

**Executive
Summary**



**Additional Learning Needs
and Inclusion
Strategy**

Gwynedd and Anglesey



Introduction

The aim of our new Additional Learning Needs and Inclusion Strategy is:

'To ensure that children and young people (aged between 0 and 25) who have additional learning needs take advantage of opportunities and gain experiences that are planned effectively for them, in order to allow them to make 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.

Rationale

The Gwynedd and Anglesey Additional Learning Needs and Inclusion Service provides a comprehensive integrated service across education establishments of both counties in order to:

- Promote the development of schools to become inclusive establishments.
- Reduce the effect of ALN on the outcomes for children and young people by improving skills and achievements.
- Providing suitable and high quality education for children and young people with ALN.
- Locating high quality services locally.
- Consider individual aspirations and needs and that every child and young person is central to the service and intervention provided for them.
- Ensure high quality skills within the central workforce and schools workforce in order to improve the full ownership and inclusiveness of ALN within schools in both counties.
- Contribute to improving quality of life and welfare by enhancing the educational provision available.
- Reduce the cohort of children who require additional intervention due to ALN by improving inclusiveness within educational provision.
- Strengthen links and accountability for ALN across the tiers of the provision model.

Whole-School Action

Providing for children who have additional learning needs is a priority for the whole community of each school in Gwynedd and Anglesey. Addressing the additional learning needs of pupils is not the responsibility of the co-ordinator, assistants and senior management team alone; rather the full community of the school plans and provides suitably for them.

Before looking for additional assistance, each school should attempt various strategies which are clearly highlighted within the criteria. It is only after following these steps that the school can receive additional support from outside.

Whole-School Expectations

Additional Learning Needs and Inclusion is a responsibility in every aspect and function within the school.

1. ALN and Inclusion Liaison Governor

The role of the ALN and Inclusion Liaison Governor is very valuable in providing support to the Head and staff in developing a learning environment which promotes progress for children with ALN and Inclusion.

2. Head teacher (ALN Contact Person in each school)

The leadership of the school Head teacher (or member of the Senior Management Team) in the ALN and Inclusion field is essential to disseminate mind-set, ownership and communication regarding ALN and Inclusion to rest of the school staff.

3. School/Cluster ALN and Inclusion Co-ordinator

The School/Cluster ALN and Inclusion Co-ordinator has a key role within the school, with a strategic input. They are accountable to the school's Governing Body and Head teacher, and receive further guidance from the ALN and Inclusion Area Quality Service.

4. Classroom/Subject Teachers

Every teacher recognises that they are responsible for responding to ALN and Inclusion. They are also key in terms of identifying new cases ALN and Inclusion.

5. Assistants and Learning Coaches

The work of assistants enhances the provision available across the school. Every assistant and learning coach, in each role within the school, is responsible for addressing the ALN and Inclusion of pupils.

6. Communicating with Families / Parents Partnership

Working with families and ensuring parental collaboration are crucial for a successful relationship with any pupil.



The integrated Team

This strategy is based on a skilled Integrated Team which includes specific teams of expertise according to condition/disorder and location. These teams will advise and support the schools and ensure consistency in providing individuals with appropriate interventions and support.

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 specific and non-specific learning needs with more emphasis on schools to provide this provision themselves with the advisory support of the Integrated Team.

1. Using Person-centred approaches to create Individual Development Plans

The Individual Development Plans (IDP) (by adopting the new legislation) will replace SEN statements (Statutory) and non-statutory Individual Education Plans (IEP). Every child or young person with ALN has the right to receive the same statutory plan – namely the IDP.

2. Criteria

Clear Criteria for Accessing and Leaving Services within the ALN and Inclusion field promotes consistency across schools in relation to requirements and expectations. Specific Criteria exist within each area of need. When a pupil experiences difficulties across areas, reference must be made to the Criteria in those areas, but with a decision regarding the child/young person's recognition of what the main difficulty is at any one time.

3. Access to Services

Early and graduated intervention is essential to reduce pupils' difficulties later on in their school career. Therefore, the close relationship with community and education workers in the early years sector needs to be strong. A referral system is in place whereby community health workers (e.g. Paediatrician, Health Visitor, Speech and Language Therapist) and early years educational institutions registered with the Local Authority as education providers (e.g. Cylchoedd Meithrin) can refer young children to the Early Years Forum. Children are referred in accordance with the Early Years Criteria, and the Individual Development Plan is used. This may lead to discussing the child within specific areas at the Area Forum (e.g. a child needing input from the Communication and Interaction Team).

4. ALN and Inclusion Forums, and Cross-County Panel (Moderation)

The work of the Specialist Teams, (other than aspects of the work of Educational Psychologists, ALN and Inclusion Quality Officers, and the Welfare and Counselling Service) is organised through ALN and Inclusion Forums as a starting point. Any school can request input into the Forum in accordance with the Criteria by using the child's Individual Development Plan. The ALN Area Fora meet every half term.

In the case of children with acute and complex needs, a discussion about those needs is initiated through a Cross - County Moderation Panel. The Forums and the Panel act in accordance with the LEA service's access and leaving Criteria. A key part of the Forums and Panels' role is to receive information about the way schools use the specialist Services they receive, and whether they implement the recommendations offered at classroom level.

Support Path

School Head teacher /ALN&I Contact Person ensures school-level strategies are implemented to support the pupil

STEP 1 - if additional needs are identified

- Use of One-Page profile and Action Plan
- Decision by the school in accordance with the Criteria
- Additional support offered by the school



STEP 2 - if the child /young person meets the criteria for specialist support

- Use of One-Page profile and Action Plan
- Refer to the **ALN&I Area Forum** in accordance with the Criteria to make a decision regarding the best provision.
- Specialist support offered by the school and Central Integrated Team for a specific period as necessary



STEP 3 - if the child /young person has more acute and complex needs

- Use of One-Page profile and Action Plan
- Decisions regarding the best provision in the **Gwynedd and Anglesey Cross-County Panel** in accordance with the Criteria
- Specialist support offered by the Central Integrated Team and specific Assistants

ALN&I Cluster Co-ordinators provide support to the pupil, parents and cluster of schools

Area ALN&I Quality Officers offer support to the pupil, parents and schools within their area



The Staffing Structure:

The Specialist Service has been split into two departments namely:

- The Additional Learning Needs Services
- The Inclusion Services



The Senior Management Team operates across both authorities and includes **Senior Inclusion Manager** and **Senior Additional Learning Needs Manager** who are responsible for leading the proposed national development (ALN Legislation) as well as fully implementing the outcomes of the Gwynedd Council and Isle of Anglesey County Council ALN and Inclusion Strategy Review.

They are responsible for:

- Managing and implementing a strategic vision in the Inclusion and Additional Learning Needs field in its entirety.
- Managing the Inclusion/Additional Learning Needs budget.
- Challenging schools in both fields ensuring consistency and the highest standard of practice by the schools and central services.
- Regularly visiting schools as part of a proactive procedure and reporting on strengths and areas for improvement.

The **Head of the Behaviour Support Service** is accountable for the day-to-day running and quality of the Behaviour Support provision, from the early years to the end of Key Stage 4.

- Ensuring that the response is timely, strong, consistent and meets the statutory requirements across the range.
- Controlling the work pattern of the four primary teams, the timetable of Package 25 pupils and collaborating with secondary schools to ensure purposeful provision in KS3.

The **Chief Educational Psychologist** is accountable for the professional supervision of the team of Psychologists and for giving strategic guidance in the field. The Chief Psychologist will act as Psychologist for Special Schools and for Out-of-County Placements.

The **Area ALN&I Quality Officers** are responsible for ensuring that pupils respond to the change in the ALN Legislation by supporting and managing change.

- Ensuring that ALN quality is monitored within the schools and reporting to the Education Officers/Senior Managers when appropriate
- Standardising and supporting the work of ALN Co-ordinators in terms of the use of ALN resources and a whole-school level.
- Supporting the pupils with the most severe needs within the mainstream.

Educational Psychology Service

The Educational Psychology Service collaborates with Gwynedd and Anglesey schools in order to facilitate a suitable and reasonable response for young people who experience additional learning difficulties, as part of the ALN Integrated Team, where these needs affect the individuals' access to the curriculum.

They do this in order to:

- Ensure the best possible educational outcomes for individuals aged between 0 and 25 years old.
- Provide a high quality Service that is in-keeping with the standards of the Health and Care Professions Council (HCPC).
- Work in an effective strategic manner to promote whole-school development in the way in which ALN and Inclusion is targeted.

Safeguarding Policies and Guidelines

The Safeguarding Officer acts as a point of contact for guidance, training and specialist advice in the field of child protection. They work closely with the Children Services to ensure that our pupils are safeguarded in full within the education system. They represent education at child protection meetings where an allegation has been made against a member of staff.

Training Strategy

It will have to be ensured that the workforce of the Integrated Team includes specific expertise related to every field and this expertise is 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 specific Senior Educational Psychologists.

Data and Electronic Systems

It is crucial that we are able to simplify methods of holding information electronically and in doing so reduce duplication. The system provides access to all the information about a pupil's ALN and Inclusion within a single electronic file.

The Additional Learning Needs Services

Communication and Interaction Service

The Communication and Interaction Service seeks to enrich language, communication and interaction skills and respond gradually when difficulties in relation to Delay, Disorders or Autism impact development in these fields.

The team provides guidance and training for teachers and assistants on the classroom floor in order to ensure that the right strategies are being used.

Centres (part-time) are an integral part of the service, with a clear focus on increasing the pupils' skills as they return to the mainstream. There are five Specific Language Disorder Centres, and three Primary Centres and two Secondary Centres for Social Communication (for those with difficulties on the autistic spectrum).

There is a closer connection, and work targeted in a far more co-ordinated manner with the language therapists service. The role of these therapists is specific for supporting the pupils who receive outreach input, and within the centres.

Specific and Non-specific Additional Learning Needs Service

The Specific and Non-specific Additional Learning Needs Service refers specifically to:

- Significant difficulties in literacy and/or numeracy skills development over a period of time. This refers to difficulties which are outside the average range for the child's age.
- In some cases, these literacy difficulties are described as Dyslexia in accordance with the definition of the British Psychological Society.

The Specific and Non-specific Additional Learning Needs Service seeks to enrich literacy and numeracy skills and respond gradually when difficulties impact development in these fields. This is done by adapting working models to target in a more inclusive manner.

The team:

- Places a clear focus on developing whole-school skills for variety in learning methods
- Ensures that clear processes and approaches exist to identify specific and non-specific difficulties in a timely manner
- Ensures that the parents are a key part of any intervention offered

Sensory Impairment Service

The Sensory Impairment Service ensures that sight-impaired and hearing-impaired children and young people have full access to the curriculum and the learning environment in order to reduce the effect of the Impairment on the holistic and academic progress of the pupils.

The team:

- Provides a structured service which meets the needs of Sensory-Impaired pupils aged between 0 and 25 in early years provision, primary schools, secondary schools and special schools, ensuring that they reach their full potential.
- Offers a variety of suitable support, provision and resources to meet the individual needs, which are in-keeping with the requirements of the National Sensory Impairment Partnership (NatSIP).

Medical and Physical Service

The Medical and Physical Service facilitates a suitable and reasonable response for children and young people who experience medical and/or physical difficulties, where these needs significantly affect the individuals' access to the curriculum.

The team provides:

- specialist guidance for schools on how to address medical needs within a school environment
- guidance on adapting the curriculum, coordinating information and developing inclusive attitudes
- risk assessments in the fields of manual handling and challenging behaviour

The Inclusion Services

Behaviour Support Service

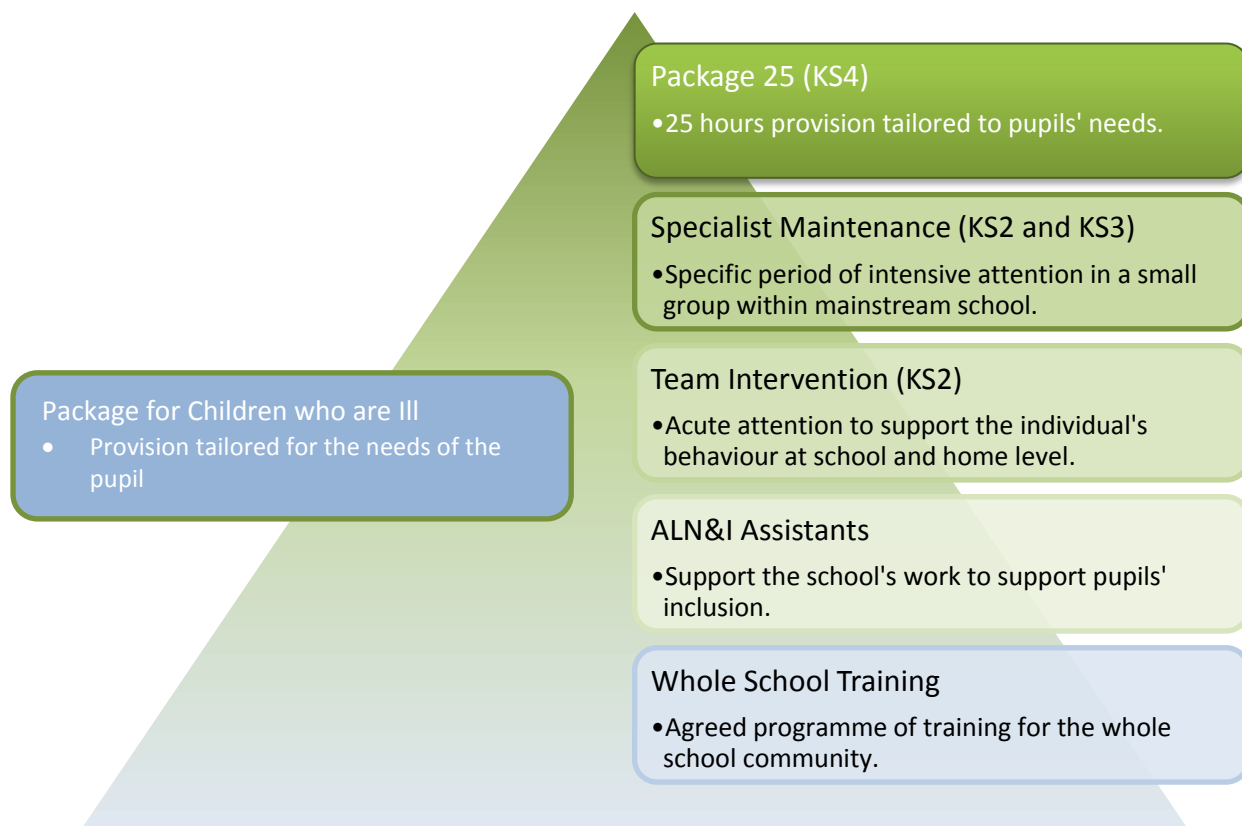
The Behaviour Support Service seeks a positive change in the behaviour of young people who experience behavioural, emotional and social development difficulties. The aim is to improve behaviour and reduce the risk of exclusion from school.

The Home-schooling service for children who are ill works with families and mainstream schools to support young people who have complex medical condition to reach their full potential. The aim is to offer timely and effective support in order to overcome any problems which could arise due to long-term illness.

The team:

- Ensures that the ethos of schools ensures the schools' ownership of these young people who have behavioural, emotional and social needs
- Ensures that every teacher in every school receives appropriate training which will lead to teachers who are confident when working with young people who have behavioural, emotional and social needs
- Ensures expert guidance to enable schools to tailor specialist interventions within the school's resources
- Ensures local standard specialist provision for the young people with the most severe behavioural and emotional needs

Overview of the Behaviour Support Provision



Education Welfare Service

The Education Welfare Service provides high quality professional assistance for children, young people, families and schools in order for children and young people to benefit from the educational provision provided for them. The aim is to improve attendance and in doing so the educational achievement of our young people.

The team:

- Investigates the reasons for absence from school
- Offers information and guidelines
- Provides advice for families on other specialist advice services and refers to appropriate services as required
- Warns, fines and prosecutes in accordance with the agreed procedure

Counselling Service

The Counselling Service is an independent service which works with Gwynedd and Anglesey schools to support young people who have social, emotional worries to reach their full potential. The aim is to support the complex emotional needs of these young people and in doing so improve their educational achievement.

The team offers the following:

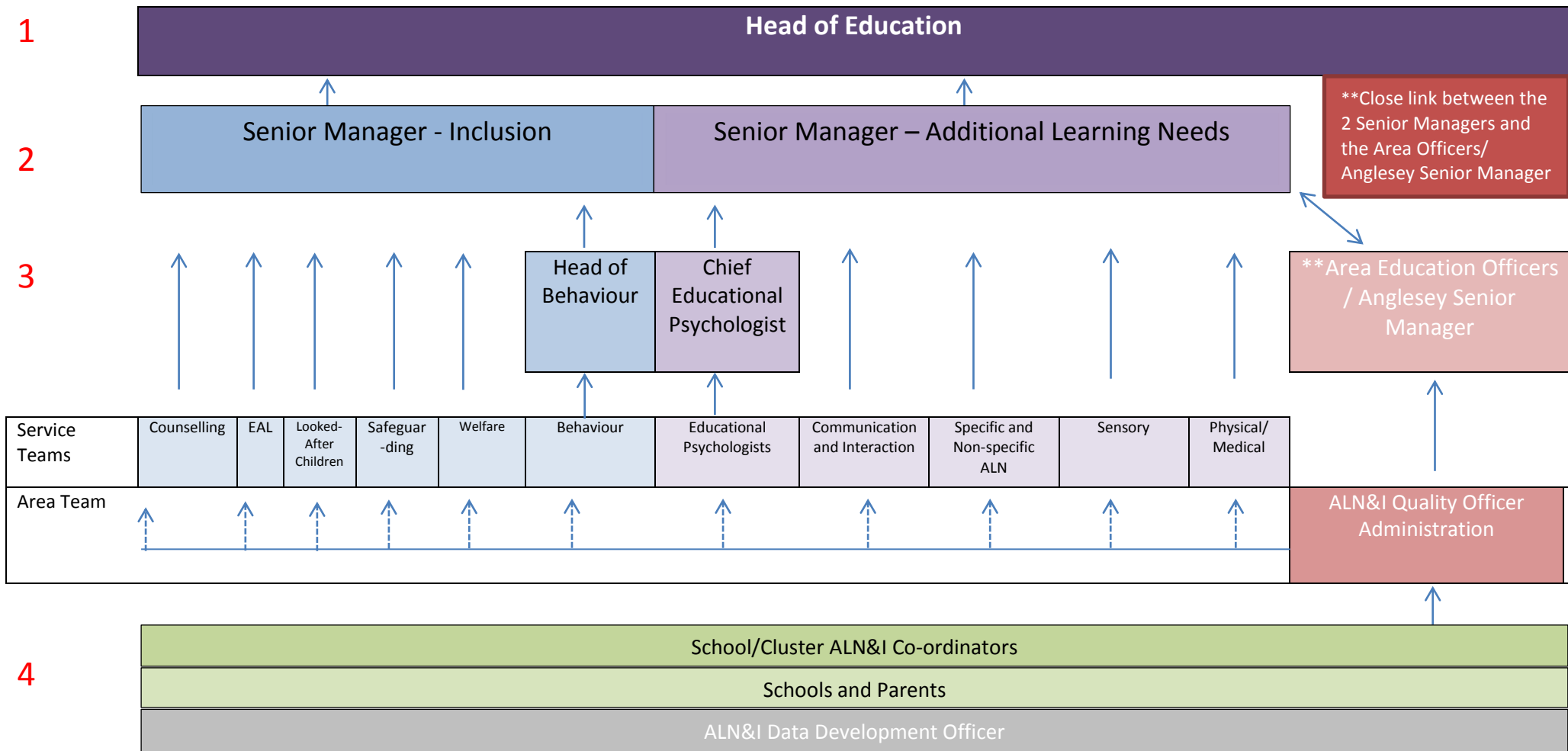
- A regular place and time in order to talk and discuss their worries or difficulties
- Help for young people to discuss their feelings and look at the way that they might want things to be different, by talking and using a variety of counselling models.
- Involvement with developmental matters, problem-solving, improving relations, making choices, coping with changes, nurturing insight and understanding, growing as an individual
- Support for our children and young people by ensuring that qualified trained counsellors are available who work within the recognised code of ethics and code of practice of the British Association for Counselling and Psychotherapy.

Service for English as an Additional Language Pupils

The Service for English as an Additional Language Pupils (EAL) supports young people who have English as an additional language to reach their full potential. The aim is to offer timely and effective support for Gwynedd and Anglesey Schools in order to overcome any problems which could arise due to a lack of language and, consequently, understanding.

The team:

- Responds in a timely and consistent way to requests from schools for support.
- Provides the most suitable support for pupils.
- Holds initial assessments on 'newcomers' in Primary and Secondary Schools
- Establishes positive links with families
- Introduces a range of sustainable strategies for supporting pupils.
- Supports teachers to differentiate for EAL pupils including joint-learning and modelling good practices.
- Raises awareness of equality, culture, language and diversity issues in schools.
- Makes referrals to appropriate services as necessary.



- Tier 1 Head of Education Department accountable for the ALN&I Service
- Tier 2 Senior ALN Manager and Senior Inclusion Manager are line managers for the Specialist Services Teams (quality/value for money and monitoring the service)
- Tier 3 Head of Behaviour is line manager for the Behaviour Team and the Chief Psychologist is line manager for the Psychologists Team
Area Education Officer (Gwynedd) and Senior Education Manager (Anglesey) are line managers for the ALN&I Quality Officers (accountability for the role of schools)
- Tier 4 ALN&I Co-ordinators are appointed by individual schools or across a cluster of schools (ALN&I Quality Officers supporting them and providing guidance)