

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:

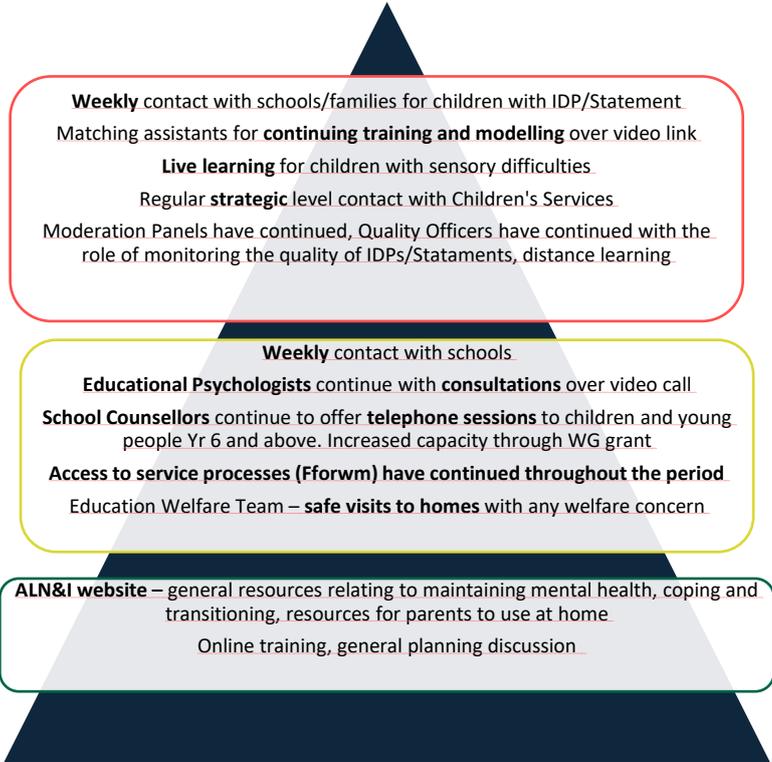
- The need to develop provision for behaviour in year 9 and key stage 4, including an improved model for Pecyn 25. Plans are in place for the development of the service. They have been developed jointly with the secondary headteachers, with a partnership to provide jointly with Children's Services. The 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:

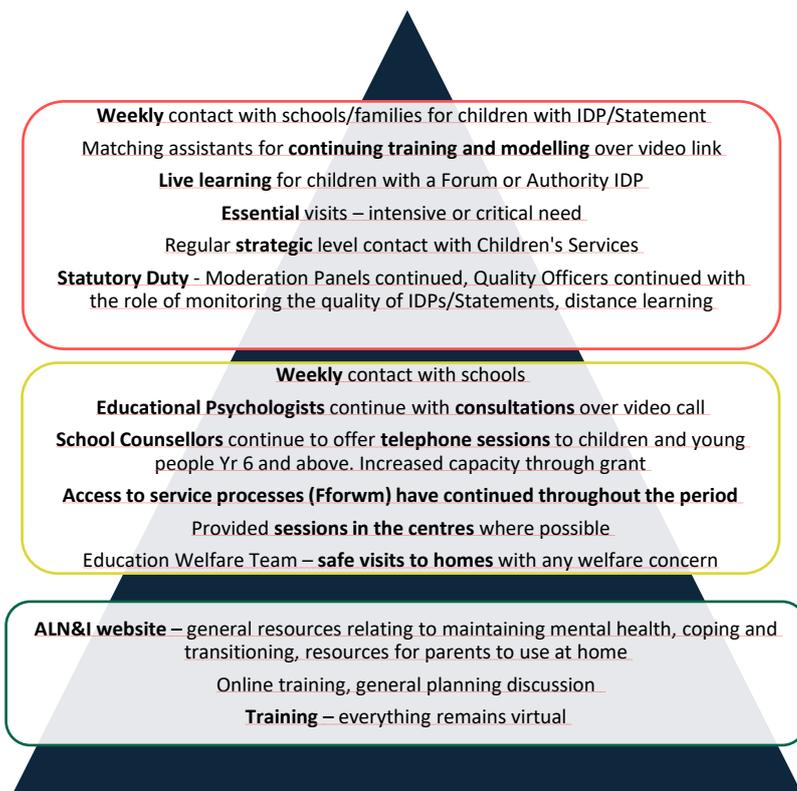
Summer Term Provision 2020:

Weekly contact with schools/families for children with IDP/Statement.
Matching assistants for **continuing training and modelling** over video link.
Live learning for children with sensory difficulties.
Regular **strategic** level contact with Children's Services.
Moderation Panels have continued, Quality Officers have continued with the role of monitoring the quality of IDPs/Statements, distance learning.

Weekly contact with schools.
Educational Psychologists continue with **consultations** over video call.
School Counsellors continue to offer **telephone sessions** to children and young people Yr 6 and above. Increased capacity through WG grant.
Access to service processes (Fforwm) have continued throughout the period
Education Welfare Team – **safe visits to homes** with any welfare concern.

ALN&I website – general resources relating to maintaining mental health, coping and transitioning, resources for parents to use at home.
Online training, general planning discussion.

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):

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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

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



