

<b>Committee</b>	<b>Education and Economy</b>
<b>Title of the Report</b>	<b>Update on the Gwynedd and Anglesey Additional Learning Needs and Inclusion Service</b>
<b>Date of Meeting</b>	<b>21/11/2019</b>
<b>Relevant Officer</b>	<b>Ffion Edwards Ellis ALN and Inclusion Senior Manager</b>
<b>Relevant Cabinet Member</b>	<b>Councillor Cemlyn Rees Williams</b>

## **1. Background**

- 1.1 The Gwynedd and Anglesey ALN & I Service was formed following a Strategic Review (Phase 1). It has been 2 years since the joint service was formed in September 2017.
- 1.2 The ALN and CH Service consists of sub teams responsible for specific areas - see Appendix 1 for the Service Structure.
- 1.3 This report has been produced following a request for an update on the development of the team, and the legislative changes.
- 1.4 Phase 2 of the Strategic Review continues to target specific streams of work in preparation for new Learning Needs Legislation. The Act and the Code were due to come into effect in September 2020; however, following a period of consultation on the Code the Government has announced a delay in bringing the law into effect. The Legislation will now come into effect in September 2021, with the statutory roles needing to be in place in January 2021 (see Appendix 2)

## **2. Purpose of the ALN and Inclusion Service**

- 2.1 The purpose of the ALN & I Service is to promote the achievement and wellbeing of the children and young people of Gwynedd and Anglesey.
- 2.2 The Service does this by supporting Primary and Secondary Schools to put in place the appropriate input and intervention for the children and young people who need different forms of support to access education. The input and intervention offered depends on the level and type of need of the young person.
- 2.3 Service measures provide measures against this purpose. 'TOMS' (Therapy Outcome Measures) has been used, and continues to be developed, across teams. This allows us to look at the progress of the whole child. There are other measures employed, e.g. Boxall profile, standardized literacy and numeracy assessments, which are specific to specific teams.

### **3. DELYTH GRAY'S (ESTYN) VISIT 15.10.19**

3.1 On the 15.10.19, Delyth Gray (Estyn) visited the Service. During the visit there was an opportunity to interview managers and team leaders to scrutinize the quality and operational processes of the service. The findings shared are as follows:

#### **3.2 Strengths:**

- 3.2.1 Both counties succeeded in creating a service, which looked extremely challenging to deliver two years ago. The two counties work together, and the service is embedded, schools are aware of the requirements with the right people in the right places within the structure, and work together as one team.
- 3.2.2 One Team, One Vision, One Service.
- 3.2.3 All staff show awareness of their role, and how the role fits into the overall service.
- 3.2.4 Everyone is passionate about their work - and understands their role.
- 3.2.5 Accountability is clear.
- 3.2.6 Organization and processes for the area forums / panels and Project and Management Boards sensible in terms of geographical areas. Common sense is applied to arrangement of the order / schedule of meetings.
- 3.2.7 Staff set high expectations of themselves and schools - turning the question to Schools, and asking what have you done already? Both counties have invested heavily in Training / guidance and good practice for Schools, and this strengthens the ability to increase expectations on schools.
- 3.2.8 Quality Officers - a clear strength within the role of this Service. They have been successful in getting schools to work with them on the quality agenda. The Quality Officers monitor each other's work and challenge each other - this ensures quality within the team. Schools understand the role.
- 3.2.9 Better understanding by schools of their expectations and accountability - a key achievement in all of this.
- 3.2.10 Members of staff do not refer to their area (Gwynedd or Anglesey) - conveying that they serve the wider area as one team.
- 3.2.11 The Llechen Lan provision appears to be a strength. The offer is there to visit in the future if we find this useful. Referrals to Llechen LAN is low, and shows the impact of the Early Intervention Service.
- 3.2.12 It is positive that schools are making more Managed Moves, and praise was given in terms of form / processes / panel - clear processes around this. The role of the Inclusion Welfare Officer is challenging, but a strength and capacity needs to be considered.

#### **3.3 Challenges**

- 3.3.1 Priority for attention - Year 9 and Key Stage 4 Inclusion. This work is already in process.
- 3.3.2 To consider expanding the use of the views of wider stakeholders, parents and children and young people.

### **4. Summary of Successes Identified within the 2018-2019 Business Plans**

<b>Quality and Support Services</b>	<p>ALN provision and support monitoring process have been successfully piloted to assist Moderation Panel decisions (i.e. a Panel that makes a decision to continue or modify individual support). This process is being extended this year, to ensure the correct distribution of resources.</p> <p>The Electronic Individual Development Plan system now available to all schools. The system enables joint authoring between school, parent and other agencies.</p> <p>Parents and Schools Website: Parents Website is already live. The Schools website, which contains Resources, will be available from December (<a href="http://www.adyach.cymru">www.adyach.cymru</a>)</p> <p>Forum and Panel referral numbers stabilized and show awareness of Criteria.</p> <p>Quality indicator monitoring process ('RAG') continues to show valuable information regarding schools that require further input for ALN and CH provision. This ties in with the countywide quality monitoring process.</p>
<b>Educational Psychology</b>	<p>Action taken to address current and future recruitment difficulties, through the appointment of Assistant Educational Psychologists.</p> <p>Research projects are taking place as part of core teamwork.</p> <p>National Nurturing Schools Program - all secondary schools participating in the 3 year plan with a Deputy Principal Psychologist leading.</p> <p>Therapy Outcome Measures shows a positive impact on last year's cases with 82.4% of cases showing a satisfactory to very good progress.</p>
<b>Additional Learning Needs</b>	<p>Specific Learning Needs: The number of individual children's referrals decreases, but requests for training increase. This is a sign of strengthening the level of School provision.</p> <p>Sensory and Medical Needs: Service access measures used consistently, assistant training plan working effectively.</p> <p>Communication and Interaction: All catchment areas have received Communication Friendly Primary Schools training, additional interventions are offered (e.g. Yotism that is Yoga for individuals on the Autistic Spectrum), the flow between service interventions (e.g. Centres, Outreach Assistant, and Advisory input) is smooth, Working closely with the Inclusion Team in MAPA training. The service's TOMS information shows good or very good progress with 92% of cases.</p>

	ABC: Nursery ALN service has now been restructured, and is part of the ALN and CH Service.
<b>Inclusion (Early Intervention/Llechen Lan/Pecyn 25)</b>	<p>Access Forums and Inclusion Panel are well established and robust. Emphasis on supporting schools to demonstrate its initial implementation.</p> <p>MAPA (Management of Actual or Potential Aggression) training continues to be offered to any school that needs it to complement classroom input. GWE visits have identified good practice within the Llechen Lan provision. All 16 pupils who have received Slate Lan input have successfully transferred back to their mainstream school, with transition support from the service.</p> <p>Inclusion Liaison Meeting, which enables multi-agency discussion of difficult cases formed (Membership including Children's Services, CAMHS, Youth Justice).</p>
<b>Counselling</b>	<p>Targeting Waiting lists continue to be implemented, and is having an impact.</p> <p>Welsh Government Well-being Grant to March 2019, for counselors to be used to extend team work, reduce waiting list, and enable different models of action to be explored</p>
<b>Education Welfare</b>	Staffing challenges continue, but have triggered discussions on the team allocation formula across the two counties, which will take effect in January. This will have a positive impact on the team's workload. Attendance remains very satisfactory and amongst the highest in Wales.

#### **4. ACTION PRIORITIES 2019-2020**

**The following is a summary of the priorities for action identified within existing Business Plans:**

4.1 Continue the Phase 2 work in preparation for the new Legislation. This will include looking at the legal side of the Legislation, and the training needs around it. Also looking at the financial methods around meeting the requirements.

4.2 Extend the quality monitoring process within the Secondary

4.3 Pilot Secondary Friendly Communication Schools training

4.4 Joint work between the Educational Psychology Service and the Specific Learning Needs Team to create School accreditation around the SpLD Self-Assessment document (literacy and numeracy difficulties).

4.5 Continue to support and extend the Secondary and Primary Encouraged Schools scheme.

4.6 Further extend and develop the use of TOMS.

4.7 Continue work on looking at inclusion provision in Years 9, 10 and 11.