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RHYBUDD O GYFARFOD	NOTICE OF MEETING
PWYLLGOR SGRIWTINI PARTNERIAETH AC ADFYWIO	PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE
DYDD MERCHER, 14 EBRILL, 2021 am 1.00 o'r gloch yp	WEDNESDAY, 14 APRIL, 2021 at 1.00 pm
CYFARFOD RHITHIOL	VIRTUAL MEETING
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 Ll Hughes MBE, Vaughan Hughes, Alun Roberts, Margaret M. Roberts, Nicola Roberts

Annibynnwyr Môn/Anglesey Independents

Kenneth P Hughes, R Ll Jones

Plaid Lafur Cymru/Wales Labour Party

Glyn Haynes (**Is-Gadeirydd/Vice-Chair**)

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), Mr Dyfed Wyn Jones (Rhiant Llywodraethwr – Sector Ysgolion Cynradd/Parent Governor – Primary Schools Sector), Mrs Llio Johnson-(Rhiant Llywodraethwyr – Sector Ysgolion Uwchradd ac ADY/Parent Governor – Secondary Schools Sector and ALN) 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 ADDITIONAL LEARNING NEEDS AND INCLUSION PARTNERSHIP (Pages 1 - 14)

To submit a report by the Director of Education, Skills and Young People.

4 SCHOOLS PROGRESS REVIEW PANEL PROGRESS REPORT (Pages 15 - 22)

To submit a report by the Scrutiny Officer.

5 FORWARD WORK PROGRAMME (Pages 23 - 28)

To submit a report by the Scrutiny Officer.

ISLE OF ANGLESEY COUNTY COUNCIL Scrutiny Report Template	
Committee:	Partnership and Regeneration Scrutiny Committee
Date:	14 April, 2021
Subject:	Additional Learning Needs and Inclusion Partnership
Purpose of Report:	An update on the progress of the Additional Learning Needs and Inclusion Partnership's work
Scrutiny Chair:	Cllr. Gwilym Owen Jones
Portfolio Holder(s):	Cllr. R Meirion Jones
Head of Service:	Rhys Howard Hughes, Director of Education, Skills and Young People
Report Author: Tel: Email:	Ffion Edwards Ellis Senior Manager Additional Learning Needs and Inclusion Principal Educational Psychologist Additional Learning Needs and Inclusion (Gwynedd & Isle of Anglesey) FfionEllis2@ynysmon.gov.uk
Local Members:	N/A

1 - Recommendation/s
<p>The Partnership and Regeneration Scrutiny Committee is asked to:</p> <p>A1 Note:</p> <ul style="list-style-type: none"> The progress up to now of the Additional Learning Needs and Inclusion Partnership's work <p>A2 Note:</p> <ul style="list-style-type: none"> The response of the Additional Learning Needs and Inclusion Partnership to the recommendations noted by the External Adviser as part of the recent external evaluation.

2 – Link to Council Plan / Other Corporate Priorities
<p>Direct Link to Council Plan / transformation priorities.</p> <p>Aim: Working towards an Anglesey that is healthy and prosperous where families can thrive.</p> <p>Objective 1: Ensure that the people of Anglesey can thrive and realise their long-term potential.</p> <p>We will continue to raise standards in education and ensure that our young people have the correct skills for employment and training.</p>

3 – Guiding Principles for Scrutiny Members

To assist Members when scrutinising the topic:-

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

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

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

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

3.5 Looking at plans and proposals from a perspective of:

- Long term
- Prevention
- Integration
- Collaboration
- Involvement

[**focus on wellbeing**]

4 - Key Scrutiny Questions

At the panel's request:

1. To what extent is the Scrutiny Committee satisfied with the work undertaken by the Additional Learning Needs and Inclusion Partnership to date?
2. To what extent are the actions taken by the Additional Learning Needs and Inclusion Partnership to date sufficiently robust and is the pace of work appropriate?
3. What suggestions does the Committee have to further strengthen the work of the Partnership?

5 – Background / Context

The Integrated Additional Learning Needs and Inclusion Service has been operational since September 2017. The purpose of the service is to:

- identify problems / needs early in the child's life and ensure appropriate intervention;
- early intervention when problems emerge;
- work by more integrated and multi-agency means, sharing information and co-planning provision;
- ensure that the skills and understanding of the workforce are developed consistently;
- ensure better and more organised communication with the children, young people and families.

In terms of Legislative context, the new Additional Learning Needs Act and Welsh Tribunal Legislation (2018) will come into force gradually from September 2021. The Final Code has been ratified in the Senedd on March 23, 2021.

Part 1 - External Appraisal of the Service

During January/February 2020, Mrs Caroline Rees was commissioned to undertake a review of the Anglesey and Gwynedd Additional Learning Needs (ALN) and Inclusion Strategy. The review took place over a four week period.

As part of the review, Mrs Rees met with a number of team members and stakeholders from schools and the LA. A comprehensive report outlining actions was provided. The report is summarised below.

Overall, provision for ALN and Inclusion is very strong. The key strengths identified include:

- The strategy document itself is detailed and informative.
- The development of the strategy demonstrates strong leadership. The Senior Manager for ALN and Inclusion has a very clear understanding of what needs to be done, and is fully supported by the directors and portfolio holders.
- The partnership between Anglesey and Gwynedd provides clear benefits.
- The strategy clearly sets out its intended outcomes.
- Strong progress has been made in relation to most of these intended outcomes.
- A key strength of the centres is that they are part-time and short-term.
- A robust training programme has had a positive impact on the ability of schools to meet the needs of pupils with a range of needs.
- The ALN part of the strategy is very strong.
- Teams of Educational Psychologists, specialist teachers and quality officers work closely together and know their schools well. This is a strength of the service. Schools value the support, advice, guidance and training they receive from the teams of teachers and the CCD.
- There are clear criteria for accessing services from both central teams and specialist centres. These are generally well understood by schools.
- Anglesey/Gwynedd has made strong progress in preparing for ALN Transformation. The new strategy provides a clear focus on placing the pupil centrally. All pupils with a statement have an IDP in addition to the statement.
- Ensuring the quality of schools is a strength of the strategy. The quality officers provide robust challenge, but in a supportive way. This is appreciated by the headteachers.
- Headteachers report that support for behaviour in the primary is generally effective.
- There is a clear strategy for managed moves, involving headteachers and LA officers.
- Llechan Lân provides effective support for Key Stage 2 pupils.
- Pecyn 25 learners report that they all prefer the individual support they receive in Pecyn 25 rather than large classes at school.

- Pupils taking part in Pecyn 25 who were spoken to knew what they wanted to do after leaving Pecyn 25 (going to college or the army) and were taking courses and qualifications that will allow them to achieve their ambitions. This is a strength.

Important areas for further development of the Service include:

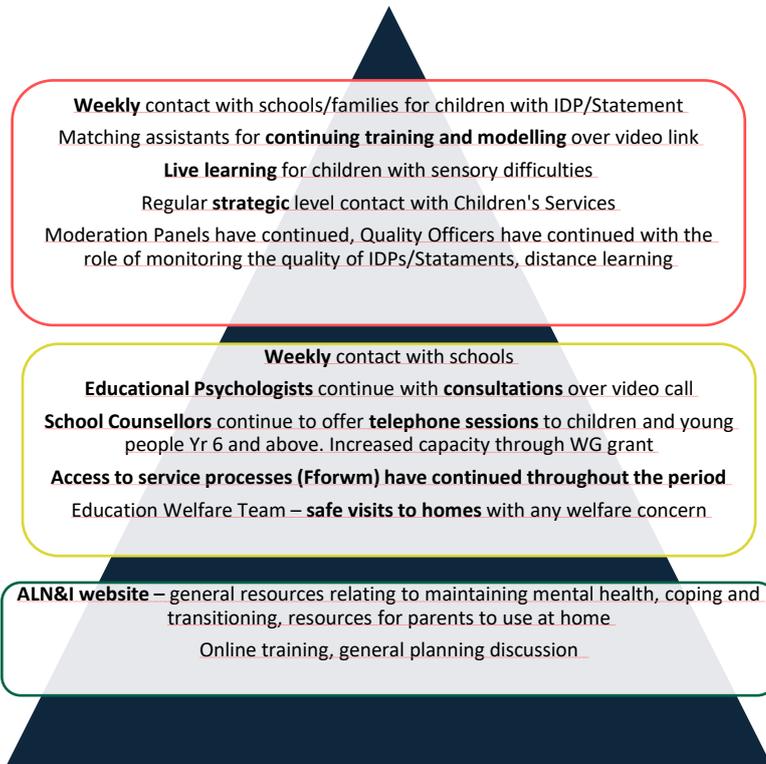
- The need to develop provision for behaviour in year 9 and key stage 4, including an improved model for Pecyn 25. Plans are in place for the development of the service. They have been developed jointly with the secondary headteachers, with a partnership to provide jointly with Children's Services. The principles of the scheme have been shared with Estyn, and they have received positive representations in terms of moving the scheme forward by September 2021.
- The use of data to track the progress of the wider groups of pupils, to enable officers to evaluate the impact of interventions and to inform planning. We are working with the Data Unit to strengthen this approach.
- Clarification of roles and responsibilities in relation to other groups and greater consistency between the two LAs in areas where they have different ways of working.
- Further development of communication with schools to address findings.
- Develop a clear strategy for pre-school children and post-16 learners with ALN in the context of Legislative change.
- Further develop joint working with other agencies, including children's and health services, again in the context of Legislative change. This has progressed significantly over the last 6 months as the Betsi Cadwaladr Health Board has appointed an Education Designated Clinical Lead Officer (SACDA) which is a statutory role within the ALN and Tribunal (Wales) Legislation (2018).

Part 2 - Support during the COVID period (March 2020-)

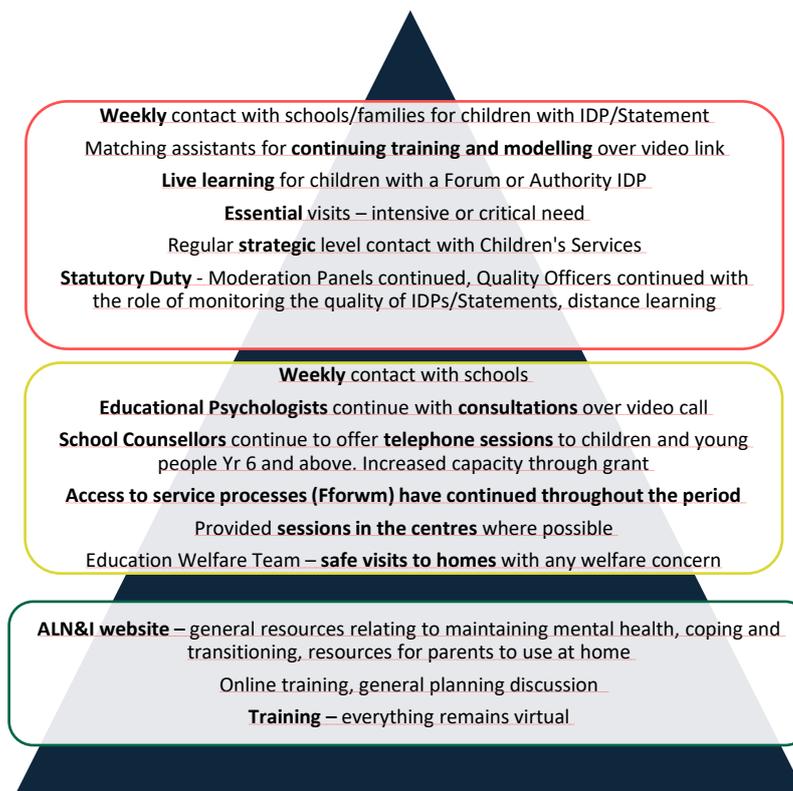
Lockdown periods since March 2020 have created significant challenges for children and young people, and for the whole education workforce. Our consideration of children and young people with needs has been a priority during this period.

The ALN&I Service has reviewed the delivery model in a very short time to respond to this over the past year. Hand in hand with this period, the statutory duty to provide in accordance with the SEN Act (2002) has continued, and the transition work for the new Legislation has also continued. There has also been consistent collaboration between the ALN Service, Children's Services and Health Agencies to gain coherence with this work. The website received a high number of hits during lockdown - As many as 130,700 hits in April 2020. A link to the website is located on Hwb Môn.

The models below summarise the provision that has been maintained through lockdown in 2020 and 2021:

Summer Term Provision 2020:

Autumn and Spring Term Provision 2020/21:



During the Autumn Term Estyn undertook a Thematic Inspection of the Welsh Authorities' response to the pandemic in the context of Vulnerable Learners. The ALN&I Service received praise for the above areas of delivery within the Report submitted to the LA.

The statutory provision dispute resolution work with parents during lockdown has ensured that no SEN Tribunal appeal has proceeded during the period despite risks around this.

Going forward to the next phase we will reflect on and continue with the changes in provision that have facilitated the work.

Part 3 - Summarising

In summarising the Service's progress in the context of individual Team Improvement Plans over the past year, the External Appraisal Report, and Estyn's Thematic Inspection, the following highlight themselves as key strengths and priorities/areas of development:

STRENGTHS:

- An electronic Individual Development Plan system has been developed, and is now in use by all schools, following a successful piloting period. The system significantly facilitates the work of schools and the service. We continually add to and improve the system.
- Nurturing Schools Project continues to be implemented and demonstrates positive outcomes within primary and secondary.

- View 2 of the Strategic Review, which relates to Legislative Transformation, is making good progress and continues to ensure that Anglesey is ready for the new ALN legislation in September 2020. The Authority continues to innovate in preparation.
- The Service's Training Strategy has been set and training delivered. This is now an integral part of the role of each team.
- Use of TOMs (Therapy Outcome Measures) is further extended to enable wider reporting of children's progress, as demonstrating the progress of children and young people with ALN requires holistic approaches.
- Arrangements for monitoring ALN provision and resource use are in place as part of the rationalisation of ALN Finance use. This is also part of the ongoing work of View 2.
- The number of tribunals remains very low, with tribunals involved in provision within Anglesey schools being extremely low compared to the national scale in terms of the Authority (i.e. confirming that suitable provision is being introduced).
- School capacity indicators continue to emphasise that Anglesey schools are extremely inclusive - the level of exclusions, the number of pupils in alternative provision, the numbers of elective home education and attendance, give a very inclusive picture compared to national scales.

PRIORITIES FOR THE NEXT PERIOD:

- Continue to contribute to the COVID recovery plan.
- Implementing the ALN Legislation from September 2021, we will focus on:
 - The quality of Individual Development Plans, and ensuring that the child is central to the process.
 - Consistency in school provision, and the role of the ALN Co-ordinator.
 - Strengthening and simplifying the pathways of 0-3 and 16-25 provision.
 - Delivery plans for the other groups changing in terms of Authority responsibility (e.g. learners educated at home, learners in independent institutions)
- Continue with the adaptation and development of Secondary Inclusion Provision for September 2021.
- The Services will also continue to prioritise:
 - School and Staff Training Strategy
 - Approaches to tracking the progress and effectiveness of interventions within the online IDP.

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

N/A

7 – Financial Implications

N/A

8 – Appendices:

Progress Review Panel Presentation

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

Arfarniad Allanol Gwasanaeth ADY a Chynhwysiad

External Evaluation ALN and Inclusion Service

Arfarnwr/Evaluator: Mrs Caroline Rees

- 8 diwrnod o ymweliadau dros gyfnod o fis
- 8 days of visits over one month
- Cyfweiliadau gyda aelodau o'r tim a Swyddogion yr Awdurdod, Pennaethiaid a CLAAA, ymweliadau a chanolfanau
- Interviews with team members and other LA Officers, Headteachers and SENCOs, visits to Service Centres
- Adroddiad manwl yn amlinellu beth sydd yn gweithio, a meysydd sydd angen eu datblygu
- In depth report outlining what works, and areas for development

Beth sy'n gweithio? // What's working?

- Deilliannau ac arweinyddiaeth gryf – cynnydd cryf yn erbyn y deilliannau
- Strong Objectives and leadership – strong progress against outcomes
- Rhaglen hyfforddiant gryf – hybu gallu ysgolion i diwallu anghenion dysgwyr gyda ADY
- Strong training programme – develops schools ability to provide for learners with ALN
- Defnydd gwasanaethau arbenigol, e.e. Gwasanaeth Seicoleg Addysgol
- Use of specialist teams, e.g. Educational Psychology Service
- Meini prawf mynediad a gadael clir
- Clear entry and exit criteria
- Cynnydd cryf mewn paratoi at y Ddeddfwriaeth Newydd
- Strong progress in preparing for the new legislation
- ADY yn dangos cryfder clir, Cynhwysiad yn gyffredinol effeithiol
- ALN shows very strong provision, Inclusion is generally effective

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Datblygu Pellach // Further Development

- Datblygu darpariaeth Cynhwysiad Uwchradd, yn enwedig blwyddyn 9 a gwella'r model ar gyfer Bl 10 ac 11
- To develop the provision of Secondary Inclusion provision, especially for Yr 9, and improving the model of provision for Year 10 and 11.
- Datblygu mynediad at ddata lefel uchel er mwyn adnabod anghenion addasu darpariaeth a chynnydd dysgwyr
- To develop the access to high level data in order to identify service needs and learner progress
- Gwella ymwybyddiaeth o rolau o fewn yr awdurdod
- Improve clarification of roles within the authority
- Datblygu strategaeth clir gyda'r blynyddoedd cynnar ac Ol-16 gyda'r gwaith trawsnewid deddfwriaethol, a datblygu cydweithio gydag asiantaethau eraill
- Develop a clear strategy for early years and post-16 in the legislation transformation work, and develop joint working with other agencies

Egwyddorion Anghenion Dysgu Ychwanegol ym Mon // Additional Learning Needs Principles in Anglesey

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Egwyddorion Anghenion Dysgu Ychwanegol ym Mon // Additional Learning Needs Principles in Anglesey

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ISLE OF ANGLESEY COUNTY COUNCIL Scrutiny Report Template	
Committee:	Partnership and Regeneration Scrutiny Committee
Date:	14 April, 2021
Subject:	Schools Progress Review Panel
Purpose of Report:	A progress update on the work of the Schools Progress Review Panel
Scrutiny Chair:	Cllr. Gwilym Owen Jones
Portfolio Holder(s):	Cllr. R Meirion Jones
Head of Service:	Rhys Howard Hughes, Director of Education, Skills and Young People
Report Author: Tel: Email:	Sioned Rowe, Scrutiny Officer 01248 752039 SionedRowe@ynysmon.gov.uk
Local Members:	N/A

1 - Recommendation/s
<p>The Partnership and Regeneration Scrutiny Committee are asked to:</p> <p>A1 Note:</p> <ul style="list-style-type: none"> • Progress to date in the work of the School Progress Review Panel in delivering its work programme which includes robust challenge of individual schools' performance. • The areas of work addressed through the new arrangements introduced in shadowing the Learning Service and GwE <p>A2 Recommend that the Committee reaches a conclusion on the robustness of the Panel's monitoring to date.</p>

2 – Link to Council Plan / Other Corporate Priorities
<p>Direct link to Council Plan / transformation priorities. The Council's Plan includes an ambition to work with the people of Anglesey, their communities and with partners to ensure that the best possible services are provided that will improve the quality of life of everyone across the Island. One of the 3 aims of the Plan is to "create conditions that will enable everyone to reach their full potential." The work of the Panel is key to supporting schools and the Council to achieve that aim.</p>

3 – Guiding Principles for Scrutiny Members
<p>To assist Members when scrutinising the topic:-</p> <p>3.1 Impact the matter has on individuals and communities [focus on customer/citizen]</p>

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

At the request of the Panel:

1. To what extent is the Scrutiny Committee satisfied with the work done by the Panel up to now?
2. Is the action taken by the Panel up to now robust enough and is the rate of the work appropriate?
3. How can the Panel's work be further strengthened?
4. What other areas could the Panel scrutinise?

5 – Background / Context

1. CONTEXT

As previously reported, Members will be aware that scrutiny has developed over the last two years through the work of the 3 scrutiny panels. This report summarises the progress made to date in relation to the **Schools Progress Review Panel**.

1.2 Panel Governance Arrangements

There are robust governance arrangements in place that are a foundation to the work of the Panel and it is intended to continue to hold monthly meetings of the Panel¹ in the future. A process of reporting progress on a quarterly basis to the Partnership and Regeneration Scrutiny Committee was established by Cllr. Gwilym Owen Jones, Chair of the Panel.

The membership of the Panel remains as reported to the Committee during the last quarter².

¹ Meeting of the Partnership and Regeneration Scrutiny Committee held on 20 April and 27 June 2017.

² Meeting of the Partnership and Regeneration Scrutiny Committee held on 9 April, 2019.

Councillor	Scrutiny Panel
Gwilym O Jones (Chair of the Panel)	Partnership and Regeneration Scrutiny Committee
Margaret M Roberts	
Kenneth P Hughes	
Vaughan Hughes	
Alun Roberts (Vice-chair)	Corporate Scrutiny Committee
John Arwel Roberts	
Richard Griffiths	
Co-opted Member of the Scrutiny Panel	
Mr Keith Roberts	Corporate Scrutiny Committee

1.3 WORK FOCUS OF THE SCHOOLS PROGRESS REVIEW PANEL

This progress report includes reference to the last 4 meetings of the School Progress Review Panel – and consequently covers the period **November, 2020→ March, 2021**.

1.4 Monitoring Individual Schools' Standards - Monitoring of individual school standards is well established and continues to develop. Following discussion in October, 2019 about the programme for monitoring standards in individual schools, there was strong evidence of action on the decision in terms of further developing scrutiny.

However, this work stream has currently been shelved as a result of the pandemic, and the Panel intends to revisit these visits when conditions permit. The Panel will therefore need to adapt the way it works and scrutinise the performance of individual schools, and there is scope for the Panel to undertake this work virtually over Teams in the future.

2.0 The Council's Response to COVID-19 (Part 3): Support for Vulnerable Children and the Holyhead Project

2.1 A verbal report was received from the Director of Education, Skills and Young People, Senior Welfare Manager and Senior Manager for Additional Learning Needs and Inclusion. The usual support offered to schools and pupils was outlined and how this changed during lockdown. There had been no relaxation in the statutory requirements for additional learning needs, so provision had to continue, which was a significant challenge. The next steps to be taken by the Additional Learning Needs and Inclusion Service are:

- i. Restarting school visits
- ii. Preparing for the new Legislation
- iii. Provision of ELSA training (Emotional Literacy Support Assistance)
- iv. Continue with the Nurturing Schools programme
- v. Work with Gwynedd Healthy Schools to undertake loss and grief training
- vi. Provide special circle time training for the period following lockdown.

2.2 Welfare Provision

The Senior Welfare Manager gave a presentation about welfare provision since the pandemic period and noted that the priority at the start of lockdown was to support FSM

pupils, develop effective Care Hubs and strengthen professional training and safeguarding. It was noted how the Government's definition of a vulnerable child was jointly reformed by the Learning Service and the Children's Service to ensure provision for all vulnerable children. We learned about the Care Hub Vulnerability Matrix created to identify the most vulnerable children through Teulu Môn and the headteachers of schools. It was noted that good work had emerged from the period for example strengthening safeguarding arrangements and earlier identification of pupils to prevent harm, co-ordinated multi-agency working particularly when Ysgol Uwchradd Caergybi Hub was established, and created a system so that all agencies could communicate effectively with each other. This good practice will continue even when the pandemic comes to an end.

3.0 GwE Progress Report 2020/21: supporting schools during the Covid-19 pandemic

3.1 A verbal report was received from the Director of Education, Skills and Young People, GwE Secondary Schools Challenge Adviser and GwE Primary Schools Challenge Adviser. It was noted that the regional report provided an overview of the work GwE has done during the pandemic in conjunction with the 6 authorities, and that their work has had to adapt in the wake of the pandemic. The wellbeing of learners and school staff was identified as the main priority during this period.

3.2 The 5 main areas in which GwE assisted the Council and individual schools were outlined:

1. GwE supported and uploaded initial resources for distance learning on Google Classroom.
2. Supported schools at the start of lockdown by keeping in touch and continuing to support schools when there was a shortage of staff.
3. Distance learning guidelines have been produced in conjunction with other regions and effective models for distance learning.
4. Worked with the Local Authority and created a policy for when schools reopened in the summer term, and assisted with risk assessments for the different sectors.
5. Blended learning - shared multi-disciplinary units to reinforce skills, and ensured guidance and guidelines for school staff.

3.3 The Primary Schools Challenge Adviser - GwE provided an overview of the work that has been undertaken in the primary sector, and noted that many exciting and interesting developments have taken place across the Island, and that the partnership between the Learning Service and GwE has been further strengthened during the period. Live-streaming lessons was piloted, webinars were created and good practice shared. Considerable work has been done to ensure that the Welsh language does not lose its grasp, and a number of resources have been developed including videos of teachers reading stories to support non-Welsh speaking parents. The Language Units have remained operational over the period.

3.4 Schools have made effective use of the 'Accelerated Learning' resources to provide provision for pupils to successfully develop their basic skills following a period of being

unable to receive consistent formal education. As a result, the results of one school in the centre of the county show an overall staggering increase in reading skills over a short period of time. In conclusion, it was noted that all Anglesey primary schools had developed in terms of the technology and had refined their way of working in response to the pandemic.

3.5 A presentation was given by the GwE Secondary Schools Challenge Adviser giving an overview of the work and operation of the Secondary Schools during the pandemic. At the start of the lockdown there was a significant emphasis on upskilling staff and pupils in order to learn and teach effectively using technology. Formal and informal training was carried out by GwE and also by the schools themselves. There was flexibility in the way schools provided blended education, with some choosing to stream some lessons live to groups of pupils; with other schools having used a more 'blended' approach – some live lessons, some non-simultaneous learning through pre-recorded videos or PowerPoint and tasks through the virtual class. Overall, the majority of 'live' lessons have occurred for years 12 and 13. The 5 secondary schools adapted to the needs of learners and teachers, and the Senior Management Teams at the schools ensured that pupils' feedback was fed into the plans for blended learning.

3.6 The Welsh Language

Resources, books, stories and songs etc., have been developed for each phase, and models that teachers can use to plan distance learning activities. Examples include tasks that have been voiced so that non-Welsh speaking parents understand the task. The GwE Support Centre has developed a specific section for Welsh language resources, and it is believed that the profile and importance of the Welsh language has increased since the pandemic, with parents and teachers concerned about the standard of the language.

3.7 Special School

Since the first lockdown, the special education sector in Anglesey has responded successfully to the needs of the children and young people. Reforming the curriculum and other reforms have continued at a sensible pace during the period, and the current improvement plans reflect a set of honest and achievable aspirations in the context of the impact of the current pandemic.

3.6 Next Steps

GwE's priorities going forward were outlined:

- It is intended to further develop digital skills and prepare for the new curriculum and amendments to the Additional Learning Needs Act, whilst supporting schools.
- Provide a combination of generic and unique support to support schools in further developing a blended learning approach.
- Resources continue to be shared to ensure that statutory requirements are met.

- All schools will need to adapt and review their monitoring and quality assurance arrangements.
- Provide effective leadership development programmes for teachers at all stages of their career.

4.0 Estyn: The support of local authorities and regional consortia for schools and PRUs to respond to COVID-19

The Director of Education, Skills and Young People introduced Estyn's remit report, noting that the report is very positive and states that the Learning Service and the Island's schools are on track. It was noted that the report was to be welcomed, and was a positive and fair reflection of the work of the schools and the Authority.

5.0 The Journeys of Two Secondary Schools on the Island

As part of the Panel's scrutiny, two (separate) secondary schools were invited to discuss two specific journeys namely a school trip over the pandemic period, and an improvement journey together with other relevant developments and challenges. Detailed and effective presentations were received from the schools with an opportunity for panel members to question and challenge as relevant. The intention going forward is to invite the other three secondary schools under the same procedure.

6.0 An Update on the Developments of the Gwynedd and Anglesey Additional Learning Needs and Inclusion Partnership (focus on the service review report and the subsequent action)

6.1 It was noted that an External Consultant undertook an evaluation of the effectiveness of the Additional Learning Needs and Inclusion Partnership for Gwynedd and Anglesey prior to lockdown, which included visiting centres, meeting the management team, staff, and headteachers. The appraisal identified good practice and areas for development, and as a result an action plan was developed. The main strengths of the service were identified as service outcomes and strong leadership, progress against outcomes, training offered to schools, and use of specialist services, as well as timely case closures. It was noted that there were obvious difficulties on the Additional Learning Needs side, but that there were more elements to be developed on the Inclusion side. Areas of development have been identified: a need to adapt the model of provision to ensure a continuum of support through the Secondary, a need for greater access to high level data, and a need to work on transformation and transition to the new law. It was noted that the action plan was operational and that there are clear developments to be seen recently. The intention to establish an ABC Unit was noted in all secondary schools on the Island, which is seen as innovative by Estyn.

7.0 Digital support for schools and general developments regarding the Welsh language

7.1 The Senior Primary Manager gave a presentation detailing the digital support and resources available to schools on the Anglesey School Support Hub website including guidance and policies, Covid test booking procedures, online training and resources that facilitate the virtual learning process, as well as links to other useful websites and

resources. It was noted that a questionnaire was sent to all schools gathering their views on the support that has been provided to them since the pandemic, and that there had been extremely positive feedback about the website indicating how useful it was.

7.3 The Welsh Language

7.4 The good work being done to ensure that the Welsh language remains a central part of Anglesey's education was mentioned, and reference was made to the Primary and Secondary Language Co-ordinators, the two Language Centres on the Island that immerse pupils, the regional collaboration that takes place and also the Welsh in Education Strategic Plan (WESP). It is noted that the work of drawing up the WESP plan has begun, and is now required by the Welsh Government to be a 10-year plan. It was noted that 7 new outcomes had been identified in the WESP. The progress of the Language Charter Project was reported, with pilot work being carried out in four schools on the Island. Reference was made to the Welsh Language Recovery Acceleration Scheme which has been established across the 6 authorities of North Wales, with webinars planned on this after Easter.

7.5 At the Panel's request, a specific presentation on the Welsh language was requested at the next Panel meeting.

8. A MATTER TO ESCALATE TO THE PARENTS' COMMITTEE FOR CONSIDERATION

The following matter is referred for consideration by the Partnership and Regeneration Scrutiny Committee:

1.4 The Partnership and Regeneration Scrutiny Committee is asked to draw a conclusion on the robustness of the Panel's monitoring to date.

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

N/A

7 – Financial Implications

N/A

8 – Appendices:

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

Sioned Rowe, Scrutiny Officer, Isle of Anglesey County Council, Council Offices,
Llangefni, LL77 7TW

Cllr. Gwilym Owen Jones
Chair of the Schools Progress Review Panel
Date:

ISLE OF ANGLESEY COUNTY COUNCIL Scrutiny Report Template	
Committee:	Partnership & Regeneration Scrutiny Committee
Date:	14 April, 2021
Subject:	Partnership & Regeneration Scrutiny Committee Forward Work Programme
Purpose of Report:	Assist the Scrutiny Committee in considering, agreeing and reviewing its forward work programme for 2021/22
Scrutiny Chair:	Cllr Gwilym Owen Jones
Portfolio Holder(s):	Not applicable
Head of Service:	Lynn Ball, Head of Function (Council Business) / Monitoring Officer
Report Author:	Anwen Davies, Scrutiny Manager
Tel:	01248 752578
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Local Members:	Applicable to all Scrutiny Members

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1 - Recommendation/s
<p>The Committee is requested to:</p> <p>R1 agree the current version of the forward work programme for 2021/22</p> <p>R2 note progress thus far in implementing the forward work programme.</p>

2 – Link to Council Plan / Other Corporate Priorities
<p>Effective work programming is the foundation of effective local government scrutiny. Our Scrutiny rolling forward work programmes are aligned with the corporate priorities of the 2017/2022 Council Plan and corporate transformation programmes – ensuring the role of Member scrutiny makes a tangible contribution to the Council’s improvement priorities.</p>

3 – Guiding Principles for Scrutiny Members
<p>To assist Members when scrutinising the topic:-</p> <p>3.1 Impact the matter has on individuals and communities [focus on customer/citizen]</p> <p>3.2 A look at the efficiency & effectiveness of any proposed change – both financially and in terms of quality [focus on value]</p> <p>3.3 A look at any risks [focus on risk]</p> <p>3.4 Scrutiny taking a performance monitoring or quality assurance role [focus on performance & quality]</p> <p>3.5 Looking at plans and proposals from a perspective of:</p> <ul style="list-style-type: none"> • Long term • Prevention • Integration • Collaboration • Involvement <p>[focus on wellbeing]</p>

4 - Key Scrutiny Questions

5 – Background / Context

1. Background

1.1 Effective work programming is the bedrock of an effective local government scrutiny function¹. Done well, work programming can help lay the foundations for targeted and timely work on issues of local importance demonstrating where Member scrutiny can add value. Good practice advocates two key issues at the heart of the scrutiny forward work programme:

- i. Challenge around prioritising work streams
- ii. Need for a member-led approach and interface with officers.

1.2 Basic principles of good work programming²

- Work programming should not be a “start-stop” process
- Complementary work programmes for separate scrutiny committees
- Balance between different methods of work
- An effective process for reporting / escalating issues to the Executive
- Input and views of internal stakeholders
- Close working with the Executive
- Links with the Annual Scrutiny Report (evaluation and improvement tool).

2. Local context

2.1 There is now a well-established practice of forward work programming which are now rolling programmes focusing on the quality of scrutiny with fewer items, to add value. They are an important tool to assist Members in prioritising their work and are discussed with the Senior Leadership Team and Heads of Service. Both committees review the content of their work programmes on a regular basis, to ensure that they remain relevant and keep abreast with local priorities. Our local forward planning arrangements now ensure greater focus on:

- Strategic aspects
- Citizen / other stakeholder engagement and outcomes
- Priorities of the 2017/2022 Council Plan and transformation projects
- Risks and the work of inspection and regulation
- Matters on the forward work programme of the Executive.

Outcome: rolling work programmes for scrutiny committees which are aligned with corporate priorities.

2.2 Committee chairs lead on developing the forward work programmes and are submitted to the monthly Scrutiny Chairs and Vice-chairs Forum and for approval at each ordinary meeting of the scrutiny committees. The Forum is

¹ A Cunning Plan? Devising a scrutiny work programme, Centre for Public Scrutiny (March, 2011)

² A Cunning Plan? Devising a scrutiny work programme, Centre for Public Scrutiny (March, 2011)

considered an important vehicle to oversee these programmes and jointly negotiate priorities.

2.3 **“Whole council” approach to Scrutiny:** our work programmes provide a strong foundation for our improvement programme, ensuring the role that Scrutiny plays in the Authority’s governance arrangements:

- i. Supports robust and effective decision-making
- ii. Makes a tangible contribution to the Council’s improvement priorities
- iii. Continues to evolve

2.4 **Impact of the current Emergency on the Committee’s Work Programme**

The current period (**managing the emergency response to the Pandemic, the Recovery Period and gradually returning to the New Norm**) are extremely challenging periods for the Council and every other public organisation throughout Wales as we continue to face the challenges of the Covid-19 emergency and it is inevitable that this will impact on the Committee’s work programme. As a result, the Council has changed its way of working as a result of the global health emergency. During an emergency period, governance and accountability are of key importance.

The Centre for Public Scrutiny proposes a specific scrutiny model as a result of the pandemic, which in conjunction with the Council’s Committee Strategy provides a structure to inform the Committee’s work programme. A summary is provided below:

- i. Focus on a smaller number of key issues around “life and limb” aspects of local people’s lives
- ii. Maintain a “watching brief” over Council services, performance and financial matters
- iii. **Specific elements of the Scrutiny Model**
 - Overview of the Council’s response to Covid-19
 - Specific overview of *life and limb* matters (social care legislation, safeguarding children and adults; public health)
 - Continued overview of the Council’s financial matters
 - Act as a conduit for community experiences.

3. **Issues for consideration**

3.1 The Scrutiny Committee receives regular update reports on the implementation of its forward work programme. A copy of the current 2021/22 work programme is attached as **APPENDIX 1** to this report for reference and includes changes made to the work programme since the Committee last considered the document.³

3.2 Where appropriate, items may be added to the Committee’s forward work programme during the municipal year. Requests for additional matters to be considered for inclusion on the work programme can be submitted via the Members Request Form for an item to be considered for Scrutiny. Requests are initially considered by the Scrutiny Chairs and Vice-chairs Forum, using the following criteria:

³ Meeting of the Partnership and Regeneration Scrutiny Committee convened on 11th March, 2020

- the Council's strategic objectives and priorities (as outlined in the Council Plan 2017/2022)
- the ability of the Committee to have influence and/or add value on the subject (A Scrutiny Test of Significance Form will be completed).

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

Not applicable for this overarching issue but will be considered as an integral part of preparing for specific proposals to be submitted for consideration by the Committee.

7 – Financial Implications

Not applicable.

8 – Appendices:

Partnership & Regeneration Scrutiny Committee Forward Work Programme 2021/22

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

Anwen Davies, Scrutiny Manager, Isle of Anglesey, Council Offices, Llangefni. LL77 7TW

ITEMS SCHEDULED FOR SCRUTINY → June 2021 – November, 2021
[Version dated 06/04/21]

Note for Stakeholders and the Public:

A [Protocol for Public Speaking at Scrutiny Committees](#) has been published by the Council.

Should you wish to speak on any specific item at a Scrutiny Committee then you should register your interest by submitting a written request using the form available as soon as possible and at least 3 clear working days prior to the specific Committee meeting. You can access information about the meeting and which items being discussed by reading this Forward Work Programme. Contact the Scrutiny Manager if you have any queries

[\[AnwenDavies@ynysmon.gov.uk\]](mailto:AnwenDavies@ynysmon.gov.uk)

CORPORATE SCRUTINY COMMITTEE	PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE
June, 2021 (07/06/21)	June, 2021 (15/06/21)
Committee Forward Work Programme for 2021/22	Public Services Board Annual Report 2020/21
	North Wales Economic Ambition Board Annual Report 2020-21 (to be confirmed)
	Update from Chief Executive of BCUHB
	Committee Forward Work Programme for 2021/22
July, 2021 (08/07/21)	July, 2021 (date to be confirmed)
Social Services Statutory Director Annual Report 2020/21 (to be confirmed)	Annual Report: North Wales Regional Partnership Board (Part 9: Health and Social Services) 2020/21
Committee Forward Work Programme for 2021/22	Committee Forward Work Programme for 2021/22
September, 2021 (13/09/21)	September, 2021 (20/09/21)
Monitoring Performance: Q1: 2021/22 (to be confirmed)	Corporate Safeguarding
Finance Scrutiny Panel Progress Report	North Wales Economic Ambition Board Quarter 1 Progress Report 2021/22 (to be confirmed)
Progress Monitoring: Social Services Improvement Plan	
Social Services Improvement Panel Progress Report	
Committee Forward Work Programme for 2021/22	Committee Forward Work Programme for 2021/22
October, 2021 (14/10/21)	October, 2021 (19/10/21)
Committee Forward Work Programme for 2021/22	Committee Forward Work Programme for 2021/22

CORPORATE SCRUTINY COMMITTEE	PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE
November, 2021 (01/11/21) -Budget 2022/23	November, 2021 (09/11/21)
Initial Draft Budget Proposals 2022/23	Annual Report- Community Safety Partnership
Public Consultation Plan for 2022/23 Budget	Public Services Board- Governance Arrangements
Committee Forward Work Programme for 2021/22	North Wales Economic Ambition Board Quarter 2 Progress Report 2021/22 (to be confirmed)
	Committee Forward Work Programme for 2021/22
November, 2021 (16/11/21)- Q2	
Monitoring Performance: Corporate Scorecard Q2: 2021/22	
Finance Scrutiny Panel Progress Report	
Committee Forward Work Programme for 2021/22	

Items to be scheduled:

Transformation of Learning Disabilities Day Opportunities

Schools' Modernisation Programme- Seiriol / Amlwch areas

Asset Management / Smallholdings Plan