



# Complete Agenda

Democratic Service  
Swyddfa'r Cyngor  
CAERNARFON  
Gwynedd  
LL55 1SH

Meeting

**SERVICES SCRUTINY COMMITTEE**

Date and Time

**10.15 am, THURSDAY, 26TH NOVEMBER, 2015**

Location

**Siambwr Hywel Dda - Council Offices, Caernarfon**

**\* NOTE**

**This meeting will be webcast**

**<http://www.gwynedd.public-i.tv/core/portal/home>**

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(DISTRIBUTED 19/11/15)

# **SERVICES SCRUTINY COMMITTEE**

## **MEMBERSHIP (18)**

### **Plaid Cymru (9)**

Councillors

Alan Jones Evans  
E. Selwyn Griffiths  
Sian Wyn Hughes  
Ann Williams  
R. H. Wyn Williams

Aled Ll. Evans  
Christopher Hughes  
Elin Walker Jones  
R. Hefin Williams

### **Independent (4)**

Councillors

Eryl Jones-Williams  
Dewi Owen

Beth Lawton  
Eirwyn Williams

### **Llais Gwynedd (3)**

Councillors

Anwen J. Davies  
Peter Read

Alwyn Gruffydd

### **Labour (1)**

Councillor Sion W. Jones

### **Individual Member (1)**

Councillor Linda Ann Jones

### **Ex-officio Members**

Chairman and Vice-Chairman of the Council

**CO-OPTED MEMBERS:**

**With a vote on education matters only**

Dylan Davies	Representative for Meirionnydd Parent Governors
Rita Price	The Catholic Church
Rhian Roberts	Representative for Dwyfor Parent Governors
Canon Parchedig Robert Townsend	The Church in Wales

# A G E N D A

1. **APOLOGIES**

To receive any apologies for absence.

2. **DECLARATION OF PERSONAL INTEREST**

To receive any declaration of personal interest.

3. **URGENT BUSINESS**

To note any items that are a matter of urgency in the view of the Chairman for consideration.

4. **MINUTES**

1 - 11

The Chairman shall propose that the minutes of the meeting of this Committee held on the 22 September 2015, be signed as a true copy.

5. **PERFORMANCE EVALUATION REPORT 2014/15 (CARE AND SOCIAL SERVICES INSPECTORATE – CSSIW)**

12 - 31

***Cabinet Member: Cllr. W. Gareth Roberts***

To consider a report by the Care and Social Services Inspectorate.

10.15 a.m. – 11.15 a.m.

6. **REPORT ON THE WORK OF THE STRATEGIC SAFEGUARDING CHILDREN AND VULNERABLE ADULTS PANEL**

32 - 42

***Cabinet Member: Cllr. Mair Rowlands***

To consider a report by the Cabinet Member Children and Young People on the above.

11.15 a.m. – 12.00

7. **REPORT ON ENABLEMENT WITHIN NEW WORKING ARRANGEMENTS**

43 - 45

***Cabinet Member: Cllr. W. Gareth Roberts***

To consider a report by the Cabinet Member of Adults and Health on the above.

12.00 – 12.45 p.m.

## AFTERNOON SESSION

8. **PROGRESS REPORT - EDUCATION QUALITY PROJECT** 46 - 50

***Cabinet Member: Cllr. Gareth Thomas***

To consider a report by the Education Cabinet Member on the above.

1.15 p.m. – 2.00 p.m

9. **CHANGES TO THE ADDITIONAL LEARNING NEEDS AND INCLUSION SERVICE** 51 - 84

***Cabinet Member: Cllr. Gareth Thomas***

To consider a report by the Cabinet Member for Education on the above.

2.00 p.m. – 2.45 p.m.

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## SERVICES SCRUTINY COMMITTEE 22/09/15

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**Present:**

Morning Session

**Councillor Beth Lawton (Chair)**

Councillors: Anwen J. Davies, Alan Jones Evans, E. Selwyn Griffiths, Chris Hughes, Alwyn Gruffydd, Elin Walker Jones, Linda Ann Wyn Jones, Eryl Jones-Williams, Dewi Owen, Ann Williams, Eirwyn Williams, Hefin Williams and R H Wyn Williams.

**Officers:**

Arwel Ellis Jones (Senior Manager Corporate Commissioning Service), Gareth James (Members' Manager – Support and Scrutiny) and Glynda O'Brien (Members' Support and Scrutiny Officer).

**Also in attendance:**

**For Items 4, 5, 6 and 7 below**

Councillor Gareth Thomas, Cabinet Member for Education  
Arwyn Thomas, Head of Education  
Garem Jackson, Education Quality Improvement Officer

**For Item 4 below**

Gwern ap Rhisiart, Senior Manager Additional Educational Needs and Inclusion

**Present:**

Afternoon Session:

**Councillor Beth Lawton (Chair)**

Councillors: Anwen J. Davies, E. Selwyn Griffiths, Siân Wyn Hughes, Elin Walker Jones, Eryl Jones-Williams, Dewi Owen, Ann Williams, Hefin Williams and R H Wyn Williams

**Officers:**

Gareth James (Members' Manager - Support and Scrutiny) and Glynda O'Brien (Members' Support and Scrutiny Officer).

**Also in attendance:**

Councillor W. Gareth Roberts, Cabinet Member for Adults and Health  
Aled Davies, Temporary Head of Adults, Health and Wellbeing Department  
Caryl Elin Lewis, Customer Care and Information Unit Manager  
Bethan Eluned Jones, Commissioning Officer  
Emyr Edwards, Strategic Policy Manager - Resources

**Apologies:**

Councillors Alan Jones Evans (p.m.), Alwyn Gruffydd (p.m.), Siân Wyn Hughes (a.m.), Linda Ann Wyn Jones (p.m.), Siôn Wyn Jones, W. Tudor Owen, Peter Read, Neil Foden (Teachers' Union) and Morwena Edwards (Corporate Director) - (a.m./p.m.).

**1. CHAIRMAN'S ANNOUNCEMENTS**

(a) The following were welcomed to their first meeting of this Scrutiny Committee:

Councillors Anwen Davies, Siân Wyn Hughes and R H Wyn Williams.

- (b) A speedy recovery was extended to the Chair of this Scrutiny Committee, Councillor Peter Read, and all looked forward to his return.
- (c) A reference was made to the sudden and untimely death of Councillor Robert J. Wright, Member for the Pwllheli South Ward, and the huge loss to the area. All present were asked to stand for a minute's silence as a mark of respect to his family in their sad loss.

## 2. DECLARATION OF PERSONAL INTEREST

Councillor Selwyn Griffiths declared a personal interest in Item 6 – Trac Scheme, as his daughter in law had been appointed as part of the scheme's workforce, however he would not be withdrawing from the Chamber as it was not a prejudicial interest.

## 3. MINUTES

The Chair signed the minutes of the previous meeting of this committee that took place on 4 June 2015.

## 4. TRAC SCHEME

(a) The Cabinet Member for Education's report was submitted outlining the background of the above scheme that was led by the six local authorities to provide skills and suitable support to the County's most vulnerable pupils and young people.

(b) It was explained that Denbighshire County Council lead on the management and monitoring of the regional business scheme and they were financed via the European Social Fund with the intention of commencing the scheme in September 2015 until August 2018 with the possibility of extension until August 2020. It was explained that the aim of the scheme would be to “adopt a method of implementation to identify vulnerable pupils early and respond to their needs by providing a suitable curriculum and support for them”.

(c) Committee Members were given an opportunity to ask questions and the Cabinet Member for Education and the officers responded as follows:

- Eight posts were part of the scheme with the Manager already appointed to commence in November. It was explained that six of the posts were operational and two had the title of Education Social Workers who would be able to work with families with children to overcome obstacles that do not meet with the Social Services needs criteria. The other four posts would focus on attendance, youth workers to inspire children and young people to gain accreditations and a sports worker who would be part of a team to target the needs of young people and support them to continue in education when they had left school.
- That match funding was contributed from the service that was already in schools in terms of the inclusion strategy, supporting children in mainstream, welfare service and the central behaviour support service.
- They would be targeting children from Year 7 upwards and could support pupils along their educational journey and especially during transition at 16 years old and this would assist pupils to make decisions earlier regarding their careers.
- It was confirmed that 480 pupils from Gwynedd was the number of participants who were at risk and it was explained that they had been identified via the engagement framework
- In terms of qualifications, it was emphasised that the relevant officers would work with children daily and in addition that training with a wide number of courses would be available to them for employment.

- That the number of disaffected children was lower in Gwynedd in terms of the NEET (Not in Education, Employment or Training) percentage namely approximately 7 – 8%, however, it was explained that the Trac scheme would address the needs of children once they had left Colleges and were unable to gain employment.
- In terms of training implications to school staff, it was explained that school staff were very well versed in the fields in question but were under increasing pressure and this scheme would lighten the load of schools by having an officer to work for an extended period jointly with the children. It was not anticipated that it would be necessary to train school staff and there would be no additional pressure on them.
- There was a significant percentage of disaffected children on the additional learning needs list and there was a group of children with profound behavioural difficulties and through the scheme it was possible to get to grips with the problems early on.
- That strengthening the link with the Youth Justice Service was currently under consideration and the number who are open to the above Service had reduced significantly nationally and the Department had not invested as much as in the past. It was trusted that through the Trac scheme that the number of pupils who offend could be reduced and they could continue to live and flourish locally.
- Regarding contact with local employers, it was explained that the training needs had been developed at the level of the six north Wales authorities and that a wide range of general courses had been put in place and there was no training for specialist fields. However, further consideration may be given to the training framework and it would be possible to hold discussions with more local employers regarding their requirements.
- That there was a slippage with the receipt of grant, however, it was trusted that they would move forward soon with the financial allocation.
- In terms of balancing the statutory service against the non-statutory, it may be argued that having made an investment early on that money would be saved in the long term.
- That the Area Access Panels would operate at an area level and give consideration to priorities and the type of services offered. The Panels would comprise Trac scheme workers together with school representatives.
- In terms of developing an action framework, assurance was given that they would collaborate with the Careers Wales Service.
- It was further assured that stemming from the concerns regarding the geographical tension with the allocation of funding between the six authorities, that the money would be directed in accordance with the criteria and where the need existed.

**Resolved: (a) To accept and note the contents of the report on the project that was in its early days.**

**(b) To request that the Education Service submits an update on the scheme within a year of its implementation.**

## **5. CONDITIONS FOR LEADERSHIP AND ALTERNATIVE MODELS**

(a) The Cabinet Member for Education's report was presented outlining the project to improve the conditions for leadership in order to raise standards.

(b) Reference was made to the project's aim that would look at five specific fields, namely:

- Commission a report on the leadership and management conditions within the County's schools and implement the agreed recommendations
- Monitor and challenge every school and use all the available powers at the authority's disposal to improve leadership and management at underperforming schools.
- Develop managers and prospective managers within services and identify future leaders



- Develop a strong school to school system and ensure that arrangements are in place to share best practice and avoid duplication; and
- Ensure that capital investment leads to improving leadership and management conditions.

(c) The next steps were elaborated upon and the intention to conduct a further meeting with Independent Consultants with international experience in the field and they would welcome the opportunity to interview members of the Services Scrutiny Committee as part of their research.

(ch) Members were given an opportunity to ask questions and the following observations were made:

(i) Do the problems with recruitment only deal with a small section of the County and would joining with other Counties not be of benefit when sharing expertise?

In response, it was explained that the County's geographical nature was huge and challenging as the needs of different areas of the County were quite different. The intention of the Education Department was to re-establish Area Offices in order to conduct local discussions to satisfy the needs of the children. In terms of the development of individuals as leaders, especially in the smallest schools, they had to be given an opportunity to lead on strategic areas in order to show experience in different fields for the NPQH qualification.

(ii) Was there evidence that some schools compete against each other for pupils?

In response, it was noted that if there was joint-ownership of the project to improve leadership and management then an eye should be kept to ensure that every catchment-area was dealt with fairly.

(iii) In terms of agreeing on the attainment levels of pupils during the transition from primary to secondary it was noted that the current information on any child had to be correct from the initial step through the educational stage. It was noted further that assessment was a continuous discussion, however, for a successful transition between primary and secondary there had to be an understanding and the interpretation of the criteria had to be clear.

(iv) In response to concern regarding the findings by parents that some schools were more Anglicised and as a result numbers were reducing in some catchment-areas, it was noted that it was a challenge to reconcile the implementation of the language policy. Again, in the same manner discussion could be conducted locally in order to ensure that children have the same type of experience and provision.

(v) In the context of the federalisation of primary and secondary schools in the future, it was noted that this would be part of the investigation into leadership and alternative models. Although there were specific ideas within the Service it was accepted that the response of the community regarding arrangements and provision were important. In terms of organisation, infrastructure would have to be ensured in order that children get the best results. In light of the current financial climate, if leadership and school middle management were to be improved, then other methods of working such as work sharing across the catchment-area had to be considered.

(vi) In terms of the current level of the recruitment problem, it was noted that Gwynedd had a successful record last year as nine persons had managed to gain the NPQH qualification and this represented nearly half the north Wales quota. However, a system had to be created that would be viable and would give an opportunity for prospective leaders to show the skills to be able to lead and manage. It was further noted that some

schools were too small to have a Management Team that was more than just the Head alone, and therefore made it difficult for individuals to gain experiences and a system had to be created to get individuals to be future leaders. In the context of the lack of recruitment across the County, it was noted that it was getting more difficult and the culture had to change from being independent to that of collaboration.

(viii) In response to concern regarding funding the programme for schools in the twenty first century, it was trusted that the Council could invest as much as possible in order to ensure that the buildings would offer the best for teachers and young people.

(viii) In the context of the Schools Organisation Team, it was noted that the Team had been established for specific work with the schools in the twenty first century programme and was dependent on the capital budget and the findings of the leadership investigation. Consideration would have to be given to re-structuring within the Department to address wider issues than organisation such as the role of supporting leadership in the local area.

**Resolved: (a) To accept and note the contents of the report.**

**(b) To nominate the following members of this Scrutiny Committee to meet with the Independent Consultants dealing with the project to offer observations and recommendations on issues that require getting to grips with.**

**Councillor Beth Lawton – (Vice-chair of the Services Scrutiny Committee)**  
**Councillor Selwyn Griffiths**  
**Councillor Alwyn Gruffydd**  
**Councillor Elin Walker Jones**  
**Councillor Dewi Owen**  
**Councillor Hefin Williams**

## **6. SCRUTINY INVESTIGATION – WELSH LANGUAGE EDUCATION**

(a) The report of the Scrutiny Investigation on Welsh-medium education was submitted. This investigated into the reality and performance of Welsh language education in Gwynedd.

(b) Councillor Alwyn Gruffydd, Chairman of the Scrutiny Investigation Group, reported that the investigation had concentrated on three catchment-areas, namely Arudwy, Bangor and Botwnnog due to the linguistic demography of the three specific areas. They looked at how the authority's Language Policy was implemented at grassroots level in individual schools and the extent to which the provision assists in promoting the social use of Welsh by children and young people. Attention was drawn to the attached appendices which stated how they had come to a conclusion and recommendations. It was recognised that excellent work was undertaken in schools; however, there was always room for improvement to ensure the continuation of Welsh within and outside its curtilage.

(c) In conclusion, the Investigation's Chairman took the opportunity to thank his fellow members and the officers for a comprehensive and clear report. He also thanked everyone who had been part of the Investigation by openly sharing their experiences.

(ch) During the ensuing discussion the following points were highlighted: by individual Members:

(i) Concern was expressed of what was being implemented in private schools in the County with more and more pupils leaving these schools without any Welsh.

In response to the above, it was explained that the public sector had to follow the national curriculum, however the independent sector had freedom, in accordance with Section 163 of the Inspection Department, to offer a wide curriculum where Welsh did not have to be part of that curriculum. It was noted that the education authority did not have supervision over them but they could contact the Welsh Government / ESTYN to find out what are the requirements of the specific Section of the Act and if the inspectorate measured in accordance with local needs.

- (ii) Children made good progress at the Latecomers Centres however, frustration was expressed that the taxi drivers of pupils to and from these centres were not Welsh speakers. It was suggested that a request should be made to the companies who win the transport contracts that it is essential for the drivers to be able to speak Welsh.

In response, it was confirmed that the Education Service would investigate the above.

- (d) It was noted for information to Members that an application had been received from the Welsh Government for the authority to share the Language Charter across Wales.

(dd) The Cabinet Member for Education thanked the Scrutiny Investigation for the thorough work undertaken by them and all the recommendations were welcomed and accepted.

**Resolved: (a) To accept the contents of the report and approve the recommendations submitted to the Cabinet Member for Education and to request that he submits a progress report on the actions within six months.**

**(b) To request that the Lead Officer of the Scrutiny Investigation shares the findings of the Scrutiny Investigation with the County's schools and language centres.**

**(c) To convey to the Welsh Government / ESTYN the concern of this Scrutiny Committee regarding the school curriculum in the independent sector and the use of the Welsh language as outlined in (i) above.**

## **7. EDUCATIONAL SUPPORT SERVICES SCRUTINY INVESTIGATION – DRAFT BRIEF**

(a) A draft brief was submitted to undertake a scrutiny investigation into the Educational Support Services and the Senior Corporate Commissioning Service Manager outlined the contents of the brief.

(b) The brief was welcomed by Members and in response to a query regarding the timetable it was noted that it was expected that the investigation would be achieved in approximately six to nine months.

**Resolved: (a) To accept and approve the draft brief**

**(b) To nominate the following Members to serve on the Education Support Services Scrutiny Investigation:**

**Councillor Beth Lawton (Vice-chair of the Services Scrutiny Committee)**  
**Councillor Selwyn Griffiths**  
**Councillor Alwyn Gruffydd**  
**Councillor Eirwyn Williams**

**Councillor R H Wyn Williams****Member to be nominated from the Arfon area (with Councillor Hefin Williams in reserve if needed)**

The morning session commenced at 10.00am and concluded at 12.00

**8. SOCIAL SERVICES ANNUAL COMPLAINTS REPORT 2014-15**

(a) The annual report was submitted by the Cabinet Member for Social Services, Adults and Health, giving an overview of the statistics and the main issues that had stemmed from complaints during the 2014-2015 together with a response to questions asked by the Members of this Scrutiny Committee at its preparatory meeting on 28 July.

(b) Members were reminded that the complaints procedure was statutory and outside the Council's corporate complaints procedure.

(c) Members were afforded an opportunity to ask questions and the Cabinet Member and the officers responded appropriately as follows:

(i) That the statutory Social Services complaints procedure was separate to the corporate complaints procedure and dealt directly with the care of individuals, however, complaints were received outside the statutory procedure and in these cases they would be dealt with under the corporate complaints system. It was explained that there were two steps to the Social Services complaints procedure, namely step 1 - local response and step 2 appointing the services of an independent investigator to investigate the complaint.

(ii) In response to a concern highlighted regarding a failure to provide specialist equipment such as purpose-built beds for patients requiring care at home and specifically in terraced housing in the Blaenau Ffestiniog area, it was noted that the Service was aware of the issue and it was the subject of a discussion with the Health Board.

(iii) The officers noted the comments that it was necessary to interpret the responsibilities of the Health Board and Social Services because of the lack of clarity amongst the County's residents and it would be further considered how this issue can be addressed.

(iv) Regarding patients being sent to Community Hospitals rather than to residential care homes, it was explained that the solution to this matter was difficult due to the need to try and give the correct support to families.

(v) A concern highlighted regarding a taxi travelling from the north of the County to the south to transport a patient to a local hospital and the matter would receive attention jointly with the Health Board if the Member submitted additional information to the Head of the Adults, Health and Well-being Department.

(vi) That a special complaints form for children and young people was ready and would be launched soon and it was further noted that there was a separate sheet for adults that was already being used.

(vii) In response to a comment that the number of enquiries was higher than the complaints and vulnerable people were perhaps less likely to complain, it was noted that although every enquiry / comment were noted as a complaint, it was ensured that the Service would try to resolve the enquiries.

(viii) In terms of the comment made that clear communication should be ensured with users regarding arrangements to pay for care, from the complaints submitted it was seen that discussions had been undertaken but no written evidence had been recorded. Assurance was given that a piece of work was proceeding in this context to find a solution to this matter.

(ch) During the ensuing discussion the following general comments were highlighted:

- (a) The Cabinet Member for Social Services, Adults and Health noted that arrangements on the new way of working at Ysbyty Alltwn were vitally important to try and abolish the split between the responsibility of the Health Board and Social Services. It was further noted that patients who had received a service via the new procedure at Ysbyty Alltwn had expressed satisfaction with the service.
- (b) That the report was fairly positive and obviously via discussions the Service offered solutions for users. However, it was further noted that the Team that operates is part of the proposals system for cuts and if the resources were halved this may have an impact on the service offered.
- (c) The opportunity was taken to thank the Service for their work.

**Resolved: To accept, note and thank the officer for the report.**

## 9. END TO END - ADULTS

(a) The Cabinet Member for Social Services, Adults and Health presented a draft report on the End to End review of older people's services.

(b) A presentation was received from the Head of Adults, Health and Wellbeing Services in a slide format and he noted that the direction set for the review was not new with much of it based on existing arrangements and the Council's resolutions over the last few years. Attention was drawn to the vision, nature of the vision and a series of service principles. It was further noted that specific requirements had been set under the Social Services and Well-being Act (2014) and attention had to be drawn that the percentage of the older population was increasing. In the future the budget would be significantly less than in the past and it would be necessary to keep an eye on the impact of this.

(c) He referred to the review's methodology and noted the following fundamental steps:

1. Good Practice – to learn lessons from others on pioneering methods of operation accepting there is no one best method in every case or field. There are several methods that may work and it will be necessary to be wise and choose what would be appropriate and best for Gwynedd.
2. Comparison – mainly with the 'family' of comparative authorities to measure progress / Gwynedd's performance.
3. Look at the progress not only with hard data but also in terms of gathering information and response at a local level.

Regarding well-being and managing the demand, it was noted:

1. That well-being was a responsibility across the Council, not a matter for Care Services / Social Services only and well-being needed to be considered before profound problems occurred.
2. The need to use intervention and prevention as early steps on their own but these could also make an important contribution towards managing the demand for formal care services.
3. There was no one general ideal answer to shape frontline services. Also integrated methods could be included such as Ffordd Gwynedd work at Ysbyty Alltwn and the third sector contribution.
4. That the relationship with communities received specific attention in the Council's Strategic Plan. Resources will have to be directed to achieve this and it had to be accepted that neither Gwynedd nor any other local authority would succeed without strengthening this element of the Service.
5. That restructuring the Department was key to the provision of services in a new way and to meet with the expectations of the Act and those of service users.

In the context of the development of social work practice, it was explained

1. That it was inevitable that social work practice would change in order to respond to the requirements of the Act and the need to transform services
2. Evidence indicated that culture and standard of the work practice were key to find appropriate and better methods to meet the needs of individuals.
3. It was necessary to try and support individuals to live at home with appropriate support and over time in order the dependency on residential care could be reduced.
4. That offering and promoting direct payments placed the focus on the outcomes to the individual were two important aspects when developing social work practice.
5. That the Care Workforce Development Team had a key role to develop the Council's ability to achieve the changes.

In order to achieve the aims and requirements of the Act, it was noted that it was required to strengthen the support to live at home and focus on the following specific aspects:

1. Dementia and vulnerability
2. Day Care in Gwynedd
3. Role of the third sector, especially in terms of providing support in the home and in the community
4. Home Care – it was recognised that it was necessary to look at the correct balance in terms of internal / external provision in Gwynedd as approximately 50% / 50% currently had an internal and external provision and this was a cause of concern in terms of recruitment in Meirionnydd.

Regarding accommodation provision, it was noted that an alternative option had to be ensured for older people such as extra care housing. It was noted that clarity regarding the role of local hospitals was important in terms of planning for nursing and residential care in the future and as a context to prioritise options over the next few years. The priorities will have to reflect the requirements that will be highlighted as a result of the needs assessments.

Integration with NHS services may achieve positive results, however, this may vary from area to area. It was noted that the Intermediate Care Fund programme leads us towards better commissioning and facilitating movement in the correct direction.

To conclude, it was noted that the methodology was dynamic with decision to be made over the next 18 months, some of these were strategic and operational decisions that would shape the future and would entail huge and inevitable changes.

(ch) Members were given an opportunity to express their comments and the following points were highlighted:

- (i) It had to be ensured that the third sector operated across the whole of Gwynedd
- (ii) There was praise in the Bangor area for the additional care housing provision
- (iii) The importance of including respite care provision within the strategy to support carers
- (iv) The importance of forging a relationship with other partners e.g. Môn / Menai the north of the County and Ceredigion / Powsy for the south.
- (v) The good practice undertaken in Dolgellau Hospital was mentioned.
- (vi) The importance that elected members supported the Social Services Department and that early intervention and preventative work was vitally important.
- (vii) Would the arrangements of implementing the pool budget be suitable and work for the changes in this field?

- (viii) Why cannot the Council operate dual registration in order that community nurses can give them a service in residential care homes?
- (ix) That home care worked successfully if the facilities were available, however it was known that individuals had to move from their home area to get residential care provision and this caused difficulties for families to visit and to travel etc.,
- (x) Concern regarding the lack of recruitment of carers in competition with the better wages offered by supermarkets.
- (xi) Can lessons be learnt from other authorities that perform better within the family, and was it possible to make more use of private residential homes?
- (d) The officers responded to the above observations as follows:
- Perhaps it would be possible to give consideration to experiment with the implementation of the pool fund in certain pockets of the County, but certainly this would have to be considered step by step.
  - In terms of comparing performance with other authorities, it was assured that this had been considered and incorporated in the report's recommendation.
  - That the scenario regarding the living wage might possibly close the gap in the future in terms of residential and private care.
  - Although respite care had not received specific attention within the report, it was recognised that there was room to make use of respite care by considering other methods to reduce the dependency on respite care.

**Resolved: To accept the contents of the draft report and to request that the Cabinet Member for Social Services: Adults and Health and the Head of Social Services give consideration to the relevant comments outlined by members in (i) – (x) above as part of the final report.**

## 10. THE CARE CHALLENGE PROJECT

- (a) A report on the Care Challenge project was submitted. This project was one of the projects of the Council's Strategic Plan and was crucial to transform social services in response to the Social Services and Well-being (Wales) Act and the challenging financial agenda that they were facing.
- (b) The Cabinet Member for Social Services: Adults and Health explained that it was proposed to conduct Focus Groups with Members on 29 September between 2.00 – 4.00 pm at Porthmadog and work was on-going to engage with users, key partners and communities.
- (c) Observations by Members were requested on the project brief and an appeal was made for them to take part in the Focus Group on 29 September.
- (ch) During the ensuing discussion the following points were highlighted: by individual Members:
- (i) Concern that private care homes were closing due to the inability to recruit staff
  - (ii) A Member noted that specialist nurses were available and wanted to work and consideration should be given to the method of recruitment by offering additional financial incentives to work night shifts, travelling costs etc., and therefore it would not be necessary to recruit nurses from overseas. This would also ensure the use of the Welsh language which was so important to the older generation.
  - (iii) Administrative work had increased compared with the past when nurses could focus on caring for patients, however by today they were expected to undertake a great deal of administrative work as well as nursing.
  - (iv) Disappointment that only one session was offered to the Focus Group.

(d) The Cabinet Member for Social Services: Adults and Health and the officer responded to the above and noted:

- It was recognised that it was difficult to recruit but an assurance was given that the work was being commissioned by the Local Services Board together with further work with Bangor University in terms of having the provision of a School of Medicine.
- That it was proposed to conduct more sessions with the Focus Group, however it was difficult to find a suitable date for all.
- It was confirmed that the e-mail will be sent once more to Members to remind them of the date of the first session of the Focus Group on 29 September, where ideas would be discussed.

**Resolved: To accept and note the contents of the report.**

The afternoon session commenced at 1.00pm and concluded at 3.00pm

**CHAIR**



# Agenda Item 5

<b>MEETING</b>	Services Scrutiny Committee
<b>DATE</b>	26.11.15
<b>TITLE</b>	Performance Evaluation Report 2014/15 (Care and Social Services Inspectorate – CSSIW)
<b>PURPOSE</b>	To scrutinise the Report in question
<b>AUTHOR</b>	Care and Social Services Inspectorate (Appendix 1)  Morwena Edwards, Statutory Director (cover report only)

## **1 The decision sought/purpose of the report**

- 1.1 The Committee is asked to scrutinise the Performance Evaluation Report 2014/15 (Appendix 1).

## **2 Introduction**

- 2.1 On 30 October 2015, we officially received the Annual Report on the performance of Social Services for the year 2014/15. This Report will be submitted to the Cabinet in December this year.

It is probably fair to note that the report is very positive and highlights obvious areas in which the inspectors have seen progress. Despite this, there are elements which need further attention and the Statutory Director, along with relevant officers, will consider these matters in great detail and will draw up a purposeful work programme in response.

It is anticipated that a draft version of that work programme will be submitted to the preparatory meeting of the Services Scrutiny Committee in December, for information.

## **3 Relevant Considerations**

- 3.1 N/A

## **4 Reasons for recommending the decision**

- 4.1 The Annual Report is a crucial and core measure for the Social Services in order to ensure continuous learning and development. The opinion

and observations of the scrutinisers are essential to that process.

## **5 Next steps and timetable**

5.1 The report will be submitted to the Cabinet in December.

## **6 List of Appendices/Bibliography**

Appendix 1

# Performance Evaluation Report 2014–15

Gwynedd Council Social Services

This report sets out the key areas of progress and areas for improvement in Gwynedd Council Social Services for the year 2014–15

# Annual Review and Evaluation of Performance 2014 - 2015

Local Authority: Gwynedd County Council

This report sets out CSSIW's evaluation of Gwynedd County Council's performance in delivering its social services functions.

## 1. Summary

- 1.1. The council has made steady progress improving social services and preparing for coming changes. The council has a vision to support people in their communities in creative, flexible and cost effective ways and improve the experiences and choices for people with complex needs. The council has begun to develop services along these lines and the principles of the Social Services and Wellbeing (Wales) Act (SSWB Act). The greater engagement and support of the health board is noticeable, as it previously hampered development.
- 1.2. There is greater alignment between the wider council and departments providing social services as seen in the shared priorities and approaches. There has also been support for the department with its recent reviews in both adults and children's services.
- 1.3. The effort to work more cost effectively and more efficiently, coupled with planned council tax increases, has enabled the council to halve its financial shortfall from £50 million to £25 million, with further efficiency savings of £18 million to be realised over the coming years.
- 1.4. The performance in some areas of social services has been incrementally improving year on year, and there are solid areas of practice and good outcomes, such as for looked after children. Change in service design has been slow in other areas, such as in services for people with learning disabilities and adult accommodation strategy.
- 1.5. The planned changes in social services will require changes in established practice and culture. The nature and scale of the changes faced by social services present significant risks that require a high level of leadership and support to be delivered in a timely manner. The new arrangements with a cabinet member for adults and health and a cabinet member for children and young people should provide a clearer line of sight on the new service developments, and engagement with the health board.
- 1.6. The council has strong performance in implementing the requirements of

## 2. Response to last year's areas for improvement

Identified improvement last year	Progress in 2014–15
Strategic planning with Betsi Cadwaladr University Health Board (BCUHB) in adult services	There has been significant progress in joint planning and development of adult services.
Strategic planning with BCUHB in Children and Adolescent Mental Health Services (CAMHS)	Some progress in establishing regular meetings with senior managers in the health board. The impact of the improved relationship is yet to be evaluated.
Using information from looked after panels to describe the population needs and trends	Progress has been made in the panels reporting practice that will enable the council to identify patterns over time.
Timeliness of initial assessment in children's services	Slight improvement in performance. New arrangements have been made to further improve timeliness.
Continued improvement to reduce the number of children re-referred	There has been year on year improvement in performance. There is a growing understanding of the data and separation between notifications and referrals.
Awareness and use of advocacy services	The advocacy service was re-tendered regionally in 2014 and awareness-raising arrangements are now in place.
Consistency in responding to complaints	Improved performance – greater management and oversight of complaints.
Access to health care and accommodation for looked after children	The performance in respect of looked after children's health assessments remains significantly behind the Wales average. Move on accommodation still needs development. The council has established the "When I'm Ready" scheme, giving a further option for looked after children.
Evaluation of the impact of the corporate safeguarding structures	Safeguarding is given a high priority within the council. Evidence of the impact of the new arrangement is yet to be evidenced.
Timeliness of child protection	Performance in holding initial child

conferences	protection conferences improved slightly but is below the average in Wales (85% compared to 93%). This remains an area for improvement.
Raise awareness of the implications and requirements of Deprivation of Liberty Safeguards (DoLS) and improve the governance arrangements for the operation of the procedures	There has been a significant increase in DoLS applications and the council has increased the number of assessors.
Quality assurance	New safeguarding and quality unit has been established. New processes to be worked through.
Corporate parenting support for looked after children by the council and partners	The membership of the Corporate Parenting Panel has been refreshed and there is greater corporate support for looked after children.

### 3. Visits and inspections undertaken during the year

- 3.1. Site visits provide CSSIW with an opportunity to speak with people who use the services, their families and staff who manage and work in the services. During 2014/15, site visits were made to:
- Cae Garnedd Extra Care Housing
  - The Integrated Health and Care Team (located at Alltwen Hospital) for older people and people with disabilities
- 3.2. CSSIW also met with senior officers of the council throughout the year to review social services performance and discuss progress with the areas for improvement identified in last year's performance evaluation. The council engaged effectively with CSSIW and readily facilitated access to enable site visits to take place.
- 3.3. During the year, CSSIW undertook inspections of regulated services run by the council and by independent operators. This included reviews of the in house fostering service, adult placements service, care homes and domiciliary care services. Details on these are contained in published reports and available on CSSIW's website.

### 4. Areas for follow up by CSSIW next year

- 4.1. A number of specific areas for improvement have been identified in the body of this report. The council's progress in relation to these will be discussed with the council during regular engagement meetings in the

coming year. Specific areas for follow up will include:

- Improvements in the Protection of Vulnerable Adult (PoVA) practice
- Modernising learning disabilities services
- Mental health commissioning strategy and services.

## **5. CSSIW inspection and review plan for 2015 -16**

- National review of domiciliary care
- National review of services for people with learning disabilities
- National review of care planning for looked after children.

## **6. The extent to which the experiences and outcomes for people who need care and support are improving their wellbeing**

### **Adults**

#### **Overview**

- 6.1. The council is making progress towards its aim of ensuring that people receive the right care at the right time, in the right place and by the right professional people. The council has worked in partnership with the health board to achieve this. An example of services developed to meet the need of people with complex needs is the four short term units within the council care homes to avoid hospital admissions. The rate of delayed discharge from hospital because of social care reasons remains significantly below the Welsh average, and lower than the previous year.
- 6.2. Performance in completing annual reviews of care plans improved and was above the average in Wales (83% compared to 80%). During the year it was identified that the council and health board should ensure that they have effective joint policies, procedures and practice to ensure timely re-assessment of the care needs of care home residents.
- 6.3. The number of people the council supported in care homes per 1,000 of the population over 65 years of age at the end of the year has reduced compared with the previous year. However this remained among the highest in Wales (24 compared to average in Wales of 19). For many years the council has supported significantly more people in community



homes than the average in Wales, and people are more likely to live in council-owned care homes than in other Welsh councils.

- 6.4. CSSIW's inspections of the council's registered adult care homes found that residents spoke positively about the quality of care they received. Inspections of these services identified concerns about the administration of medication and maintaining effective registered managers, but the council took timely and effective action when concerns were identified.
- 6.5. There was evidence in the Corneli Cudd project of good practice that had been developed in partnership with Bangor University and its arts innovation centre Pontio. Here a musician and young people from the local school played music and sang Welsh language songs. The music and songs were an inherent part of many of these people's identity and early life experiences. The music and stimulation improved the quality of life of people living in the homes.
- 6.6. Safeguarding is a priority for the council and it has implemented corporate arrangements to improve safeguarding practices. It now needs to implement changes in its adult protection processes. The council has a corporate policy for safeguarding children and vulnerable adults with an established strategic panel of members and senior officers. The strategic panel is supported by an operational panel with managers from all council departments. There is evidence that the corporate safeguarding processes have led to actions that have promoted safeguarding across the council. The panel has done this by seeking information and reports regarding specific local events within council services, and learnt from the experiences of vulnerable individuals. The strategic safeguarding panel is implementing a work programme based on learning from local and national cases, looking at the lessons from audits, developing training, new policies and a safeguarding dashboard. There is evidence that the operational panel and council departments are implementing plans to improve safeguarding practices. There is a need to ensure the consistent, timely implementation of the identified improvements to safeguarding.
- 6.7. During the year there were 178 Protection of Vulnerable Adult (POVA) referrals in the year, six fewer than the previous year. Of these referrals 100% were completed where the risk was managed. The council contributed to an adult practice review that identified improvements needed in the council's Protection of Vulnerable Adult (POVA) practice. When implemented, these will increase the involvement of care providers and provide greater clarity regarding the investigation and its outcome. Adult safeguarding will be an area for CSSIW to follow up in 2015-16.

- 6.8. The council managed four escalating concerns processes regarding care homes and a domiciliary care service, where there was concern about the quality of care provision; this was twice the number of the previous year. The council worked effectively in managing the closure of a domiciliary care agency through good use of the council's brokerage team, the council's own services and resources working well with key partners and made prudent contingency planning.
- 6.9. The Deprivation of Liberty Safeguards (DoLS) provide a legal framework to protect people living in care homes and hospitals who are vulnerable because of mental disorder and lack of mental capacity. The council had a significant increase (from seven in 2013-14 to 365 in 2014-15) in applications for Deprivation of Liberty Safeguard (DoLS) authorisations which has result in a delay in assessments being undertaken. The council has responded by appointing a co-ordinator and increasing the number of best interest assessors.
- 6.10. The council has begun to develop a mental health commissioning strategy and mental health services will be an area for us to follow up in 2015-16. The council identified that it needs to modernise its learning disabilities services and developing a range of person centred services to increase independence. The council is adopting the progression person-centred development model for learning disability services that aims to better realise aspirations in achieving independence. This approach promotes the learning of new skills and helping people to safely do as much as they can for themselves. This is an area that CSSIW will follow up in the coming year. In 2014-15 the council has also being undertaking a review of adult services. The council stated that the review would be published in September 2015.
- 6.11. The number of people using direct payments has increased to 120 enabling these people to have more choice, flexibility and control in maintaining their independence. During the year the council established a task group and coproduced with service users new guidelines for direct payments and plans to continue to coproduce the arrangements in the coming year.

### **Key National Priorities (adults)**

#### **Preventative and early intervention services**

- 6.12. During the year the council has developed preventative services with partners, opening a second extra care facility during December 2014 in Bangor and it plans to open another in Porthmadog in 2017. The Cae Garnedd extra care facility in Bangor was developed by a partnership

with North Wales Housing and provides high quality accommodation. The people living in Cae Garnedd described receiving a high quality of care. The facility was establishing its community and social activities. The carers working in the extra care facility said they were well supported and able to provide safer and improved care in the new development.

- 6.13. The Ageing Well programme was developed during the year in partnership with Age Cymru with centres in Blaenau Ffestiniog, Penrhyndeudraeth, Cricieth, Porthmadog and Tremadog established on the preventative principles of keeping older people active and healthy, and to improve and create social opportunities in their local communities.
- 6.14. The council assessed or reviewed the needs of 241 adult carers in 2014-15 which is a reduction from the 298 carers assessed the previous year. This is a concern as the number of carers of adults receiving an assessment of their own needs has risen over the past four years in Wales, whilst the number has fallen continually in Gwynedd. The number of carers of adults who were assessed or re-assessed in their own right during the year, who were provided with a service in the year, was 132 people.
- 6.15. During the year the council reviewed the effectiveness of the reablement service and identified that the service has produced savings of £1million, and that 58% of people who receive the service do not need a service again for at least a year. It was identified that the service could be further targeted to improve efficiency and become more focused on agreed outcomes for the citizen, rather than aiming to reduce future use of the service.

### **Integration of health and social care services for older people with complex needs**

- 6.16. The integration of health and social care was prioritised by the local service board and delivered through an integrated transformation team and the county forum, that included the third sector and housing partners. Integrated working was enhanced by some co-location and improved communication between information technology systems. A transformation manager was jointly appointed across health and social services, and schemes funded by the intermediate care fund demonstrated improved outcomes for people. One example is the use of a community pharmacist to visit people at home that has improved the effective use of medication, reduced waste and improved wellbeing of individuals.

- 6.17. The council and health board progressed towards seven day a week working and enabled discharge from hospital over the weekend. This is to be accompanied by an integrated discharge lounge in Ysbyty Gwynedd that aims to improve multidisciplinary communication and reduce the time people are in hospital.
- 6.18. The council made significant progress in setting up its new way of working at Ysbyty Alltwen, Porthmadog, where a team of social services and health staff work jointly to provide services for older people and people with disabilities. There was strong engagement with the health board in the development of this service through evaluating the traditional way of working, establishing new values and providing a senior level of support in implementing the programme. The service is people focused implementing the principles of the Social Services and Wellbeing (Wales) Act 2014, using the 'what matters' approach and building on people's strengths. The service aims to make timely decisions as effectively as possible. The leaders in the council and health board have been at the forefront of challenging and changing practice, by overcoming bureaucratic obstacles and stripping inefficient processes. There will be challenges for the council and health board in mainstreaming on a larger scale the values and ways of working developed in the pilot. The new way of working could potentially bring about significant changes and efficiencies in adults services and will influence the new direction for older people's services.

### **Areas of progress**

- Strategic and operational working with the health board
- Development of person centred practice in line with principles of the SSWB Act.

### **Areas for improvement**

- Adult safeguarding
- Support for carers.

### **Children and young people**

#### **Overview**

- 6.19. The performance in children's services was similar to the previous year, with good outcomes achieved for looked after children and a need for improvement in performance in the assessment, care management and review within children's services.

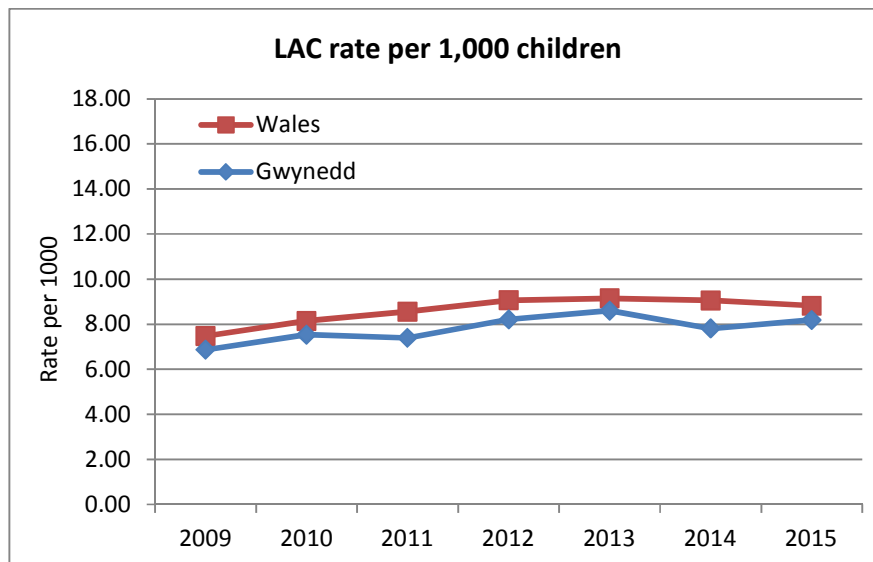
- 6.20 There has been year on year improvement in the council's management of referrals. Notifications and referrals are being separated, resulting in a falling number of children in need referrals. However, the re-referral rate remains above the average in Wales (26% compared to 21%).
- 6.21. Performance in the timeliness of initial assessments has improved but remains below the average in Wales (70% compared to 76%) and it remains an area for improvement for the council.
- 6.22. The council's domiciliary care service for disabled children provided good quality, tailored care in accordance with individual needs, choice and preference. The service should develop a better evaluation of its capacity to provide the service required.
- 6.23. The number of children on the Child Protection Register at the end of the year was similar to the last three years after a rise in 2012-13. The council's performance in holding initial child protection conferences improved slightly but is below the average in Wales (85% compared to 93%). The council's performance in holding statutory reviews and review child protection conferences on time also dipped. The loss of the child protection co-ordinator and staff sickness contributed to the downturn in performance in these areas. The timeliness of child protection conferences remains an area for improvement. The council also needs to maintain and improve the timeliness of reviews of looked after children now managed by the safeguarding and quality unit.
- 6.24. CSSIW's experience during the year has been that safeguarding issues are addressed promptly, and that strategy meetings and child protection processes are well managed.
- 6.25. The council has followed through in delivering on action plans to improve safeguarding services, following a domestic homicide and serious case review that were reported on last year. There have been two multi-agency reviews during the year and another that has progressed to an extended child practice review. The officers in the council have undertaken the child practice review training and contributed to reviews across the region. The council has taken action regarding improvements identified in the CSSIW thematic review on safeguarding and care planning of looked after children and care leavers who exhibit vulnerable or risky behaviour. Progress has been made in improving the understanding derived from panel information and the challenge provided by elected members. However, progress is slower in areas such as improving the provision of physical and mental health services for looked after children.

## **Key national priorities**

### **Preventative and early intervention services**

- 6.26. The preventative and early intervention services moved during the year to be under the management of the children and supporting families department, and this has assisted with closer working with the teams. This will also allow for better planning of service to meet the requirements of the Social Services and Wellbeing (Wales) Act. During the year the council has developed its prevention and early intervention services. Extending the Flying Start provision to Bethesda and Talysarn has significantly increased the number of pre-school aged children receiving support to improve their skills before they go to school. There are further development plans to extend this to Dolgellau, Penygroes and Galt y Sil. The Team around the Family - Gyda'n Gilydd service supported 85 families, and research from the University of Wales found that 80% of families reported that the service had supported them to make long-term improvements. External evaluation by Oxford Brookes University also gave external confirmation that the service is of a high quality and makes a positive contribution to families. The Integrated Family Support Service, which works closely with families to achieve behavioural change, is operational and there is positive feedback regarding the service, but a more detailed evaluation of the work will be possible in 2015-16.
- 6.27. The council's end to end review of children's services identified the benefits of the establishment of the Edge of Care Team to avoid children being placed in care through short, intensive intervention. The team has been operational since the beginning of February 2015. The council is reporting good initial outcomes from the service and intends to use the skills developed to transform children's services.

## Looked after children (LAC)



### Numbers of LAC as at 31 March

	2009	2010	2011	2012	2013	2014	2015
Gwynedd	163	179	175	195	203	185	194

- 6.28. The number of looked after children has fluctuated around 194 for the past four years. Over the last seven years the council has had an increasing number of looked after children as was the trend across Wales. At the end of the year this was 8.19 children per 1,000 in Gwynedd (compared to a Welsh average of 8.82).
- 6.29. The council's end to end review in 2013-14 concluded that the council should reduce the number of looked after children. During the year 64 children became looked after, 55 stopped being looked after, and five were adopted. There is a growing number of children placed with their parents over the past three years increasing from six, to 17, to 27 in 2015, whilst the number of placements with family or friends fell over three years (similarly from 45, to 33, to 30). The number of out of county placements has stayed steady at around 13, with a reduction in the number of agency foster placements over three years (from 31, to 28, to 24).
- 6.30. For the last three years all looked after children placements began with a care plan in place; permanence plans are nearly all completed in time. The performance in attendance and educational achievement of looked after children was generally good, and the external qualifications

achieved by 16 year olds was well above the average in Wales (average external qualification points of 428 compared to 274).

- 6.31. The health board has only made a small improvement to the percentage of looked after children who receive a health assessment in the year and this remained significantly behind the Wales average (51% compared to 81%).
- 6.32. Again this year 100% of care leavers had a pathway plan and an allocated personal adviser. This has been the same for the past three years and the council is consistently above the average in Wales of 90%.
- 6.33. The council has run one of three pilot schemes that extended foster placements beyond young peoples' 18th birthday. The "When I'm Ready" scheme has provided seven young people with more choice of accommodation and the opportunity to work closer with these young people to prepare them for independence. The council has been able to learn from the pilot and contribute to the development of the service.
- 6.34. CSSIW inspected the council's fostering service in October and November 2014 and it was found to be a highly regarded service, responsive to the needs of children and well run. Looked after children were seen regularly by social workers, encouraged to express their views, and led an active family life.

### **Areas of progress**

- Maintained good outcomes for looked after children
- Development of preventative services.

### **Areas for improvement**

- Timeliness of initial assessment
- Timeliness of child protection conferences
- Timeliness of looked after children's reviews
- Timeliness of health assessments for looked after children.



## **7. The extent to which leadership, governance and direction for the council is promoting improvement in outcomes and wellbeing for people who need care and support**

- 7.1. The council has developed a protocol that describes the relationship of the statutory director to the key post holders. This protocol is identified in the council's new constitution, and is being worked through and approved by the key post holders. The council made appointments to the new posts of head of adults, health and wellbeing and the head of children and supporting families.
- 7.2. The absence of some key staff has hindered the council's ability to progress developments during the year, putting significant demands on the corporate director and her team. The council made arrangements to share responsibilities and progress the departments' work, including secondment of an existing head of department to be the temporary head of department for adults, health and wellbeing. There have been significant challenges for the council of providing capacity and professional leadership in adult services, during a time of significant change.
- 7.3. The statutory director of social services has been at a corporate director level in the council for nearly two years. During this time there has been increased awareness and prioritisation of social services matters in council business. The council has clearly prioritised social services issues and has supported the change in work practice, required by the SSWB Act, evidenced in the work at Alltwen.
- 7.4. Capacity has also been reduced as a result of changes in the corporate structure with a reduction from three to two corporate directors. It is important that the leadership in social service is allowed sufficient time to focus on the statutory responsibilities and transformation of services.
- 7.5. The council has contributed to and benefited from regional initiatives that have developed social care and the sector. The challenges faced by social services are a priority for the council with the Anglesey and Gwynedd Partnership identifying as its three key priorities older people, dysfunctional families and sustainable communities/community regeneration.
- 7.6. The council previously had difficulty engaging the health board. However, there is good evidence that this is improving at strategic, operational and political levels, for example the Alltwen pilot and consideration at the council scrutiny committee of the performance and

improvements in hospital discharge practice. The health board's new area working arrangements have improved the partnership working in Gwynedd.

- 7.7. In the departments' new way of working they have adopted a system thinking approach focussing on working arrangements, behaviours and culture that puts people at the centre of everything the council does. There is considerable alignment with the principles of the Social Services and Wellbeing (Wales) Act 2014, the Alltwen pilot and Ffordd Gwynedd. The approaches put people at the centre, overcome structural and bureaucratic obstacles and efficiently deliver what is important to people.
- 7.8. Corporate attention has been given to supporting the modernisation of social services and responding to the Act. The two significant reviews of operational arrangement in children's and adults service have been supported by corporate services. The new departmental structure has allowed for closer alignment of children's social services and preventative services.
- 7.9. The council has made use of opportunities and continued to incrementally develop its services. The council identifies that it needs to improve its communication with partners in order to co-produce services. The council did not fully develop and implement its previously published commissioning strategies. There is a need for a wider range of services including for people with dementia and developing domiciliary care services in isolated rural areas.
- 7.10. The social services budget for 2014-15 was £59,056,000 with a savings target for the next three years of £6,084,000. The council is facing a budget shortfall of £50,000,000 up to 2017-18 and for it to address this there may be further reductions in the social services budget. This will put additional pressures on social services and the risks associated will need to be managed and scrutinised.
- 7.11. During the year the long standing cabinet member for care retired from his post. He was replaced by a cabinet member for adults and health and a cabinet member for children and young people. Supported by new arrangements in the department, the cabinet member for children and young people will lead on corporate parenting. The cabinet member for adults and health should have a clearer line of sight on the new service developments and engagement with the health board.
- 7.12. The council has strong performance in implementation of the requirements of More Than Just Words – the framework for the Welsh Language. Implementing the second year of its action plan, the council has developed its understanding of where it needs to improve Welsh

language resources and taking practical steps in developing its Welsh speaking workforce. In the More Than Just Words conference 2015 the council won awards for developing innovative resources for working with people with children with learning difficulties, working in partnership in developing preventative services and leadership, and in developing healthy schools. The corporate director of the council also takes a lead role on this agenda nationally and is contributing to the strategy that will follow on from More Than Just Words.

- 7.13. The council has improved its oversight and management of the complaints service. During the year, key staff members returned to their substantive roles in managing the complaints process and there is greater oversight of complaints by the corporate director. The council has implemented the guidance for managing complaints that came into force in 2014 and there has been a significant fall in the number of complaints that have progressed to the formal investigation. There were no stage two formal investigations during the year. One application was made for a stage two formal investigation; however, the independent investigator found that a very comprehensive investigation had already been completed at stage one. There has been an increase in the number of enquiries and comments suggesting earlier resolution of issues. However, not all complaints were managed within the expected timescales, with 13% of children's and 26% of adult stage one complaints not being in timescale. There were various reasons for these delays but primarily the delay was a result of a lack of management capacity.

#### **Areas of progress**

- Increased alignment between the council and the department
- Implementation of More Than Just Words
- Improved oversight and management of complaints.

#### **Areas for improvement**

- Implementation of modernisation programmes
- Scrutiny and oversight of implementation of modernisation programmes.

# Agenda Item 6

<b>MEETING</b>	Services Scrutiny Committee
<b>DATE</b>	26.11.15
<b>TITLE</b>	Report on the work of the Strategic Safeguarding Children and Vulnerable Adults Panel
<b>PURPOSE</b>	To scrutinise the Report in question
<b>AUTHOR</b>	Councillor Mair Rowlands Morwena Edwards, Corporate Director

## **1 The decision sought/purpose of the report**

- 1.1 The Committee is asked to scrutinise the Report on the work of the Strategic Safeguarding Children and Vulnerable Adults Panel (Appendix 1).

## **2 Introduction**

- 2.1 The intention of the report submitted is to look back at what has been achieved over the period from April 2014 – March 2015 as well as the opinion of external auditors where relevant. The report also gives an overview of the work of the Panel for this year. (For information – it is intended to submit a similar report for 2015/16 during May 2016).

Members will be aware that the field of safeguarding is one of the Council's main responsibilities and it has also been included as a main priority within the Strategic Plan.

Members will also be aware that the field of safeguarding focuses on our responsibilities to ensure that the children and vulnerable adults of Gwynedd are protected from abuse.

In addition, we are expected to intervene in a timely and appropriate manner when a child or vulnerable adult needs to be protected from abuse. There are national guidelines in place in order to drive practice in this field and the appropriate Services collaborate with other relevant agencies e.g. the police.

It is important to note here that safeguarding is a matter for everyone, and some can make the mistake of thinking that safeguarding is the responsibility of staff within social services only. In order to ensure that the Council promotes this mind-set and culture, the Strategic Safeguarding Children and Vulnerable Adults Panel was established to

drive and monitor corporate arrangements. The Panel has mixed membership, with three cabinet members along with the relevant senior officers present.

### **3 Relevant Considerations**

- 3.1 It should be borne in mind that this report is a report on the work of the Strategic Safeguarding Children and Vulnerable Adults Panel; therefore it focuses on the corporate arrangements of safeguarding rather than specific cases in the field. Other arrangements exist, such as the Regional Safeguarding Boards for Children and Vulnerable Adults, in order to deal with specialist matters in the field. These Regional Safeguarding Boards are statutory and are of a multidisciplinary and multiagency nature.

### **4 Reasons for recommending the decision**

- 4.1 It is believed that the report summarises the work of the Strategic Safeguarding Children and Vulnerable Adults Panel in a correct and fair manner and it is essential that members are aware of the Panel's work and are able to satisfy themselves that the Panel has undertaken the required work in a thorough and conscientious manner.

### **5 Next steps and timetable**

- 5.1 The report will be submitted to the Cabinet in December.

### **6 List of Appendices/Bibliography**

Appendix 1

## **The Strategic Safeguarding Children and Vulnerable Adults Panel Report**

**2014/15**

### **1. Introduction**

- 1.1. Members will be aware that the Council prioritises the safeguarding field very highly and has included it once again in its Strategic Plan for this year. Members will be also be aware that the Strategic Safeguarding Panel (Children and Vulnerable Adults) was established to provide assurance to the Cabinet and the Statutory Director of the efficiency of our safeguarding and protection arrangements as a Council.
- 1.2. Therefore, the purpose of this report is to provide an overview of the Panel's work in 2014/15 along with a summary of the opinion of external inspectors of our work. We will also summarise our intentions for 2015/16, for information.
- 1.3 The Panel is chaired by Councillor Mair Rowlands who is supported by Morwena Edwards, the Statutory Director with responsibility for the safeguarding field. Councillors Gareth Roberts and Gareth Thomas are also members of the panel by virtue of their duties in the field of adults and children's services. In terms of officers, many Heads of Department are members of the panel (such as Education, Adults, Health and Wellbeing, Children and Supporting Families, Corporate Support) as well as the Monitoring Officer.
- 1.4 An Operational Group exists to support the Panel's work. The purpose of this Group is to implement the work programme and also deal with operational matters. This Group's membership includes a safeguarding champion from each of the Council's departments. The Chairman of the Operational Group is also a member of the Strategic Panel.
- 1.5 The principal focus of these abovementioned arrangements is ensuring that the Council's corporate procedures on safeguarding are effective and robust. Other arrangements are in place, the Regional Safeguarding Board for Children and Vulnerable Adults for example, to deal with specialist matters in the field. These Boards are statutory and they operate across agencies, with specific and legal responsibilities. The Council is responsible for contributing to these governance arrangements regionally and sub-regionally, and from time to time, there will be a need to amend the Council's corporate arrangements to reflect the recommendations of the Regional Bodies.
- 1.6 Our intention as a Strategic Panel is to ensure that we provide regular reports to the Cabinet on progress in this field, offering recommendations for improvement when needed. Following this report, it is anticipated that we will report to the Cabinet in a regular cycle in accordance with performance reporting arrangements – an annual report will also be submitted every May.

## 2. Work Programme

2.1 The Strategic Panel has been responsible for implementing a comprehensive work programme. The following table provides an update of what was achieved between April 2014 and March 2015.

	<b>Field of Work</b>	<b>Action/Outcome</b>
1	Secure an understanding of corporate safeguarding policies and procedures within the Council	Following the Panel's establishment in November 2012, the departmental and corporate policies have been reviewed every year. This includes all Council departments revisiting their arrangements and through their designated managers ensuring that staff have an understanding of these procedures.
2	Ensure awareness and compliance of the Corporate Safeguarding Children and Vulnerable Adults Policy and Guidelines	Every designated manager began a series of meetings with individual teams within their department in order to raise awareness of the contents of the corporate and departmental policies – and briefing notes were provided to those managers in order to facilitate the work. Posters were produced to promote the message that safeguarding children and vulnerable adults is everyone's responsibility and copies of these posters were distributed to every workplace within the Council with clear instructions to display them in prominent locations on the site. This message was reiterated in an information sheet and business cards were circulated to all Council departments, noting the new phone number that has been set up to receive reports on concerns relating to safeguarding children and/or vulnerable adults.
3	Provide safeguarding training for members, staff and managers	Nine workshops were held with officers and Elected Members in order to raise awareness and ensure better understanding of what is expected of every officer and Member in this field. A safeguarding children e-learning pack was developed as well as an e-learning pack for the vulnerable adults field, which is yet to be released. Some designated managers attended more specialist external training sessions and there are plans to ensure that a wider audience receives this training during 2015/16.
4	Approve, distribute and ensure awareness of the education service's safeguarding policies and guidelines	The Department's Safeguarding Policy was reviewed in accordance with the annual procedure.  It is intended to review safeguarding policies and guidelines and to relate them to Estyn's key questions.
5	Ensure an annual independent audit is undertaken of the quality of safeguarding children and child protection procedures	Schools submit an annual report for the attention of the governing bodies every year.  Further work has begun and a timeframe for action has been agreed with the schools in relation to Estyn's requirements in

	in schools	the field.
6	Ensure that an annual independent audit is undertaken of the quality of safeguarding and protecting children and vulnerable adults procedures across departments and Services is undertaken by sampling operational safeguarding procedures	An independent audit was undertaken during October 2014 in order to measure the level of staff awareness and understanding across the Council of what we are seeking to achieve in this field. The audit entailed visiting staff in twenty separate locations, interviewing every designated manager and the Chair of the Strategic Panel along with reviewing the policies and the work programme. It was reported that there were good examples of the policy being implemented; however there was a need to concentrate on ensuring that the messages are conveyed effectively to workers who travel across the County. Three elements of the corporate policies causing concern to some workers were identified, namely the requirement to act beyond work duties, concern regarding making false allegations and lack of understanding about matters relating to having to act as a witness.
7	Ensure that the prioritising of the safeguarding children and vulnerable adults field is reflected in the Council's Strategic Plan	The safeguarding work is already included within the Strategic Plan and has remained a priority following a review held in 2015. The proposed work programme has now been agreed. The work programme includes giving further attention to corporate matters in the fields of education and children in relation to Child Sexual Exploitation and adults in relation to the recommendations of the Older People's Commissioner and the Winterbourne report.
8	Lead Members receive evidence of the council's corporate / cross-departmental performance in relation to safeguarding children and vulnerable adults' issues.	As part of the Safeguarding Children and Vulnerable Adults Strategic Panel, the Lead Members receive an update on progress against the corporate work plan and also matters of departmental importance.
9	Support the functions and duties of the Statutory Director within the Council	<p>Safeguarding children and vulnerable adults is part of what is required of the Statutory Director, but is also the duty of the Council as a whole. The work of the Strategic Panel demonstrates the support of the body and the departments across the Council to these duties. The Statutory Director's Report is submitted to the Full Council every year and this year it was submitted in July 2015. This report is also a way of supporting the Director's duties. This year, the Panel also added a standing item to its meeting agenda which provides the opportunity for Panel members to raise any concerns or submit any information they have to the Director's attention. This is of course in addition to the need to do this without delay if it is an urgent matter.</p> <p>As part of the Director's arrangements in discussing with relevant Heads of Department, a Statutory Team meeting</p>



		also takes place where the Director meets with the Head of Adults, Health and Wellbeing Department and the Head of Children and Supporting Families Department regularly in order to discuss specific Service issues.
10	Share information about the vision, priorities and the policies of the Safeguarding Panel	The Panel's work has been prioritised within the Strategic Plan and therefore receives due attention within the Council's work.
11	Strengthen the links between the Regional Safeguarding Children and Vulnerable Adults Board and Services within the Council as appropriate	The Directors and the Head of Children and Supporting Families Department and the Head of Adults, Health and Wellbeing Department are members of the Regional Safeguarding Boards. The Head of Children and Supporting Families takes a lead role in attending these two Boards, as the Head of Department specialising in the field of safeguarding. The Head of Children and Supporting Families Department provides regular reports on any matters raised at these two Boards that require the Panel's attention. Obviously, the Statutory Director attends meeting regularly and receives information through the usual Networks. This year's work programme, in terms of including the matter of Child Sexual Exploitation, is an example of the joint relationship that exists.
12	Ensure effective arrangements for commissioning or regulating outside agencies' work with children or vulnerable adults	A Task Group was established from the members of the Operational Panel, and other key officers, to review and add guidance to the Procurement Handbook in relation to arrangements for commissioning, regulating and monitoring the activities of external agencies in this field. The outcome of the review has been approved and the guidance that was developed now forms part of the corporate Procurement Handbook.
13	Develop an integrated corporate database to record Council staff activity in terms of working with children and young people	A database was established to record the criminal record checks of every employee who fulfils a role where a disclosure of criminal record is required from the Disclosure and Barring Service. The corporate policy notes the need to renew this check every three years and the database is a means of assisting managers across the Council to ensure that every relevant worker has an up-to-date disclosure.
14	Ensure there are arrangements and procedures for safeguarding vulnerable adults following the recommendations of the Winterbourne review	<p>A report was submitted to the Strategic Panel on this field; however the Statutory Director's opinion is that further work is needed in this field. It has been a challenging time within the Adults Department during 2014/15 due to the absence of key staff.</p> <p>The matter has been prioritised for 2015/16 and the Head of Adults, Health and Wellbeing Department will lead to ensure that the matter is addressed appropriately.</p>

### **3. External Inspections Undertaken During This Period**

#### **3.1 Corporate Safeguarding Arrangements in Welsh Councils (Wales Audit Office)**

During 2014-2015 Wales Audit Office undertook an audit on 'Safeguarding Arrangements in Welsh Councils'. The purpose of the audit was to examine whether the Council's "governance and management arrangements offer quality assurance in overseeing the safeguarding of children". It seems fair to say that the outcome of the review was generally very positive and it could be argued that it evidenced the success of the Panel and the Operational Group's recent hard work. Nevertheless, the review proposes improvements for the Council to consider. The safeguarding Strategic Panel will ensure that these recommendations are considered and included in the work programmes that are already operational.

#### **3.2 Care and Social Services Inspectorate Wales (CSSIW)**

During April and May 2014, an audit was undertaken by CSSIW of the Council's arrangements in planning care for our most vulnerable children and young people and those who display challenging behaviour that could place them in danger. It asked whether practice encouraged listening to the voice of the child and whether or not it promoted better outcomes for them. The inspectors determined that there were stable arrangements in place in Gwynedd and described the workforce as a stable one with high morale. It identified a number of lessons to learn from and fields to develop along with positive messages. The inspections' 10 findings were shared with the Corporate Parenting Panel, the Corporate Strategic Safeguarding Panel and the Council's Cabinet.

#### **3.3 'A Place to Call Home?' Review (the Older People's Commissioner)**

Following the publishing of 'A Place to Call Home?', namely a review of the standard of care in Residential and Nursing Homes in Wales undertaken by the Older People's Commissioner, we went about creating a work programme to meet these expectations. By now, the Commissioner has approved the work programme and the senior managers are ensuring that the necessary actions take place. We were confident that the monitoring of matters such as health and safety was already taking place, but were less confident that we were monitoring the standard of care from the Service user's perspective. This plan insists that we do this and we will report on our findings every year.

#### **3.4 Review of Whistleblowing Arrangements (Wales Audit Office)**

The review focussed on reviewing the following fields: Policy, Commitment, Action, Education and Training, Awareness, Caseload and Policy at work. The findings of the review were positive; however recommendations were also proposed to improve a number of these fields.. There was specific mention of good practice in the field of 'Education and training', whilst also identifying obvious areas for improvement.

### **3.5 Annual Report (CSSIW)**

On 30 October 2015, we officially received the Annual Report on the performance of Social Services for 2014/15 year. This report will be submitted to the Cabinet in December of this year. CSSIW has referred to our safeguarding arrangements within the report and have praised the progress achieved in terms of corporate safeguarding arrangements. It sees the need for the Adults, Health and Well-being Department to improve arrangements for safeguarding vulnerable adults. This work has already been identified by the relevant Head of Department, and a work plan is being discussed with the specialist senior managers.

#### 4. Our aims for the future – 2016 onwards

4.1 As noted at the beginning of this report, the Council has prioritised and elevated Safeguarding within the Strategic Plan by ensuring that it receives cross-departmental consideration and the attention of the entire Council – rather than being seen as the responsibility of some departments only. By reviewing the Strategic Plan in July of this year, three transformation projects were commissioned for the field (See below D1, D2, D3). These projects have been commissioned in response to some of the challenges that emerged last year. It is fair to say that it has been a difficult year due to complex cases and some that were extremely serious. The Strategic Panel is confident that the following projects will target those elements that need to be strengthened and improved. The nature of the challenges and recent cases mean that some matters must receive specific focus – ensuring that we learn lessons from cases and continue to improve our arrangements.

##### 4.2 D1 – Ensure whole-council ownership of safeguarding

The purpose of the project is to ensure corporate ownership of the safeguarding agenda and that effective actions are undertaken in relation to safeguarding Gwynedd's children and vulnerable adults.

By the end of March 2017 we will have:

- Reviewed policies and procedures on an annual basis
- Ensured that arrangements are in place to measure the impact of corporate safeguarding arrangements
- Undertaken awareness raising sessions in the field and monitored their impact
- Undertaken an annual audit of compliance with the policy
- Monitored contract arrangements (staff and provisions) in terms of safeguarding and strengthened procedures as needed
- Ensured that scrutiny members are aware of the Strategic Safeguarding Panel's work.

##### 4.3 D2 – Safeguarding children and young people

The purpose of this project is to continually improve the safeguarding arrangements and culture within the field of children and young people. By the end of March 2016, we will have:

Reviewed Council arrangements in terms of responding to the risk of Child Sexual Exploitation, by:

- Ensuring that Council arrangements coincide with the regional strategy that is being developed on a multi-agency basis
- Ensuring that the Council understands the demand for service, and CSE trends in Gwynedd, as much as is practically possible
- Improving individuals and key groups' understanding and awareness of this particular field including how to identify signs
- Recognising that the risk is greater for looked after children and work with Corporate Parent Panel on seeking to protect the most vulnerable children.

During 2015-16 we will also further strengthen the safeguarding procedures and culture within Education by:

- Undertaking an annual audit of safeguarding and governance arrangements within the department and within schools
- Creating a training programme to meet the needs of the annual audit
- Implementing a work programme in accordance with the recommendations of the annual audit and also consider any opportunities for improvement.

#### **4.4 D3 – Safeguarding vulnerable adults**

The purpose of the project is to aim to continually improve the safeguarding arrangements and culture within the field of adults. By the end of March 2016, the project will respond specifically to the recommendations of the Winterbourne report and also to the 'A Place to Call Home' report by the Older People's Commissioner, by:

- Developing a range of different methods for individuals to be heard
- Identifying whether suitable use is made of advocacy and seek to respond to any deficiencies
- Providing evidence that the corporate groups are able to demonstrate that they are listening to the voices of vulnerable adults.

4.5 By now, we have confirmed who will be leading these projects and their initial work programmes were approved by the Strategic Safeguarding Panel in September 2015.

4.6 We need to improve ownership of the safeguarding field among members and staff, and to act effectively in terms of safeguarding Gwynedd's children and young people. The three projects will enable us to deliver this, however, safeguarding will obviously remain a field of priority for the Council and we will continue to review and monitor beyond the lifetime of the Strategic Plan

## 5. Conclusion

- 5.1 That which we achieved last year in terms of the work programme highlights the activity of the Strategic Panel and the Operational Group in terms of the hard work they have undertaken to continue to improve our safeguarding and protection arrangements on a corporate level. With the external audits offering positive feedback overall they also highlight the elements that could be improved. Also, the individual cases that have arisen have also created opportunities for us to improve and review our arrangements. There will be a need to ensure that these opportunities are incorporated in the work programmes of the relevant projects or service units.
- 5.2 The Strategic Safeguarding Children and Vulnerable Adults Panel is confident that the projects that have been commissioned via the Strategic Plan will offer proactive opportunities to improve our arrangements but also to respond to any potential challenges.
- 5.3 We anticipate that we will witness the fruits of this labour by the next time a report is submitted to the Cabinet in May.

<b>MEETING</b>	Services Scrutiny Committee
<b>DATE</b>	26.11.15
<b>TITLE</b>	Report on enablement within new working arrangements
<b>PURPOSE</b>	To scrutinise the Report in question
<b>AUTHOR</b>	Councillor Gareth Roberts  Aled Davies, Head of Adults, Health and Well-being Department

## 1. Purpose of the report

- 1.1 Members have noted their eagerness to look at enablement arrangements as a result of receiving previous reports in the field. The report will focus on the element of service provision. In accordance with Council procedures, it is a matter for the Audit Committee to scrutinise financial aspects that are relevant to this work field. As enablement service provision is only one aspect of the work of Adults, Health and Well-being Department social workers, it is considered important to hold the discussion in light of the changes that are currently underway.
- 1.2 Members will be aware of the projects within the Strategic Plan and that one of them focuses on changing the practice of our workers to coincide with the requirements of the Social Services and Well-being Act. This change is being implemented jointly with Health and the work is currently to be seen in the Eifionydd area. Many of us refer to this change as Ffordd Gwynedd or the Alltwen Scheme. The intention in the medium/long-term is to extend this method of working to all parts of the County.

## 2. Introduction

- 2.1 As noted in previous reports to the Committee, the enablement service is a way of providing intense response to an individual's problems for a short period, in order to recover the individual's living skills as soon as possible and to avoid creating dependency.
- 2.2 In the recent past, it would be fair to say that enablement was seen as a specific scheme – something new and very specific. It was as if an individual would “go into it” and “come out of it” within a definite period. In one sense, this was needed in order to seek to encourage workers to use it and it was also probably a way of trying to “sell” the mind-set of being able to recover skills and get better.

- 2.3 As noted in previous reports, the success of enablement in terms of seeing individuals recovering their skills and also avoiding dependency was clear to see. The service was praised and service users and partners liked it very much.
- 2.4 In theory there would be a significant saving, that is, had these individuals who had shown improvement not shown that improvement, the cost over the years of supporting and sustaining these individuals could have been significant. Therefore, it was possible to identify, through the scheme, that a future cost saving had been made.
- 2.5 Despite this and, as has been reported previously, national evidence and research brought new information to light. The main lesson that came out of this research from John Bolton was that too many individuals received this intervention when they did not genuinely need it. It is believed that the authorities that adopted the intake model were more likely to have given an enablement service to individuals who did not require it. Here in Gwynedd, we had to review our arrangements as it would not be appropriate for us to provide services to individuals who did not need them.
- 2.6 During the same period, early in 2015, we looked at our working arrangements by using the principles of Ffordd Gwynedd - this is the work at Alltwen. Members will also be aware that this work also addresses the requirements that we now have as a result of the Social Services and Well-being Act 2014.
- 2.7 We have seen from this work at Alltwen that we need to look at the interventions that we offer to individuals from the perspective of the individual, and not from the perspective of process. With the arrangements of the enablement services, the Council was in fact guilty of putting individuals "through the process" without giving enough attention to the conversation with the individual.
- 2.8 Therefore, what we currently have is a programme of changing culture and mind-set entirely. The method of working which emanates from the Ffordd Gwynedd work at Alltwen offers a way in which the person is much more central and also addresses the requirements of the Act.
- 2.9 Therefore, our intention as part of this report is to give a presentation by two members of staff (one from Health and one from the Adults, Health and Wellbeing Department) from the team at Alltwen. This will be an opportunity for Committee members to see how this work incorporates the enablement schemes in a much more natural way with greater focus on the individual.



### **3. Relevant Considerations**

- 3.1 The From Hospital to Home Scrutiny Investigation has been accepted recently and has been discussed at the County Forum. Two work-streams have started as a result of the discussion at the County Forum - one in terms of the challenges of recruiting staff to vacant posts and the second involving working arrangements between the acute hospital and the community.
- 3.2 The second piece of work will look at these arrangements whilst also following the Ffordd Gwynedd principles.

### **4. Reasons for recommending the decision**

- 4.1 It is believed that the report and the presentation will offer an overview of the significant change that is underway within the adults field currently in terms of seeking to respond to the requirements of the Act and being person-centred. This includes the aspect of integrating our work and practice with the Health Service.

### **5. Next steps and timetable**

- 5.1 If it is so wished, we could report back to the Committee in time on how the work at Alltwen is being adopted across Gwynedd. However, it is believed that the scrutiny members intend to investigate specific aspects of the work at Alltwen and it might be useful to consider bringing both matters together.

### **6. List of Appendices/Bibliography**

None

EDUCATION QUALITY PROJECT – PROGRESS REPORT

SCRUTINY ENQUIRY REPORT	WHAT HAS BEEN ACHIEVED	RESULTS
<p><b>Leadership within Schools</b> - Firm proposals should be developed to confirm educational leadership’s key role in schools by headteachers, senior management teams and heads of department, and support work to boost confidence to fulfil the role</p>	<p>A report commissioned for leadership field in Gwynedd. The specification has been prepared, and the visits/research will be held in October 2015.</p> <p>There is a specific focus on leadership in the LA and GwE’s business plans.</p> <p>A specific programme of leadership development workshops has been held by GwE; 27 prospective leaders have been registered from Gwynedd.</p> <p>Establish ‘The Moelwyn Plan’, -a pilot scheme of strategic collaboration between schools in the catchment-area (primary and secondary).</p> <p>Specific cases of strategic leadership and management collaboration promoted by the LA and by the schools governing bodies.</p> <p>Strategic collaboration in terms of leadership and management between the headteachers of all secondary schools in Meirionnydd.</p>	<p>The report into the leadership field and recommendations to consider, will be presented to the Education Department in November.</p> <p>Mandatory training in the leadership and management fields, and teaching and assessment provided for headteachers, setting a baseline regarding expectations for the current school year and beyond.</p> <p>The ‘Moelwyn Plan’, a pilot scheme of strategic collaboration between schools in the catchment-area (primary and secondary) has been extremely successful and has received attention and praise from the National Leadership Development Board.</p>
<p><b>Mathematics</b> – Need to immediately focus on developing excellent teaching methods in Mathematics teaching within the county’s</p>	<p>The LA and GwE have identified English and mathematics as areas of concern in our secondary schools.</p>	<p>GwE has issued a Regional advertisement for a Mathematics Challenge Adviser.</p>

<p>Primary and Secondary Schools and with other partners.</p>		
<p><b>Understanding Performance and Data</b> – A clear expectation should be set regarding system of tracking achievement, monitoring guidelines and use made of the information in every school in the county, including when bridging between the primary and secondary sectors</p>	<p>Work needs to be done on developing effective tracking and targeting, specifically in the secondary schools, to increase number of pupils who achieve the level 2+ threshold (five GCSE's A*-C including mathematics, and Welsh or English). It will need to be ensured that the LA and GwE's business plans address raising standards at underperforming schools.</p>	
<p><b>Raising and Conveying Expectations:</b> - The LA's, Governors, staff and pupils expectations should be inspired and raised about the achievements of the county's pupils so that the targets set for TL2+ can be exceeded.</p>	<p>A conference was held in June 2015 on 'Promoting Quality at Gwynedd's Secondary Schools' to clearly set out the expectations. Presentations were held on the following fields:</p> <ul style="list-style-type: none"> <li>• Creating a successful school</li> <li>• Turning the vision into reality</li> <li>• Thinking outside the box</li> <li>• Cycle and nature of school and department self-evaluation and primary-secondary transfer specifically focussing on learning and teaching.</li> <li>• Develop distributed leadership and develop middle leadership and ensure that all staff members jointly aspire</li> <li>• Respond to the challenge and raise Gwynedd secondary schools expectations</li> </ul>	<p>Minimum expectations clearly set out for the schools with the aim of exceeding 70% regarding principal KS4 indicator, TL2+, has been set. This aim is also reflected in the schools targets and the Education Department's Business Plan.</p>
<p><b>Polarize Quality</b> - The LA should develop a</p>	<p>Appropriate support targeted through</p>	<p>Schools receive an appropriate level of</p>

<p>model of continual improvement with effective support and challenge to improve schools</p>	<p>implementing the 'new model' (GwE) led by the link Challenge Adviser.</p>	<p>support and challenge to address their specific needs.</p> <p>Schools who are at risk of slippage identified at an early stage so that appropriate intervention can be implemented.</p> <p>Strengthen school to school support systems and develop new partnerships.</p> <p>Identify areas of excellence and practice that is worth sharing.</p> <p>The LA and GwE monitor and challenge the schools who give cause for concern, using all of the LA's available powers to improve leadership and management at underperforming schools.</p>
<p><b>The LA's role</b> – A broad mutual understanding of the LA's role should be highlighted and established and, specifically, its relationship with Schools regarding the responsibility for quality and releasing school leaders to focus on quality</p>	<p>The LA's role and main priorities are noted clearly in the Education Department Business Plan and Strategic Plan:</p> <ul style="list-style-type: none"> <li>• Improve leadership conditions to raise standards.</li> <li>• Improve leadership and management, with the aim of moving towards the objective that headteachers are non-contact, i.e. do not teach children.</li> <li>• Improved quality of leadership within the county's schools.</li> <li>• A clearer career structure in place for teachers.</li> <li>• Ensure that children and young people gain from more consistent</li> </ul>	<p>To be done in 2015-17</p> <ul style="list-style-type: none"> <li>• Work on the county's leadership and management conditions and implement the agreed recommendations.</li> <li>• Monitor and challenge every school and use all the powers at the LA's disposal to improve leadership and management at under-performing schools.</li> <li>• Develop managers and prospective managers within services and identify future leaders.</li> <li>• Develop a robust school to school system and ensure that there are</li> </ul>

	<p>standards at our schools, as the impact of strong leadership will have a positive impact on children and young people’s achievement.</p> <ul style="list-style-type: none"> <li>• The Schools Modernisation Team will now specifically focus on improving leadership and management conditions. This will create viable schools and allow better conditions for effective leadership and management.</li> <li>• Develop a viable schools network in future.</li> <li>• Create better conditions to develop leadership, increase and reconcile standards of education, and improve experiences for children and young people.</li> </ul>	<p>arrangements in place to avoid duplication.</p> <ul style="list-style-type: none"> <li>• Ensure that capital investments lead to improved conditions of leadership and management.</li> </ul>
<p><b>Governors Role</b> – Need to review the type of support provided for governors role so that it is more fit for purpose within the quality programme context.</p>	<p>A system has been established to provide Mandatory courses for New governors, Chairpersons, Clerks and Understanding Data.</p> <p>North Wales Consortium has developed modules on the Internet for the Mandatory Courses.</p> <p>LA Officers visit governing bodies in the red categories for training and assisting in running and effectiveness of the governing body.</p> <p>Following the annulment of the Bronze Award, Officers have prepared a handout to</p>	<p>The courses are ongoing in 3 areas.</p> <p>Mandatory courses are available on the Internet for any governor.</p> <p>Have worked with schools in the red category, and receive the Governors and management team’s appreciation, in situations when ESTYN re-visit.</p> <p>Recently presented the self-evaluation to a school in the red category. Have not yet</p>

	present to governing bodies as a self-evaluation tool. A national procedure is also created.	proceeded to involve more schools.
<b>Links with Pupils</b> – There should be regular arrangements to include pupils views on quality of education to the attention of governors at their meetings and to the LA's attention.	<p>Secondary school governors are encouraged to arrange for 2 School Council representatives to attend governors meetings.</p> <p>Primary school governing bodies are encouraged to arrange that a delegation from the School Council provide an annual presentation to the Governors.</p>	This was a requirement in the Bronze Award and is now noted as a requirement in the self-evaluation process.

## ANOTHER ELEMENT OF THE QUALITY PROJECT THAT DID NOT ARISE FROM THE INVESTIGATION

<b>FIELD</b>	<b>THAT WHICH HAS BEEN ACHIEVED</b>	<b>RESULTS</b>
<b>More effectively support vulnerable learners</b>	A whole school strategy to Support Vulnerable Children has been presented to the Secondary Schools.	<p>A strategy is implemented in the secondary schools.</p> <p>Raise Vulnerable Learners Standards of Performance and Well-being.</p>

<b>SCRUTINY COMMITTEE</b>	Services Scrutiny Committee
<b>MEETING HELD</b>	26 November 2015
<b>TITLES</b>	Changes to the Additional Learning Needs and Inclusion Service
<b>CABINET MEMBER</b>	Cllr Gareth Thomas

## 1 PURPOSE OF THE REPORT

- 1.1 Transforming services that are provided for children and young people, particularly the vulnerable ones, is one of the main priorities of the Council's Strategic Plan. The aim is to ensure improved outcomes for children and young people.
- 1.2 It is important to note that this Strategy is prepared in the context of significant change in the field, including:
- the legislative proposals for reforming the framework for additional learning needs;
  - the evidence which suggests that there is a need to focus on early intervention and prevention;
  - the programme to develop the new Special School for children and young people with additional learning needs in the County;
  - the financial context
- 1.3 The need for such a strategy became apparent following an analysis of the experiences of children and young people with additional learning needs. Some basic weaknesses were highlighted, including:
- **Inconsistency within the system:**
    - In terms of parents' expectations; the standard and location of the provision and the culture of schools
  - **Traditional and complicated system**
    - criteria's need to be reviewed; the action is reactive (authority and schools); provision is commissioned externally without being sufficiently controlled
  - **Quality of performance**
    - Inconsistency within specialist schools and teams; lack of access to current data (the information being kept separately and in different formats); and difficult to prove progress
  - **Relationship with other services**
    - The structure does not support collaboration
  - **Growth in specific needs**
    - The provision does not reflect the correct emphasis on the main needs
  - **Lack of communication**

- Lack of awareness for receiving information; the current system is too complicated and there is a lack of communication between all stakeholders.

1.4 The aim of the Strategy in Gwynedd is to:

**'Ensure that children and young people (aged between 0 and 25) with additional learning needs take advantage of the opportunities and gain experiences that are effectively planned for them, to enable them to progress according to their ability.'**

1.5 The outcomes we seek to achieve through the Strategy include:

- a provision which places much greater emphasis on early intervention especially in the early years and which seeks to identify conditions very early on in the children's lives so that this can have an impact on their education and their lives in general;
- increasing the expertise of our schools with the use of training programmes to develop more expertise;
- robust multi-agency collaboration arrangements that will lead to sharing information and ensuring effective joint-planning for the education and development of children and young people who need additional support;
- offering a service that ensures high quality educational experiences;
- children and young people receiving the additional support sooner; making educational progress at an appropriate rate and contributing to promoting their independence;
- a learning environment of the highest possible quality for children who have the most severe needs;
- ensuring an effective and efficient system.

1.6 There has been some delay; however several changes have already been made to the provision:

- **Not offering the 3\* support from anew** from 1 September 2015. In the schools where their budget is devolved (secondary schools and the 14 largest primary schools) the budget has already been frozen for around five years. Schools are required to be more flexible in terms of using their ALN budget in the interim.
- **Hold training** for the Additional Learning Needs Coordinators of every school on the use of person centered planning methods, in addition to creating a comprehensive e-learning package.
- **Review the use of criteria for accessing/leaving** the Cognition and Learning Service (literacy and numeracy) meaning that we are better at targeting the right children. Develop the use of Forums to discuss specific cases.
- **Pilot the use of outreach teaching assistants** to offer support to children leaving the language disorder centres rather than having individual teaching assistants for a set number of hours per week.



- Begin to implement the **new Behaviour Support Service**, in response to the lack of provision. Begin holding forums to discuss specific cases.
- 1.7 At the Informal Cabinet meeting held in November 2014, the recommendation to hold a consultation on the draft strategy was supported, and the consultation phase was held during the beginning of January-February, 2015.
- 1.8 It was agreed in Summer 2015 that further consultations were required on the possible impact of implementing the Strategy's principles, and broad consultations were held during September – October 2015.

## **2. THE RESPONSE TO THE STRATEGY FOLLOWING THE CONSULTATION**

- 2.1 22 sessions were held during September-October 2015, discussions were held with over 380 stakeholders, see table below. A further joint discussion will be held with SNAP with 2 groups of secondary school pupils during November.
- 2.2 Various methods were used to raise awareness of the discussion sessions including “Newyddion Gwynedd”, Press release, e-mailing the schools and use of social media. Unfortunately, the response fell below expectations but we will consider different locations and methods when we go back and update them.
- 2.3 It is intended to release a Newsletter and a “Question and Answer” sheet as we have prepared a distribution list for everybody who attended the sessions; and we have already set up an ALN page on the Council's website to share up-dates.

Meeting		Number who attended	Number of Feedback forms
Parents and Governors	Arfon (29-09-15)	20	7
	Dwyfor (30-09-15)	12	6
	Meirionnydd (01-10-15)	9	1
Staff	Cognition and Learning Team (14-09-15)	9	5
	SENJC Staff (17-09-15)	21	2
	Derwen (21-09-15)	30	-
	Support Staff Unions (18-09-15)	5	-
	ALN Task Group (18-09-15)	2	-
Assistants	Arfon (22-09-15)	73	-
	Dwyfor (23-09-15)	31	-
	Meirionnydd (24-09-15)	51	2
Local Members	Arfon (22-09-15)	14	-
	Dwyfor (23-09-15)	5	-
	Meirionnydd (24-09-15)	4	-
Additional	Health (2-10-15)	7	-
	Multi-Agency Session (7-10-15)	8	5
	Multi-Agency Session (12-10-15)	8	9
	Headteachers (Primary <50) (19-10-15)	11	8
	Headteachers (Primary >50) (19-10-15)	19	13
	Headteachers (Delegated) (20-10-15)	8	6
	Headteachers (Secondary) (21-10-15)	11	11
	Secondary Inclusion Group	25	-
<b>Total</b>		<b>383</b>	<b>75</b>

## 2.4 Principal Messages

- The numbers who have attended the sessions has been very **positive**. Although the number of parents seems low (only 8 parents completed the feedback form), a number of all the stakeholders whom we contacted were also parents of ALN children.
- It is completely apparent that everybody whom we contacted have **taken ownership of the problems** that the service currently has, and support the Case for Change
- Strong support has been received from the Headteachers for the Core Integrated Team, and there is a clear understanding that **schools need to do more BUT** guidance, training and support is required to achieve that.
- Need to focus further on the **role of ALN Co-ordinators** in schools.
- Need to further focus on **distribution of teaching assistants**; schools are very concerned at losing the ALN teaching assistants in their schools.
- Strong general support for the need for **key changes to the Cognition and Learning provision**

- Need **to raise awareness** regarding changes with whole school staff, not only Co-ordinators and teaching assistants.
- Need to develop a Communication Strategy to reach the most vulnerable families.
- Need to establish a **sub-team to focus on the Early Years** (several of the services outside the control of education)
- Need to establish a **sub-team to focus on the post-16 provision** – again outside the control of education
- Need to establish a **sub-team to focus on the Health provision and the links with Derwen.**

### 3. THE REVISED STRATEGY

- 3.1 A revised version of the ALN Strategy is presented in **Appendix 1**. In our opinion, the Strategy is now ready to be submitted to the Council for approval.
- 3.2 None of the draft strategy's basic principles have changed. These principles include the aim to place a greater focus on the following:
- Early Years and early intervention;
  - Establish a central, integrated team possessing specific specialties to facilitate joint-working and joint-planning;
  - De-commission the SENJC;
  - Training Programme to up-grade the workforce's skills;
  - Introduce the use of Person Centered Planning methods.
- 3.3 The principal purpose of the revised Strategy is to ensure that there is a pack of 16 projects in place so as to improve the service for children and young people with additional learning needs. Every effort has been made, when preparing the strategy, to move towards a new system that focusses on the child/young person and their needs/aspirations.
- 3.4 Two of the main changes in the Strategy since the publication of the draft version, are shown below.
- 3.4.1 Structure of the new ALN Integrated Team (see 4.4 - page. 9 of the Strategy)  
Following comments made during the consultations, options are being considered for:
- Providing the schools with an element of control over the teaching assistants
  - Introducing a new role - 'catchment-area' ALN Co-ordinators
- 3.4.2 Training Programme (see 4.8 - page. 12 of the Strategy)  
It was shown that the schools were very eager to receive specialist training before the changes occur, and this element will be strengthened through modifying the Training Programme.

## 4. THE BUSINESS CASE

### 4.1 The Savings

4.1.1 The business case has focussed on three elements of the budget namely:

- The current ALN workforce
- The Integrated Budget (3\* and Statements)
- The ALN Budget (distributed by formula)

4.1.2 The current budget 2015/16 in these three fields are distributed as follows:

	Budget	Amount	Details
1	Workforce	£2,169,077	Central budget to include SENJC and other Specialist Teachers
2	ALN and Deprivation Budget	£1,583,086	Delegated entirely to the schools on a 1:3:3:3 formula basis
3	Statements Integration Budget	£3,823,551	Delegated to some schools to appoint statement teaching assistants
4	Other Integrated Budget (3*)	£1,930,390	Delegated to some schools to appoint 3* teaching assistants
5	Total	<b>£9,506,131</b>	

4.1.3 Following further consultation on the Strategy and the Review's main principles, detailed modelling work has taken place based on pupils who receive support, the current criteria and a Review of the current workforce.

4.1.4 This includes a complete re-structuring of the current workforce, including bringing some specific SENJC teams to an end and offering a much more integrated and simpler structure. A core aspect of this is bringing the current 3\* Integration provision to an end - this impacts a large number of teaching assistants posts. The further modelling work involving the ALN budget delegation/centralization indicates different budget delegation percentages for the schools **but the savings figure remains the same for all options.**

4.1.5 The new budget for the new model will be as follows:

	Budget	Amount	Details
1	Workforce	£3,291,006	Central budget to employ the Integrated Team's workforce
2	ALN and Deprivation Budget	£1,583,108	This amount is delegated based on (new) formula
3	Integration Budget statements	£3,823,551	Delegated to every school to appoint statement teaching assistants
4	Other Integration Budget (3*)	£ -	This budget is centralized to establish the Integrated Team
5	Total	<b>£8,697,665</b>	

4.1.6 Savings – This would indicate a permanent annual saving of **£808,466** in the first (academic) year of the Full Integrated Team being operational; and if other savings to the Statements Integration budget were included over time, the permanent annual savings would be **£986,886 by 2021/22.**

4.1.7 This would indicate cumulative savings of **£531,574** for the **3 year savings** window (financial year 2015/16 - 2017/18).

4.1.8 Information on the savings profile is provided in **Appendix 2** and in table 1 below:

**Table 1- the savings profile**

Permanent Savings Profile - per academic year

Budget Heading	Plan	Proposed Permanent (Cumulative) Savings							Cumulative Total	Details	
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22			
<b>Budget for employing the Workforce and the 3* and Statement Integration budget</b>											
1	Workforce Budget and Integration Budget										
	Begin introducing IDPto replace statements in the early years and year 5 (reduce the hours of some statmentsu by changing the thresholds)	£0	£23,550	£56,120	£99,960	£135,830	£153,370	£178,420	£178,420		This sum may be higher - but need to invest to increase the size of the specialist workforce. The budget in its entirety is £3.9m 2015/16
2	Review the service - re-model the workforce, de-comission the joint committee to employ the majority of the workforce centrally. Integration Money (3*) kept back centrally	£0	£41,808	£808,466	£808,466	£808,466	£808,466	£808,466	£808,466	£808,466	Re-model the entire current specialist workforce provision and include the 3* budget in its entirety
3	<b>Total Savings</b>	<b>£0</b>	<b>£65,358</b>	<b>£864,586</b>	<b>£908,426</b>	<b>£944,296</b>	<b>£961,836</b>	<b>£986,886</b>	<b>£986,886</b>	<b>£986,886</b>	

4 Savings for the 3-year savings window (2015/16- 2017/18 Financial Years)

**£531,574**

## 4.2 One off Investment:

4.2.1 To achieve these savings, a request will have to be submitted to the Cabinet for a one off investment. A sum of £1,038,583 will be required for the 3 years savings window (financial year 2015/16 - 2017/18). A total of £1,354,000 by 2021/22.

4.2.2 It should be pointed out that very high redundancy cost implications have been identified so that permanent savings can be made. We will, however, work with the care service to direct the workforce to alternative post opportunities.

4.2.4 Information is provided on the one off investment profile in **table 2** below:

**Table 2 – One off Investment Profile**

One off Investment Profile - per **academic year**

	Heading	One off Costs								Total	Details
		Plan	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22		
	<b>"Change Management"</b>										
1	Training Programme	Comprehensive programme for the current workforce, new workforce and parents.	£40,000	£80,000	£80,000	£0	£0	£0	£0	£200,000	need more detailed work. Particular attention to IDP at the beginning
2	Change Management - Information and advice for children and parents	Comprehensive Engagement Programme - including a specific officer for a period of 2 years to manage the change and ensure the flow of information including responding to conflict	£50,000	£50,000	£0	£0	£0	£0	£0	£100,000	Communication Resources
3	Interim Support prior to introducing the new workforce	Interim provision to prepare for transforming the provision - offer a speech and language interim provision until August 2016.	£100,000		£0	£0	£0	£0	£0	£100,000	All jobs operational by September 2016
	<b>redundancy Costs</b>									<b>£400,000</b>	
4	Cognition and Learning redundancy Costs	significant reduction in the workforce through re-structuring	£0	£177,000	£177,000	£0	£0	£0	£0	£354,000	need further checks
5	SENJC redundancy Costs	possible significant reduction in the workforce	£0	£100,000	£100,000	£0	£0	£0	£0	£200,000	need further checks
6	3* Teaching Assistants' redundancy Costs	Bring the entire provision to and end whilst offering a significant number of similar jobs	£0	£0	£400,000	£0	£0	£0	£0	£400,000	Estimate only - need further checks
7	<b>Total</b>		<b>£190,000</b>	<b>£407,000</b>	<b>£757,000</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£954,000</b>	
										<b>£1,038,583</b>	
										<b>£206,843</b>	

8 Bid for a an investment during the 3-year savings window (2015/16 - 2017/18 financial year)

9 In addition a specific sum has already been approved for Project Management Cost:

**£1,038,583**  
£206,843

## 5 THE OUTCOMES

5.1 The outcomes for children and young people with Additional Learning Needs are as follows:

- Plans that are more personal and focuses on the individual
- Earlier and more specific access to ALN services that will be regularly reviewed
- A more specialized service
- Accountability per area in the ALN Area Forums

5.2 Here are the outcomes for Gwynedd Council:

- A permanent financial saving
- Better control of the ALN budget
- Regular Review and Monitoring

## 6 RISKS

6.1 One of the main risks for this Transformation Project is the impact on the workforce; the posts of over 150 teaching assistants are impacted.

6.2 However, the new provision models can offer a 'Career Structure' for a specific number of teaching assistants with the opportunity to be offered - a permanent contract, guaranteed hours, opportunity for career development, training and develop a specific specialism. An equality impact assessment has already been completed.

6.3 It is also crucial that children, young people and their parents are aware of the changes, and understand the new arrangements. One of the measures taken to reduce these risks was to discuss the new provision model with all the stakeholders during September/October. A clear Communication Strategy

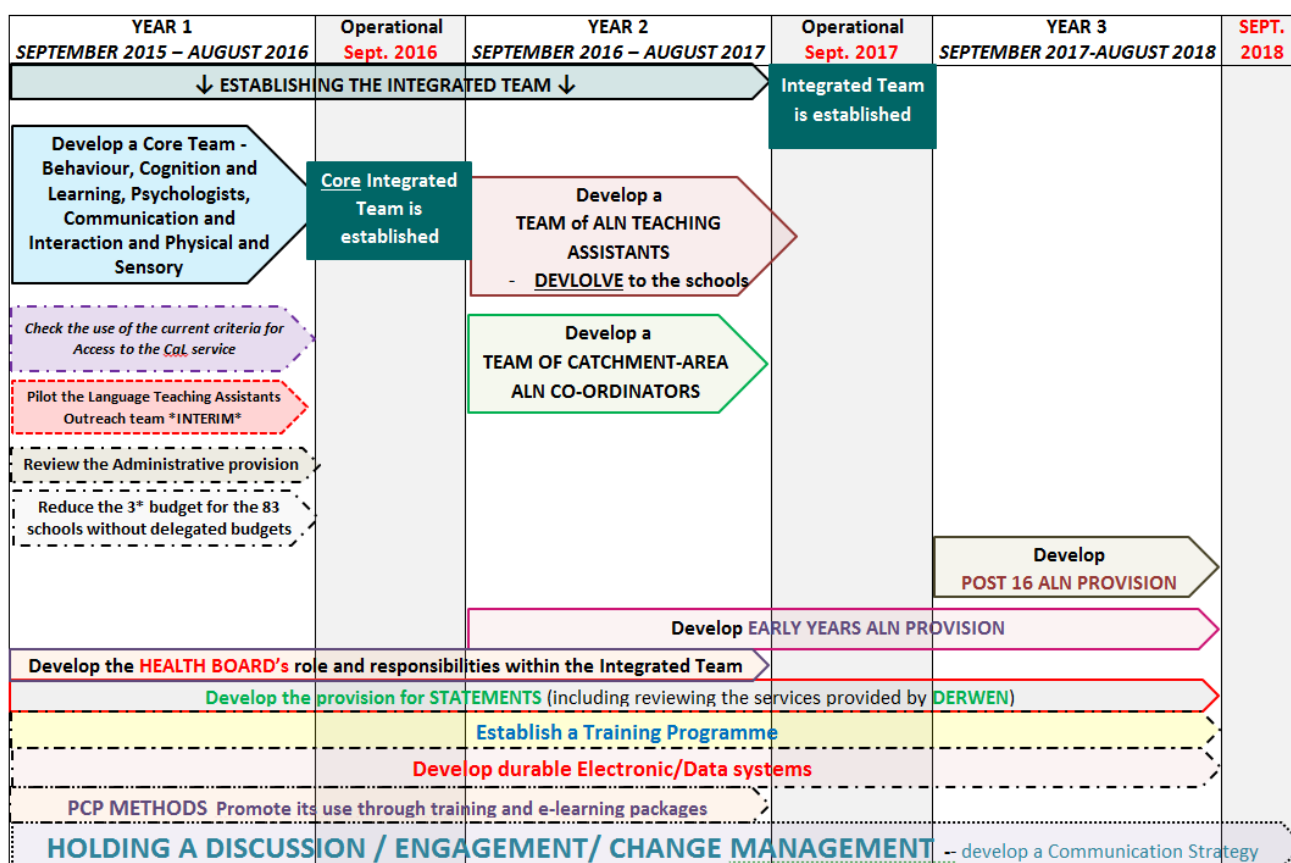
will be developed so as to facilitate the change. We will also hold further consultations with two groups of young people who are on the ALN register during November.

- 6.4 We intend to appoint a 'Change Management' Officer to control communication and respond to any dispute as they arise.
- 6.5 There will be on-going discussions with the Health and Social Services Department. Regular discussions have been held with Isle of Anglesey Council to ensure the best opportunities to work with and support each other in this field, as well as in the educational field in general.

## 7. WORK PROGRAMME:

- 7.1 In response to the recent discussions, we have adjusted the time-line to achieve the changes.

It is proposed that we focus specifically on establishing a Core ALN Integrated Team during the 2015/16 academic year so as to provide adequate time for necessary adjustments at the schools – before the teaching assistants' provision is changed.



## **8. QUESTIONS ASKED AT THE PREPARATORY MEETING:**

Several specific questions were asked at the preparatory meeting held on 20 October 2015. We have responded to these questions below:

### **8.1 Is there consistency in the primary sector and robust collaboration with the secondary sector when pupils transfer from one sector to another?**

*An important part of the Integrated Teams role will be to facilitate the transition of children with Additional Learning Needs to the Secondary Sector. The team will also ensure consistency across the County in terms of the most effective way of transferring pupils.*

### **8.2 There is concern that a greater workload would be placed on Headteachers and Teachers especially in small schools**

#### **Response:**

*We will create the new role of Catchment-area Co-ordinator to strengthen collaboration between the primary and secondary sector and to provide progression in the transitional periods. In addition, this role will provide the schools with advice and guidance so as to reduce the burden on the Headteachers and the teachers.*

### **8.3 That there is consistency in past provision through the SEN Units where pupils attended these units in the mornings and attended mainstream schools in the afternoons.**

#### **Response:**

*This is contrary to inclusion principles within the mainstream schools. The new model will be much more inclusive.*

### **8.4 The requirement to approach autism as being a separate condition**

#### **Response:**

*A new Communication and Interaction service has been established that includes language disorders and autism as there is so much overlap between the conditions and also in the skills and training for the workforce. The package offered by the team will be based around the individuals needs and therefore what will be offered to ASD pupils in comparison to other communicative disorders may be different and more specialist.*

### **8.5 How much would Area Forums administration cost be in the three areas compared to the cost of the current arrangements**

#### **Response:**

*In the past, **monthly** Moderation Panels were held to discuss 3\* cases. Membership consisted of a Senior Manager, Head Psychologist, 2 Headteachers and SNAP. The new Forums would be held once every half-term in the 3 areas (with an opportunity to jointly hold Meirionnydd / Dwyfor occasionally). Membership*



would vary according to area therefore the same ones would not face too much pressure.

The cost would be higher but the Forum's purpose would be much more effective so as to ensure and prioritise the provision in the best possible manner.

**8.6 That training is key to the Specialist Team as well as the teachers and that the element of training should be strengthened**

**Response:**

Fully agree, there is a request for a one off investment to ensure that members of the integrated team possess the required skills, and use their expertise to train the schools. A much more strategic emphasis will be placed on the training programme, planning the programme on basis of evidence of the best interventions. We also respond to a request from the headteachers for training prior to implementation of the changes.

**8.7 As regards appointing psychologists, will sufficient expertise be available for the three Area Forums? What will happen to the trainee Psychologists in the SENJC?**

**Response:**

We have modelled the new service in accordance with conditions and the psychologists will provide Strategic leadership for these teams and maintain active responsibility for specific areas. This core team will have to contain trainees so as to ensure progression and maintain the Welsh expertise within the county.

**8.8 Should the children's progress be evaluated as well as what impact the provision has on the child?**

**Response:**

This will have a core role, and will holistically occur within the schools in their Individual Development Plans (through person centered methods). Electronic systems will also be developed to track the pupils' progress in accordance with the criteria and specific indicators.

**8.9 What will be the School Governing Bodies role?**

**Response:**

Training for Governors is crucial as the whole School needs to take responsibility for providing the best service for all their pupils. Mandatory sessions for the designated ALN Governor will be held in the New Year.

## **APPENDICES**

**Appendix 1 – Gwynedd Council Draft Strategy for Additional Learning Needs and Inclusion**

**Appendix 2 - The Business Case**

## FOREWORD

Transforming services provided for children and young people, especially those who are vulnerable, is one of the main priorities of the Council's Strategic Plan. The aim is to improve outcomes for children and young people.

Planning around the needs of children and young people and their families will be central to any new plans that will be developed; additionally, the following factors will receive much greater attention:

- Identifying problems / needs early on in the child's life and ensuring appropriate intervention;
- Intervening early on when problems come to light;
- More integrated and multi-agency working, sharing information and joint planning provision;
- Continuously developing the workforce's skills and understanding;
- Better and more organised communication with children, young people and their families.

The intention is for more preventative activities to take place within the field, with vulnerable families in particular, ensuring that the services they receive are more integral and more integrated.

This transformation would involve that we would arrange ourselves in a much more effective and efficient way as a Council in order to respond to the needs of vulnerable children and young people in Gwynedd.

There has been some delay; however several changes have already been made to the provision:

1. **Not offering the 3\* support from anew** from 1 September 2015. The budget for schools with devolved budgets (secondary schools and the 14 largest primary schools) has already been frozen for around five years. Schools are required to be more flexible in terms of using their ALN budget in the interim.
2. **Hold training** for the Additional Learning Needs Coordinators of every school on the use of methods that concentrate on the individual, in addition to creating a comprehensive e-learning package.
3. **Review the use of criteria for accessing/leaving** the Cognition and Learning Service (literacy and numeracy) meaning that we are better at targeting the right children. Develop the use of Forums to discuss specific cases.
4. **Pilot the use of outreach teaching assistants** to offer support to children leaving the language disorder centres rather than having individual assistants for a set number of hours per week.
5. Begin to implement the **new Behaviour Support Service**, in response to the lack of provision. Begin holding forums to discuss specific cases.

Therefore, following broad consultation, the purpose of this strategy is to set the direction and introduce specific projects for transformation in the field of additional learning needs.

Below is a list of how things will be different as a result of implementing this Strategy:

1. An emphasis on **placing the pupil at the center** – through personalising the support by using specific methods (person-centred) when planning their provision and support.
2. We will **offer a new type of support**, with greater emphasis on consultation, providing guidance and support including mentoring - rely less on teaching assistants, with a more flexible provision for set periods.
3. We will **improve parents' understanding of the provision and the options** available to their children.
4. We will **raise standards** through:
  - Increasing the achievements of children and young people with additional learning needs;
  - Improving the overall quality of the ALN provision
  - Increasing the expertise of the entire schools workforce
5. There will be a **need to change the culture** to ensure that the **whole school** takes responsibility for the field – strong leadership will be required to promote this.
6. We will **change the emphasis, for each disorder** in terms of the specialist support available. We will focus more on language disorders, autism and behaviour support on the basis that these conditions require more specialist intervention. There will be significant change in the support for learning delay with more emphasis on schools to provide this provision themselves with the advisory support of the Integrated Team. **Management will be internalised** and will be consistent across the entire provision.
7. A specific **training programme** will be offered to the entire schools workforce.
8. We will promote **better use and understanding of the criteria**, ensuring that it will be possible to **reach the provision much sooner**
9. We will ensure that young people leave the schools with greater **confidence and independence**
10. We will **strengthen collaboration** with other agencies
11. We will improve **data and tracking systems** and ensure regular monitoring arrangements.



Councillor Gareth Thomas  
Cabinet Member for Education, Gwynedd Council

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## 1. INTRODUCTION AND CONTEXT

It is important to note that this Strategy is prepared in the context of significant change in the field, including:

- the legislative proposals for reforming the framework for additional learning needs;
- the evidence which suggests that there is a need to focus on early intervention and prevention;
- the programme to develop the new Special School for children and young people with additional learning needs in the County;
- the financial context

The need for such a strategy became apparent following an analysis of the experiences of children and young people with additional learning needs. Some basic weaknesses were highlighted, including:

- **Inconsistency within the system:**
  - In terms of parents' expectations; the standard and location of the provision and the culture of schools
- **Traditional and complicated system**
  - criteria that need to be reviewed; the action is reactive (authority and schools); provision is commissioned externally without being sufficiently controlled
- **Quality of performance**
  - Inconsistency within specialist schools and teams; lack of access to current data (the information being kept separately and in different formats); and difficult to prove progress
- **Relationship with other services**
  - The structure does not support collaboration
- **Growth in specific needs**
  - The provision does not reflect the correct emphasis on the main needs
- **Lack of communication**
  - Lack of awareness for receiving information; the current system is too complicated and there is a lack of communication between all stakeholders.

In addition to the above factors, the Welsh Government announced its Legislative proposals for additional learning needs – in a White Paper, dated 22 May 2014.

The Foreword by the Minister for Education and Skills, Huw Lewis, notes:

“Today's system for supporting children with SEN is based on a model introduced more than 30 years ago that is no longer fit for purpose. Enquiries and reviews have identified that the current system is complex, bewildering and adversarial.”

“..... In some instances, proposed legislative provisions would constitute a radical break with the current statutory framework. Elsewhere, they will simply build upon existing strengths....that what works should be retained and strengthened, that which doesn't work should be adapted or replaced.”

Several key principles are introduced as the basis for reforming the SEN framework, namely:

- the opinion of learners, and their parents should be considered;
- learners should be able to expect that their needs will be identified;
- the process of approving assessments and provisions for learners should be simpler;
- any disagreements should be resolved as quickly and as simply as possible;
- everyone who is involved with offering support to learners should collaborate to provide a seamless service.

The proposed legislation proposes the following basic changes:-

- To change the Special Educational Needs (SEN) term to Additional Learning Needs (ALN) ;
- Introduce Individual Development Plans (IDP) by using person-centred methods. These plans will replace SEN statements, non-statutory Individual Education Plans (IEP) and post-16 plans. It will be the local authority's responsibility to prepare IDPs and ensure their implementation for every child and young person aged 0-25 years with ALN.
- Publish a new Code of Practice that will include enforcement requirements which relevant bodies must comply with.

The Government's intention by delivering the measures of the Act is to develop an Additional Learning Needs service with the following features:

- Creating an equal and unified system;
- Introducing a more flexible and reactive process;
- Ensuring a method that focuses more on the individual;
- Providing better support and better information and advice;
- Avoiding any duplication;
- Improving collaboration arrangements;
- Ensuring that disputes are less likely to happen;
- Ensuring as few appeals as possible;
- Maintaining and extending the right to appeal.

## 2. THE STRATEGY FOR TRANSFORMING THE FIELD OF ADDITIONAL LEARNING NEEDS IN GWYNEDD

The aim of the Strategy in Gwynedd is to:

**‘Ensure that children and young people (aged between 0 and 25) with additional learning needs take advantage of the opportunities and gain experiences that are effectively planned for them, to enable them to progress according to their ability.’**

The outcomes we seek to achieve through the Strategy include:

- a provision which places much greater emphasis on early intervention especially in the early years and which seeks to identify conditions very early on in the children's lives so that this can have an impact on their education and their lives in general;
- increasing the expertise of our schools with the use of training programmes;
- robust multi-agency collaboration arrangements that will lead to sharing information and ensuring effective joint-planning for the education and development of children and young people who need additional support;
- offering a service that ensures high quality educational experiences;
- children and young people receiving the additional support sooner; making educational progress at an appropriate rate and contributing to promoting their independence;
- a learning environment of the highest possible quality for children who have the most severe needs;
- ensuring an effective and efficient system.

The main facilitators for delivering the changes and succeeding in making a positive difference will be the following:

- **The workforce** – a training programme will be in place to empower and develop the workforce to provide the right type of support for children and young people with additional learning needs;
- **Parents**<sup>ii</sup>- ensuring greater emphasis for better communication and ensuring that the child's needs are central to the entire process;
- **Arrangements and the shape of the Service** – restructuring services within the Education Authority will receive specific attention.
- **Schools**
  - Increasing the expertise of our schools with the use of training programmes;

- ensuring better understanding and clarity on behalf of the schools, the Education Authority and other agencies in relation to the nature of their responsibilities and the provision.
- School leadership developing a whole-school understanding of the new culture in this field.

### 3. OUTCOMES:

There will be a need to ensure clear outcomes for children and young people in light of the changes to this particular field:

- Outcome 1:** That children with additional learning needs are central to any decisions when planning provision for them, and that they receive the right type of support and provision early – with an emphasis on the early years.
- Outcome 2:** That children with additional learning needs receive a high quality service, in the schools and from multidisciplinary and multiagency teams across Gwynedd.
- Outcome 3:** That the provision for children with additional learning needs is reviewed regularly and on time to ensure that the best intervention is used.

In identifying the outcomes, the following was addressed:

- The need to transform the entire service within the Additional Learning Needs and Inclusion field;
- The need to fully respond to the main observations made during the engagement period;
- The need to give full consideration to the child's experiences and wishes when proposing to change the provision;
- The need to increase capacity in our schools, to make savings and to reduce the demand in this field in the future in order to ensure that the service is sustainable in the long term.
- The need to prepare for the legislative changes.

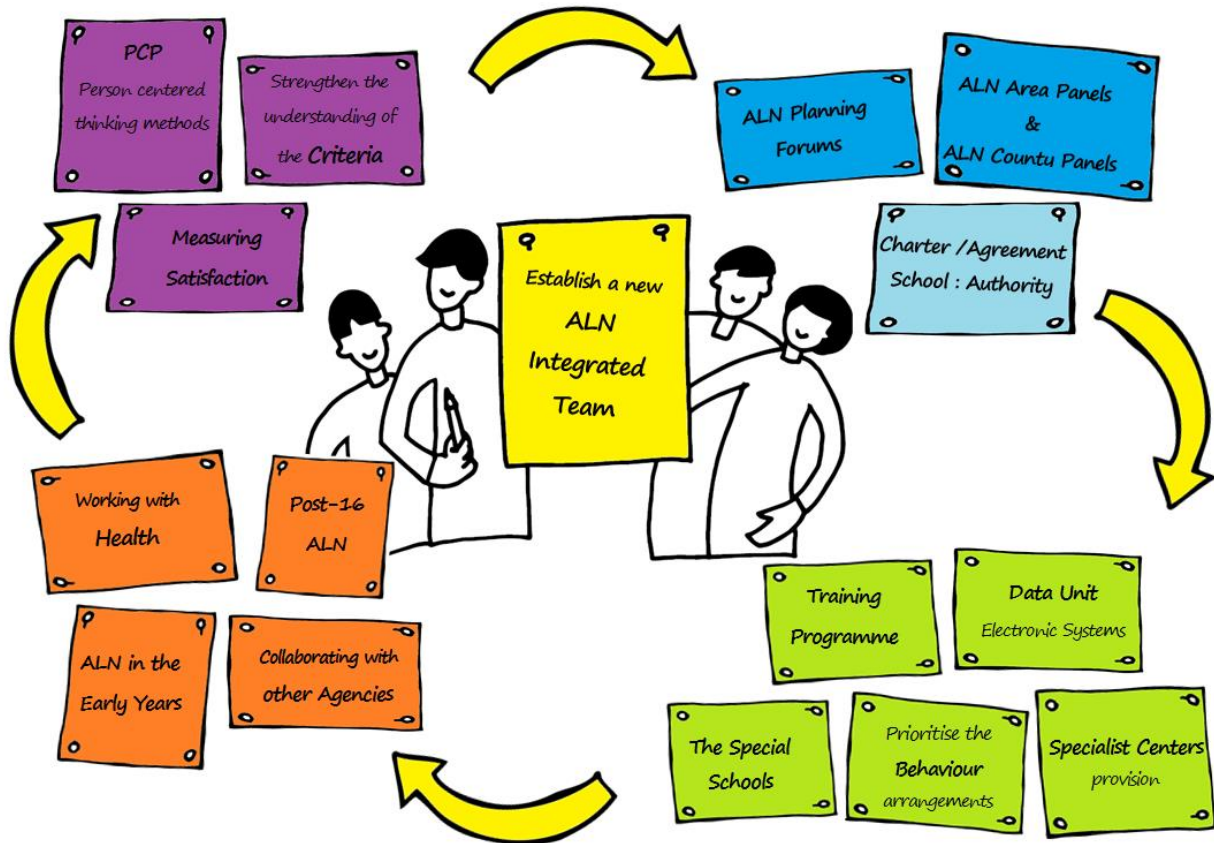
If implemented, the Strategy will deliver:

- A quality service for children and young people in Gwynedd;
- A service that's much more effective and efficient.



## 4. THE ACTION PLAN

The programme of projects shown below will deliver the following outcomes:



### 4.1 Introducing the use of person-centred methods to replace the current statement and individual education plan arrangements:

The Welsh Government is eager for the LA to begin introducing the use of person-centred methods that focus on the individual to plan provision with immediate effect. The Individual Development Plans (by adopting the new legislation) would replace SEN statements (Statutory) and non-statutory Individual Education Plans (IEP)<sup>iii</sup>. Every child or young person with ALN has the right to receive the same statutory plan – namely the IDP.

It is crucial that we discover what is important to the pupils in seeking to personalise the educational experience. We would do this by speaking with them and their families, and agreeing on the best way of prioritising and providing the support.

These reviews place the child or young person in the centre and look at what is working, what is not working, and what is important to them. All the information gathered will be used alongside the following criteria to create an action plan that is truly personalised and effective for the individual. This method of understanding pupil needs is relevant to every child/young person, not only those with ALN.

There will be specific steps and procedures to follow in accordance with the procedure for personalised planning for individual pupil needs. A tailored Training Programme is essential in delivering this change of culture. From September 2015, we will be introducing e-learning modules, specialist training for coordinators (initially) and a network of champions to rationalise good practice from school to school.

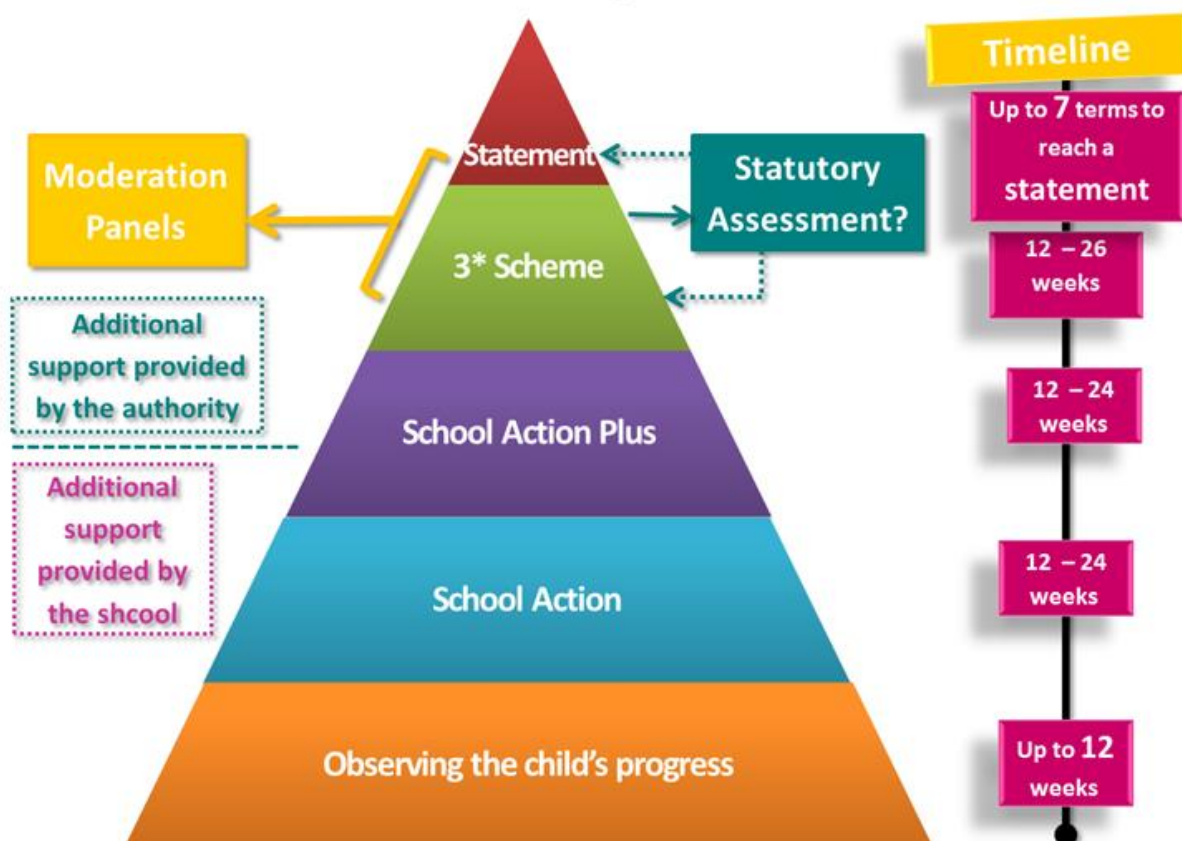
#### 4.2 Develop the use of criteria to introduce guidelines and clarity in terms of the appropriate provision for each disorder.

The authority will adapt and simplify the current Criteria to be easier to understand in order to rationalise their use. These criteria will be specified to each condition/disorder and will highlight the individual needs of pupils alongside the provision that can be offered on their behalf.

These detailed procedures will provide schools and parents with clear guidance on the appropriate steps to take when responding to the needs of any individual. From this there will be clarity in terms of when and what stage the child should be at within each specialist provision.

#### 4.3 Establishing ALN Area Forums and the ALN County Panel

It can be seen from the following diagram that the **current procedure** of applying for support can take up to 84 weeks (7 school terms) before it reaches a statutory assessment. A further period of up to 26 weeks will pass before a decision is made (see below). By using the **new procedure** a pupil could receive intensive support within one School term (see overleaf).

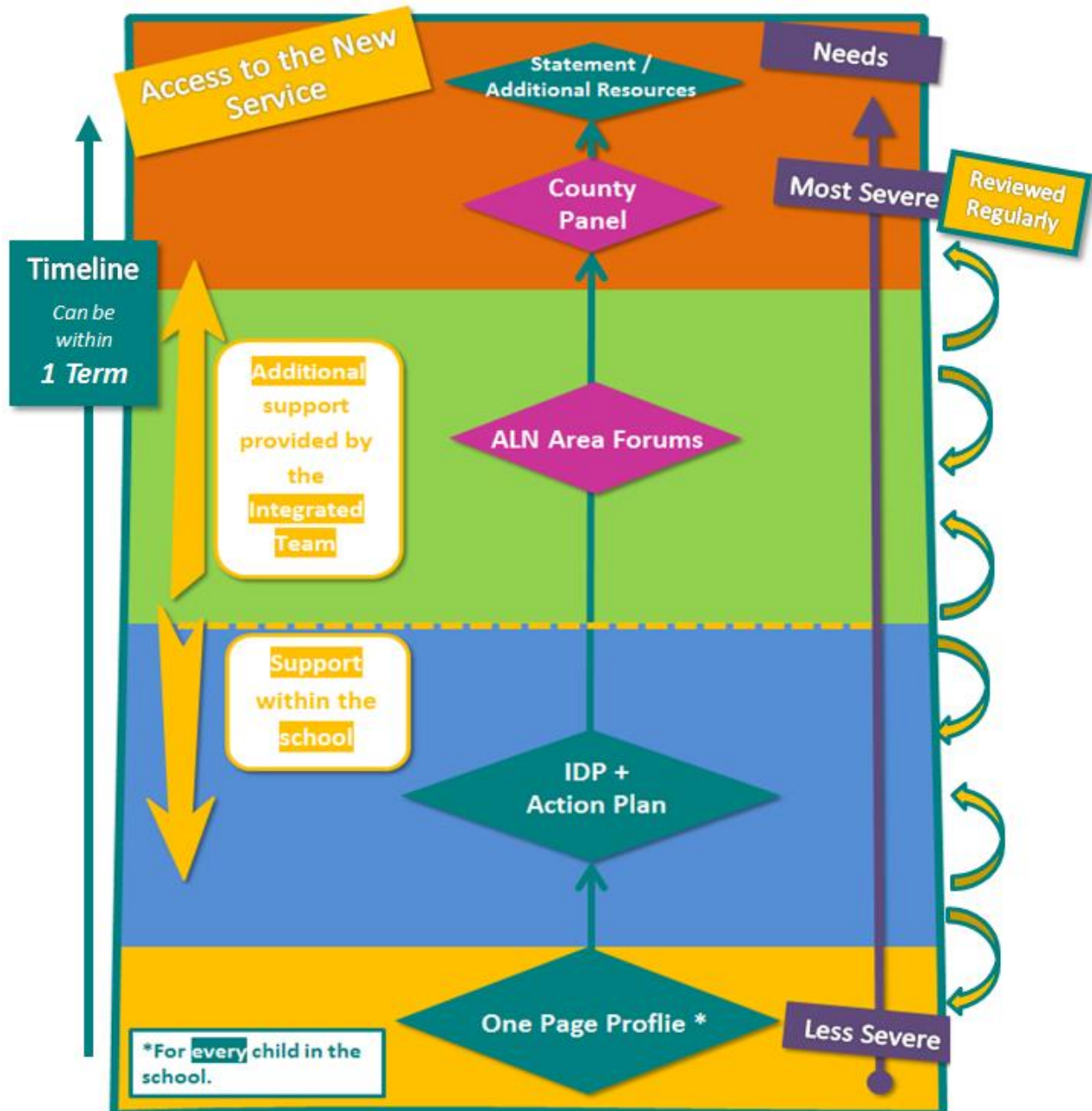


It is intended to re-establish an Area Office in every part of the County, and in addition to this the ALN Area Forum will be established. The Forum will meet regularly and will include multi agency representatives, headteachers and specific members of the Integrated ALN Team.

This will provide an opportunity to hold a local discussion about the pupils' needs and the school's capacity to respond to that need. Any request for support beyond the School's provision will need to be referred to the ALN Area Forum – and the requests will be validated and approved to receive specialist input as needed.

The more severe cases will be referred to the attention of the County Panel. This panel will be responsible for approving additional resources and replacing the current Mediation Panels by validating and reviewing the current statement provision.

See below the new procedure for accessing the provision:



#### 4.4 Establishing a New ALN Integrated Team:

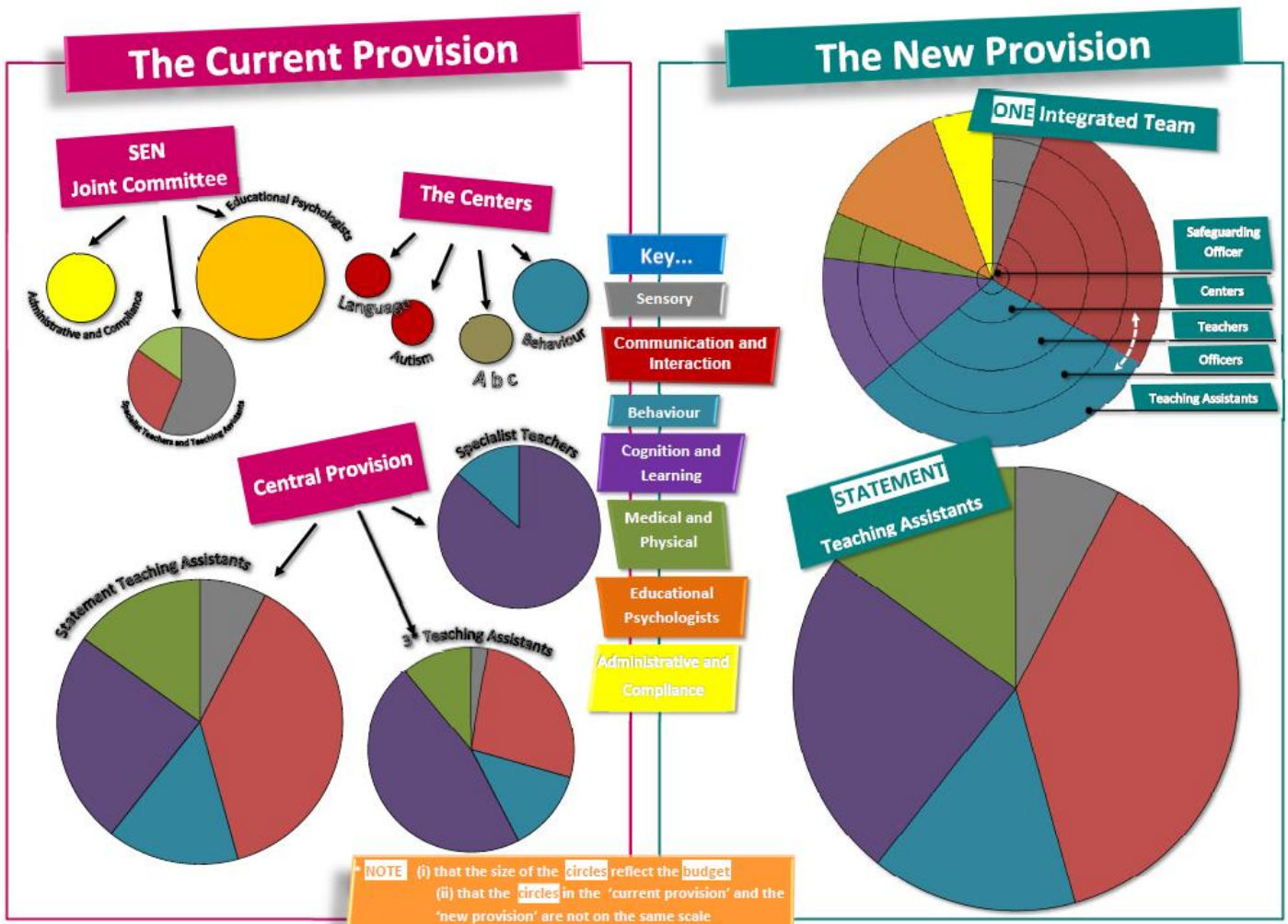
We will develop a skilled Integrated Team to include specific teams of expertise according to the condition/disorder and location. These teams will advise and support the schools and ensure consistency in providing individuals with appropriate interventions and support.

In planning the new model of provision, the need to change the emphasis in terms of the structure and size of provision for some disorders was highlighted.

We will focus more on Communication and Interaction (Language Disorders and Autism) and on Behaviour Support. This is based on these conditions requiring more specialist intervention, and that higher numbers of pupils need the support. There will be significant change in the support for learning delay with more emphasis on schools to provide this provision themselves with the advisory support of the Integrated Team.

In order to implement remodelling, the current 3\* assistant provision will come to an end. There are two new options for delivering this provision, either:

- Introducing a team of specialist ALN officers and assistants within the Integrated Team or
- Devolving a (smaller) percentage of the integration budget for schools based on a formula for appointing ALN teaching assistants



The staffing structure of the various services is outlined below:

#### 4.4.1 Educational Psychologists

To ensure consistency of practice, every specialist team will have access to an educational psychologist. As part of providing the specialist services, the psychologist will be a key part of strategic planning and will introduce a training programme for each service. The Psychologist will set the strategic direction for each service, ensuring consistency in terms of the use of evidence-based interventions.

#### 4.4.2 ALN Catchment-area Coordinators (more detailed work to be undertaken on this)

These posts will be completely new and unique to Gwynedd.

By centralising an element of the ALN budget from each school we will create a team of **ALN Catchment-area Co-ordinators** (in response to schools' concerns regarding the increased pressure on their ALN Coordinators).

The responsibilities would include:

- Rationalising the understanding of ALN across every school
- An opportunity to share good practice and to share resources
- A more local overview of the needs and concerns of every school, within their catchment and within their area – in the County.
- Much better prioritising and planning - by identifying trends much sooner
- Stronger and more consistent support in the transitional periods in order to ensure progression from 0 to 25 years old.
- Monitoring compliance with the new legislation and code of practice.
- Managing disputes and be a local contact for parents to discuss concerns.

Also, we will appoint **ALN Quality Coordinators** – this role will be of a more administrative nature and will be responsible for ensuring consistency in the use of IDP, arranging reviews and Area Forums, the County Panel and monitoring ALN budgets.

#### 4.4.3 ALN Advisory Teachers

The teachers would be responsible for mainly supporting headteachers and teachers in the classroom. Some could also be responsible for a team of specialist Officers on an area level. Support provided to schools will be in the form of training and available resources. The teachers will spend extended periods in the classroom observing, modelling and monitoring.

#### 4.4.4 ALN Officers

Specific officers within some of the specialist teams will be responsible for supporting teachers and assistants in the classroom, but unlike the Advisory Teachers there will be a clear focus on supporting families. The officers will spend extended periods in the classroom observing, modelling and monitoring and will also support families in their homes as needed.

#### 4.4.5 ALN Assistants

Assistants who have been appointed according to the **needs of individual pupils' statements** will continue to support the schools; however every School will be

responsible for employing these assistants directly. Over time, this provision will also be reviewed to comply with the criteria and the provision offered by the new Integrated Team.

In addition, some assistants will be appointed as part of the Integrated Team and will be available to support the pupils in the classroom. They will have the required experience to advise other assistants within the classroom. The duration of the placement with the pupil will rely totally on their needs and on the service's priorities. **OR** a (smaller) percentage of the current integrated budget will be devolved to every school based on a formula for appointing ALN assistants individually, or within a cluster.

#### **4.5 Establish new arrangements for the Inclusion/Behaviour Support Provision:**

In accordance with the guidelines and the priorities of the new behaviour support specialist team, it would be expected for every child in Gwynedd's primary schools to be included. We are looking at a more Integrated way of working with schools, with an emphasis on rationalising the service across the County.

For the secondary sector, the service would be divided into two main parts, support within the School and support outside School. This will be introduced using a more holistic and therapeutic method in order to integrate them back in the schools.

#### **4.6 Reviewing the Provision of Specialist Centres:**

We will review the entire ALN provision at the specialist centres - these centres concentrate specifically on the Early Years, Autism, Language Disorders and general ALN at Tŷ Meirion (Dolgellau). The aim will be to offer better consistency and better use of the specialist centres' resources. This will rationalise the provision with the priorities and procedures of the new specialist teams.

Specifically, we will consider introducing new access and exit criteria for all centres, looking specifically at the age of access to the Language Disorder and ABC Centres. We will want to ensure that every suitable child can have access, including younger children (nursery age).

#### **4.7 Special Schools**

The Strategy will be delivered to coincide with the opening of the new special School in Meirion Dwyfor. The New School will introduce quality resources in addition to those already available at Pendalar; and we will ensure that parents have a clear understanding of all the options available for ALN provision.

It is intended to maximise the expertise and good practice of collaboration which already exist at mainstream schools and the special schools. An element of the specialist workforce supporting additional learning needs will be based within the special schools.

## **4.8 Training Programme**

It will have to be ensured that the workforce of the Integrated Team includes specific expertise related to every condition, and this expertise will be updated regularly ensuring that the correct evidence-based interventions are used. Every specialist team will plan a comprehensive Training Programme for the workforce and the parents under the guidance of the Education Psychologists.

A comprehensive website including resources and guidance are available through the Council's network that will ensure easy access for staff to available resources to support the work of supporting specialist needs within schools. The website will be a source of resources and guidance for schools.

As part of the professional development of the Integrated Team's staff, it will be possible to take advantage of the training programmes that are offered to the remaining school staff. There will be an opportunity for this workforce to increase its expertise and there will be an opportunity for assistants to be offered a career plan.

## **4.9 Developing a Charter / Agreement between Schools and Local Authorities**

The Charter will be a document that offers a clear understanding of the Local Authorities' functions and responsibilities in this field alongside those of the schools. It will also detail accountability from Authority to School and from School to Authority.

This will be crucial in providing the basis for devolving elements of the ALN budget to the schools.

## **4.10 Establishing a Data Unit within the Education Department**

The current data systems are entirely unreliable, uncoordinated and take up a lot of administrative time. It is crucial that we are able to simplify methods of keeping information electronically and reduce duplication. The aim is to establish a procedure where it will be possible to access all the information about a pupil's ALN within a single electronic file.

It is intended to develop a unit within the Education Department in order to ensure current and correct data systems. This is crucial to monitor that pupils are regularly assessed against recognised targets and to highlight any slippages in the child's educational performance against the targets. It is crucial to promote the use of IDP and the use of person-centred methods at schools. We must avoid administrative obstacles and laborious procedures.

It is also crucial to review and monitor the service in its entirety and in order to plan for the future.

#### **4.11 Measuring the satisfaction of children and young people with additional learning needs and their families**

During the period of engagement with all service stakeholders it was identified that better communication with parents in general is one of the key matters to be addressed. The proposed legislation also reiterates this.

We will therefore ensure that children, young people and their families:

- Are included
- Are consulted with
- Receive all the information and advice they need, in a clear and understandable format

The use of person-centred methods will be crucial to this work; however we will also need to involve a cross-section of pupils and parents in our planning work. We will also need to discuss not only the new options for engagement and information sharing but also what information they need and in what format.

#### **4.12 School ALN Planning Forums**

In addition to the area Forums it is intended to develop Planning Forums to provide an opportunity for the school workforce to share their concerns with relevant staff from the authority and to exchange expertise and good practice with colleagues.

It will be an opportunity to ensure that the provision and the resources are implemented effectively and that the interpretation of the Provision Menu is consistent and correct.

These forums are arranged regularly in order to offer an opportunity to review, monitor and discuss the efficiency of individual schools' ALN provision and to provide advice and support for schools to plan and develop a high standard of provision for the future.

Every school is expected to introduce a 'provision map' document that will outline the use of the ALN budget, the expected needs, the intervention provision and identifying pupils (or groups of pupils) whose progress could cause concern. The information will be crucial to make decisions for planning and reviewing the service and the procedures on a regular basis.

The authority will secure the presence of a specialist workforce that will include: Psychologists, advisory teachers, Officers, ALN, safeguarding Officer, Compliance Officer, Inclusion Officers and every forum would be chaired by the ALN and Inclusion Senior Manager.

#### **4.13 Provision in the Early Years**

As the majority of the finance for this provision is beyond the control of education, the aim is to establish a Project Sub-Team specifically to look at this field. We will also ensure that more consistent, detailed and holistic methods of



assessing the condition and needs of the child happen at *Cylchoedd Meithrin* and Nurseries (or any pre-school childcare provision).

This will be a way of ensuring progression and consistency for children with additional learning needs in the transitional period from nursery to school; and removing the need for reassessment.

#### **4.14 Post-16 provision**

The legislative proposals are vague in terms of how and who will need to act in this age. A very beneficial discussion was held with Career Wales and at the meetings with parents and governors in relation to this and it was agreed that there is a need to establish a project sub-team superficially to look at this field.

#### **4.15 Opportunities to collaborate with the Children's Team and other agencies**

In accordance with the guidelines of the proposed legislation we will cooperate with Social Services and Derwen to ensure that IDPs are introduced for 'looked after' children. This will do away with the need (and reduce duplication) for Personal Education Plans (PEPs). There will be a need to establish a sub-group specifically to look at this field.

#### **4.16 Working with Health**

There will be a need to ensure a clear understanding in terms of health's accountability and responsibilities within the ALN field. There will be a need to continue to hold high level and management level discussions per Service.

We will need to create a memorandum of understanding on a strategic and operational level between Education, Social Services, Health and the third sector. Clarity will be needed on the collaboration and information sharing arrangements, the use of the Welsh language and resource issues in light of the additional learning needs legislation.

## 5. The Business Case

5.1 The business case has focused on three elements of the budget, namely:

- The existing ALN workforce
- The Integration Budget (Statements and 3\*)
- The ALN Budget (allocated by formula)

5.2 The current 2015/16 budget for these three fields is divided as follows:

	Budget	Amount	Explanation
1	Workforce	£2,169,077	Central budget for Including the SENJC and other Specialist Teachers
2	ALN Budget and Deprivation	£1,583,086	Devolved in its entirety to schools based on a 1:3:3:3 formula
3	Statement Integration Budgets	£3,823,551	Is devolved to some schools to appoint statement assistants
4	Other Integration Budget (3*)	£1,930,390	Is devolved to some schools to appoint 3* assistants
5	Total	<b>£9,506,131</b>	

5.3 Following further consultation on the Strategy and the main principles of the Review, detailed modelling work has been taking place based on information about pupils who receive support, the current criteria and a Review of the current workforce.

5.4 This includes a full restructure of the existing workforce, including bringing some specific teams of the SENJB to an end and offering a structure that is much simpler and more integrated. One core feature of this is abolishing the current 3\* integration provision - which impact a high number of teaching assistants. Further modelling work in terms of devolving/centralising the ALN budget shows different percentages of devolving budgets to schools **however the savings figure remains the same for all options.**

5.5 The new budget for the existing model (Option 3) would be as follows:

	Budget	Amount	Explanation
1	Workforce	£3,291,006	Central budget for employing the Integrated Team's workforce
2	ALN Budget and Deprivation	£1,583,108	This amount to be devolved on a formula basis (new)
3	Statement Integration Budgets	£3,823,551	Is devolved to every school to appoint statement assistants
4	Other Integration Budget (3*)	£ -	This budget is centralised in order to establish the Integrated Team.
5	Total	<b>£8,697,665</b>	

5.6 Savings – this would provide a permanent annual saving of **£808,466** in the first (academic) year by implementing the Full Integrated Team; and by including other savings to the Statements Integration budget, over time the permanent annual savings would be **£986,886 by 2021/22.**

5.7 This would provide cumulative savings of **£531,574** for the **three year savings** window (2015/16 0 2017/18 financial year) alongside a bid for a one-off

investment of £1,038,583 for the same period. The majority of these costs would derive from proposed redundancy costs.

5.8 Information on the savings profile is presented in table 1

**Table 1 – the savings profile**

Permanent Savings Profile - per academic year

Budget Heading	Plan	Proposed Permanent (Cumulative) Savings							Cumulative Total	Details	
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22			
<b>Budget for employing the Workforce and the 3* and Statement Integration budget</b>											
1	Workforce Budget and Integration Budget	Begin introducing IDP to replace statements in the early years and year 5 (reduce the hours of some statements by changing the thresholds)	£0	£23,550	£56,120	£99,960	£135,830	£153,370	£178,420	£178,420	This sum may be higher - but need to invest to increase the size of the specialist workforce. The budget in its entirety is £3.9m 2015/16
2		Review the service - re-model the workforce, de-commission the joint committee to employ the majority of the workforce centrally. Integration Money (3*) kept back centrally	£0	£41,808	£808,466	£808,466	£808,466	£808,466	£808,466	£808,466	Re-model the entire current specialist workforce provision and include the 3* budget in its entirety
3	<b>Total Savings</b>		<b>£0</b>	<b>£65,358</b>	<b>£864,586</b>	<b>£908,426</b>	<b>£944,296</b>	<b>£961,836</b>	<b>£986,886</b>	<b>£986,886</b>	

4 Savings for the 3-year savings window (2015/16- 2017/18 Financial Years)

£531,574

5.9 To realise these savings, a bid will need to be submitted to the Cabinet for a one-off investment. An amount of £1,038,583 will be required for the three year savings window (the 2015/16 - 2017/18 financial year). A total of £1,354,000 by 2021/22.

5.10 There is a need to highlight that we have identified very high redundancy cost implications of up to £1m here in order to enable us to make permanent savings.

**Table 2- One-off investment profile**

One off Investment Profile - per academic year

Heading	Plan	One off Costs							Total	Details	
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22			
<b>"Change Management"</b>											
1	Training Programme	Comprehensive programme for the current workforce, new workforce and parents.	£40,000	£80,000	£80,000	£0	£0	£0	£0	£200,000	need more detailed work. Particular attention to IDP at the beginning
2	Change Management - Information and advice for children and parents	Comprehensive Engagement Programme - including a specific officer for a period of 2 years to manage the change and ensure the flow of information including responding to conflict	£50,000	£50,000	£0	£0	£0	£0	£0	£100,000	Communication Resources
3	Interim Support prior to introducing the new workforce	Interim provision to prepare for transforming the provision - offer a speech and language interim provision until August 2016.	£100,000		£0	£0	£0	£0	£0	£100,000	All jobs operational by September 2016
<b>redundancy Costs</b>											
4	Cognition and Learning redundancy Costs	significant reduction in the workforce through re-structuring	£0	£177,000	£177,000	£0	£0	£0	£0	£354,000	need further checks
5	SENJC redundancy Costs	possible significant reduction in the workforce	£0	£100,000	£100,000	£0	£0	£0	£0	£200,000	need further checks
6	3* Teaching Assistants' redundancy Costs	Bring the entire provision to and end whilst offering a significant number of similar jobs	£0	£0	£400,000	£0	£0	£0	£0	£400,000	Estimate only - need further checks
7	<b>Total</b>		<b>£190,000</b>	<b>£407,000</b>	<b>£757,000</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£1,354,000</b>	

8 Bid for an investment during the 3-year savings window (2015/16 - 2017/18 financial year)

£1,038,583

9 In addition a specific sum has already been approved for Project Management Cost:

£206,843

5.11 The total savings over seven years (namely between 2015/16 and 2021/22) is £4.7 million. Given one off costs of £1.3 million (maximum), there will be a net saving of £3.4 million.

5.12 **Table 3** provides a summary of the permanent savings and the one off costs.

**Table 3 – Summary: permanent savings and one-off costs up to 2021/22**

Summary: permanent savings and one off costs, per academic year until 2021/22

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	Total
<b>1</b> Permanent Financial Savings (Cumulative)	£0	£65,358	£864,586	£908,426	£944,296	£961,836	£986,886	£4,731,388
<b>2</b> One Off Costs	£190,000	£407,000	£757,000	£0	£0	£0	£0	£1,354,000
<b>3</b> Therefore: savings/(costs) net by that year	-£190,000	-£341,642	£107,586	£908,426	£944,296	£961,836	£986,886	£3,377,388

**5.13 Outcomes**

5.13.1 The outcomes for children and young people with additional learning needs will be as follows:

- More personal plans that focus on the individual
- They will have earlier and more specific access to ALN services that will be reviewed regularly
- A more specialised service
- The ALN Area Forums will provide accountability in each area

5.13.2 The outcomes for Gwynedd Council will be as follows:

- Permanent Financial Saving
- Better control of the ALN budget
- Regular Reviewing and Monitoring

## **6. HOW WILL THIS AFFECT THE CHILDREN AND YOUNG PEOPLE OF GWYNEDD?**

### **i. Secures a method that focuses more on the individual**

- places the viewpoint of the child or young person at the heart of the process and includes them and their families from the outset, in assessment, intervention, planning and reviewing.

### **ii. Improves Communication – provides better support and better information and advice**

- so that children, young people and their families understand the process and are able to make informed choices;
- and ensure that disputes are less likely to occur;

### **iii. Service is better rationalised across the county**

- ensures that every child in Gwynedd has access to the same quality additional provision.

### **iv. Gain access to specialist support and provision sooner**

- Criteria providing everyone with better clarity on what should be offered and when.

### **v. Introduces a more flexible and responsive process**

- With continuous assessment and improved progress tracking, the provision can develop over time in accordance with changing needs.

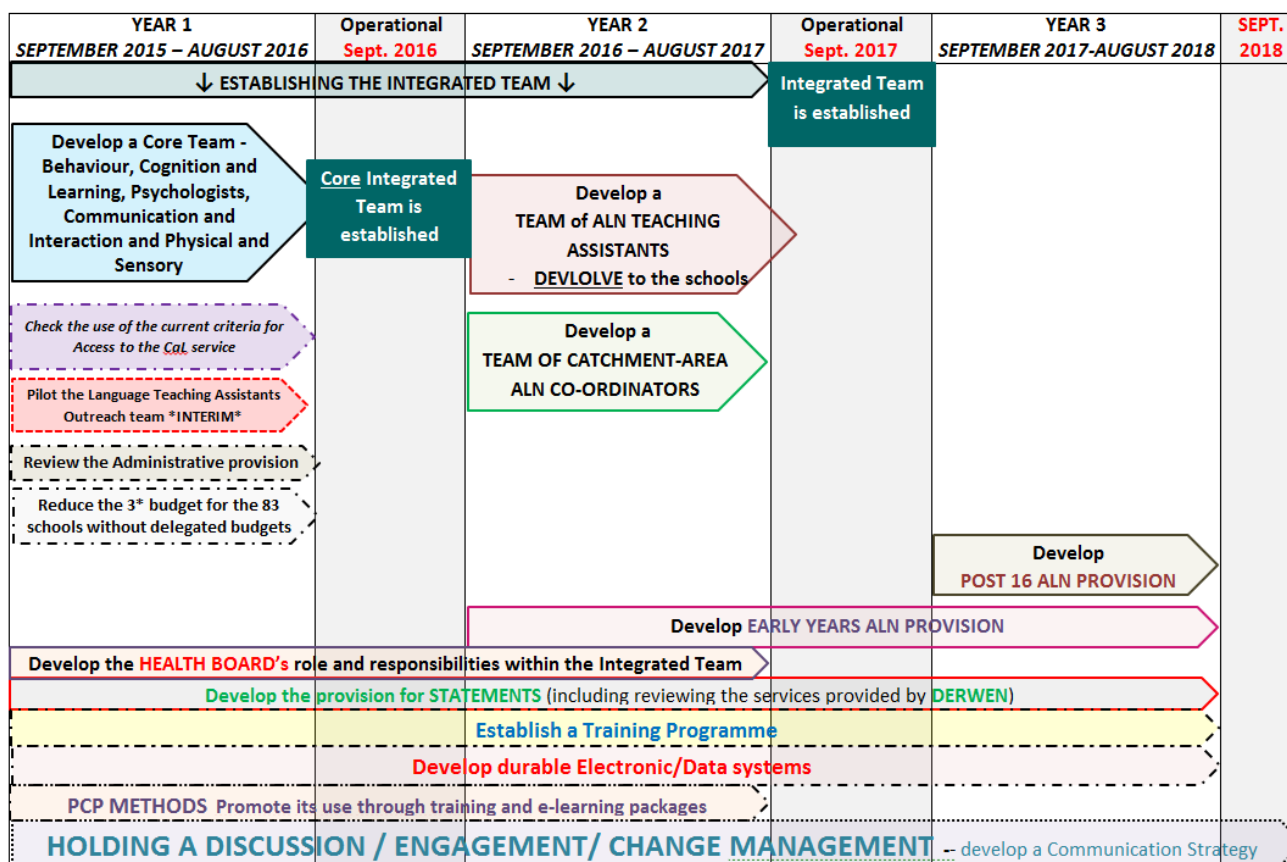
### **vi. Maximises the expertise and the good practice that already exist at special schools**

- Release potential for schools to collaborate, both mainstream and special schools;
- Establish an inclusive, specialist Integrated Team including psychological expertise
- Avoid any duplication.

### **vii. Improves collaboration arrangements**

- So that agencies agree on priorities and ensure that appropriate resources are available on time to be able to make a difference.

## 7. TIMETABLE AND NEXT STEPS



This amended version of the strategy will be submitted to the Council Cabinet in December 2015.

No statutory or financial changes to schools will be implemented until September 2016.

In the meantime we will continue to work closely with all of our stakeholders as we validate and add details to our proposals for reforming the service.

<sup>i</sup> The ALN term will include children and young people who require additional learning provision; in order to enable them to benefit as much as possible from the education and training available to them. The aim is to ensure that the definition of ALN includes all learners who are currently supported through School Action, School Action Plus (including 3\*) and some on SEN statements.

<sup>ii</sup> Where the term 'parents'/parent is used this refers to parents and people who have parental responsibility for the child, or who care for the child, even if they are not the birth parents.

<sup>iii</sup> Non-statutory – namely the pupils who currently receive support through School Action, School Action Plus (including 3\*).

Permanent Savings Profile - per academic year

Budget Heading	Proposed Permanent (Cumulative) Savings									Details	
	Plan	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	Cumulative Total		
<b>Budget for employing the Workforce and the 3* and Statement Integration budget</b>											
1	Workforce Budget and Integration Budget	Begin introducing IDPto replace statements in the early years and year 5 (reduce the hours of some statmentsu by changing the thresholds)	£0	£23,550	£56,120	£99,960	£135,830	£153,370	£178,420	£178,420	This sum may be higher - but need to invest to increase the size of the specialist workforce. The budget in its entirety is £3.9m 2015/16
2		Review the service - re-model the workforce, de-comission the joint committee to employ the majority of the workforce centrally. Integration Money (3*) kept back centrally	£0	£41,808	£808,466	£808,466	£808,466	£808,466	£808,466	£808,466	Re-model the entire current specialist workforce provision and include the 3* budget in its entirety
3	<b>Total Savings</b>		<b>£0</b>	<b>£65,358</b>	<b>£864,586</b>	<b>£908,426</b>	<b>£944,296</b>	<b>£961,836</b>	<b>£986,886</b>	<b>£986,886</b>	

4 Savings for the 3-year savings window (2015/16- 2017/18 Financial Years)

**£531,574**

One off Investment Profile - per academic year

Heading	One off Costs									Details	
	Plan	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	Total		
<b>"Change Management"</b>											
1	Training Programme	Comprehensive programme for the current workforce, new workforce and parents.	£40,000	£80,000	£80,000	£0	£0	£0	£0	£200,000	need more detailed work. Particular attention to IDP at the beginning
2	Change Management - Information and advice for children and parents	Comprehensive Engagement Programme - including a specific officer for a period of 2 years to manage the change and ensure the flow of information including responding to conflict	£50,000	£50,000	£0	£0	£0	£0	£0	£100,000	Communication Resources
3	Interim Support prior to introducing the new workforce	Interim provision to prepare for transforming the provision - offer a speech and language interim provision until August 2016.	£100,000		£0	£0	£0	£0	£0	£100,000	All jobs operational by September 2016
										<b>£400,000</b>	
<b>redundancy Costs</b>											
4	Cognition and Learning redundancy Costs	significant reduction in the workforce through re-structuring	£0	£177,000	£177,000	£0	£0	£0	£0	£354,000	need further checks
5	SENJC redundancy Costs	possible significant reduction in the workforce	£0	£100,000	£100,000	£0	£0	£0	£0	£200,000	need further checks
6	3* Teaching Assistants' redundancy Costs	Bring the entire provision to and end whilst offering a significant number of similar jobs	£0	£0	£400,000	£0	£0	£0	£0	£400,000	Estimate only - need further checks
										<b>£954,000</b>	
7	<b>Total</b>		<b>£190,000</b>	<b>£407,000</b>	<b>£757,000</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£1,354,000</b>	

8 Bid for an investment during the 3-year savings window (2015/16 - 2017/18 financial year)

**£1,038,583**

9 In addition a specific sum has already been approved for Project Management Costs

£206,843

Summary: permanent savings and one off costs, per academic year until 2021/22

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	Total
1 Permanent Financial Savings (Cumulative)	£0	£65,358	£864,586	£908,426	£944,296	£961,836	£986,886	£4,731,388
2 One Off Costs	£190,000	£407,000	£757,000	£0	£0	£0	£0	£1,354,000
3 Therefore: savings/(costs) net by that year	-£190,000	-£341,642	£107,586	£908,426	£944,296	£961,836	£986,886	£3,377,388