathway 	<ul style="list-style-type: none"> - Increase knowledge and skills on Mental Health issues for staff - Better outcomes for customers presenting with mental health matters

Monitoring and evaluation

How do customers feedback and influence the service?

In partnership with Digatref Cyf, the Housing Service has developed the Service User Homelessness Prevention Forum. This is a group of young people who are or have been service users who help to influence the development and improvement of the service. They have been recognised in the TPAS Cymru Participation Awards by coming second in the improving services category 2017. They are an active, enthusiastic and engaged group.

The overarching aim of the Service User Homelessness Prevention Forum, is to enable young people to work in partnership with Anglesey's Homeless Prevention forum in preventing homelessness on Anglesey.

The aims of the Service User Homelessness Forum are:

- Ensure young people have an opportunity to share knowledge, information, ideas and good practice about homelessness and prevention of homelessness issues.
- To promote effective joint working between service users, service providers, stakeholders, organisations, statutory bodies and interested parties, in order to develop a cohesive and co-ordinated approach to tackling and preventing homelessness.
- To progress the action plan of the Homelessness Strategy.
- To have an active role in the review of Anglesey's Homelessness Strategy and Action Plan.

Some of their achievements are listed here;

Helped set-up an innovative housing development project

Action 4 in the interim homeless action plan: Explore options to facilitate sharing, particularly for single people under age 35 as a response to welfare benefit changes which restrict housing costs to shared accommodation rate

- Designed an under 35s housing options questionnaire – designed to help the Council understand young people's housing needs.
- Supported an application for 4 self-contained modular units in Holyhead aimed at young people (under 35 years old) that offer an opportunity to learn independent living skills before moving to larger permanent accommodation. – Welsh Government Innovative Housing Grant
- Interviews architects
- Supported consultation events

Supported the development of the interim homeless strategy and monitor progress quarterly.

Forum members said they feel they are helping to influence services and said the following;

"It makes me feel like I have done something good when I hear they have listened to what we have said!"

"If we didn't tell them what we thought, they wouldn't know what is needed"

"This has been an excellent experience for me, I have learnt so much. I never thought the Council would listen".

APPENDIX 2a

As part of the review a focus group was held with 12 members of the Service User Homelessness Forum. Their feedback is provided below

Service User Homeless Prevention Forum

16 members attended

Views on the following services:

Lighthouse

- Heard about it from a member of staff at the Job Centre
- Excellent Service:
 - Signpost you to other services who can help.
 - Somewhere to go in the day; given food, can use the shower
- Could improve their service by offering day time activities.
- Very supportive.

The Wallich

- Offer good tenancy support services.
- Excellent in helping to find accommodation.

The Council

- Had to fight for support because they did not know how to deal with a customer with mental health.
- Was in B & B for weeks, when I chased up I was not on the system.
- I was given keys to a new house (in Llangefni) and asked to leave the B&B (in Felinheli) within hours, had no transport.
- Do not talk to internal departments (social services, housing benefits)
- Will not help me because I have no local connection – I have to leave the hostel in May because I am 25.
- Offer a good service but not enough accommodation and B&Bs to put you in.
- Can be patronising on the phone and it takes a long time to get through to the right department.
- Need more 1 bedroom accommodation.
- I did not get support from the Council –need to improve their communication.
- Hard to access services when you have no transport to get to Llangefni.
- Housing applications are long and hard to understand.

Private landlords

- Private sector is not affordable.
- Shared accommodation is the only affordable options but there is any landlords offering this.
- Don't want young people on Housing Benefits.

Shelter Cymru

- I was homeless for months and put myself in jail because I knew I would get help with accommodation when I came out. Shelter Cymru found me accommodation.

Digartref

- Offer excellent service; inspire training, help to with a CV.
- No recommendations for improvement.

A Service User group for Housing Support was also held, which was well attended by users across a variety of tenures. There was a presentation by DWP on Universal Credit and welfare reform and it was also an opportunity for PDW to explain the homelessness review. The meeting was well organised and attendees asked questions about issues raised during the forum. During this review, it was clearly evidenced that the council has a well-developed service user network which it uses to good effect in involvement and improvement of services, gaining valuable feedback from user experience.

Homelessness Forum

The Council hosts the Homeless Forum which is made up of council officers and partners in the main at the practitioner level. They meet to discuss issues such as:

- Homelessness across Anglesey and particular issues
- The homeless strategy
- New initiatives

With the Homeless Forum we discussed how effective the group was and should there be improvements. The participants recognised that a Homeless Forum is essential for shared working.

Online survey results

During the review the council hosted an online survey for customers to feedback their views on how homelessness or threatened homelessness is dealt with by the Council. The survey ran for a four-week period in April and in all, 38 people responded. A summary of their responses is set out below, with the full survey results attached at Appendix 3

Survey questions and responses:

Q1. Have you accessed the homeless service within the last 12 months?

60.% of customers replied yes to this question

Q2. How easy was it to contact the homeless service?

64% of respondents stated that it was easy or very easy to contact the homeless service

Q3. How did you contact the Homeless service?

1	phone	58.6%	17
2	visit to office	55.2%	16
3	kiosk	3.4%	1
4	email	6.9%	2
5	other	17.2%	5
6	Comments:	0.0%	0

Q.4 How satisfied were you with how regularly you were kept informed of the progress of your case?

58% of customer were satisfied or very satisfied with the regular information they received on the progress of their case.

Q5. How satisfied were you with the support or advice you received from the homeless team?

67% of customers were satisfied or very satisfied with the support or advice from the homeless team

Q6. Did you get the solution you needed?

70% of customers replied yes

Some customers who replied no made the following comments (Q7)

"Was kept waiting for a long period of time at the age of 17, had to sofa surf from house to house when I was pregnant"

"It took three months to be housed in a safe place close to my relatives which, resulted in my mental health deteriorating, but they did what they could"

"I am still homeless six months after first asking for help!!"

Q8. Overall how would you rate your experience?

64% of respondents were satisfied or very satisfied with their experience

Q9. Please tell us what you think the homeless service could do better?

"They do a good job so far"

"Availability of appointments"

"Be quicker"

"Be more accessible particularly by phone and drop in"

"Not a lot of help at all, very hard to get in touch with people, waiting time is ridiculous"

APPENDIX 2a

Overall the scores are largely positive about the service provided by the Housing Options service, however, time waiting to be seen is a recurring theme. The new remodelling approach due to be launched in April 2018 anticipates dealing with this issue.

Telephone survey

PDW carried out a telephone survey, contacting 40 customers and receiving replies from 19 customers. This is a summary of the responses we received;

What was the reason why you were homeless?

Parents/friends/family eviction	3
Relationship breakdown	2
Domestic Abuse	4
Eviction from social housing	
Eviction from private rented sector	5
Leaving Army	
Leaving Prison	2
Other	3 · Drug abuse. · Disabled parent being rehomed and pregnant daughter needed to get out of home before this could happen · Antisocial behaviour from neighbours forced emergency vacation of home

Which other organisations did you approach or were you referred to?

Shelter	5
CAB	4
Solicitor	
MP	1
Other	

How easy was it for you to contact the Housing Options service?

- 83% of customers said it was easy or very easy to contact Housing Options

How did you contact the Housing Options service?

- 6 customers phoned the service
- 17 visited the Llangefni office

Where Housing Options staff knowledgeable about you circumstances?

- 89% of customers confirmed that the Housing options staff were knowledgeable

Where the staff helpful and sympathetic?

APPENDIX 2a

- 50% confirmed that they were
'I found the staff unhelpful and condescending, I felt belittled and humiliated'

How satisfied were you with the quality of service you experienced from the Housing Options service?

- 62% of customers said they were satisfied or very satisfied with the quality of the service
'although it took a while to find a house it was worth waiting for'

How satisfied were you with the advice you received from the Housing Options team?

- 54% of customers were satisfied or very satisfied with the advice they received
'staff were very helpful'

Prevention of homelessness

Could the service have prevented you from becoming homeless?

- 80 % felt the service could have prevented them from becoming homeless'
'I wasn't offered any financial advice or support as a victim of domestic abuse'

'The Council could have offered more help and support in the 2 months leading up to the original eviction notice'

Did you get the solution you needed?

- 67% of customers stated they got the help they needed'
'the officer was particularly helpful in this very difficult case'

How satisfied were you with how regularly you were kept informed of the progress of your case?

- 50% of customers were satisfied with how regularly they were kept informed

Bed and breakfast accommodation

Were you placed in bed and breakfast accommodation?

- 4 customers responded that they were placed in bed and breakfast accommodation, with 60% of them satisfied or very satisfied with the standard
'The B+B was fine, it was not a suitable location but in itself it was nice'

Temporary accommodation

Were you placed in temporary accommodation?

- 2 were placed in temporary accommodation with 100% satisfied with the standard
'The temporary accommodation turned out to become the new home'

Did you receive any support during your stay in temporary accommodation?

- 36% of customers received support whilst they were in temporary accommodation

APPENDIX 2a

How did you consider the support you received?

- 70% of customers stated they were satisfied or very satisfied with the support they received overall
'Offered and took counselling to cope with stress and pressure of being homeless. Offered and took storage for possessions'

Overall, how would you rate your experience?

- 66% of customers were satisfied or very satisfied with their experience
'Although I was not placed in temporary accommodation I was offered support if I required it through the Council'

Improving services - what could be done to improve the Housing Options services?

'Communication needs to be more often even if nothing in the case has changed just to let people know that they are still in the system'

'Communication follow ups, no one contacted me to let me know how things are going had to call Council follow-up meetings when placed in accommodation'

'There needs to be more homeless accommodation on Anglesey especially for large families, this lady has 6 children'

'Please update people on progress more often or answer emails'

The full results are attached at Appendix 4

In summary, we found the following for access to the service;

- There is a Corporate Customer charter in place for the Housing Service which includes the Housing Options Service
- There is a fact sheet for customers, includes information on the Private Rented Sector, Social Housing and contact details
- There is a single point of access leaflet for customer which explains what housing related support is, how to contact the service, how customers are referred and how to get involved in the service
- The website provides information for customers on homelessness and homeless prevention, homelessness advice, housing debt and money problems, eviction and sleeping rough service, supporting people programme
- The council meets many of the requirements of Shelter Cymru's Equal Ground Standard

There are a number of strengths across the service;

- It is positive that the Housing Service has a customer care charter, however it is not currently monitored for performance

APPENDIX 2a

- There are strong elements of mainstreaming the service within the Housing Service with the Customer Care team taking and completing the first contact assessment for customers
- The staff who work in Housing Options and all colleagues within the Housing Service who assist customers who are homeless or threatened with homelessness are enthusiastic and show a strong passion to help customers
- It was clear during observations, focus groups and testing of the service that the customer is important within the service

APPENDIX-2b

Regional Homelessness Strategy Engagement Session- Digartref 24/10/18

Informal session- 2pm.

7 service Users, 1 Digartref Staff, 1 staff member Medrwn Môn, 3 members of staff Anglesey County Council.

The Homelessness Prevention Strategy covers three key themes- People, Homes and Services. *The session covered wider themes around Homelessness Services within Anglesey Council and the support available from partners, and didn't focus entirely on the Regional Homelessness Strategy.*

The notes from the session have split the discussion into 3 main topics:

1. Communicating with Anglesey Council
2. In tenancy support (previous/current services)
3. Any further support (suggestions for the future)

1. **COMMUNICATING WITH ANGLESEY COUNCIL-** the group was asked about any thoughts and feelings (positive or negative) that they had about any communication they had experienced with Anglesey Council.

Key messages were:

- It can be difficult to access services and support services could be signposted better
 - Facebook and twitter offers limited communication as Housing Services do not access them directly
 - Housing Benefit letters can be difficult to understand
 - Although the Council cannot help more help could be given in directing people to support services
 - More information / posters could be used to give information
2. In tenancy support (previous/current services)
 - Floating support is very important
 - There was an acknowledgment that accessing floating support can be difficult as there is a waiting list
 - Council see B&B as last resort
 3. Any further support (suggestions for the future)
 - Empty buildings could be used as temporary housing
 - GISDA café was seen as a good idea
 - Group had enjoyed contributing to Housing Services – video on being homeless / reviewing information leaflets

Isle of Anglesey County Council - **Equality Impact Assessment Template**

Revision history:		
Version	Date	Summary of changes
V0.1	31.1018	

Step 1: Background	
1 - What are you assessing?	Regional Homeless Strategy
2 - Is this a new or existing proposal?	Existing
3 - What are the aims and purpose of this proposal?	Partnership working to help those who are homeless or threatened with homelessness
4 - Who is responsible for the proposal you are assessing?	Housing Services
5 - Who is the Lead Officer for this assessment?	Strategic Housing, Commissioning and Policy Manager
6 - Who else is involved in undertaking this assessment?	Housing Officers

APPENDIX 3

Step 1: Background	
7 - Is the proposal related to other areas of work? For example, are there other proposals of policies that should be taken into consideration as part of this assessment?	Supporting People is key to providing support to people who are threatened with Homelessness. Common Allocations Policy gives priority to those assessed as being homeless
8 - Who would be affected by the proposal(s) (adversely or positively, directly or indirectly)?	Every person who could be threatened with homelessness

Page 56

9 - Is the proposal relevant to how the Authority complies with the public sector general duty relating to people who are protected by the Equality Act 2010?	Yes	No
The elimination of discrimination and harassment	x	
The advancement of equality of opportunity	x	
The fostering of good relations	x	
The protection and promotion of human rights	x	
Note: As a general rule, any policy that affects people is likely to be relevant across all protected groups		

Step 2: Information Gathering	
10 - Does this proposal ensure that the Welsh language is treated no less favourably than the English language, in accordance with the Council's Welsh Language Policy?	yes
11 - Is there an opportunity here to offer more opportunities for people to learn and / or use the Welsh language on a day-to-day basis?	yes
12 – Will this area of work proactively offer services in Welsh for users?	yes
13 – Is this proposal likely to protect and promote the Welsh language within communities?	yes
<p>Appendix 1 to the Impact Assessment Guidance lists a series of questions which should be considered when assessing how proposals impact on the Welsh language in general. The extent to which these questions are relevant will depend on the proposal in question. The purpose of these questions is to make you think about the wider impact or contribution and these questions could be used as a prompt when responding to questions 10 – 13 above.</p> <p>However, when assessing how the Council's main policies and strategies impact on the Welsh language, it is recommended that these questions are considered in more detail so that comprehensive assessment is undertaken – a separate template is available with these papers on MonITor, for you to complete, if appropriate.</p>	
14 - Are there any Human Rights issues? If so, what are they? (For example, could this proposal result in the failure to safeguard the right to privacy?) (The 16 basic rights are listed at Appendix 1).	no

15 – Does this proposal meet any of the seven national well-being goals outlined in the Well-being of Future Generations (Wales) Act 2015? (Discriptions of the wellbeing goals are listed at Appendix 2)	A prosperous Wales	
	A resilient Wales	x
	A healthier Wales	x
	A more equal Wales	x
	A Wales of cohesive communities	x
	A Wales of vibrant culture and thriving Welsh language	x
	A globally responsible Wales	
16 - What has been done to date in terms of involvement and consultation with regard to this proposal?	Questionnaires have been circulated and a group of tenants have worked in partnership to develop this Strategy	
17 – Have you used any other information that is relevant to the proposal to inform your assessment? If so, please detail:	no	
18 - Are there any gaps in the information collected to date? If so, how will these be addressed?	no	

Step 3: Considering the potential impact and identifying mitigating action

19 — Note below any likely impact on equality for each individual group, and identify what action could be taken to reduce or improve the impact. *For determining potential impact, please choose from the following: **Negative / Positive / No impact**

Protected group	*Potential Impact	Details of the impact	Actions to mitigate negative impact
Age	No impact		
Disability	No impact		
Gender	No impact		
Gender Reassignment	No impact		
Pregnancy & Maternity	No impact		
Race / Ethnicity / Nationality	No impact		
Religion or Belief	No impact		
Sexual Orientation	No impact		
Welsh language	No impact		
Human Rights	No impact		
Marriage or Civil Partnership	No impact		
Any other relevant issue, eg poverty, access to services in rural areas	positive	Tries to assist in helping people to live within their communities	

Step 4: Outcome of the assessment	
20 - Note the impacts identified and how it is intended to mitigate any negative impact (ie a summary of the above table)	none
21 - Is there a strategy for dealing with any unavoidable but not unlawful negative impacts that cannot be mitigated?	
22 - Describe any actions taken to maximise the opportunity to promote equality and/or the goals of the Well-being of Future Generations (Wales) Act 2015 (sustainability). (The seven well-being goals are listed in Appendix 2)	
23 – Is there a need to reconsider the proposal as a result of conducting this assessment? (Evidence of negative impact could render the proposal or decision unlawful. If you have identified negative impact, you should consider at this stage whether it is possible to proceed with the proposal).	no
24 - Will the proposal be adopted / forwarded for approval? Who will be the decision-maker?	Yes, Executive Committee
25 - Are there monitoring arrangements in place? What are they?	Yes, an action plan which is monitored

Step 5: Action Plan

Please detail any actions that are planned following completion of your assessment. You should include any changes that have been made to reduce or eliminate the effects of potential or actual negative impact, as well as any arrangements to collect data or to carry out further research.

Ref	Proposed actions	Lead officer	Timescale

Appendix 1 – Human Rights

Human rights are rights and freedoms that belong to all individuals, regardless of their nationality and citizenship. There are 16 basic rights in the Human Rights Act – all taken from the European Convention on Human Rights. For the purposes of the Act, they are known as ‘the Convention Rights’. They are listed below:

(Article 1 is introductory and is not incorporated into the Human Rights Act)

Article 2: The right to life

Article 3: Prohibition of torture

Article 4: Prohibition of slavery and forced labour

Article 5: Right to liberty and security

Article 6: Right to a fair trial

Article 7: No punishment without law

Article 8: Right to respect for private and family life

Article 9: Freedom of thought, conscience and religion

Article 10: Freedom of expression

Article 11: Freedom of assembly and association

Article 12: Right to marry

Article 14: Prohibition of discrimination

Article 1 of Protocol 1: Protection of property

Article 2 of Protocol 1: Right to education

Article 3 of Protocol 1: Right to free elections

Article 1 of Protocol 13: Abolition of the death penalty

Appendix 2 - Well-being of Future Generations (Wales) Act 2015

This Act is about improving the social, economic, environmental and cultural well-being of Wales. Public bodies need to make sure that when making their decisions they take into account the impact they could have on people living their lives in Wales in the future. The Act puts in place seven well-being goals:

Goal	Description of the goal
A prosperous Wales	An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.
A resilient Wales	A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).
A healthier Wales	A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.
A more equal Wales	A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).
A Wales of cohesive communities	Attractive, viable, safe and well-connected communities.
A Wales of vibrant culture and thriving Welsh language	A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.
A globally responsible Wales	A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.

ISLE OF ANGLESEY COUNTY COUNCIL Scrutiny Report Template	
Committee:	Partnership and Regeneration Scrutiny Committee
Date:	13 November 2018
Subject:	ALN and Inclusion Report - Report which shows the progress of pupils through the service which has come into force since September 2017.
Purpose of Report:	Outline of the new ALN and Inclusion Service that came into force in September 2017, showing the progress of pupils over the past year in all services we offer within the strategy, to ensure an effective and efficient service to the Gwynedd and Anglesey Education Authority partnership.
Scrutiny Chair:	Councillor Gwilym O.Jones
Portfolio Holder(s):	Councillor R Meirion Jones
Head of Service:	Arwyn Williams
Report Author:	Einir Thomas
Tel:	01286 679007
Email:	EinirThomas@gwynedd.llyw.cymru
Local Members:	No specific ward

1 - Recommendation/s
<p>The Partnership and Regeneration Scrutiny Committee is asked to recommend approval of the following:-</p> <ol style="list-style-type: none"> 1. Receive a detailed account of pupils ' progress within the service

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 - Key Scrutiny Questions
<p>What is good progress?</p> <p>How will you actively monitor the teams to ensure best progress?</p> <p>What action will you take if progress is inadequate?</p> <p>What were the biggest successes last year?</p>

What are the challenges for next year?

4 – Background / Context

The Service was asked to report on the progress or lack of progress of each service within the Additional Learning Needs and Inclusion Service.

A concise view – the progress of each service is satisfactory or good

This is reflected in applications coming to the term moderation Panel with nearly halved applications compared with the same period last year.

September – October 2017 = 31

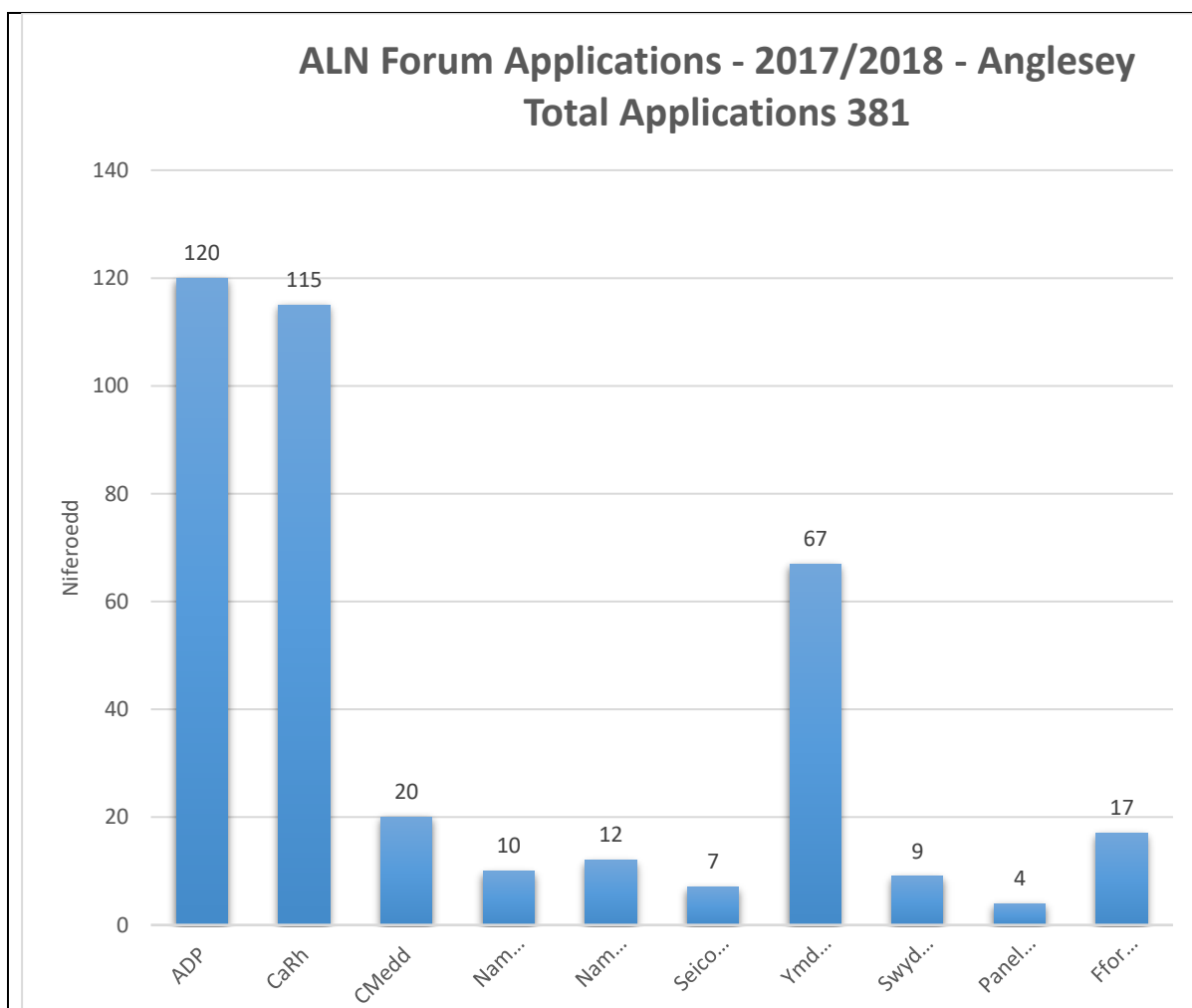
September – October 2018 = 18

Services have reported a summary service focused on progress – see appendices 1
Progress is measured by some services with diagnostic tests e.g. reading and spelling, whilst others e.g. early intervention are dependent on school views.

Note in each analytical graph 5 = Excellent and 1 = Unsatisfactory/dissatisfied

Schools are able to request access to the services through the moderation panel known as a Forum, this ensures fairness, rigour and consistency – the forum does not allocate funding e.g. hours of assistant.

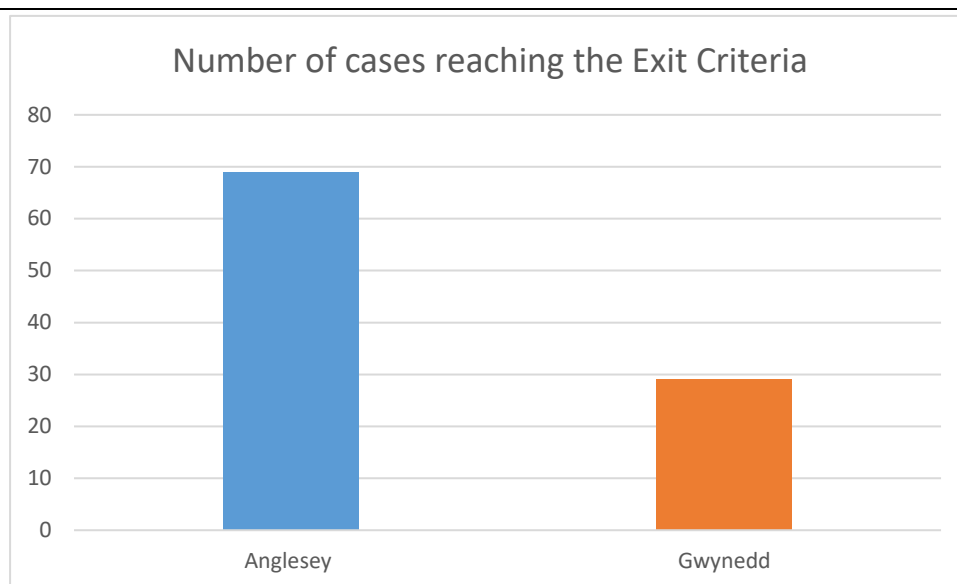
This is an overview of Anglesey's schools ' applications last year-



Of the 381 applications received, 348 would get a service namely 91% of the application; this shows that the Anglesey School Co-ordinators identify suitable pupils to access the Service and also, despite how high the number of applications was the Service has been able to provide a service to a high number of applications. It is seen that the Specific ALN field (literacy and spelling difficulties) and Communication and Interaction (language disorder and autism spectrum) have the highest demand with behaviour third.

Specific ALN

The biggest demand was for this Service and it must be borne in mind that, in the past, this Service was only available by accessing units for approximately 36 pupils. It is a wide-ranging field to provide for from whole-school training to working with individual pupils. The majority of applications last year were to work with either groups or individuals.



As can be seen, 70% of Anglesey pupils have reached the criteria for leaving the Service with standardised scores of over 80.

Due to the demand on this service, an assistant from the Arfon area was provided to assist for a while. By now, the demand has fallen and also specific training on Dyslexia Friendly School has been created by the Psychology Service - See Appendix 3 which will empower and ensure resilience within the schools for this field.

Concise opinion = GOOD

Communication and Interaction Team

Once again, this Service is new to Anglesey schools and it is not surprising that there is demand for this service given the difficulties that Betsi Cadwaladr Health Board has encountered in offering language therapists service on the island in the past. By now, the Service has language therapists working directly for the Service and offers an integrated service with the Speech and Language Department, Betsi Cadwaladr.

102 Anglesey pupils currently receive input by the Communication and Interaction Service. The figure is increasing every month - in April this year 78 children were receiving assistance which means that the figure has increased by 21% over the last six months alone.

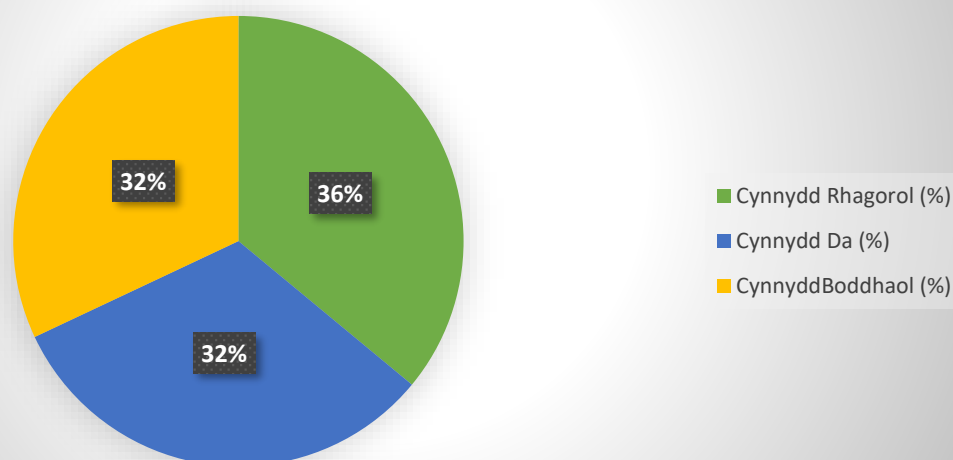
Efficiency of the Service

We measure the efficiency of the support offered by the Service by using 'Therapy Outcome Measure' (TOMs). TOMs is a method which is widely used by professionals in the health, social care and education fields to measure the progress of a child.

Progress of Pupils who have received the input of a Specialist Teacher

56% of the 102 children who currently receive support on Anglesey have received input by Specialist Teachers. Each one of those pupils have made progress as shown in the following graph:

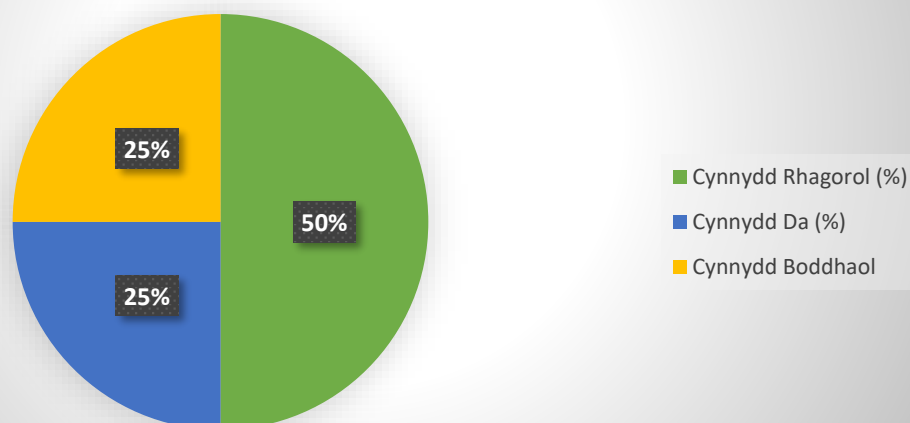
Progress of pupils receiving Specialist Teacher input on the TOMs



Progress of pupils who have received the input of a Senior Assistant/Specialist Assistant

28% of the 102 children receive input by a Senior Assistant/Specialist Assistant. Each one of those pupils have also made progress as follows:

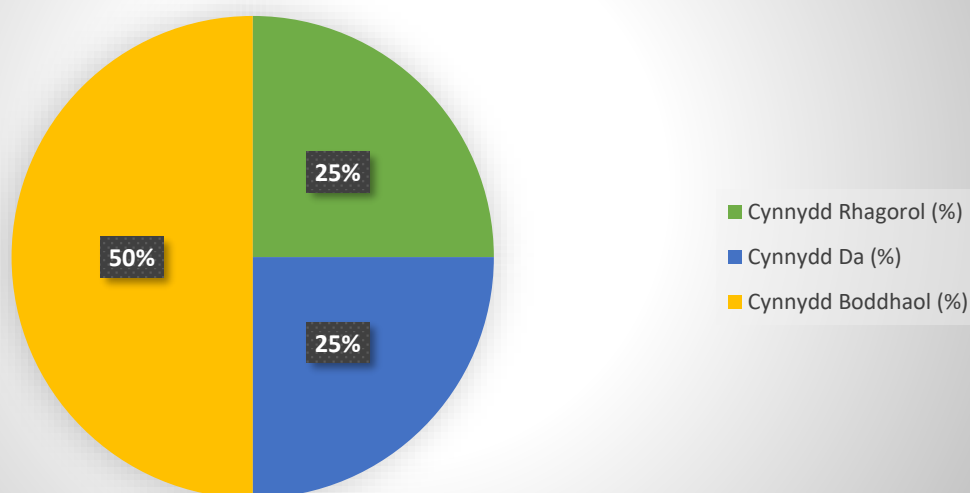
Progress of pupils receiving Senior Assistant/Specialist Assistant input on the TOMs



Progress of pupils who have received input at the Specialist Centres

16% of the 102 children have received input by the Specialist Centres. Each one of those pupils have also made progress as follows:

Progress of pupils receiving Specialist Centre input on the TOMs



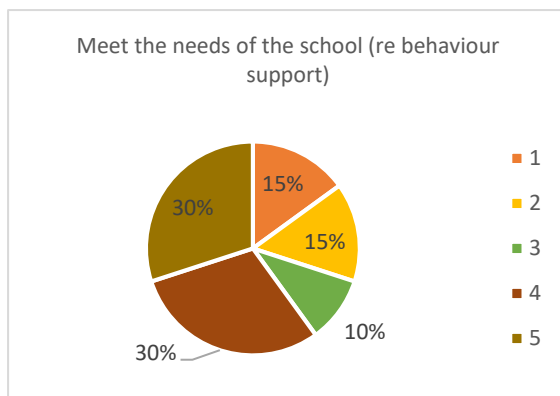
It is therefore seen that the majority of pupils within the three types of provision have made good progress.

The response from schools is extremely positive for the new service here with 88% happy or very happy with the targets set for pupils by the team to the schools.

Concise opinion = GOOD

Behaviour and Early Intervention

This service was restructured and by now early intervention is offered with a teach and assistant offering consultative and preventative services for Anglesey schools.

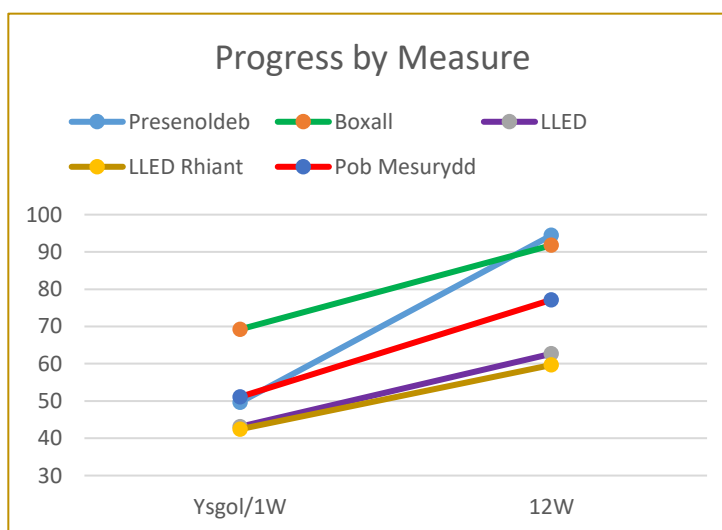


Following an end of academic year questionnaire it is seen that 70% of the schools are satisfied with the service that they have received.

The success of this service can be seen due to the fact that no application was submitted to the Moderation Panel based on behaviour since December 2017.

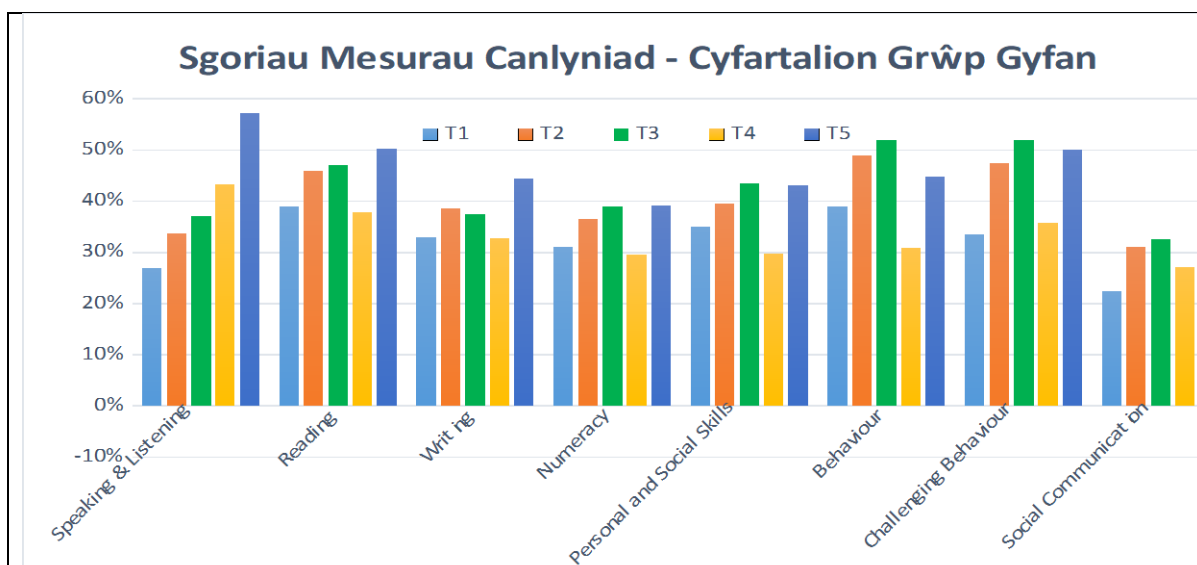
Llechen Lân Centres KS2 - KS3

- As a result of opening dedicated locations 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.



Pecyn 25 KS4

- Every learner who attended Pecyn 25 in Anglesey gained at least one qualification equivalent to GCSE Level 1 (A*-G) this was in accordance with one of the service's priorities. Some of the pupils, 11%, have reached the Level 1 threshold (5 GCSEs A*-G) which is far beyond expectations.



- Severe behavioural incidents have significantly reduced with 5 suspension days across Anglesey in Pecyn 25, compared with an average of 16 days for the same learners the previous year. This is very good.
- It can be seen that the influence of Pecyn 25 behaviour support strategies has increased learner standards according to the data *Quality Assurance Framework for Pupils with ALN* where Year 10 (T1 - T3) learners have made an average increase of 10% to 43% across all aspects during the year and Year 11 (T4 - T5) learners made an average increase of 12% to 46%. This is a very strong result.
- The learner numbers in Anglesey have been substantially higher (28 learners) than what was originally profiled (6 Behaviour and 6 Sick). This has created great difficulties in terms of supporting the learners.

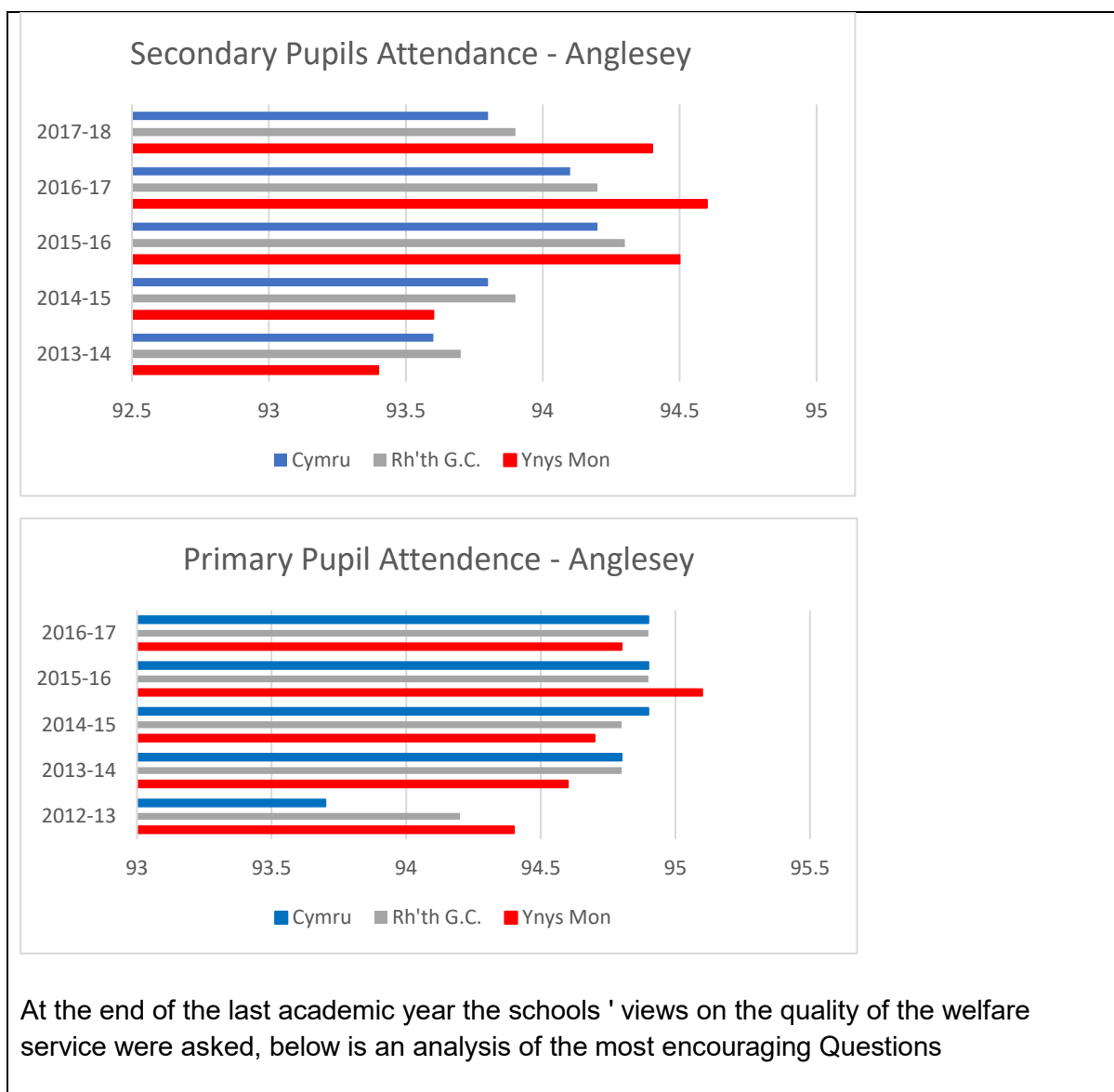
These three provisions also show success as three learners who had been placed in out of county specialist provisions have been able to leave these provisions and be sustained successfully at Anglesey schools, which therefore only leaves one behaviour learner in an out of county placement and we anticipate that they will return to a school on the island before Easter.

Concise opinion = SATISFACTORY

Welfare Service

The service encompasses attendance and welfare.

See below the Anglesey secondary and primary attendance trend over the last five years - note that the results for 2017-18 have not been confirmed.





88% agree that there is a respectful and professional relationship between welfare officers and school staff

70% are satisfied that welfare officers advise and give guidance on registration processes, 17% disagree with this

65% agree that welfare officers challenge the school about its processes/attendance relationships – again 17% disagree with this

74% feel that the welfare officers make effective use of her time with the school, 17% challenge this.

82% agree that welfare officers respond appropriately and quickly to actual emergencies – 14% disagree with this.

87% agree that the welfare officers communicate effectively with relevant staff and provide feedback – 9% disagree.

As a result the majority of schools are seen to be very happy with the welfare service seeing them well supported during the work of a welfare officer.

Pupils for whom parents wish their education at home (EHE)

Anglesey's EHE numbers during the last two years are quite similar with a decrease of 5
 2016-17 = 41
 2017-18 = 36

The welfare service is able to meet the statutory requirements.

Although there is a significant increase in the number of families choosing to educate their children at home nationally the figure remains fairly constant on Anglesey. The welfare service continues to meet the statutory needs. A visit is arranged for each family, soon after they have stated their intention to educate at home and a questionnaire about their intentions and plans is completed. Visits to families are then sought annually. Information regarding applications has just been shared with family Anglesey .

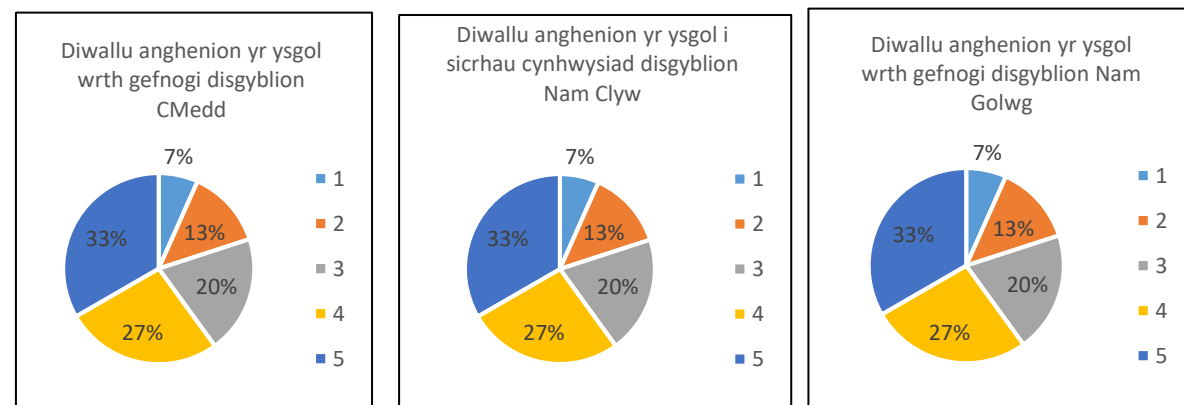
Concise opinion = SATISFACTORY

Sensory and medical/physical impairment

One of the main aspects of the sensory and medical/physical services business plan during 2017/18 was the development of service meters.

The service has now developed individual service meters and has collated baseline data for tracking the progress of pupils we support. The data will enable us as a service to gain a broad overview of the development and progress of the whole child-the use of measures Outcomes Therapy (TOMS), NATSIP assessments, intervention level tracking and soft skills (pupil welfare, communication and individual use of equipment Specialist) as well as specialist and specific assessments for the individual services e.g. Braille data with any change to these baseline data will be current may 2019.

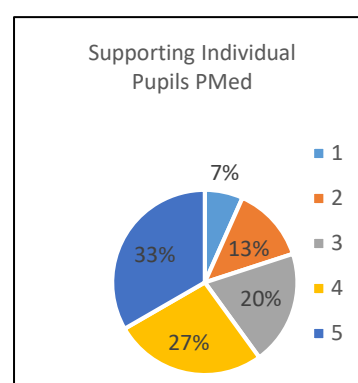
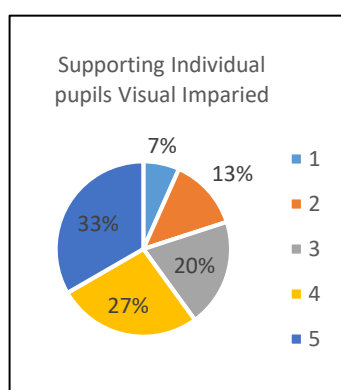
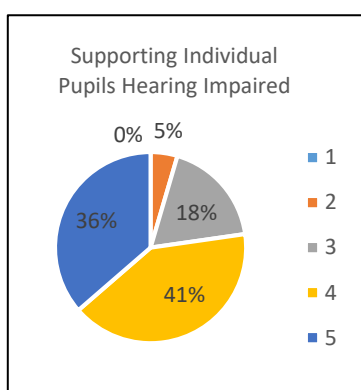
Inclusion Pupils – Sensory and PMed



- 16 out of 21 responses were very happy or happy with meeting the needs of the school to ensure the inclusion of hearing impaired pupils; At 76%
- 18 out of 23 were very happy or happy with meeting the school's needs to ensure the inclusion of Visual Impaired pupils at 85%
- 21 out of 30 responses were happy with the way the PMed service meets the needs of the school in supporting pupils at 70%

The above shows that schools feel that the guidance and support to ensure that they are inclusive of sensory and physical/medical pupils within their schools is good by the service.

Supporting individual pupils



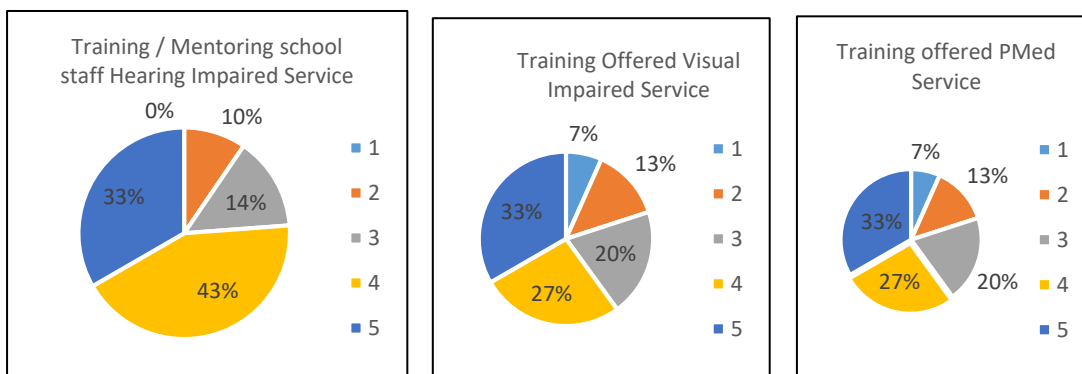
- 16 out of 21 responses were very happy or happy with the training and mentoring of staff for pupils hearing impairment at 76%
- 18 out of 24 were very happy or happy with the training/mentoring proposals within the visual impairment field-only 1 was not happy, at 75%
- 21 out of 30 responses were happy with the training available from the Cmeets service at 70%

Again, schools are seen to see the service being able to support individual pupils well

Training:

The direct training of staff who support our pupils on a class floor affects our pupils' progress across a number of areas – from educational progress to personal confidence. Training is offered according to individual tailored need for each individual pupil/school.

See below for data from the 2018 Services satisfaction survey



- 16 of 21 respondents were very happy or happy with training or mentoring staff for pupils with a Hearing Impairment
- 18 of 24 respondents were very happy or happy with the offers for training / mentoring within the field of visual impairment - only 1 was unhappy
- 21 of 30 respondents were happy with the training available by the PMed service

It can be seen from the above that schools' views on the training they have received from the service are very good in being able to support sensory and medical/physical pupils.

Concise opinion = GOOD

Counselling Service

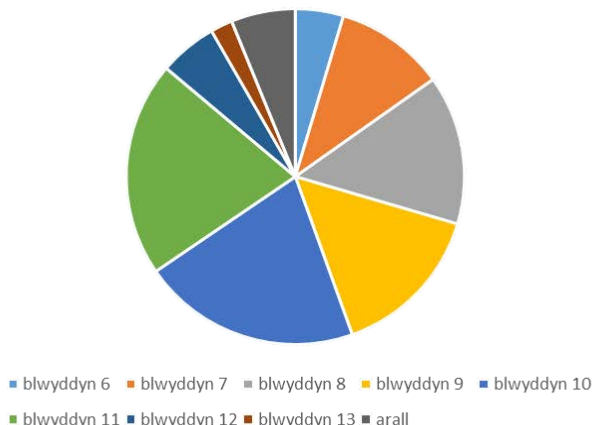
This year, out of the team's weekly 30 (0.8 currently vacant) working days, 18 (70%) days are in Gwynedd and 8 (30%) in Anglesey. After appointments are undertaken for the vacant days, it is anticipated that 11 days will be in Anglesey and 19 in Gwynedd, this is flexible in order to meet needs and demand.

Statistical summary of the Gwynedd and Anglesey Counselling Service 2016-2017

Number who received a service 324 females 197 males

Over 3000 counselling sessions across Gwynedd and Anglesey

Nifer o ran blwyddyn ysgol wedi derbyn cwnsela



Opinions of some of the pupils

.....*"without seeing the counsellor, I don't know if I would have been able to stay in school and sit my exams"* yr 11 pupil.

...*"counsellor has listened to me and helped me to get the confidence to live my life again"* yr 13 pupil

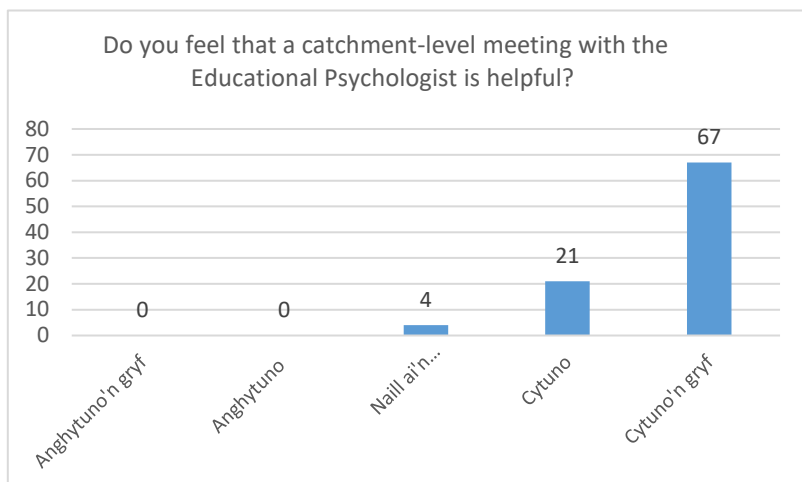
... *"I couldn't go to school any more, I couldn't cope, I was scared and no one listened. You have helped me to attend my new big school which makes me happy"* yr 6 pupil.

Concise opinion = SATISFACTORY

The Educational Psycholqist Service

The service has moved towards a catchment service and encourages collaboration between schools, despite this it still offers consultation with individuals and work on specialist and specific aspects.

Within the catchment service, schools are encouraged to identify the whole-school, staff group or individual staff training and to this end the Principal Psychologist in consultation with all services has created a graduated training programme - See Appendix 2



ALN and Inclusion Priorities

Quality assurance – Service and ALN and inclusion within schools

Refine the Service's monitoring system

Strengthening cross-departmental collaboration with Social Services and Flying Start

Pilot and implement the electronic IDP - Ysgol Esgeifiog and David Hughes are piloting on Anglesey

Develop targets monitoring system/classroom assistants work for the schools

5 – 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.

6 – Financial Implications

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

7 – Appendices:

Appendix 1-Report on the progress of pupils in all services

Appendix 2 – Gwynedd and Anglesey ALN and I Service Training Provision

Appendix 3 – Developing friendly SLD schools – Specific Learning Difficulties (ADP)

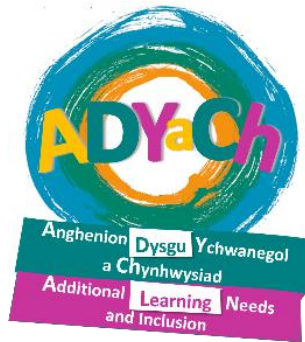
8 - Background papers (please contact the author of the Report for any further information):

Background report on the ALN and Inclusion Service

<http://democratiaeth.ynysmon.gov.uk/documents/s12336/Report%20-%20Additional%20Learning%20Needs%20and%20inclusion.pdf>

New ALN and Inclusion website for parents live on 1/11/18

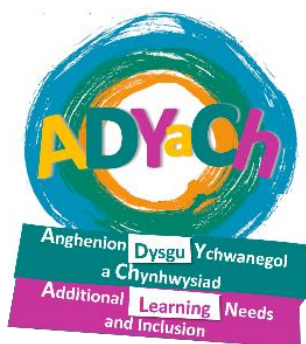
There is also a link directly from the Anglesey website



Appendices 1: A report on the progress of the main Services

Anglesey





Interaction and Communication Service

Communication and Interaction Service

Staff Numbers

Specialist Teacher 2.5

Specialist Assistant 3

Anglesey Staffing

The specialist Team which focuses on Anglesey includes 2.5 Specialist Teachers and 3 Specialist Assistants who have qualified in these complex fields.

Demand for the specialist support of the Team comes from every Primary and Secondary School on Anglesey.

The Team offers the following -

- **Training on Autism and Communication Difficulties - catchment area, school and specific for an individual child**
- **Offer guidance in the classroom for school teachers and assistants on Anglesey**
- **Help staff in school to improve their ability to cope with Autism and Communication difficulties particularly when several children require assistance within one school**
- **Specialist Assistants - able to locate a Specialist Assistant in a school for specific periods**
- **Communication and Interaction Centre for children with Autism in Bangor which accepts children from Anglesey and Gwynedd**
- **Language Impairment Centres at Llandegfan**

Aim of the Service

The purpose of the Communication and Interaction Service is to train, provide guidance and support for staff in schools who work with children who are on the Autism Spectrum. We also specialise in improving children's communication skills and help them to be able to interact socially.

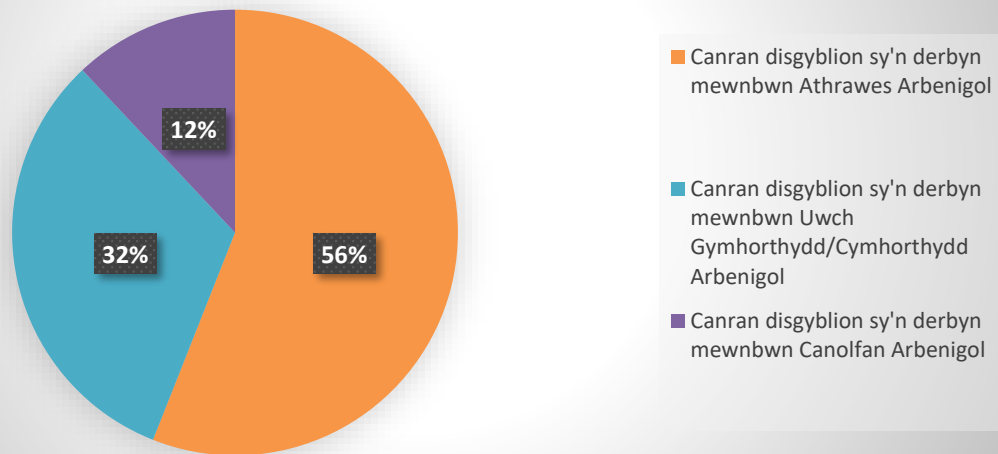
Provision for Anglesey children

102 Anglesey pupils currently receive input by the Communication and Interaction Service. The figure is increasing every month - in April this year 78 children were receiving assistance which means that the figure has increased by 21% over the last six months alone.

Three types of input are offered:

- **Support by a Specialist Teacher** - a Teacher will visit the school to give guidance to the school staff
- **Support by a Senior Assistant/Specialist Assistant** - an Assistant could be placed at the school to give specialist support for specific children
- **Specialist Centre Provision** - pupils could attend the Centre two days a week and receive support to integrate back in the mainstream for the rest of the week

Provision of the Communication and Interaction Service for Anglesey pupils



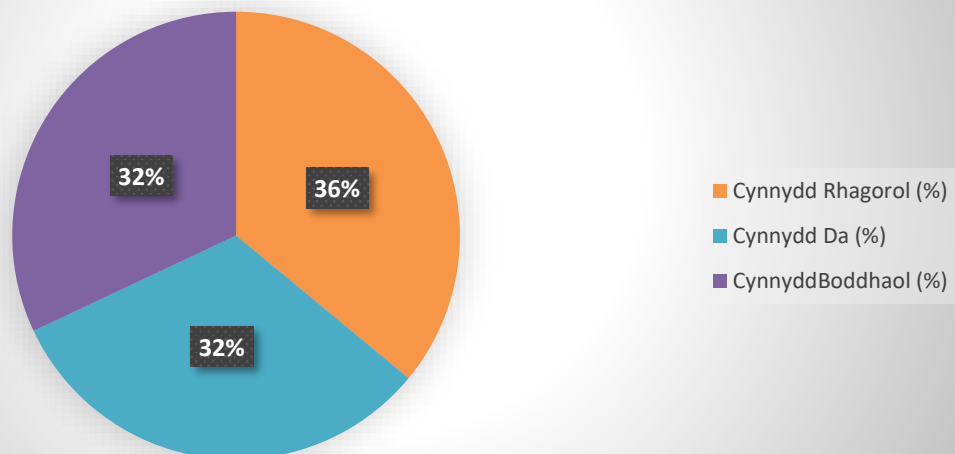
Efficiency of the Service

We measure the efficiency of the support offered by the Service by using 'Therapy Outcome Measure' (TOMs). TOMs is a method which is widely used by professionals in the health, social care and education fields to measure the progress of a child.

Progress of Pupils who have received the input of a Specialist Teacher

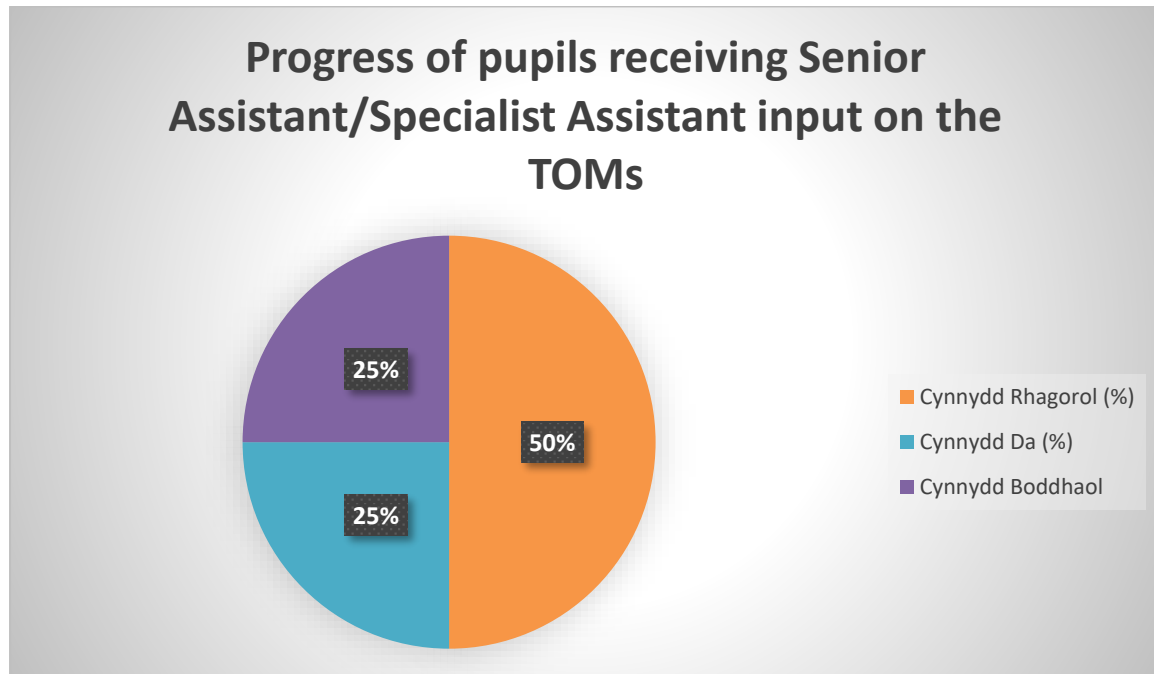
56% of the 102 children who currently receive support on Anglesey have received input by Specialist Teachers. Each one of those pupils have made progress as shown in the following graph:

Progress of pupils receiving Specialist Teacher input on the TOMs



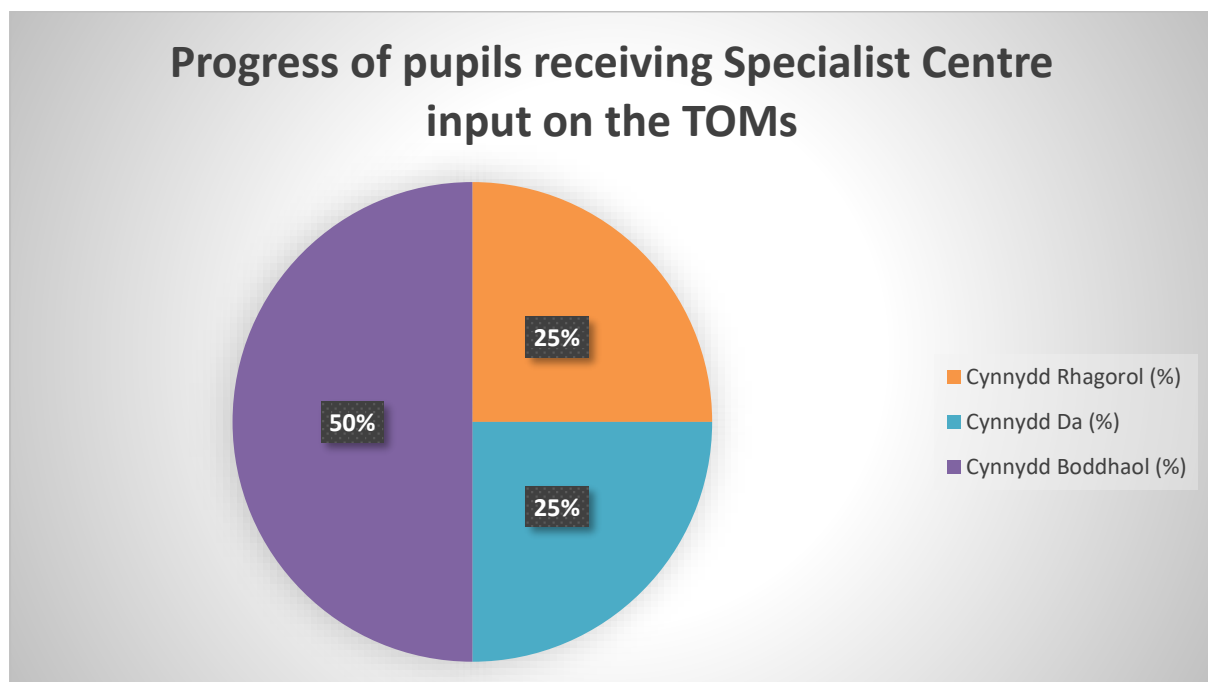
Progress of pupils who have received the input of a Senior Assistant/Specialist Assistant

28% of the 102 children receive input by a Senior Assistant/Specialist Assistant. Each one of those pupils have also made progress as follows:



Progress of pupils who have received input at the Specialist Centres

16% of the 102 children have received input by the Specialist Centres. Each one of those pupils have also made progress as follows:



Use of data in the future

Each new pupil received by the service is measured before intervention is given now, which means that we will have a much larger sample in order to measure the effect of our interventions from now on. This data allows us to better understand what type of support is most effective for the children and

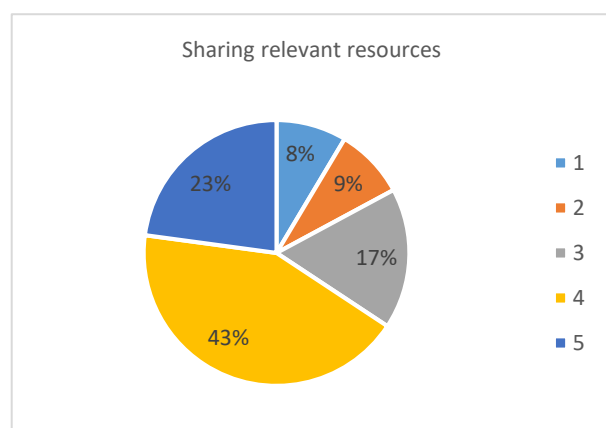
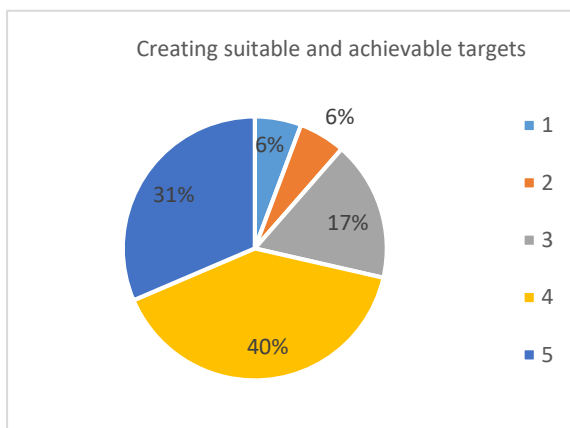
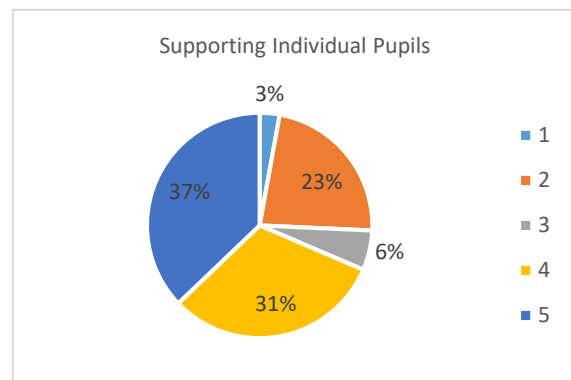
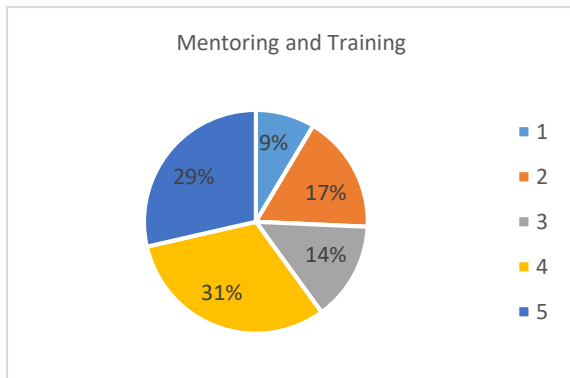
Achievements to date:

1. Established a new service on Anglesey - the Communication and Interaction Service did not exist on Anglesey until September 2017.
2. Established and opened a Specialist Centre at Llandegfan for children who require specialist communication and speech input
3. Established a close collaboration partnership with Speech and Language Therapists across the Island.

Three points from the Business Plan

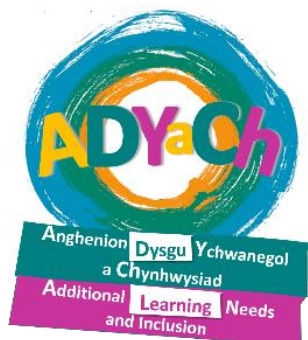
- *Continue to* develop and improve our measures to show the efficiency of our Service
- Offer training jointly with Speech and Language Therapists and Educational Psychologists to all Anglesey schools - create Communication Friendly schools
- Review criteria - as a result of national changes in the Communication and Interaction field. Ensure that the service is transparent with access to cases and close cases.

Feedback from Schools - Gwynedd and Anglesey



Analysis

- 74% were satisfied, happy or very happy with mentoring and training by the Service
- 74% were satisfied, happy or very happy with the way the Service supports individual pupils
- 88% were satisfied, happy or very happy that the service creates suitable and achievable targets
- 83% were satisfied, happy or very happy that the service shares relevant resources



Sensory and Medical Service

Sensory and PMed Service

Staffing Levels:

Staff numbers

Senior Teacher 1

Specialist Teachers 5.1

Senior Assistants 4

Specialist Assistant 1

Anglesey Staffing

Senior Sensory teacher/cmed 1

Physical and Medical Service

Specialist Teacher 1

Senior Specialist Assistant 1

Risk Assessor 1

Sensory impaired Service

Visual impairment Specialist Teacher 2

Trainee visual impairment teacher 0.4

Senior visual Impairment Assistants (Level 4) 2

Sensory impairment Service

Specialist Teacher visual impairment 1.7

Senior Specialist Assistant Hearing impaired (level 4) 1

Hearing Impaired Specialist Assistant (Level 3) 1

Service Aim

The aim of the Sensory/PMed Service is to ensure **access to education and the curriculum** for pupils who have been medically diagnosed with a Sensory or physical/medical impairment. Be 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. (intervention levels from A to Ch)

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 individual pupil's need, along with the need of the schools who support the pupil.

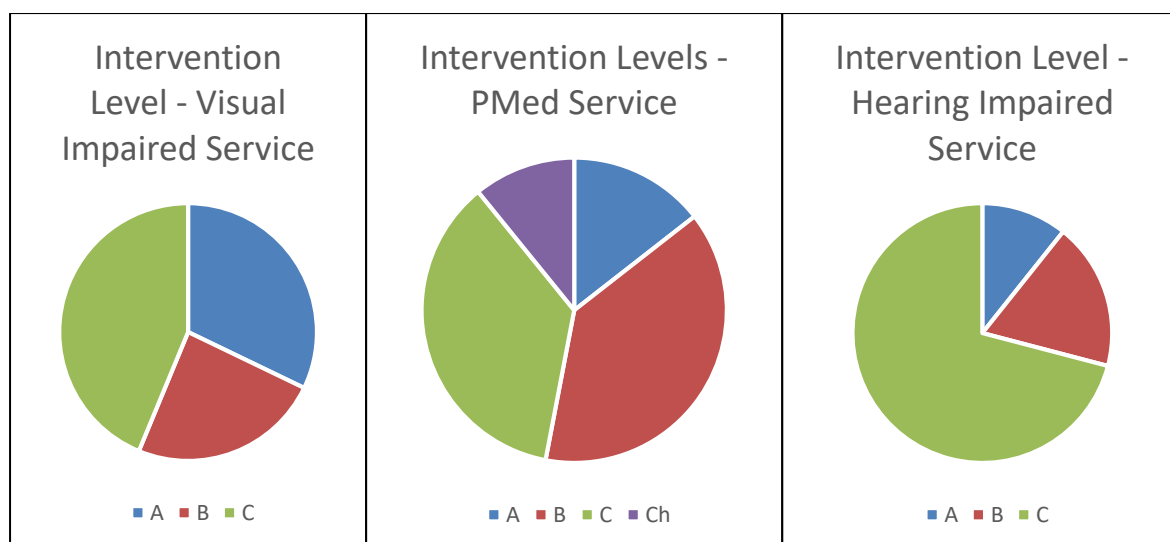
*See Appendix 1 for further details.

Background information:

Number of pupils who were open to the service September 2018 Number of pupils who are open to the service	Hearing Impairment	Visual Impairment	PMed
	199	154	166

Total percentage of cases open to the Service %	Hearing Impairment	Visual Impairment	PMed
Gwynedd	65 %	57 %	59 %
Anglesey	35 %	43 %	41 %

Intervention level of the services - Mainstream pupils only - not including pre-school, special schools or pupils not currently in education.



As a Sensory/PMed service, we offer:

	Sensory Service	PMed Service
Assessments	Standard assessments in hearing and eyesight classes. Information being shared with the health department.	Assessments of children's physical ability to use different equipment and any adjustments required.
	Language and Communication assessments.	
	Educational standardised assessments in accordance with the individual need	
	Acoustic assessments - classroom	MACS assessments for children with Cerebral Palsy jointly with Health.
	Non-standardised assessments - observations, developmental records	Non-standardised assessments - observations, developmental records
	Soft Skills Assessments - Use of specialist equipment, child welfare and communication	Soft Skills Assessments - Use of specialist equipment and child welfare
	Progress monitoring and tracking Independence/Confidence	Progress monitoring and tracking Independence/Confidence
	Observations - Social interaction with peers/adults	Observations - Social interaction with peers/adults
Direct learning/pupil support	1:1 Learning, e.g. Vocabulary, reading, information - their peers will have learnt this incidentally (incidental learning)	
	Pre and post curriculum tutoring to support new vocabulary/concepts	

	Modelling for assistants and teachers	Modelling strategies for school assistants - Intervention for individual child.
	Train to use technology confidently, e.g. low vision aids, hearing aids. Monitor and track use	Train to use technology confidently, e.g. AAC, Eye Gaze, use of communication switches, Tobii, Dragon Dictate, TrueType
	Touch typing tutoring	
	Learn Braille (Welsh and English) / sign language (Sign supported - English / Welsh)	Training pack tailored for an individual(s) at a school. Share specific strategies for the needs of the pupil.
	Support to cope with any hearing/visual loss, learn day to day strategies	Support to cope with any physical loss, learn day to day strategies
		Emotional support for school staff/assistants who work with children with a restricted life/who are deteriorating/losing physical ability in order to ensure that they can support the children from day to day.
	Support in the classroom	Support in the classroom
	Personal / emotional support - monitor and track pupil welfare.	
	Small group work - e.g. to develop social skills	Small group work - e.g. to develop social skills e.g. Talkabout
Specialist Equipment	Provision following an assessment of specialist equipment, e.g. magnifying equipment / hearing equipment	Provision following an assessment of specialist equipment
	Assess/Trial the suitability of equipment	Assess/Trial the suitability of equipment
	Check equipment to monitor use - share information with health	Check equipment to monitor use - share information with health
Training	Awareness sessions - training for staff, peers, parents. Share strategies	Training sessions on raising awareness of Physical and Medical Impairments. Share strategies
		Coordinate and jointly present health training for e.g. diabetes, epilepsy, catheter, physio programme, Occupational Health programme for assistants who support PMed pupils in the classroom
	Training on the use of specialist equipment	Training on the use of specialist equipment
Advise	Share any health information with the school.	Share any health information with the school.
	Advise school staff on - Inclusive school strategies	Advise school staff on - accessibility - how to ensure the inclusion of a child in all aspects of school life in a safe manner.

	Attend and contribute in health clinics in order to provide an educational perspective on cases	Attend and contribute in health clinics in order to provide an educational perspective on cases
	Adaptations to the curriculum, lesson planning, resources, manage provision support	
	Modifications / access to examinations	Modifications / access to examinations
	Advise on specific audiology/eyesight strategies	Adaptations to the curriculum, create and share resources, manage provision support
	Safe/suitable learning environment	Safe/suitable learning environment
	Family support	Family support on different aspects - pre-school, transitional period, leaving school.
Meetings and reviews	Plan and review for - parents to offer advice and support, ILP, early years, LAC pupils, transitioning and multi-agency meetings.	Plan and review for - parents to offer advice and support, ILP, early years, LAC pupils, transitioning and multi-agency meetings.
	Contribute/Attend professional multi-agency meetings.	Contribute/Attend professional multi-agency meetings.
	Attend health assessments as required.	Attend out of county hospitals e.g. Alder Hey, when required.
Contribute towards professional County/Work policies	Work cross-county to create specialist Sensory Impairment policies.	Work with Senior Officers to contribute towards Policies, e.g. Medications, Accessibility.
Risk Assessments		Carry out People Manual Handling Risk Assessments on children in Mainstream and Special schools. Manual Handling Training
		Assist Schools with Risk Assessments

Data:

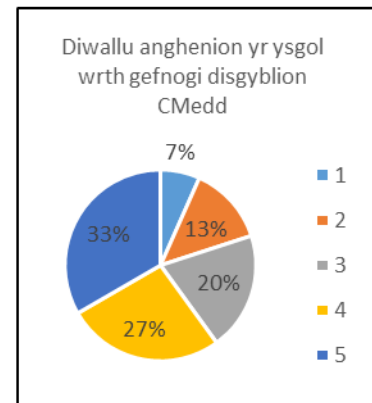
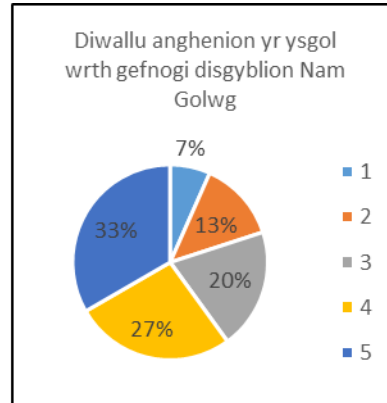
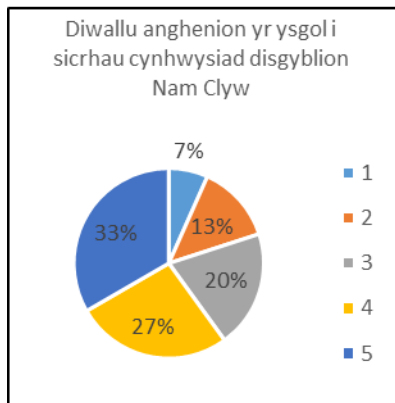
The aim and one of the main aspects of the business plan of the Sensory/PMed Services during 2017/18 was to develop the service's measures.

As a service, we have now developed the measures of the individual services and have gathered baseline 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** - Therapy Outcomes Measures Scale (TOMS) and Natsip assessments will be used, along with tracking the intervention level and soft skills (pupil welfare, communication and individual use of specialist equipment) in addition to specialist and specific assessments

for the individual services, e.g. Braille. Data and any change to this baseline data will be updated in May 2019.

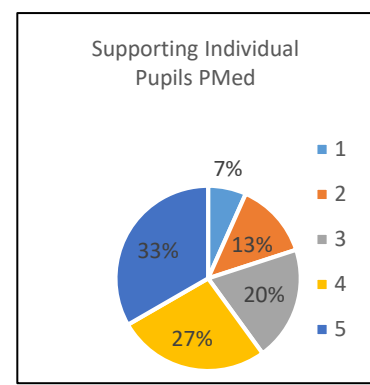
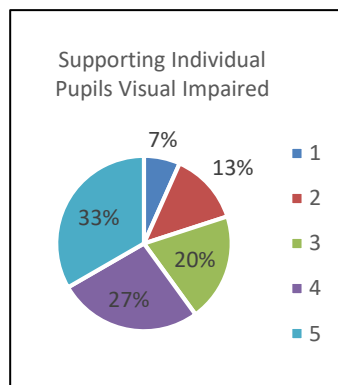
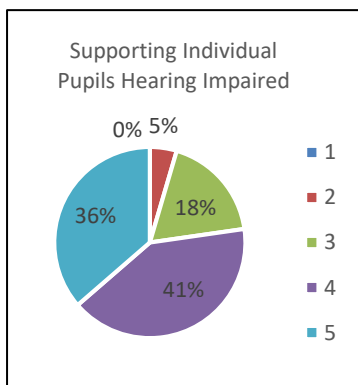
Data of the ALN service satisfaction survey:

Inclusion of Sensory/PMed pupils



- 16 of 21 respondents were very happy or happy with meeting the needs of the school to ensure the inclusion of pupils with a Hearing Impairment
- 18 of 23 respondents were very happy or happy with meeting the needs of the school to ensure the inclusion of pupils with a Visual Impairment
- 21 of 30 respondents were happy with the manner the PMed Service meets the needs of the school in supporting pupils.

Supporting individual pupils:



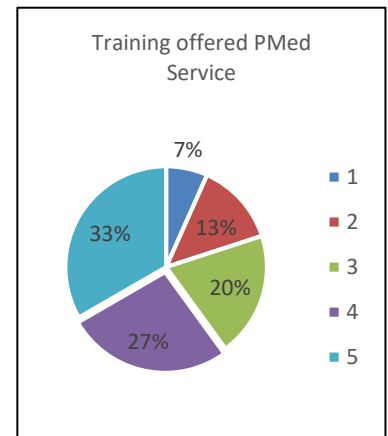
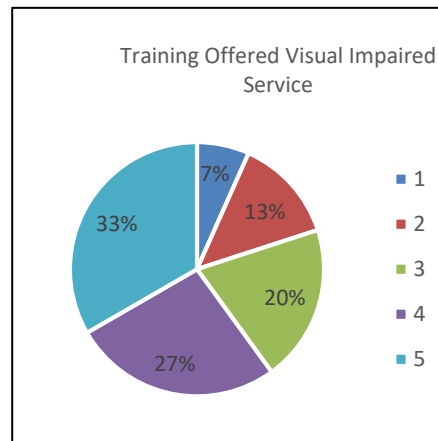
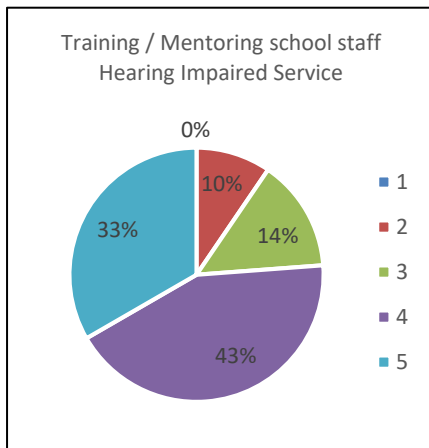
- 17 of 22 respondents were very happy or happy with the support for individual pupils who have a Hearing Impairment
- 19 of 23 respondents were very happy or happy with the support for individual pupils who have a Visual Impairment
- 20 of 30 respondents were happy with the manner that the service supports individual pupils

Training:

Training staff who support our pupils directly in the classroom affects the progress of our pupils across many fields - from education progress to personal confidence.

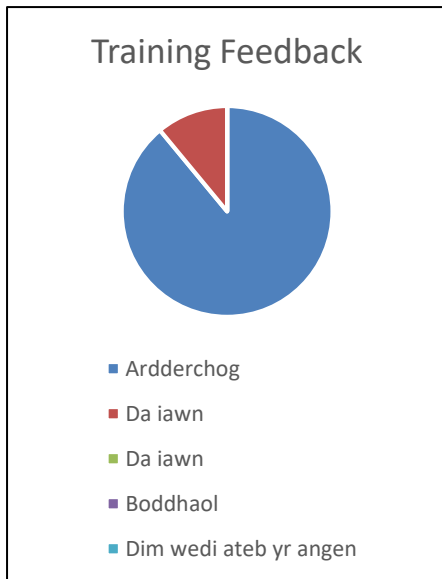
Training is offered according to the individual need, tailored for each individual pupil / school.

See below data from the 2018 ALN&I service satisfaction Survey



- 16 of 21 respondents were very happy or happy with training or mentoring staff for pupils with a Hearing Impairment
- 18 of 24 respondents were very happy or happy with the offers for training / mentoring within the field of visual impairment - only 1 was unhappy
- 21 of 30 respondents were happy with the training available by the PMed service

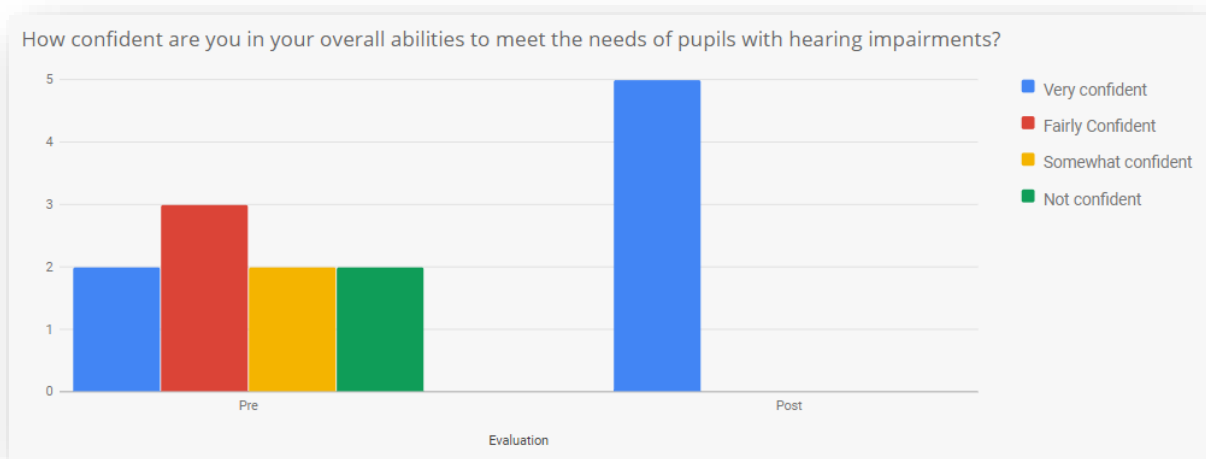
Data following an **evaluation on training sessions** by the specialist service. Training tailored for the individual pupils / schools.

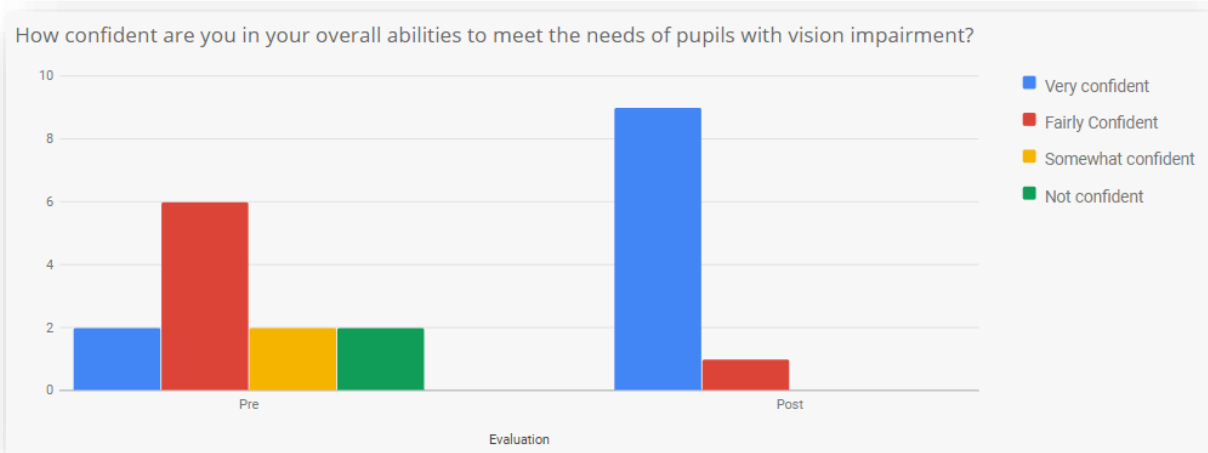


During 2017/18, five specialist teachers (Hearing and Visual) successfully qualified as specialist trainers to lead and mentor specialist Online Training (OLT) courses - Specialist Visual Impairment and Hearing Impairment courses.

Following this, **45** assistants who support pupils with the most profound Hearing and Visual impairments across Gwynedd and Anglesey followed a specialist course (a total of 20 hours of studying) within their specialist field.

See data below demonstrating the group progress following the training:





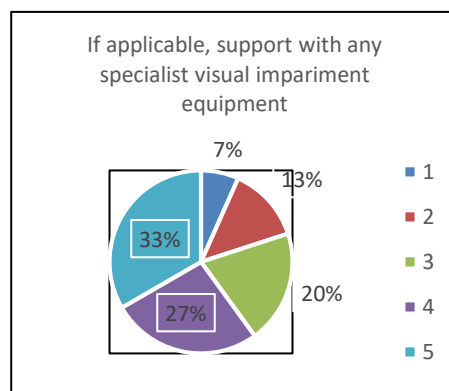
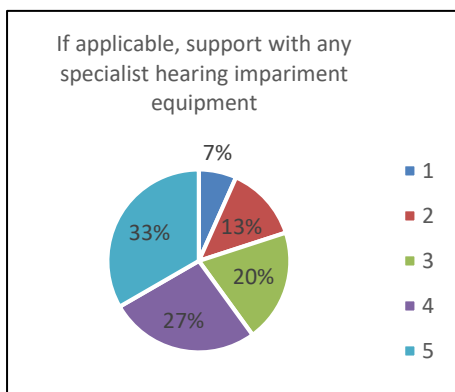
A sample of the course feedback - Student - I am more aware of the environmental adaptations that benefit pupils with HI, the impact a HI has on a child's social skills and relationships and on vocabulary development. It is important that strategies are put in place in order to facilitate the pupil's inclusion with peers both in and out of the classroom. I also feel more confident in interpreting the audiology reports, have a better understanding of different types of hearing loss e.g. conductive, sensorineural and the impact on speech, language and communication development. I feel more confident in setting speech and language targets for pupils with HI and how to better support them in therapy sessions.

Our aim as a service is to continue to cascade the training across Gwynedd/Anglesey schools in 2018/19.

Specialist Equipment:

A small percentage of our pupils depend on specialist equipment to gain access to their education.

See below data from the 2018 ALN&I service satisfaction Survey

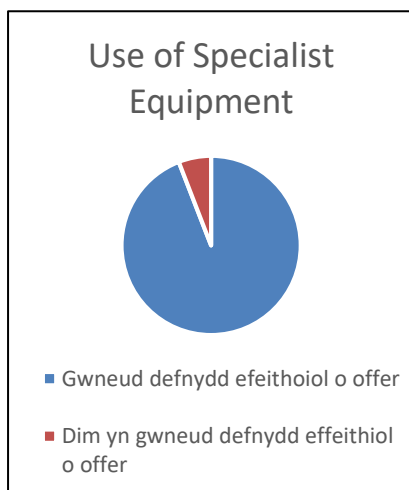


- 15 of 19 respondents were very happy or happy with the support for any specialist Hearing Impairment equipment
- 18 of 23 respondents were very happy or happy with the support for specialist Visual Impairment equipment

Pupil equipment usage data for 2017/18:

Monitoring and assessing the use of authority-funded specialist equipment funded by the authority is an essential part of the service's role.

See below data to demonstrate the overview of use of all various specialist equipment used by **pupils** of the service **and the schools**.



How much service Anglesey receives:

Number of pupils who are open to the service	Hearing Impairment	Visual Impairment	PMed
	199	154	166

Total percentage of cases open to the Service %	Hearing Impairment	Visual Impairment	PMed
Gwynedd	65	57	59
Anglesey	35	43	41

Successes:

Train and qualify five of the teams' specialist sensory teachers as OLT tutors. This has enabled us as a service to cascade specialist training for assistants, which support pupils with a sensory impairment in our schools. Our aim in 2018/18 is to offer courses for one assistant within each secondary school in Gwynedd and Anglesey in addition to teachers/coordinators as required.

Invest in the latest specialist equipment to support pupils with a Visual Impairment who (in order to gain access to the curriculum) needs to adapt work in print (magnify print and Braille). Set up a central Visual Impairment hub to simplify the process of adapting work.

Collaborate and share good practice cross-county across North Wales. Conwy and North East Wales Sensory services (NEWSS). This has enabled us to jointly arrange and share the cost of training staff members within our specialist schools to follow the Positive Looking course by Positive Eye. Our aim as a North Wales cross-county group is to continue to develop further collaboration work in future.

Business Plan:

Develop a website for the specialist services. This contemporary resource will be a special opportunity to share information and to support pupils with a Sensory, Physical and Medical Impairment and their families, in addition to schools and staff who support them from day to day.

Invest in the latest equipment to adapt work (magnify print and Braille) for pupils with a Visual impairment (so that they can gain access to the curriculum). Ensure effective use of the equipment to simplify the process of adapting centrally.

Train a member of staff for the specialist role of mobility officer. Setting up this service within the county will enable us to assess and support the pupils directly to promote the independence/life skills of our most profound Visual Impairment pupils.

Appendix 1.

Sensory:

When assessing the need of each child, the 'National sensory Impairment eligibility framework' is used. Consideration of need will be given to the aspects noted below.

- Level/profundity of sensory loss
- Relevant additional factors to the sensory loss
- Impact on language and communication / access to the curriculum (core subjects)
- Mobility skills (Visual Impairment)

- Use of equipment (hearing aids under the health department's care)
- Need for training (school/teaching staff)
- Support when transferring
- Support with specialist equipment funded by the Education Department
- The individual's learning environment (visual and acoustic environment)
- Impact on personal, social and emotional development
- Family support
- The need for multi-agency collaboration.

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. Each pupil will be assessed twice a year.

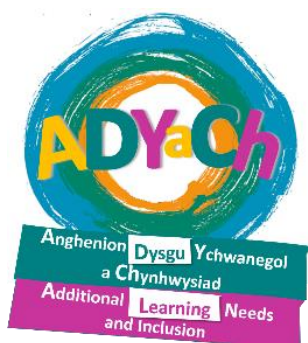
Physical/medical Service:

When assessing each child, consideration for need will be given to the aspects noted below

Profundity of the PMed impairment

- The Timing of the Diagnosis
- Need for training/mentoring - support staff
- Guidance to use specialist equipment
- Transferring
- Need for personal/social/emotional support

Each case will be categorised according to groups A, B, C and Ch.



Specific Learning Needs Service

Specific Learning Needs Service

Staff numbers –

Principal Psychologist - Managerial since September 2018

Specialist Teachers 3.4

Specialist Assistants 3.0

Anglesey Staffing

Anglesey have received input from 1 Teacher, and 1 Specialist Assistant which is above Anglesey's proportion of the Service.

Aim of the Service

In order to achieve this aim, we as a service, have set the following objectives:

- Give a clear focus on developing whole-school skills in supporting literacy and numeracy across the ability range, to create an environment that is suitable for variety in learning methods.
- Ensures that clear processes and approaches exist to identify literacy and numeracy difficulties in a timely way.
- Ensure that each pupil with literacy and numeracy problems receive an early graduated response that meets their needs.
- Ensure that every child/young person has access to a full and suitable curriculum.
- Ensure that parents are a key part of any intervention being proposed.

The Service:

- Produces ready resources in the form of work packs to support the teaching of pupils with literacy and numeracy difficulties in order to form a bank of electronic resources for schools.
- Supervises the classroom, highlighting strengths and fields for improvement, and whole-classroom methods.
- Models good practice by working directly with pupils jointly with school staff.
- Actively promotes the use of what was presented and modelled as intervention techniques in the classroom.
- Collaborates with the Senior Educational Psychologist Specific and Non-specific Additional Learning Needs to develop an evidence base in the field by means of research projects.
- Models support techniques and intervention methods in the classroom or in target groups.
- Actively promotes the use of what is presented and modelled as learning techniques in the classroom and at home.
- Offers a fixed period of work with individual pupils/small group

Intervention Packs:

	Monitoring Period	Rough Access Criteria
Input C		

<ul style="list-style-type: none"> • Consultative visit by the Specialist Teacher to share Resources/offer alternative strategies to add to the School's provision Map. • Possibly use more specialist assessments to identify suitable strategies. 	<ul style="list-style-type: none"> • 2 Teacher visits (initial and review) and then close the cases • Feedback to the next Forum 	<ul style="list-style-type: none"> • Schools that can identify staff to use the resources/advice • Complete provision map for interventions • Child Authority ILP with support in place but require input for the assistant. • (Individual or group - standardised scores below 75, TOMs to confirm)
Input B		
<ul style="list-style-type: none"> • Consultative visit by the Specialist Teacher to share resources/offer alternative strategies to add to the School's provision Map. • Visit by the Specialist Assistant to model strategies 	<ul style="list-style-type: none"> • 2 Teacher visits (initial and review) • 1-3 Specialist Assistant visits to model, subject to the need and complexity of the modelling. • Feedback to the next Forum / Discussion with the School's Educational Psychologist. 	<ul style="list-style-type: none"> • Schools that can identify staff to use the resources but the staff require further training. • Child Authority ILP with support in place but required input for the assistant. • Complete provision map of interventions • (Individual or group - standardised scores below 75, TOMs to confirm)
Input A (Gwynedd only from October 2018)		
<ul style="list-style-type: none"> • Consultative visit by the Specialist Teacher to share resources/offer alternative strategies • Input by the Specialist Assistant 	<ul style="list-style-type: none"> • Teacher Visit every 6 weeks to monitor. • Direct input by the Specialist Assistant for a block of 12 weeks at a time, and feedback to the Forum. • Maximum of 3 blocks and the School will need to plan who will continue with the work and shadow the specialist Assistant, during the work. • Update the School's provision map. • Feedback to the Forum / Discussion with the School's Educational Psychologist. 	<ul style="list-style-type: none"> • Complex literacy and numeracy needs. • School's provision map suggests/shows that there is no flexibility in terms of staff at the starting point of the intervention. • (Individual or group - standardised scores below 75) • (TOMs - To confirm, low score for well-being and participation??)

Input A Exit Criteria - two or more of the items listed below are obvious in the Forum

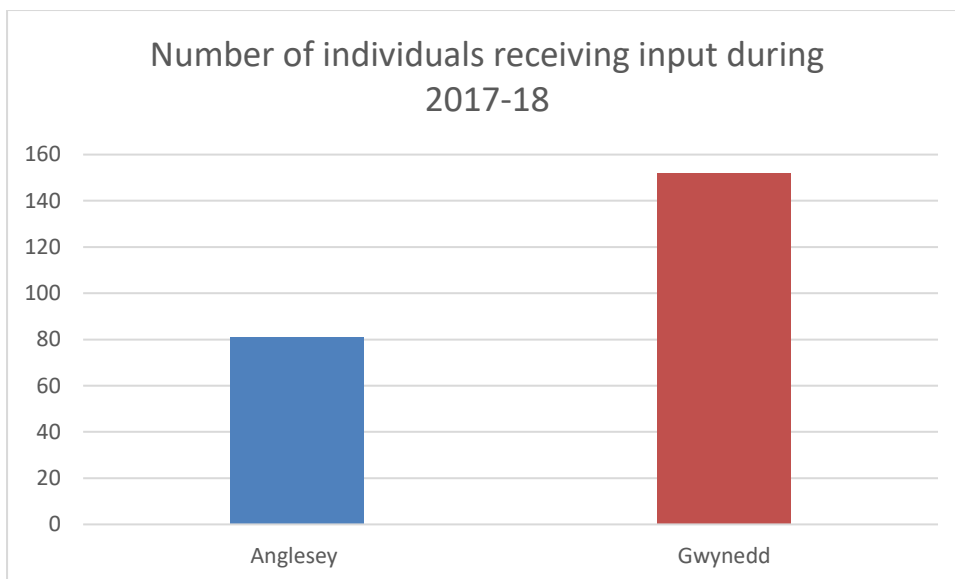
- Standardised scores >80 (i.e. within range to receive input of GY)
- TOMs Scores - increase of two bands (e.g. 0 to 1) in the fields within the MP)
- The young person/parents do not wish for the input to continue / Lack of progress in response to the input (EP discussion required??)
- Three blocks of input already received
- The School has updated the provision map, and the individual/group are receiving an input from the School's devolved provision - Discussion required with the Quality Officer if this has not happened.

Necessary Evidence

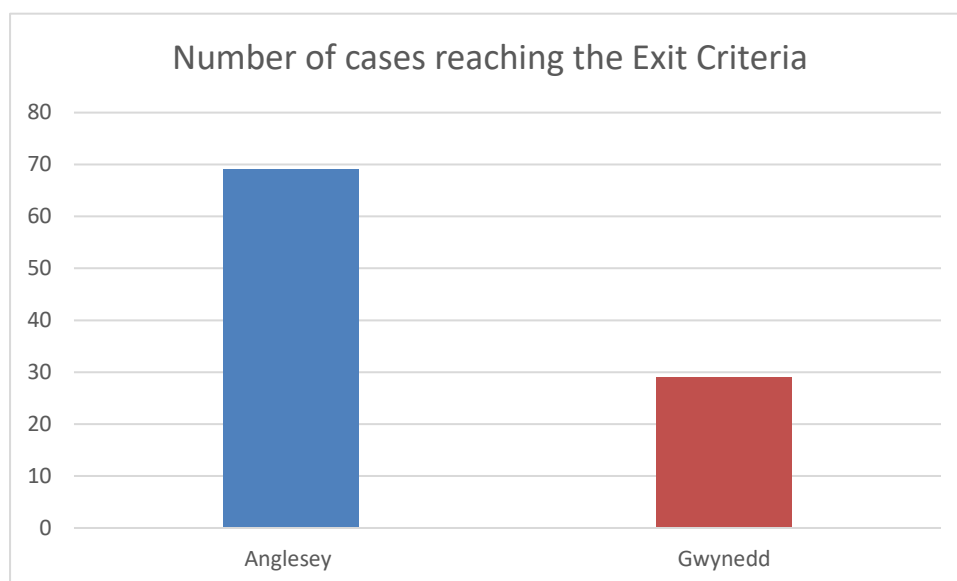
- Standardised Tests Scores (less than 6 months old) - Individual or Group Action Plan including standardised tests scores (e.g. All Wales), One Page Profile, GY Evidence (Provision Map, Previous Plans) etc.
- TOMs carried out during the Teacher's first visit and review at the end of the input for 1 and 2, and every six weeks for 3.

2017-18 Data

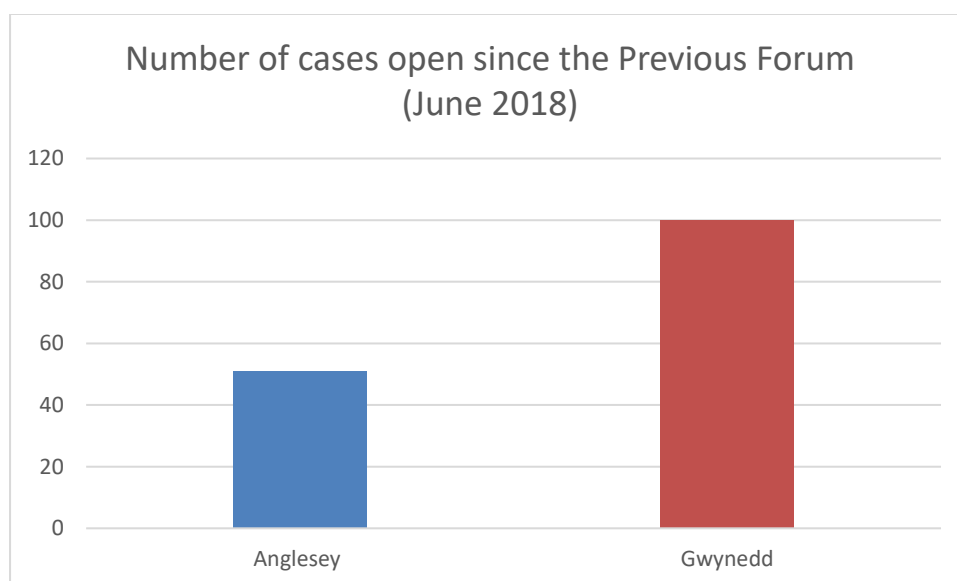
Graph 1:



Graph 2:

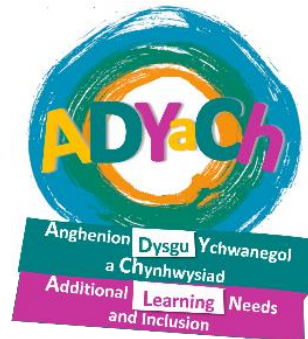


Graph 3:



2017-18 Achievements and 2018-19 Priorities

Achievements:	<ul style="list-style-type: none"> Two Specialist Teachers undertaking Dyslexia training at Bangor University. Refining the service's criteria - this is operational. Reconciling the service's reports / records - new electronic templates created. A new Procedure established for recording the visits of the service's teachers and assistants - all records saved centrally. A new data system established to gather data on SLN pupils A formal procedure established to review all cases - pre-forum service meetings
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Educational Psychologist Service

Educational Psychology Service

Staff Numbers –

Principal Educational Psychologist 1.0
 Senior Educational Psychologists 1.8
 Educational Psychologists 5.2 (0.6 vacant)

Aim 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:
 For example ELSA, Growth mindset, Mindfulness, Anxiety, Whole-school Approaches and more specifically for Specific/Dyslexia ALN, Attachment and Developmental Trauma, Communication and Interaction Difficulties.
- Therapeutic Group/Individual Interventions
- Hold research projects
- Consult on an individual pupil's level (including further assessments of need where appropriate)
- Use of Person-centred Planning methods
- Supervision/discussion sessions for staff

During 2017-18, the service made changes to the provision model in order to make more effective use of Resources. Developing different implementation models will enable the Service to up-skill staff in a more effective manner, and increase the ability to provide therapeutic interventions on a higher level (e.g. CBT, Mindfulness, Theraplay).

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.

How the Service was used during 2017-18:

Chart 1 below notes what is the service's use of time in its entirety, including the managerial and strategic work of the P.S.A.

Chart 1: Work of the Psychology Team in its entirety during Autumn Term 2017

PSYCHOLOGY TEAM WORK IN IT'S ENTIRETY IN 2017/18

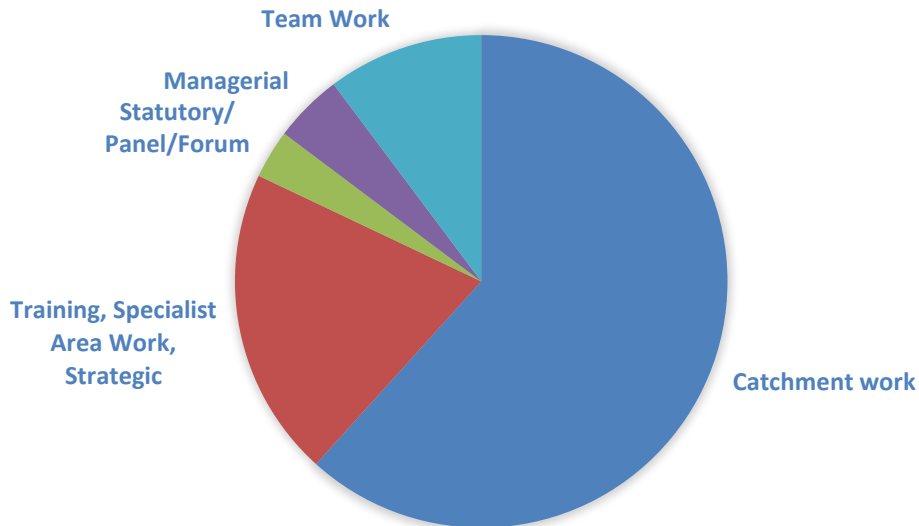
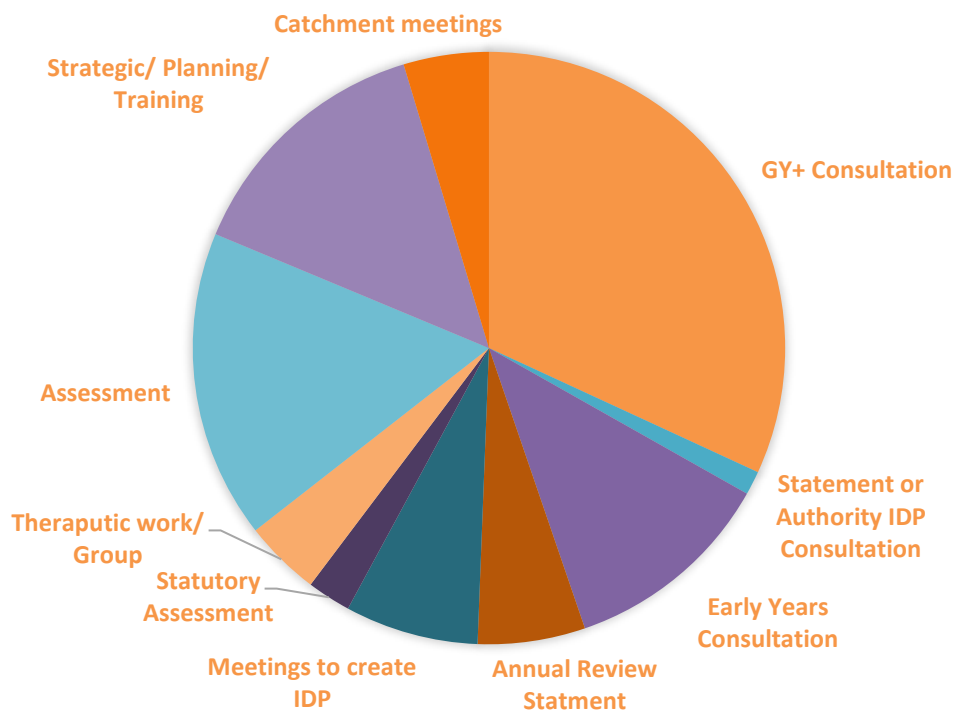


Chart 2 details the use of time within the time that has been offered to the Catchment Area. **Chart 2: Psychologist's Use of Time within Catchment Area Work**

SIART 2: CATCHMENT TIME WORK OF THE EDUCATIONAL PSYCHOLOGY SERVICE



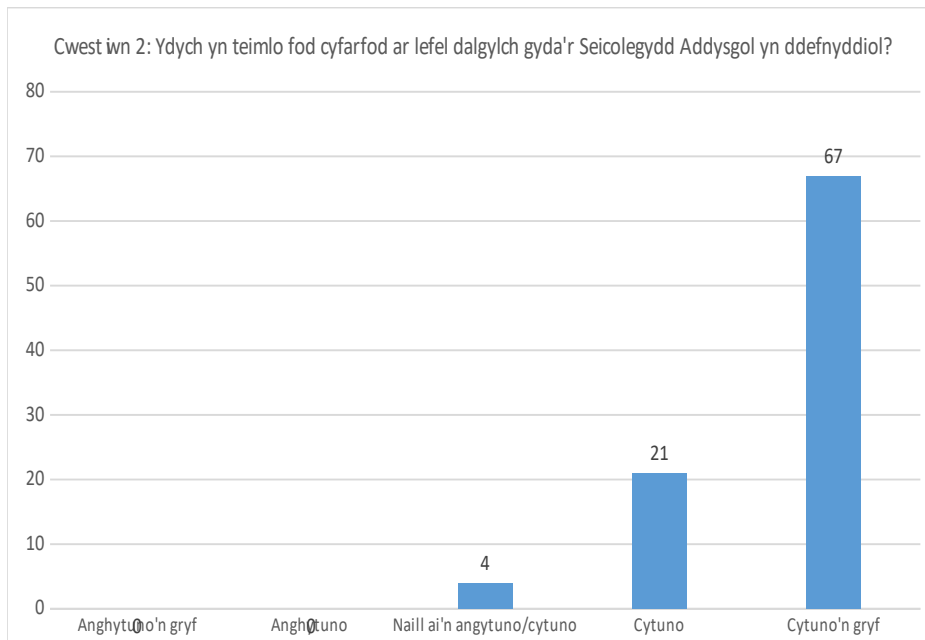
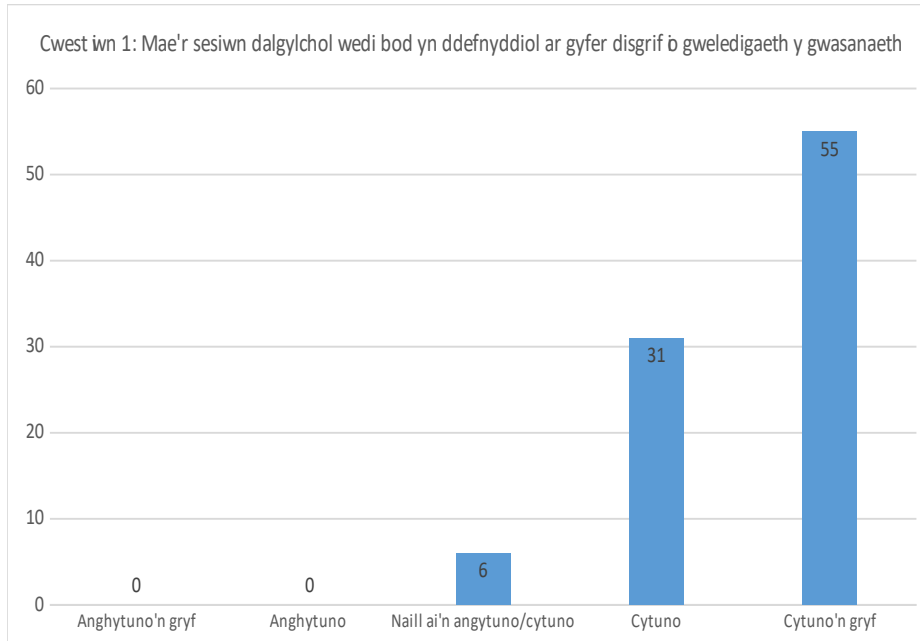
Information in these charts feeds into the Service development plan, and although this data shows an increase in prevention work (SA+ Consultation, Training and strategic work, and Therapeutic work), further focus on this will be required by improving Schools' prioritisation system.

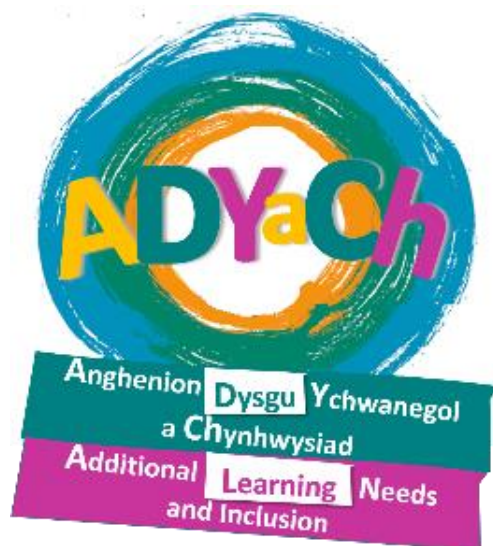
2017-18 Achievements and 2018-19 Priorities

<p>Achievements:</p>	<ul style="list-style-type: none"> • Holding Catchment Area meetings between a Catchment Area Psychologist and Co-ordinators has been a very positive step. See Chart 3 for a summary of Co-ordinators' evaluations from the catchment area sessions. Quality Officers also attend every session. • Changing the time share system has meant that a Catchment Area is given days from the Psychologist's time based on a formula rather than sessions per School. The formula itself is based on population. This has meant that it is possible to offer flexibility and better use of time in order to respond to need in the Catchment Area. • The roles of Senior Psychologists and Psychologists within specialist fields and strategic work have developed. The work of drawing up the Training Strategy for the fields has commenced in co-operation with other teams: e.g. A Senior Psychologist is leading the Schools that Encourage (Nurture) project, a Senior Psychologist is leading the use of TOMs and Criteria Modification for the Communication and Interaction field and is strengthening the link with the Neurodevelopmental Pathway in order to facilitate the assessment process. • Data in Chart 1 and 2 shows that a large proportion of the Team's time is spent on School Action Plus and Prevention work within Schools. Chart 3 goes into greater detail on how Catchment Areas used the time. See that a small proportion is now spent on Statutory work. See also that Training and Planning time adds to prevention work. • The Team has received training that enables a wider range of Therapeutic and Strategic input. • Training and a School Self-assessment Tool for the SLD Field is being developed • School Friendly Training on Communication is also being developed.
<p>2018/19 Priorities:</p>	<ul style="list-style-type: none"> • Broader collection of the Team's Data in order to report on effectiveness and efficiency in a quantifiable manner The Service has validated the use of Therapy Outcome Measures (TOMs) in order to measure progress. This method of monitoring progress is now ready to be used across fields (TOMs have only been used previously in the Field of Communication and Interaction). As a result of this, it will soon be possible to report on individuals' progress. • Further development on the Strategy Training • Further development of the Team's role and the service that can be provided, in the field of Inclusion and Well-being (e.g. Therapeutic Work, Training) • Develop a more suitable Service access system and policy • The Team to provide a more suitable service for the early years' sector

- Develop the **Team's role** and the service that can be provided, in the field of **Communication and Interaction**
- Develop Schools' skills in response and provide for Specific ALN

Chart 3: Evaluation of EPS Catchment Area Sessions





Behaviour Support Service

Behaviour Support Service

Staffing Levels

Inclusive Education Lead 1
 Senior Teacher/Awes Early Intervention 1
 Specialist teachers Behaviour Support 6
 Senior Specialist Assistants Behaviour 4
 Behaviour Specialist Assistants 3
 Behaviour Assistants 4
 Welfare Officer Inclusion 1
 Inclusion Officers (P25) 7
 Sick Children Inclusion Officers 2

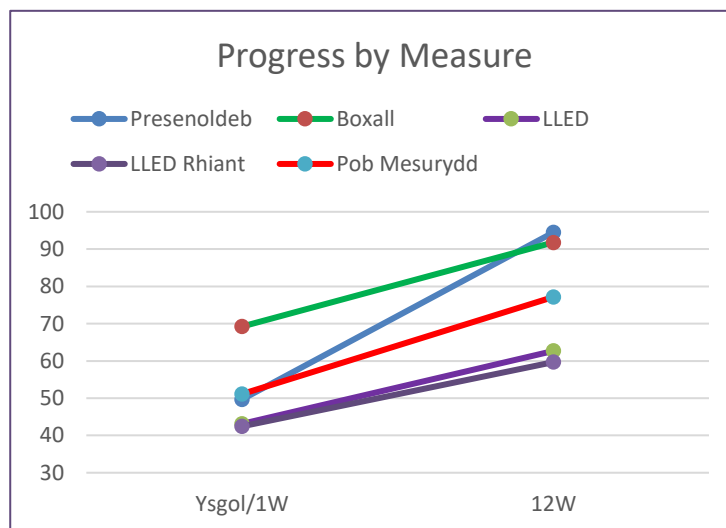
Anglesey Staffing

Inclusive Education Lead 0.5
 Senior Teacher/Awes Early Intervention 0.4
 Specialist teachers conduct behaviour 1
 Senior Specialist Assistants Behaviour 1
 Behaviour Specialist Assistants 1
 Behaviour Assistants 1
 Inclusion Welfare Officer 0.5
 Inclusion Officers (P25) 3
 Inclusion of sick Children officers 0.8

Service Aim

Llechen Lân Centres KS2 - KS3

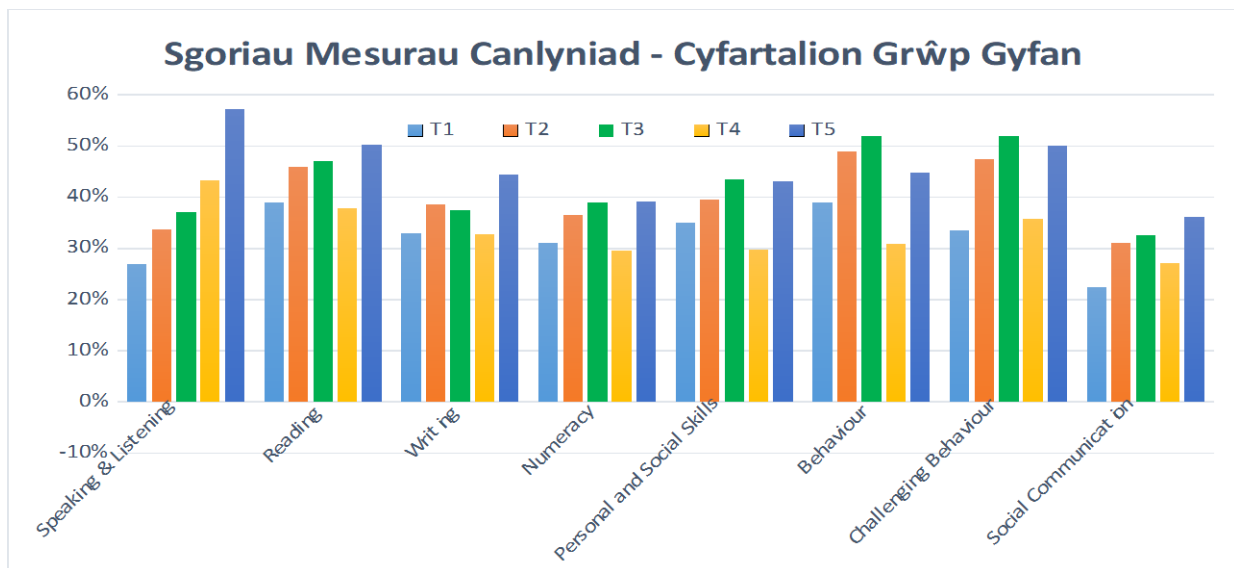
- As a result of opening dedicated locations and staff completing the comprehensive training programme, the standards and average of every progress measure (Attendance, Boxall, Pupil Emotional Well-being, Emotional Well-being Parent Opinion) has increased by 16% to 77%.
- The attendance of every learner 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.



Pecyn 25 KS4

- Every learner who attended Pecyn 25 in Anglesey gained at least one qualification equivalent to GCSE Level 1 (A*-G) this was in accordance with one of the service's

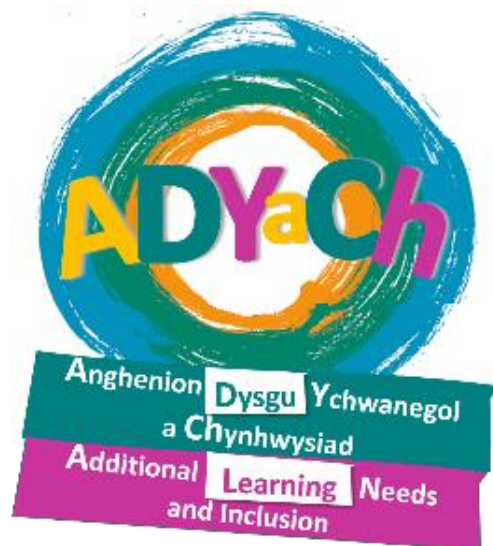
priorities. Some of the pupils, 11%, have reached the Level 1 threshold (5 GCSEs A*-G) which is far beyond expectations.



- Severe behavioural incidents have significantly reduced with 5 suspension days across Anglesey in Pecyn 25, compared with an average of 16 days for the same learners the previous year. This is very good.
- It can be seen that the influence of Pecyn 25 behaviour support strategies has increased learner standards according to the data *Quality Assurance Framework for Pupils with ALN* where Year 10 (T1 - T3) learners have made an average increase of 10% to 43% across all aspects during the year and Year 11 (T4 - T5) learners made an average increase of 12% to 46%. This is a very strong result.
- The learner numbers in Anglesey have been substantially higher (28 learners) than what was originally profiled (6 Behaviour and 6 Sick). This has created great difficulties in terms of supporting the learners. –

Early intervention

- Pupils open to early intervention staff Anglesey: January 2018: 22 Pupils
- Pupils exposed to early intervention staff Anglesey: September 2018: 40 pupil
- Pupils who have transferred to secondary: 10
- Pupils attend Tŷ Cybi: 4



Welfare Service

Welfare Service

Staffing

Senior Welfare Officer (1)

Senior Safeguarding Officer (1)

Welfare Officers (10)

Anglesey Staffing

Senior Welfare Officer (0.4)

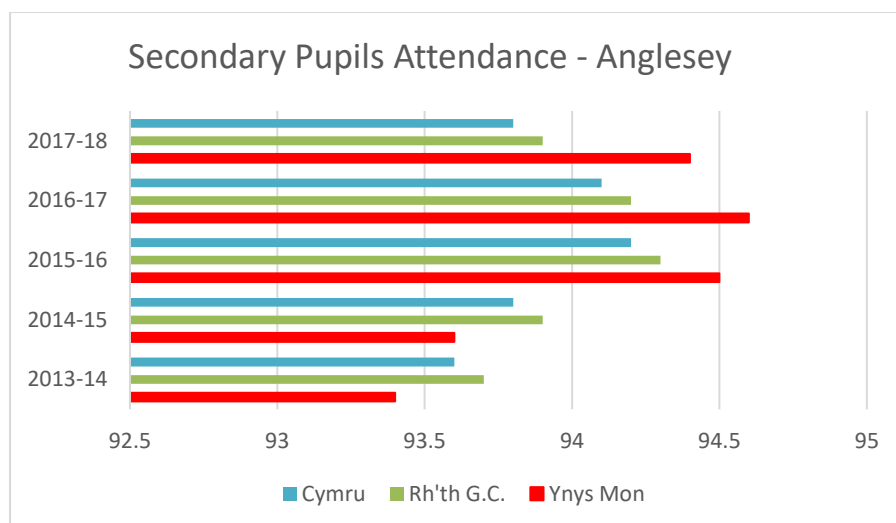
Senior Protection Officer (0.8)

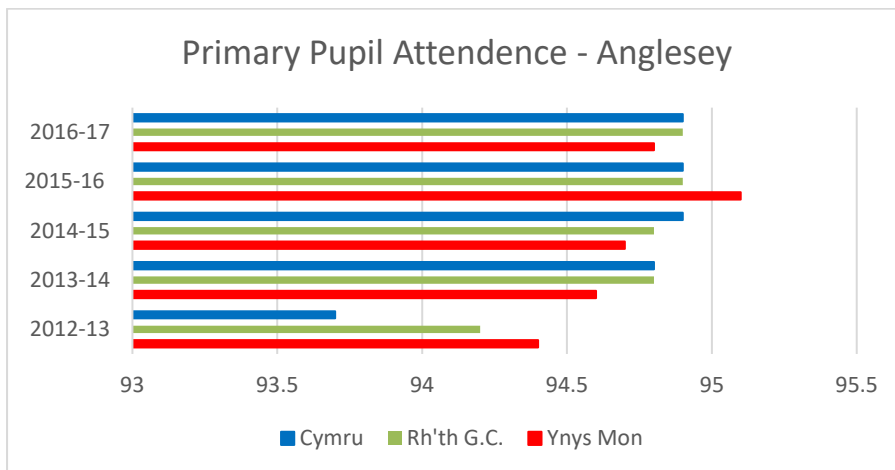
Welfare Officers (4)

Aim of Service

- A consistent approach to the importance of pupil attendance.
- An increase in the number of prosecutions.
- Adopting a system of recording and monitoring families who choose to educate their children at home.
- Co-operation and the safeguarding service.
- Development and adoption of a joint casework recording system and the Data officers
- Capacity of the service to respond to emergencies and disasters – fatalities

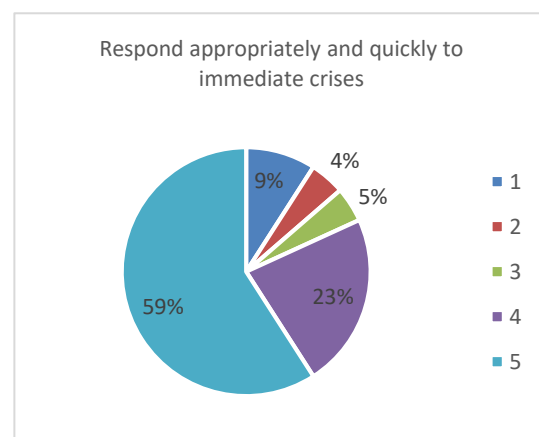
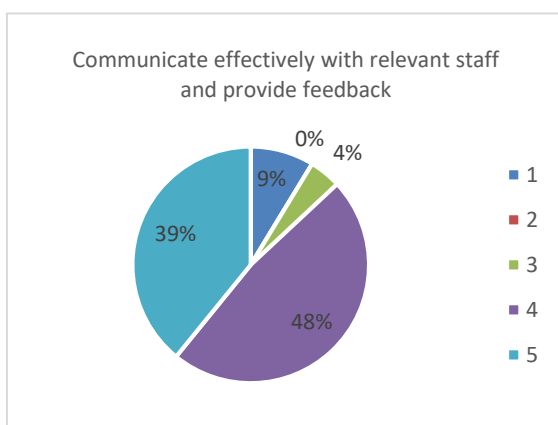
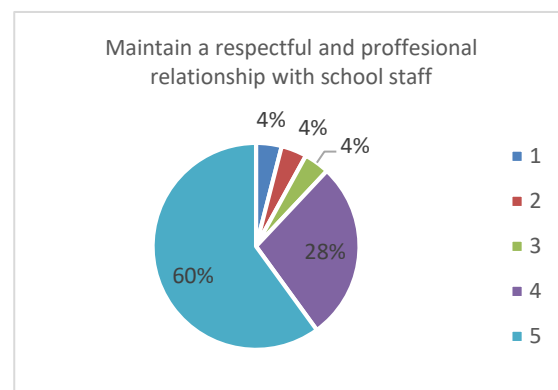
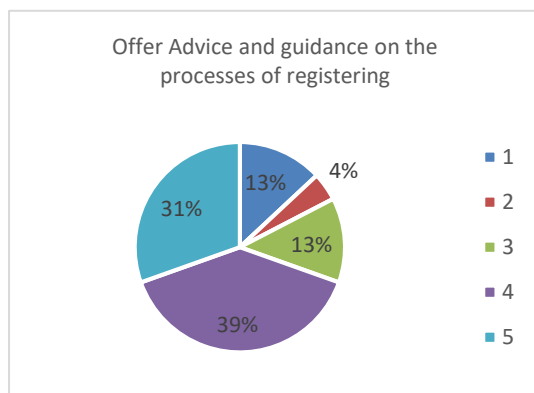
Attendance – please note that 2017-18 figures has not yet been confirmed





The presence of the secondary is very good but a watchful eye will have to be kept on the primary presence.

Welfare service Satisfaction Data



88% agree that there is a respectful and professional relationship between welfare officers and school staff

70% are satisfied that welfare officers advise and provide guidance on registration processes, 17% disagree with this 65% agree that welfare officers challenge the school about its processes/relationship with attendance – again 17% disagree with this

74% feel that the welfare officers make effective use of her time with the school, 17% challenge this.

82% agree that welfare officers respond appropriately and quickly to actual emergencies – 14% disagree with this.

87% agree that the welfare officers communicate effectively with relevant staff and provide feedback – 9% disagree.

Exclusions

There are been no permanent exclusion within the last three years.

Pupils for whom parents wish their education at home (EHE)

Anglesey's EHE numbers during the last two fates are quite similar with a decrease of 5

2014-15 = 39

2015-16 = 47

2016-17 = 41

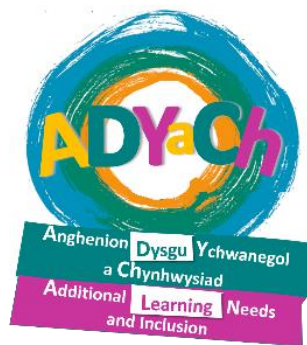
2017-18 = 36

The welfare service is able to greet the statutory requirements.

Although there is a significant increase in the number of families choosing to educate their children at home nationally the figure remains fairly constant on Anglesey. The welfare service continues to greet the statutory needs. A visit is arranged for each family, soon after they have stated their intention to educate at home and a questionnaire about their intentions and plans is completed. Visits to families are then sought annually. Information regarding applications has just been shared with Anglesey family.

Priorities

- Continue to monitor the attendance of pupils in both counties and challenge schools.
- Revisit the resource/time allocation Formula S.L.I.A. Mon – Imbalance within the island.
- Further development of the welfare/Protection Officer (MB) role



Appendices 2 : Gwynedd and Anglesey ALN & I Service Training Provision

Gwynedd and Anglesey ALN & I Service Training Provision

Training is a process of transferring skills that can take a number of different forms. This document seeks to define the training available to school staff, and in some cases, to parents. The diagram below is used in all areas in order to define the training that could be available to all school staff up to individuals.

Training Strategy

It must be ensured that the Integrated Team workforce contains specific expertise by area, and that the expertise are regularly updated, whilst ensuring that correct interventions based on evidence are exercised. Each specialist team lays out a comprehensive Training Programme for the workforce and parents under the guidance of specific Senior Education Psychologists.

The delivery of knowledge and skills is key to developing a workforce that is confident versed in targeting ALN and Inclusion. The training structure and programme is coordinated by the Educational Psychology Service under the guidance of the Principal Education Psychologist. The Senior ALN Manager and the Senior Inclusion Manager will receive a termly and yearly report on the arrangements, use and success of the training offered by the Principal Educational Psychologist.

1. Aim

The aim of Gwynedd and Anglesey's ALN and Inclusion Training Strategy is to:

- Ensure an inclusive and confident ethos in responding to ALN and Inclusion.
- Continuously transfer and develop the whole workforce's skills.
- Create a strong infrastructure to support the specialist workforce's work.

2. Objectives

In order to fulfil this aim we set the following objectives;

- Each member of Gwynedd and Anglesey school staff to receive training across the ALN and Inclusion areas within a 5 year cycle.
- Create professional communities that means that skills are transferred and good practice is celebrated.

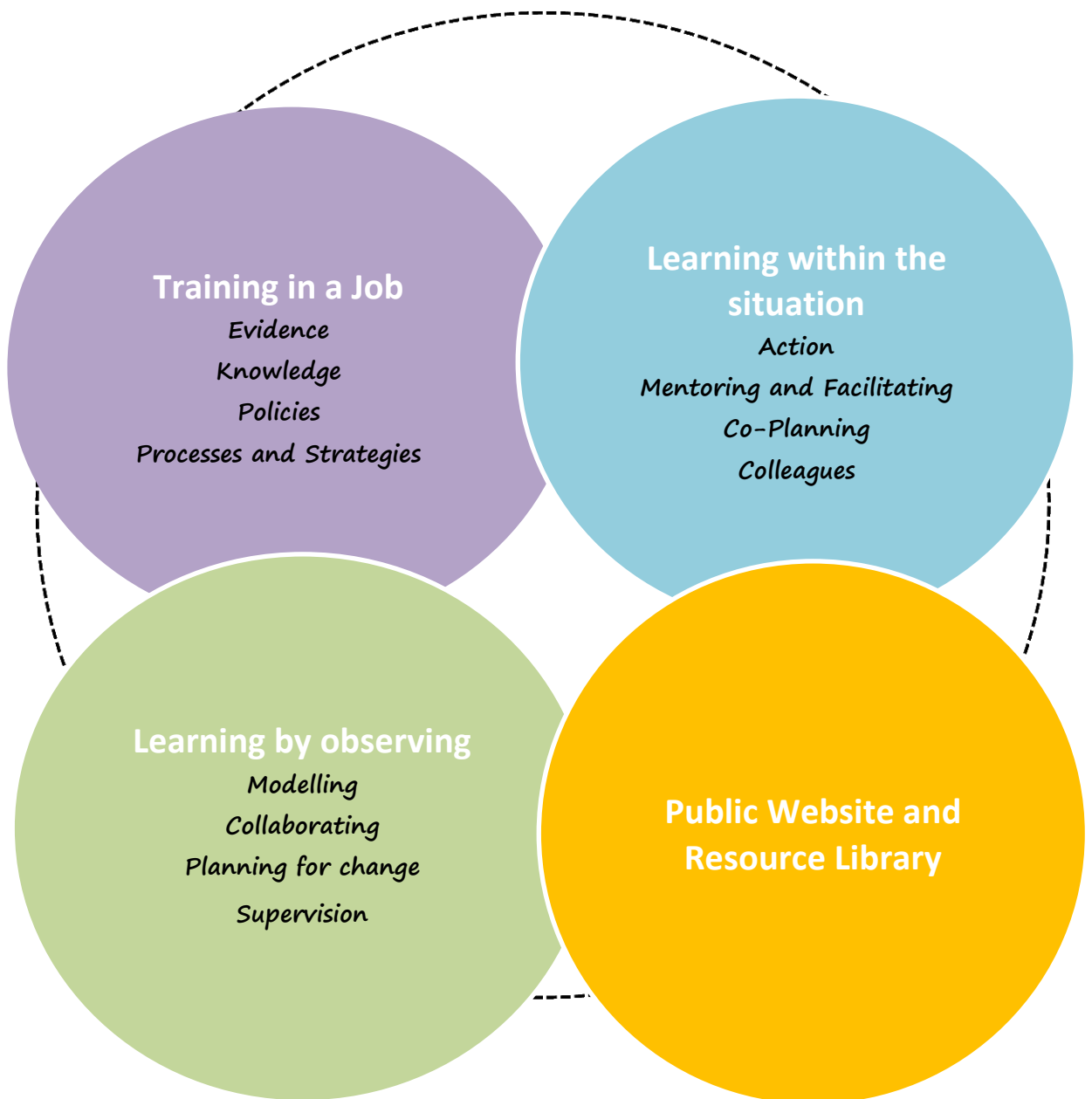
3. Indicators

- Increase in the percentage of the workforce that has received training in each area.
- Improvement in whole school understanding of conditions and interventions
- Quicker identification of conditions
- Evidence of training use on the classroom floor.
- Evaluations of Training in an offered Job showing that the workforce sees the value and quality of training.
- Reduction in referrals to the ALN Forums

4. Provision

Training refers to developing skills and transferring these skills from one person to another. This can happen with several methods and on different levels – this is not limited to Training in a traditional job. This is key in regards to responding locally, and also working as effective as possible without placing additional requirements on schools to release staff where there are means to work in a flexible manner.

The use of new knowledge to develop future practice is to measure training success. Continuous training importance is considered for middle service employees, employees at schools and parents.



Training happens continuously in a combination of formal training and day to day work. Each employee in the ALN service has a central role in the development and introduction of training within the training programme.

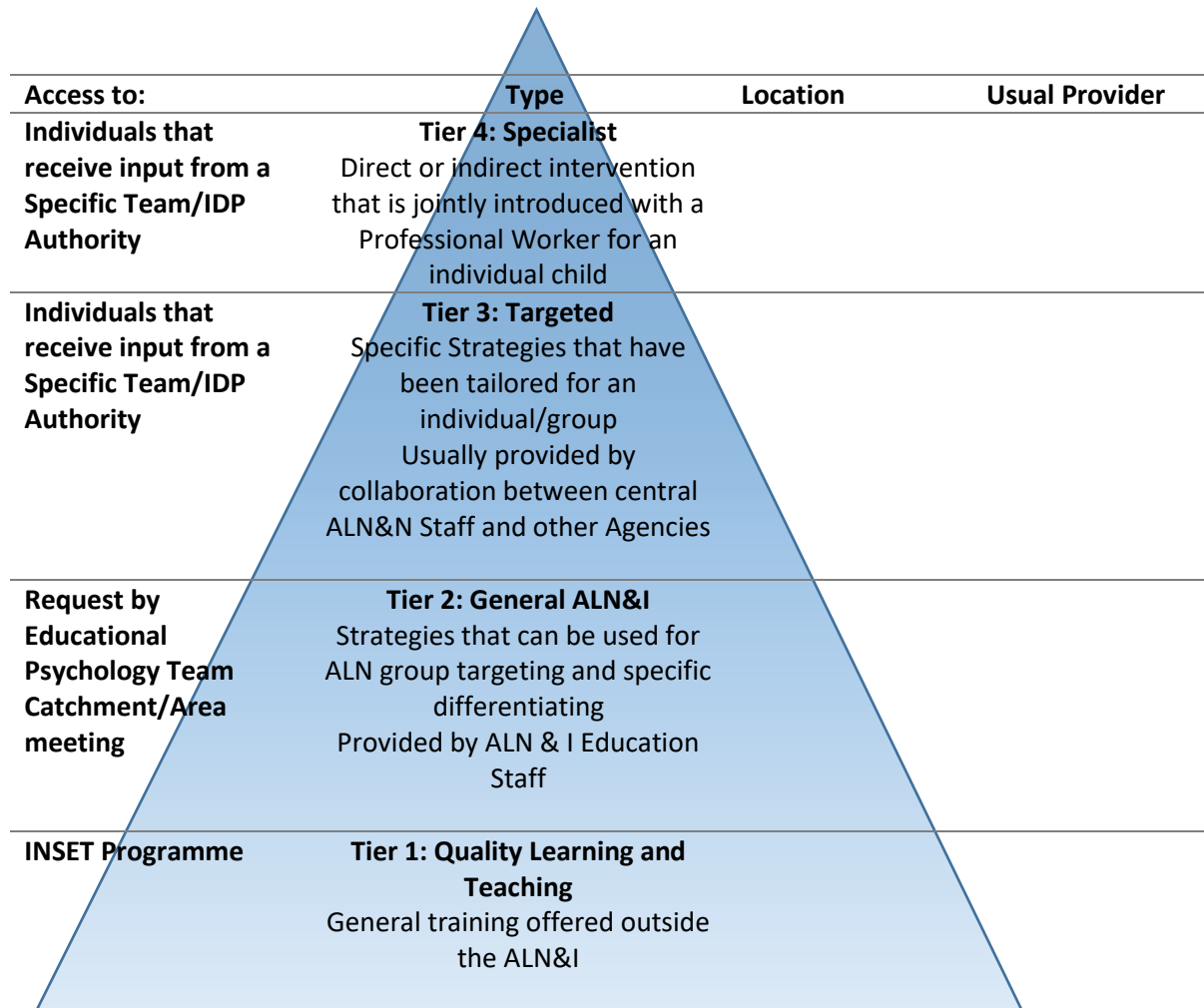
A comprehensive website of resources and guidance is available via a network that will ensure easy staff access to resources that are ready to support the work of maintaining special needs within schools. The website is a source of resources and guidance for schools.



Training Model

The remainder of the document gives concise information regarding the Training Structures of each relevant part of the Integrated ALN&I Service. A training Tier model is used as described above.

The information within the diagrams summarizes the type of training offered and how to gain access to it. It's important to note that provision is flexible in order to fulfil a satisfaction of needs that are local to the area, the cluster and the individual school.

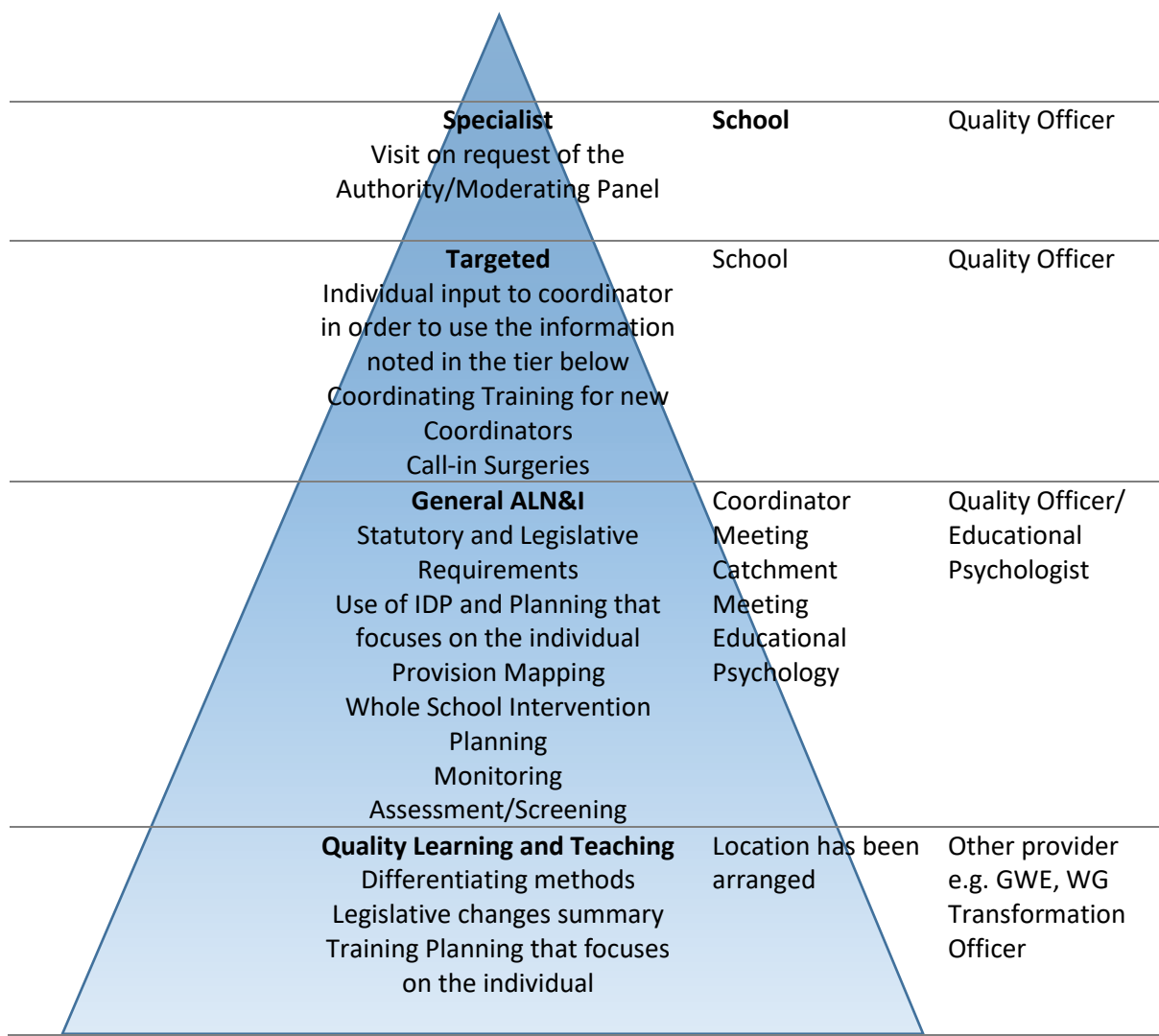


Core and General

The Core and General training is mainly for the key Person within Schools in regards to ALN & I coherence. Aspects of the training are also likely to be offered to Headteachers, Governors and Teachers.

The aim of ALN&I Core Training is to:

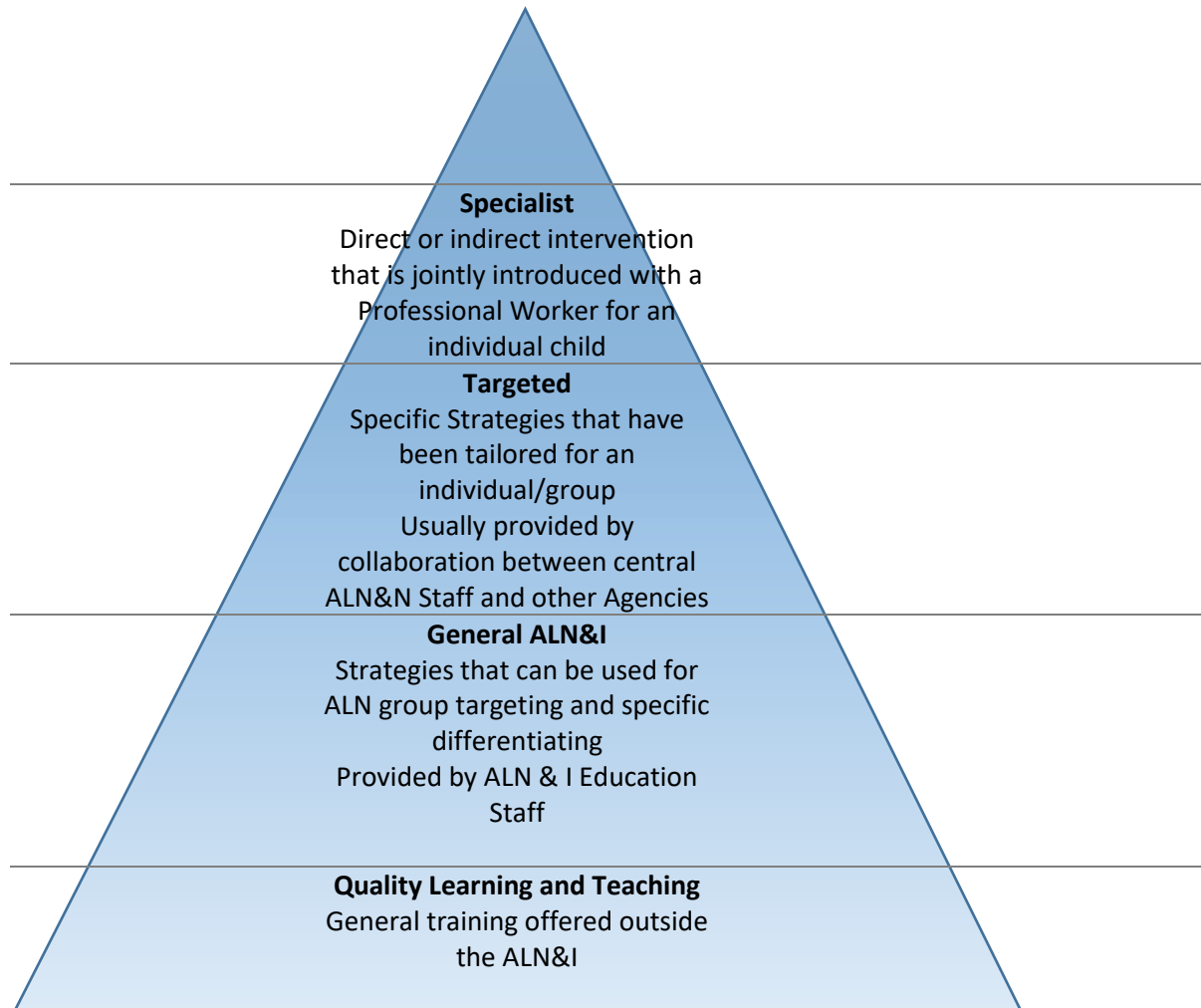
- Ensure that schools and ALN & Inclusion Cluster Coordinators match the requirements of the ALN Practice Code/New ALN & Inclusion Practice Code.
- Develop and monitor the quality and consistency in the way ALN & Inclusion is targeted across Gwynedd and Anglesey.



Visual and Hearing Impairment

The training offered by the Visual and Hearing Impairment Team is dependent on the presence of these needs within a School, or is part of preparing for future need.

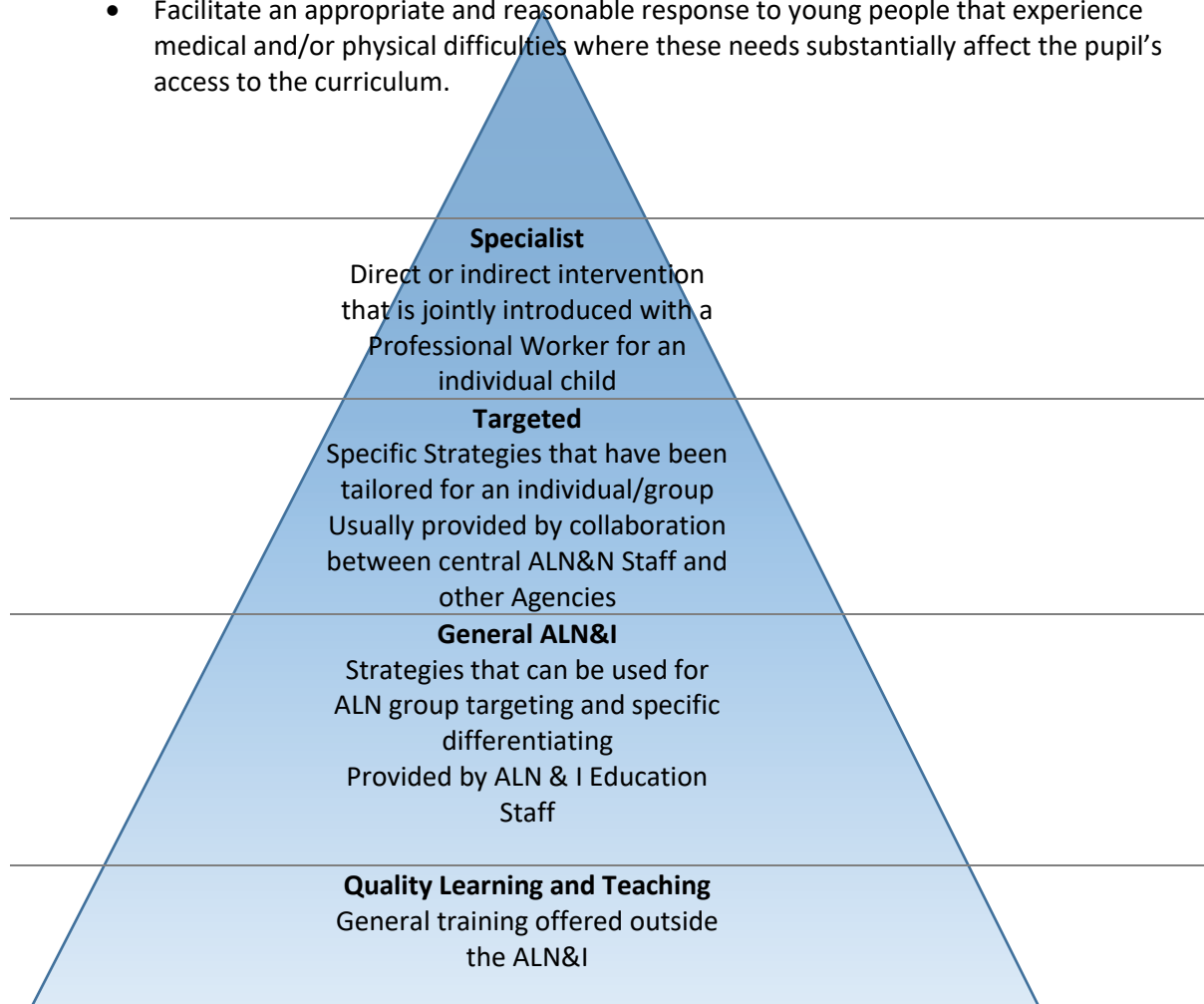
- Ensuring that key staff within schools possess suitable skills and resources when working with a pupil with a sensory impairment.
- Promote skills in presenting and monitoring Specialist Curriculum development amongst Sensory Impairment pupils and ensuring firm development of mandatory skills.
- Promote these pupils' access to their environment and community.



Physical and Medical

The training offered by the Physical and Medical Team is dependent on the presence of these needs within a School, or is part of preparing for future need.

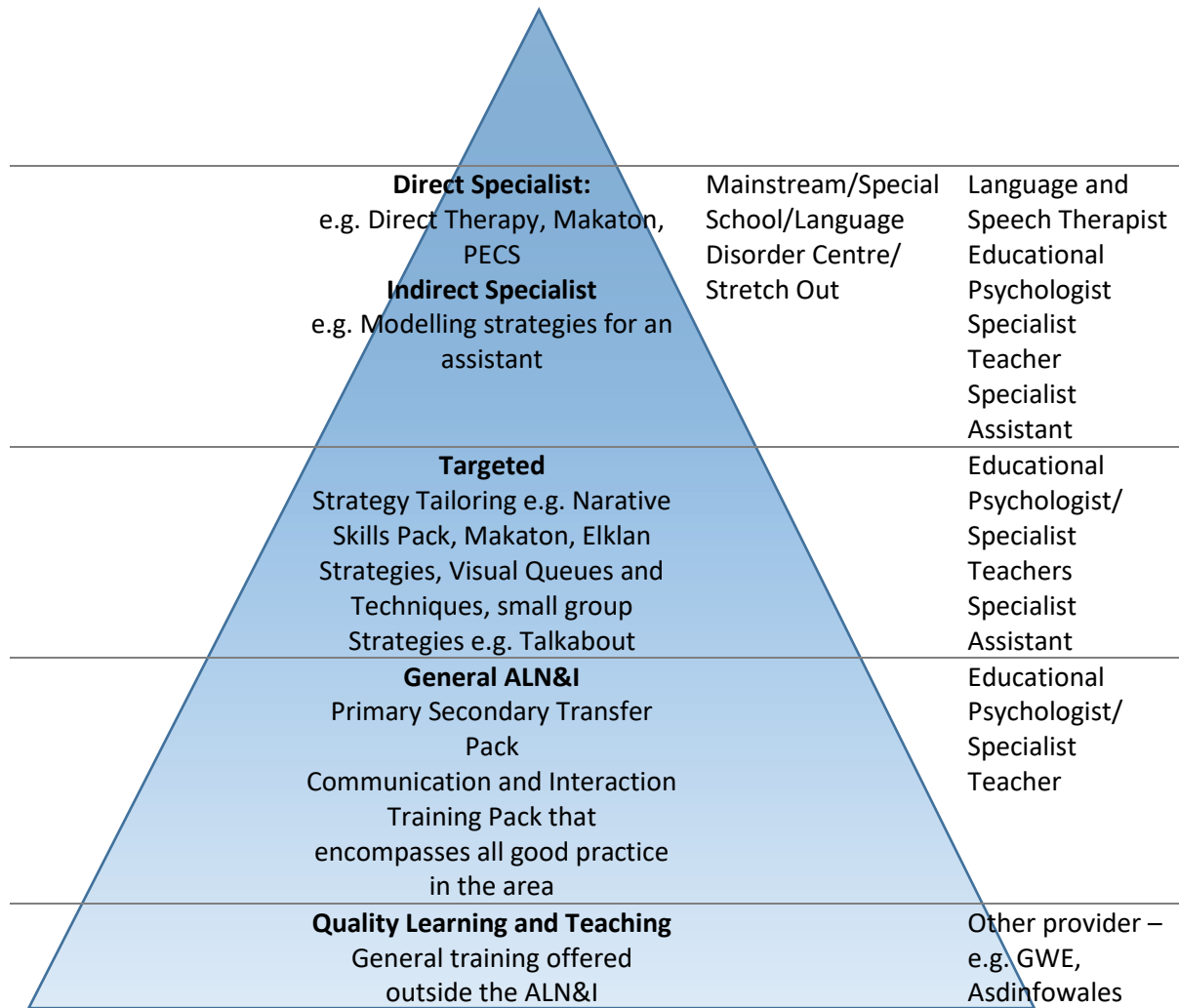
- Ensuring that key staff within schools possess suitable skills and resources when working with a pupil with Physical and Medical difficulties.
- Promote these pupils' access to their environment and community.
- Facilitate an appropriate and reasonable response to young people that experience medical and/or physical difficulties where these needs substantially affect the pupil's access to the curriculum.



Communication and Interaction

The aim of Training in the Communication and Interaction area is to:

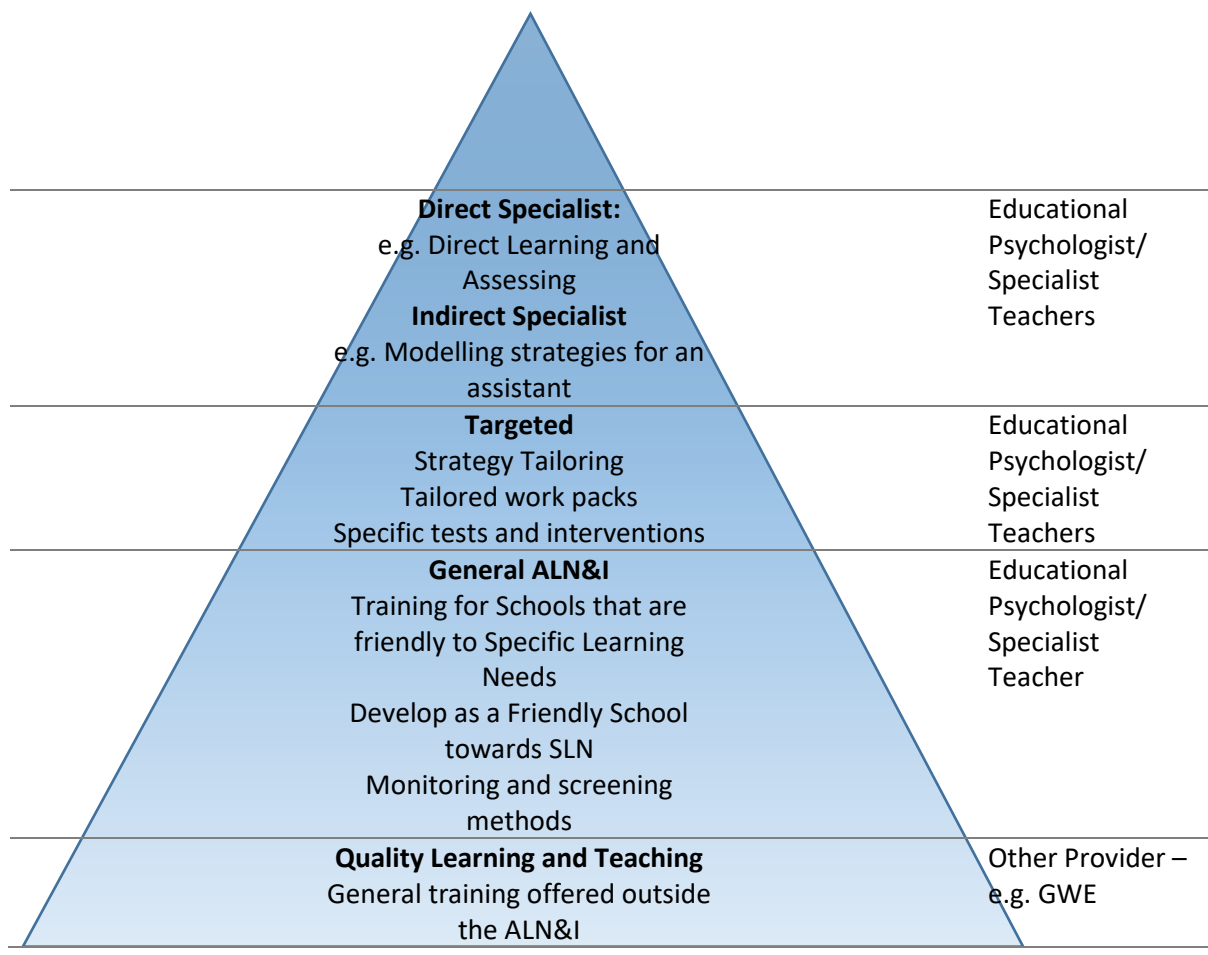
- Consider Communication and Interaction difficulties in the spectrum that requires planning as an integral part of the school’s provision.
- Ensure that each teacher plans to respond to these difficulties as part of the class’ day to day curriculum.
- Have certain screening processes in place to identify pupils that display difficulties.
- Respond gradually to needs by establishing interventions for groups of children, or individual children identified via screening and assessing processes.
- Measure the progress of children that receive interventions in order to show the effectiveness of the interventions.
- How to make the use of standard and directive assessment in order to come to a conclusion in regards to progress and appropriate intervention.



Specific Learning Needs

The aim of training in the Specific Learning Needs area is:

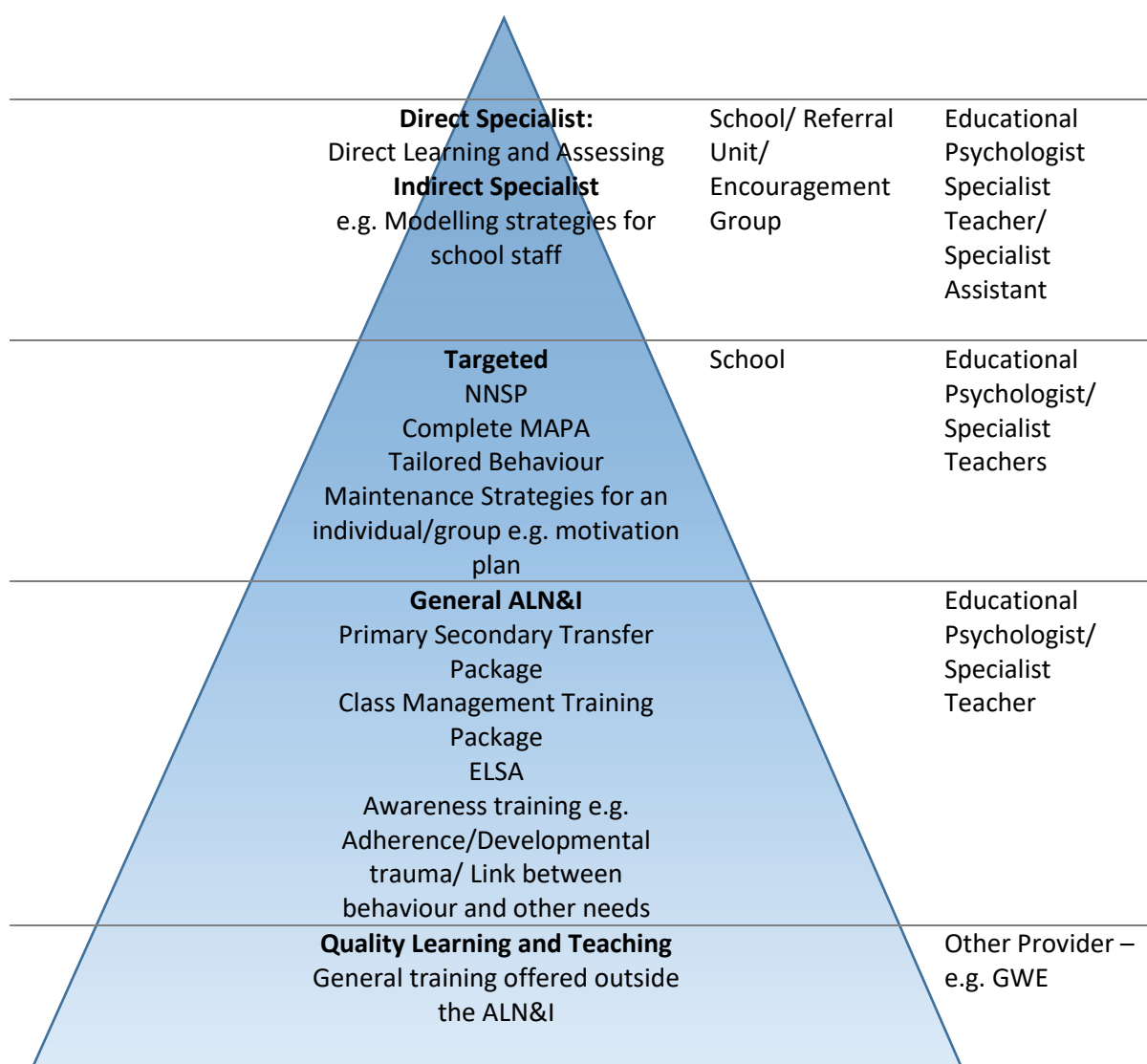
- To consider literacy and numeracy difficulties in the spectrum that requires planning as an integral part of the school's provision.
- To ensure that each teacher plans to respond to these difficulties as part of the class' day to day curriculum.
- To have certain screening processes in place to identify pupils that display difficulties.
- To ensure strong emphasis on phonetic and language development, pre-literate and pre-arithmetical, early on in the foundation phase in order to reduce risks of developing literacy and numeracy difficulties.
- To be responding gradually to needs by establishing interventions for groups of children, or individual children identified via screening and assessing processes.
- To be measuring the progress of children that receive interventions in order to show the effectiveness of the interventions.
- How to make the use of standard and directive assessment in order to come to a conclusion in regards to progress and appropriate intervention.

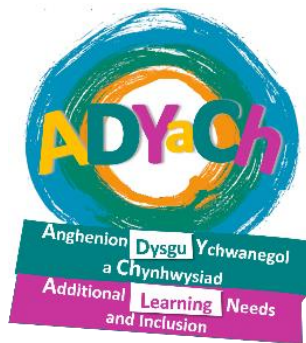


Inclusion and Package 25

The aim of training in the Inclusion area is:

- To promote an ethos of working in partnership between pupils, school staff and external agencies.
- To promote an ethos of establishments that Encourage and Nurture pupils, that treat each pupil as a valuable part of the School community.
- To promote consistency
- To facilitate work of dealing with problems thereby building the confidence of staff





Appendices 3 : Developing friendly SLN Schools

Developing SLD Friendly Schools

Specific Learning Difficulties (SLD)

Gwynedd and Anglesey Educational Psychology Service



Contents...

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3.	Additional information and ideas	6
4.	SLD friendly schools self-assessment tool	13
5.	Your school's priorities	21
6.	Action Plan	22

Specific Learning Difficulties

What are Specific Learning Difficulties?

Specific learning difficulties (SLD) affect the way that information is learnt and processed, and this can have a substantial impact on teaching and learning. They can occur across a broad range of intellectual abilities and the way the difficulties manifest themselves vary among learners. Normally, the term SLD refers to:

- Specific literacy difficulties (sometimes referred to as dyslexia)
- Specific difficulties with numeracy
- Developmental co-ordination disorder (sometimes referred to as dyspraxia)
- Attention Deficit and Hyperactivity Disorder
- Specific language impairments

Specific Literacy Difficulties / Dyslexia

Over the past hundred years since dyslexia was identified, there have been countless books and a number of definitions of dyslexia. Gwynedd and Isle of Anglesey Educational Psychology Service approve the following definition:

"Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy at the word level and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides a foundation to a step-by-step learning process and assessment through learning"

British Psychology Society (BPS), 1999

This definition:

- is based on research evidence;
- focuses on the difficulties observed, and that can be observed;
- it is based on research evidence which notes that there is no need for any test or test profile to identify dyslexia, and that no test or test profile is sufficient to identify it
- it is based on research evidence that confirms the view that dyslexia can affect children and young people of all abilities;
- it does not depend on identifying the difference between the ability of a child/young person in one field and their ability in another field.

SLD Friendly Schools

The SLD/Dyslexia Friendly Schools scheme has been specifically established in many authorities in England and Wales. The British Psychology Society has incorporated the concept since 1999 and has published a Dyslexia Friendly Schools (BDA, 1999) resource pack.

*One of the basic principles of being a **SLD/dyslexia friendly school** is the expectation that teachers will take immediate action when children with additional learning needs are identified, rather than referring them for a further assessment and waiting for a 'label'. In a SLD/dyslexia friendly school, **every teacher** is empowered through training, policy and ethos to identify learning issues and take front-line steps. This is the early intervention policy translated into practice in the classroom.*

British Dyslexia Association Guidelines.

Rationale

Traditional attitudes towards dyslexia/specific difficulties in literacy often depend on a diagnostic assessment process that reflects the "*medical model*". By now, this model is insufficient, particularly in light of current research and good practice.

In contrast, the '**Dyslexia/SLD Friendly Schools**' programme is an inclusive programme that establishes whole-school accountability for supporting each child experiencing difficulty with literacy. It also includes the pupils and parents in the process (MacKay, 2006).

The programme raises the awareness and confidence of teachers in dealing with literacy difficulties and inclusive methods are increasingly being adopted. Reid (2005) suggests that there is no specific answer or programme for each child and so the teacher needs to be flexible when developing resources and teaching strategies.

The SLD Framework (Welsh Government)

SLD Friendly Schools reflect the Government's Literacy and Numeracy Framework. Additional information and guidance materials regarding the SLD framework are available via the Dysgu Cymru website www.dysgu.llyw.cymru/resources/collections/spld-framework/?lang=cy. In brief, the framework focuses on expectations across three levels:

- **Schools:** ensuring that their policies support learners with SLD
- **Learners:** take a greater part in their learning
- **Practitioners:** identify, support and implement bespoke interventions for learners who are at risk of being left behind by their peers.

The aim of the SLD Friendly Programme

School Level

- Establish a whole-school responsibility for supporting pupils with a range of literacy difficulties
- Create SLD/Dyslexia friendly-related professional development opportunities for all staff
- Create a SLD/Dyslexia Friendly environment and learning ethos across the school
- Early identification of children with literacy difficulties and implementation of appropriate intervention
- Acknowledge and encourage the effective role that parents can play in partnership with schools

Pupil Level

- Ensure access to appropriate intervention strategies that are relevant to the child's needs and are in line with them
- Fully include young people in the process of discussing their additional needs and progress
- Develop resilience and empower children and young people.

Practitioners / Teachers / Staff Level

- Explain expectations and responsibilities of teachers, pupils and parents
- Normalise the SLD/dyslexia continuum within a classroom context by incorporating assistance strategies within classrooms
- Maintain and improve effective and fair access to planned support by using step-by-step intervention
- Ensure an accurate description of the child's difficulties and strengths by using a variety of assessment strategies
- Fair access to the curriculum, and differentiate and plan appropriately for individuals.

It is likely that children who experience ongoing difficulties with literacy will fall somewhere along the continuum. This enables everyone to focus more on the following questions...

What are we going to do about it?

Additional Information and Ideas

School Level

How will SLD learners be identified and monitored?

One part of understanding the learner is to gather information to understand more about his/her difficulties and strengths. The assessment should be more than just a score. Often, observing a pupil when assessing can be as effective as looking at the score. The response pattern of the learner can also be useful, *e.g.* a spelling assessment could provide information about the nature of the spelling challenges.

*Assessment is only **one part** of the information required when planning intervention. Obtaining robust and comprehensive information to draw up a profile of the learner's strengths and challenges is a good method, regardless of the diagnosis. **Assessment information should mainly be used to drive and evaluate intervention strategies.***

Obtaining a comprehensive picture of the learner's needs and strengths

It is important to collate information from various sources, from parents/carers and teachers (and the learner where appropriate). When literacy difficulties are highlighted, other factors including the learner's level of experience should be considered, along with the possibility that they have some language difficulties that could contribute to the difficulties highlighted.

Making them clear and accessible to parents / carers and external agencies

It is important that schools work closely with parents and carers at every stage of the process. Doing so can ensure a good relationship between the school and parents. Parents/carers can share information with the school that could be useful when developing suitable strategies and programmes to support pupils.

Professional learning for all staff

The annual planning meetings with the Educational Psychology Service could be used to prioritise your school's training needs. You can also refer to different experts within the ALN&I service for further input.

Assessment resources / Interventions

Assessment / Screening	
Welsh	English
Glannau Menai Tests	LASS
National Tests	Young's Parallel Spelling
All Wales Tests	York Assessment of Reading Comprehension (YARC)
"Rydw i'n gallu..." (IAE) Numeracy and Literacy	
Free writing sample test (EWO)	
Intervention Packs	
Welsh	English
Tric a Chlic	Direct Phonics
Cychwyn Eto	Simultaneous Oral Spelling (Look, spell, write, check)
Darllen ar y cyd	Toe by Toe
Dyfal Donc	Reading Eggs
O Gam i Gam	Wordshark
Darllen gyda Sam	Headspout
Camu ymlaen (double letters).	Spelling buddies
Writing Wizard (app)	Star Spell
Swyn Sillafu (web programme).	Read, Write, Inc.
TRUGS – Welsh and English	Primary Phonics (EPS)
Pitrwm patrwm	Jollyphonics
Pip a pop (web games)	Lexia
'Rhys Bys' (punctuation) (IAE)	
Darllenwyr Deallus (IAE)	
STILE	
Gemau Ffonolegol (IAE)	
Llyfrynnau Ffonics a Geiriau Cyffredin (IAE)	
Detailed reading pack based on the above	

Learner Level

Examples of how to support on a learner/pupil level.

- Schools to include the learners, parents and relevant agencies when planning ways forward, and through the review process. Using person-centred principles and methods can ensure that the learner is part of the process.
- Lessons are differentiated according to the learners' needs.
- School staff collect regular feedback from learners regarding what works and what does not work from their perspective. This information can be shared between key staff. Ensure that every learner has a one-page profile supporting the process of planning, which helps us to provide personal learning.

Practitioners

Intervention

Intervention begins with good quality teaching and sufficient and appropriate practice in the classroom, and working with parents/carers or guardians to reinforce these skills.

Using multi-sensory methods is a generic principle across all SLD. The rationale for this is the provision of various methods to satisfy the needs of a range of different learners in a classroom, a group and one-to-one placements.

For example, Rose's report describes 'Three Waves of Provision':

- **Wave 1** – High quality systematic phonic work as part of a broad curriculum in a range of activities and experiences to develop their speaking and listening skills and phonological awareness.
- **Wave 2** – Interventions in small groups and one-to-one for learners who need additional support to achieve better, that can be provided through intervention programmes with time restrictions in small groups that are introduced by a member of the school's support team in the classroom.
- **Wave 3** – Further support is provided to those children who need a programme that is tailored to their specific needs. Usually, it is taught as a one-to-one programme by a teacher or member of support staff who has undertaken some additional training to teach children with such difficulties.

Monitoring and reviewing

It is essential to measure the effectiveness of any intervention. The following steps could be used:

- Monitor progress for a fixed time, e.g. one/two terms.
- Review meeting. *Has appropriate and sufficient time and practice been given to acquire the skills?*
- Discuss what has worked well. *What can be changed? What new outcomes need to be set in order to continue moving forward?*
- Any ongoing concerns or lack of response to intervention - follow guidance or a pathway, if one is in progress, or refer to an appropriate professional worker and provide baseline information and an action plan of the intervention to date.
- External agencies can offer guidance if the above steps have been insufficient (i.e. the progress is lower than expected) - SLD Specialist Teachers, Educational Psychology Service.

The Educational Psychology Service

The Educational Psychology Service can support schools by offering:

Training

- The Service can offer training on a number of levels (small group, whole school, catchment area level), on different matters. The self-evaluation form below can be used to detail the training that would benefit the school.
- SLD Friendly Training

Conduct and commence research projects

- For example - identify valid measures, analyse findings, help put intervention in place and evaluate the intervention that has already taken place.

Consultation (group level or individual level)

- Group consultations / resolution areas within the catchment area
- Individual consultations between the school and parents

Supervision / discussion sessions for staff

- E.g. resolution areas, group sessions.

Any suitable assessments

- This could be a decision at planning meetings or following a consultation, and the assessment is in line with the GSA's procedures.

The Specific Learning Needs Service

It is possible to request the SLD Team's input by means of the Area Forum, possibly following a discussion at the planning meeting with the Educational Psychologist or Individual Consultations, or through a discussion at the catchment area meeting. Any application must fall within the access Criteria of the Service.

The SLD Team can:

- Assist the school to put strategies at work (sometimes following further assessments)
- Share resources to be used in targeting sessions and within the classroom
- Model strategies for the School's staff
- Offer individual input or for a specific time

Examples of SLD friendly strategies that can be used to support pupils within the classroom:

<p style="text-align: center;">Reading</p> <ul style="list-style-type: none">• Small pieces of text with clearly defined sections• Gaps and frames separating ideas within the text, e.g. including one in a box and explanations in another• Colour coding the text can make it easier for the teacher to guide the pupil• Using bullet points and lists rather than ongoing literature• Using diagrams and photos to break-up the text• Checking how readable the text is. If the pupil is able to read approximately 90% of the text, they will be able to decode enough information to attempt the difficult words.• Worksheets being typed rather than being handwritten. This allows for the use of regular print to ensure that the learner identifies it. Examples of suitable fonts: Comic Sans point 12 or 14.• Collectively reading the text with the class so that the pupil feels more confident when reading independently• Having a class discussion about the text before individual work• Introducing difficult words that will appear in the text• Using different colours with each line of text to help the pupil know what word to read on the next line.• Creating cardboard frame that only reveals one or two words at a time.• Using Reading Rulers (tinted)
<p style="text-align: center;">Visual Difficulties</p> <ul style="list-style-type: none">• Coloured paper could help some pupils read and write
<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none">• Building and de-constructing a word• Multi-sensory links• Using spelling cards for each new sound/letter.• Using Simultaneous Oral Spelling or 'Look, Spell, Write, Check' practices.• Learning how to correctly split a word. Word attack skills.
<p style="text-align: center;">Identifying and Creating Rhyme</p> <ul style="list-style-type: none">• If a pupil has sufficient knowledge of phonics but experiences problems when combining, then he/she could work on initial sounds and rhyme.• P.A.T.

'Mnemonics'

- These could be used to help remember the spelling of a word. If the image contains the word, all the better.

Mind Maps ©

- Mind Maps were developed by Tony Buzan (1993). They are used to help learners plan, arrange and remember information. The pupil begins with a main idea and then thinks of other ideas.

Writing frames

- Many writing frames offer a structure for pupils when they attempt to write. They can also reduce the pressure of seeing a blank page.

Information Technology

- Information Technology can be used to support many aspects of learning, for example:
 - Organizing ideas
 - Presenting information neatly
 - Adapting and changing written work more easily
 - Changing the font size and background colour more easily
 - Programmes to support reading and writing
- Recording Devices: Using a Dictaphone or digital recorder can support pupils with short-term memory problems. It can be used to record their work (e.g. Dragon).




SLD Friendly Schools Self-assessment Tool

In Gwynedd and Anglesey, every school that is taking action to be a SLD Friendly School completes a self-evaluation process that focuses on the following fields:

- **School level**
- **Pupil level**
- **Practitioner level (school staff)**




How to use the tool

- The self-assessment tool asks you to look at your practices, policies, skills and information on those with whom you work. Each subject allows you to give yourself a score on a scale.
- More information about each heading can be seen in appendix A

Key	
Priority 	This means that you have identified that this is a field that requires work
Development 	Development means that work has already commenced in this field
Established 	Established means that this is currently happening and is being done very well.

After you complete the self-assessment form, you can use the information to create an action plan. This plan should describe the steps that you wish to develop and change to enable you to move up on each aspect.

Read every statement and tick one of the three boxes that are most appropriate to your school:

School:	Date: Click or tap to enter a date.		
<p>School Level</p> <p>Schools should ensure that their policies support learners with SLD by:</p>			
	 Priority	 Development	 Established
<p>Explain how learners with SLD are identified, assisted and monitored <i>e.g. methods for monitoring and evaluating the progress of all learners, provision map, special needs coordinator (SENCO) sharing information with key staff to provide support for those with SLD</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence:			
Next steps:			
<p>Implement suitable professional learning for all practitioners including support staff <i>e.g. encourage professional learning and development for staff, planning meetings with the EPS (prioritising training), sharing good practice/using expertise within the school</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence			

Next steps:

Ensure that appropriate teaching and learning strategies are adopted
e.g. ensure that suitable learning strategies are being implemented to help learners take a full part in the activities of the class. Use multi-sensory methods, information technology devices

Evidence:




Next steps:

Make them clear and accessible to parents / carers and external agencies



e.g. ensure that your SLD policies are available to parents and external agencies

Evidence:

Next steps:

Learner Level			
Learners should take a greater part in their learning by:			
	 Priority	 Development	 Established
Participating in the process of developing their learning plan <i>e.g. encourage practitioners to use person-centred methods to include the pupils in the process.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>			
<i>Next steps:</i>			
Obtaining assistance in English and Welsh <i>e.g. suitable intervention packs available in both languages</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>			
<i>Next steps:</i>			
Adopting methods that support learning, and by taking responsibility for their own learning <i>e.g. encourage learners with SLD to take control over their own learning when appropriate. Use person-centred methods to include the learner in the process.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>			
<i>Next steps:</i>			

<p>Receive support to improve their resilience / self-respect in order to reach their potential</p> <p><i>e.g. ensure that learners with SLD receive assistance to improve their self-respect and confidence. Encouraging engagement with learning and taking responsibility for it helps promote confidence.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Evidence:</i></p>			
<p><i>Next steps:</i></p>			

Practitioner Level			
Practitioners should identify, support and implement bespoke interventions for learners who are at risk of being left behind by their peers by:			
	 Priority	 Development	 Established
<p>Focusing on early identification of learners by using appropriate screening equipment <i>e.g. understanding of appropriate screening equipment and ability to analyse any screening used</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence:			
Next steps:			
<p>Ensuring that appropriate differentiation, resources and equipment are used <i>e.g. ensure suitable differentiation in each lesson to satisfy each learner. Use of multi-sensory methods, access to assisting techniques, for example.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence:			

<i>Next steps:</i>			
<p>Provide pedagogic methods that will benefit each learner <i>e.g. adopt pedagogic methods when teaching each learner, but particularly those who may have a SLD. Using equipment that focuses on the individual gives a voice to learners and helps practitioners understand which educational methods would be most efficient.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>			
<i>Next steps:</i>			
<p>Identify bespoke support as required <i>e.g. assessment through learning techniques to monitor progress over time, identify clear outcomes for each intervention.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>			
<i>Next steps:</i>			
<p>Identify and use effective assessment equipment <i>e.g. after screening the learner's needs, practitioners should understand how to identify effective assessment equipment (when appropriate to do so) and use it to steer bespoke interventions for the learner.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence</i>			

<i>Next steps:</i>			
<p align="center">Identify and use suitable bespoke interventions</p> <p><i>e.g. after analysing the information gathered through the assessment, practitioners should be able to identify and put appropriate interventions into practice to assist the learner to access the curriculum - provision map, group interventions, individual intervention</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence</i>			
<i>Next steps:</i>			
<p align="center">Monitoring the impact of interventions against the progress of learners</p> <p><i>e.g. monitor learner progress continuously to ensure that the interventions being used remain suitable - review IDP/outcomes/targets regularly</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence</i>			
<i>Next steps:</i>			
<p align="center">Refer learners to external experts as appropriate</p> <p><i>e.g. schools should have the ability to implement interventions with the aim of supporting the majority of learners who experience difficulties with specific aspects of their learning. However, sometimes the school may not have in-house expertise and so the EPS planning meetings, suitable forums and external agencies can be used to obtain further advice</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence</i>			

<i>Next steps:</i>

YOUR SCHOOL'S PRIORITIES	DATE:	Click or tap to enter a date.
School Level		Priority?
Explaining how learners with SLD are identified, assisted and monitored		<input type="checkbox"/>
Implementing suitable professional learning for all practitioners including support staff		<input type="checkbox"/>
Ensuring that appropriate teaching and learning strategies are adopted		<input type="checkbox"/>
Making them clear and accessible to parents / carers and external agencies		<input type="checkbox"/>
Pupil Level		Priority?
Participating in the process of developing his/her learning plan		<input type="checkbox"/>
Obtaining support in English and Welsh		<input type="checkbox"/>
Adopting methods that support learning and take responsibility for his/her own learning		<input type="checkbox"/>
Receiving support to improve resilience / self-respect in order to achieve their potential		<input type="checkbox"/>
Practitioners Level		Priority?
Focusing on early identification of learners by using appropriate screening equipment		<input type="checkbox"/>
Ensuring that appropriate differentiation, resources and equipment are used		<input type="checkbox"/>
Providing pedagogic methods that will benefit each learner		<input type="checkbox"/>
Identifying bespoke support as required		<input type="checkbox"/>
Identifying and use effective assessment equipment		<input type="checkbox"/>
Identifying and use suitable bespoke interventions		<input type="checkbox"/>
Monitoring the impact of interventions against the progress of learners		<input type="checkbox"/>
Referring learners to external experts as appropriate		<input type="checkbox"/>

Action Plan

School:		Date: Click or tap to enter a date.		
	What do we want to work towards?	What are we going to do? (action)	Who will be responsible? (name)	By when? (date)
SCHOOL				
PUPIL				
PRACTITIONERS				

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ISLE OF ANGLESEY COUNTY COUNCIL <u>Scrutiny Report Template</u>	
Committee:	Partnership and Regeneration Scrutiny Committee
Date:	13 November 2018
Subject:	The Governance Structure and Delivery Arrangements of the Gwynedd and Anglesey Public Service Board
Purpose of the Report:	To submit the Governance Structure and Delivery Arrangements of the Gwynedd and Anglesey Public Service Board
Scrutiny Chair:	Cllr Gwilym O Jones
Portfolio Member(s):	Cllr Llinos Medi
Head of Service:	Not relevant
Author of the Report:	Nonn Hughes Gwynedd and Anglesey Public Services Board Programme Manager
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Local Members:	Not relevant to any specific Ward

1 – Recommendation/s
<p>It is requested that the Scrutiny Committee notes:</p> <ol style="list-style-type: none"> 1. the governance structure of the Gwynedd and Anglesey Public Services Board 2. the delivery arrangements of the Public Services Board at specific stages

2 - Link to Council Plan / Other Corporate Priorities
<p>The Isle of Anglesey County Council is committed to the principles within the Well-being of Future Generations (Wales) Act 2015. The Council provides a range of services which will fulfil its individual well-being objectives, as well as contributing to supporting the well-being objectives of the Public Services Board.</p>

3 – Guiding Principles for Scrutiny Members
<p>To assist Members when scrutinising the topic:-</p> <ol style="list-style-type: none"> 3.1 Impact the matter has on individuals and communities 3.2 A look at the efficiency & effectiveness of any proposed change – both financially and in terms of quality. 3.3 A look at any risks 3.4 Scrutiny taking a performance monitoring or quality assurance role

3.5 Looking at plans and proposals from a perspective of:

- Long term
- Prevention
- Integration
- Collaboration
- Involvement

4 - Key Scrutiny Questions

1. How does the Board manage its Forward Work Programme?
2. Can you outline how the Board makes decisions as a strategic partnership?
3. How does the Board manage the performance of the delivery sub-groups?
4. Are there any specific risks or barriers in the delivery of the work programme, in the current financial climate? Does the Member representing the Council have any observations on the delivery of the Board's work programme?

5 - Background / Context**1. Introduction and context**

The aim of the Well-being of the Future Generations Act (2015) is to improve the economic, social, environmental and cultural well-being of Wales. The Act highlights seven well-being goals and five ways of working in order to give public bodies a common purpose.

The Gwynedd and Anglesey Public Services Board was established in 2016, in accordance with the Well-being of Future Generations (Wales) Act 2015. The decision made by the Anglesey Executive at the time was to establish a Public Services Board. (PSB) for Anglesey which would *collaborate* with the Gwynedd Public Services Board.

The PSB Well-being Assessment for the Anglesey well-being areas was published in May 2017 and, following a series of engagement and consultation sessions, the Well-being Plan was published in 2018. The Well-being Plan confirms the two objectives and six priority fields for which it was agreed that the Board could collaborate in order to ensure the best results for the residents of Gwynedd and Anglesey. Therefore, priority fields common to both Counties were agreed upon and the PSB will respond to these matters jointly across both Counties.

The following is a summary of the objectives and priorities of the Well-being Plan.

Well-being Objectives

1. Communities which thrive and are prosperous in the long-term
2. Healthy and independent residents with a good quality of life

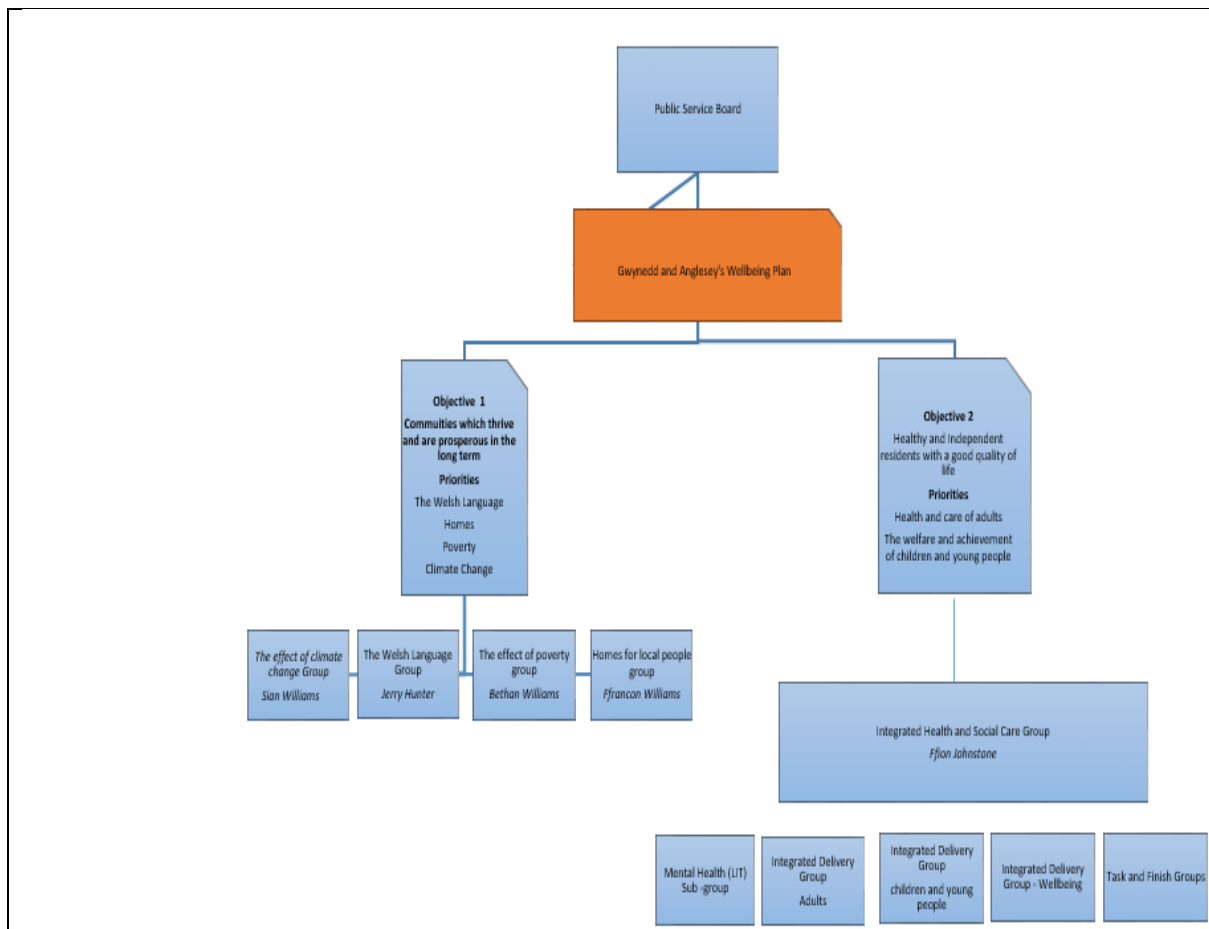
The PSB agreed to six priority fields to deliver the above-mentioned objectives. Five sub-groups were established to address the priority fields and members of the PSB have been nominated as leaders of the sub-groups as follows:

Priority area / Sub-group	The leader of the sub-group
The Welsh language Sub-group	Prof. Jerry Hunter, Bangor University.
Homes for Local People Sub-group	Ffrancon Williams, Chief Executive, Cartrefi Cymunedol Gwynedd
The Effect of Poverty on the Well-being of our Communities Sub-group	Bethan Russell Williams, Chief Executive Mantell Gwynedd
The Effect of Climate Change on the Well-being of Communities Sub-group	Sian Williams, North-West Head of Operations, Natural Resources Wales

In relation to the two priority fields 'Health and Care of adults' and 'The welfare and achievement of children and young people' it was agreed to establish one sub-group to address both priorities, namely the West Integrated Health and Care Group. **The leader of this sub-group is Ffion Johnstone, Betsi Cadwaladr University Health Board.**

Health and Care sub-group	Ffion Johnstone, Area Director (West), Betsi Cadwaladr University Health Board.
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The following is an outline of the governance structure of the sub-groups.



2. Governance

2.1 Purpose of the Board

The purpose of the Board is to collaborate across establishment boundaries to improve the economic, social, environmental and cultural well-being of Gwynedd and Anglesey.

The Board has four main tasks:

- Prepare and publish an assessment of the state of the economic, social, environmental and cultural well-being of Anglesey and Gwynedd;
- Prepare and publish a Local Well-being Plan for Anglesey and Gwynedd and establish local objectives and the actions intended to be taken to deliver them;
- Take all reasonable steps to meet the local objectives established by them;
- Prepare and publish an annual report which sets out the Board's progress as it seeks to deliver the local objectives.

2.2 Membership of the Public Services Board

The Board has four statutory members, namely:

- **Gwynedd and Anglesey Local Authorities** (Leader and Chief Executive)
- **Betsi Cadwaladr University Health Board** (Chairman and/or Chief Executive)
- **North Wales Fire and Rescue Service** (Chairman and/or Chief Officer)
- **Natural Resources Wales** (Chief Executive)

In addition, the following statutory invitees receive an invitation to participate in the Board's activities:

- Welsh Ministers
- North Wales Police Representative
- North Wales Police and Crime Commissioner's Office
- Probation Service Representative
- The Third Sector

The Board has also invited key partners in the area which have a function of a public nature and which have a material interest in the well-being of the area, provide important public services and associated with preparing, implementing and providing the Board's work.

The representatives who are members of the Board have the authority to make decisions on behalf of their establishment. There is reference above to the PSB's delivery arrangements and leaders have been appointed. The leaders of the sub-groups are responsible for ensuring that progress has been made in their area of work, and they are expected to provide progress reports every quarter in line with the scheduled meetings of the Board. The Board is responsible for approving the sub-group's delivery plans.

3. Delivery

The work programmes submitted by the sub-groups (above) will identify the implementation plans which address the short, medium and long term for the six priority fields. The implementation steps will add value to the Board's partners' existing plans. If the sub-groups make a request for resources to the PSB, a financial evaluation of the options and value for money evidence will be submitted.

The five sub-groups noted above are accountable to the Public Services Board in relation to delivering any work commissioned. The groups will also recommend the future direction of the specific work fields. The sub-group leaders are expected to report back on progress every quarter to the Gwynedd and Anglesey Public Services Board. The period of delivering the objectives will be an opportunity for PSB partners to show their willingness and commitment to working collaboratively and innovatively on achievable plans.

The risks associated with the work of delivering the Services Board will be identified and monitored in the form of a risk register. The register will be a live document which will be managed and updated by the PSB's support team.

The PSB acts in accordance with seven principles, namely the five national sustainable development principles noted above, together with two which have been added by the Board, namely 'The Welsh language' and 'Equality'. This means taking action in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.

In order to respond to the timetable within the Well-being of Future Generations Act the PSB will publish an annual report by August 2018. The PSB will submit the annual report to the Anglesey Scrutiny Committee prior to that for observations.

4. Scrutiny Arrangements

The Board's work will be checked regularly by the Scrutiny Committees of Gwynedd Council and the Isle of Anglesey County Council. The PSB will prepare an annual report to set out progress as it seeks to deliver the well-being objectives. A copy of every annual report will be sent to Welsh Ministers, the Commissioner, the Auditor General for Wales and the councils' scrutiny committees.

The well-being act and the associated national guidance¹ set out 3 main roles for local authority's scrutiny committees in providing democratic accountability to the public services Board:

- Review of the governance arrangements of the PSB
- Acting as statutory consultees on the well-being assessment and well-being plan
- Monitoring progress on the PSBs implementation of the well-being plan and engagement in the PSB planning cycle;

The Public Services Board is currently subject to scrutiny by the designated Scrutiny Committees of Gwynedd and Anglesey local authorities. At the establishment of the PSB it was agreed that a joint scrutiny panel between the two counties would be developed to undertake this work across Gwynedd and Anglesey. The next meeting of the PSB is on 10 December 2018 will consider the milestones and key action steps in relation to establishing a joint panel.

¹ Guidance for Local Authority Scrutiny Committees on the scrutiny of Public Services Boards

5. Engagement and participation

The Board will continue to hold a purposeful relationship with the people and communities of the area, including children and young people, Welsh-speakers and those people who have protected characteristics in all aspects of its work.

The Board will commit to the following when undertaking the consultation and engagement work:

- Open meetings to the public at appropriate times so that they can see and ask questions regarding any significant item on the agenda.
- Invite interested parties to give presentations to the Board on any items being addressed. However, the Board will take care and ensure the propriety of its processes and that it is impartial and the Board will be aware of the risks which could arise if it is found that a specific group has more access to the Board's discussions or more influence on them.
- The Board will take additional steps outside the meetings in order to ensure that the voice of the public is heard and assists to form the well-being assessment and the well-being plan. This is expected to include consultation exercises and opportunities in order for people to raise and discuss ideas via on-line engagement arrangements or other methods.
- The Board will be considerate of the fact that the PSB is subject to scrutiny by the Councils' Scrutiny Committees and this process provides another method for the public to engage.

6. Resources

Management and administrative support for the Board is provided by the Isle of Anglesey County Council and Gwynedd Council. The Board's support team has been established and undertakes its role in full to support the work of the Board and the associated sub-groups.

As mentioned above, resources for delivering the work of the sub-groups will be the responsibility of all statutory members equally. The contributions will be agreed and reviewed by the Board as and when necessary.

6 – Equality Impact Assessment [include impact on the Welsh language]

The delivery sub-groups will prepare equality and language impact assessments, where appropriate, in line with their implementation plans. The impact assessments will be live documents which will change and evolve alongside the delivery work.

7 - Financial Implications

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8 - Appendices

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9 - Background Papers (please contact the Report author for any further information):

1. Gwynedd and Anglesey Well-being Plan



CYNGOR SIR
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL



PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE WORK PROGRAMME: 2017/2018→2018/2019

Chair: Councillor Gwilym O Jones

Vice- Chair: Councillor Robert Llewelyn Jones

This document summarises the forward work programme of the Partnership and Regeneration Scrutiny Committee Work Programme for the period May 2017 onwards, as a rolling programme and purposeful Scrutiny planning tool. The forward work programme will be submitted to each ordinary meeting of the Scrutiny Committee for reviewing its content, consideration of new items or adjournment / withdrawal of items. Its purpose is also to ensure alignment with the forward work programmes of the Executive and Senior Leadership Team.

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Date of Meeting	Item	Purpose
June, 2018		
19 June 2018 Committee Room 1/ 2pm	Membership of Finance Scrutiny Panel and Education Transformation Board	-
	Annual Report of Communities First	Monitoring Performance
	Community Regeneration Plans – Amlwch and Beaumaris	Performance monitoring [Corporate Scrutiny Committee resolution, 02/10/17]
	Scrutiny of Partnerships	Monitoring Performance
	Scrutiny Panel: Schools Progress Review (Progress Report)	Monitoring Performance
	Forward Work Programme	Review
July, 2018		
9 July 2018 Committee Room 1/ 2pm	Medrwn Môn	Monitoring Performance
	Anti-Poverty Strategy	Policy development
September, 2018		
24 September 2018 Committee Room 1/ 2pm	Annual Report -Regional Partnership Board (Health and Social Services)	Monitoring Performance
	Annual Report of the Community Safety Partnership	Monitoring Performance
	Forward Work Programme	Review
October, 2018		
15 October 2018 Committee Room 1/2pm	North Wales Fire and Rescue Service	Consultation
	North Wales Regional Emergency Planning Service	Monitoring Performance
	Forward Work Programme	
November, 2018		
13 November 2018 Committee Room 1/ 2pm	Nominate Member to Finance Scrutiny Panel	-
	Regional Homelessness Strategy	Pre decision scrutiny
	Additional Learning Needs Partnership – Gwynedd and Môn	Monitoring performance

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Date of Meeting	Item	Purpose
	Public Services Board- initial scrutiny of PSB governance and delivery structure	Monitoring performance
	Forward Work Programme	Review
December, 2018		
12 December 2018 (to be confirmed)	Anglesey Schools Performance 2017-2018	Monitoring performance
	GwE - Annual Report 2017 / 2018	Monitoring performance
Committee Room 1/ 2pm	Scrutiny Panel: Schools Progress Review (Progress Report)	Monitoring performance
	Forward Work Programme	Review
February, 2019		
5 February 2019 (Additional items to be confirmed)	North Wales Partnership Board	Committee request(24/9/18)
	Forward Work Programme	Review
Committee Room 1/ 2pm		
March, 2019		
12 March 2019	Modernisation of Non-Statutory Leisure Service (3 year period)	Pre-decision scrutiny
Committee Room 1/ 2pm	Public Services Board - scrutiny of progress on delivery of the Well-being Plan (to be confirmed)	Monitoring performance
	Medrwn Môn	Monitoring Performance
	Forward Work Programme	Review
April, 2019		
9 April 2019	Additional Learning Needs Partnership – Gwynedd and Môn	Monitoring Performance
	Scrutiny Panel: Schools Progress Review (Progress Report)	Monitoring Performance
Committee Room 1/ 2pm	Forward Work Programme	Review
TOPICES TO BE SCHEDULED		
June / July 2019	1st PSB Annual Report	
To be confirmed	North Wales Growth Deal	

Date of Meeting	Item	Purpose
To be confirmed	North Wales Police- Anglesey area	
To be confirmed	Invitation to North Wales Police and Crime Commissioner	