



**Additional Learning Needs
and Inclusion
Strategy**

Gwynedd and Anglesey



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Preface

It was agreed to draw up one Common Additional Learning Needs and Inclusion Strategy which will address the needs of pupils and young people of **Gwynedd and Anglesey** effectively and efficiently. This is based on remodelling and reinforcing the historical partnership and including the whole range of services and provision. The intention is to improve outcomes for children and young people.

Planning around the needs of children and young people and their families is central to the new provision, and the following factors will also receive a great deal of attention:

- identification of problems / needs early in the life of the child / young person and ensure appropriate intervention;
- early intervention when problems appear;
- working in a more integrated and multi-agency manner, sharing information and with joint planning of provision;
- continuing development of workforce skills and understanding;
- better and more organised communication with the children, young people and families.

Preventive activities take place in this area, particularly with vulnerable families, ensuring that full and integrated services are available for them.

This transformation means that we shall organise ourselves effectively and efficiently as Council in order to respond to the needs of vulnerable children and young people in Gwynedd and Anglesey.

We list below the areas discussed and agreed upon:

- Drawing up a totally integrated joint service which will involve support for the full range of needs. Service to include, for example, Education Psychologists, Specialist Teachers and Specialist Assistants.
- Review the joint criteria ensuring cross-county consistency. Ensure that the criteria are clear for everyone at all levels.
- Maintain a cross-county panel for the children with the acutest needs.
- The sharing and support model on area level to be shared in East Gwynedd, Anglesey, South Gwynedd and West Gwynedd.
- Review the method of delegating funding to ALN to mainstream school, ensuring the most effective use of money. Review the procedure for monitoring the use of this joint funding.
- A clear focus on outcomes, and in response to this, reconcile our data gathering and analysis procedures.
- Extend the discussion with the health service.
- Draw up a joint training programme, for all levels to accord with service priorities.

The purpose of this Strategy therefore, following wide-ranging consultation, is to set direction and to introduce specific projects to transform the area of additional learning needs.

We list below those factors which will be different following the implementation of this Strategy:

1. Emphasis on **placing the pupil at the centre** – by personalising the support using specific methods (which focus on the individual) when planning provision and support.
2. **Offering a new form of support**, with more emphasis on consultation, guidance and support, including mentoring. There will be less reliance on assistants, with provision being more flexible and for specific periods.
3. **Improving parents’ understanding of the provision and options** available for their children.
4. **Raising standards** by:
 - increasing the attainment of children and young people with additional learning needs;
 - generally improving ALN provision
 - increasing the expertise of the school workforce in its entirety
5. **Change of culture** so as to ensure the **whole school** takes responsibility for ALN; robust leadership will be required to promote this.
6. **Change of emphasis, for each condition** in terms of the specialist support available. We shall pay more attention to language disorders, autism and behaviour maintenance on the basis that these conditions require more specialist intervention. The support for learning delay will change substantially, with more emphasis on having the schools themselves delivering this provision, with the advisory support of the Integrated Team. **Management will be internalised** and will be consistent across all provision.
7. Providing a specific **Training Programme** to be offered to all the school’s workforce.
8. Promoting **better use and understanding of the criteria**, ensuring that it is possible to **access the provision much earlier**
9. Ensure that young people leave school more **confident and independent**.
10. **Strengthen co-operation** with other agencies
11. Ensure better **data and tracking system** and ensure regular monitoring arrangements.

Introduction and Context

Additional Learning Needs and Inclusion Strategy

It is important to note that this Strategy is being drawn up in the context of significant changes in the area, which involve:

- legislative proposals to reform the framework for the management of additional learning needs;
- evidence suggesting a need to focus on early and preventive intervention;
- the financial context

The need for such a Strategy became apparent in view of an analysis of the experience of children and young people with additional learning needs. Some basic weaknesses were highlighted, amongst which were:

- **Inconsistency within the system:**
 - As regards parental expectations; in the Standard and location of the provision and in the culture within schools
- **A traditional and complex system**
 - Criteria which needed revising; reactive action (authority and schools); provision commissioned externally with insufficient control
- **Performance quality**
 - Inconsistency within schools and specialist teams; lack of access to current data (information kept separately in a different format); and difficulty in proving progress
- **Relationship with other services**
 - Structure not conducive to co-operation
- **Increase in specific needs**
 - 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 complex, with lack of communication between all stakeholders

In addition to the above factors, the **Additional Learning Needs and Education Tribunal Bill (ALNET)** is about to be introduced into the legislative system. This Bill will transform the legal framework and will do away with the inconsistencies and deficiencies in the current system.

The Lifelong Learning Minister, Alun Davies, declared in a statement (4 July 2016) that:

“The current legal framework to assist children and young people with special educational needs is based on a model introduced over 30 years ago. It is patently not now fit for purpose.

“Our hope in this bill is that it will transform the expectations, experiences and outcomes of children and young people with additional learning needs in Wales.”

The general aims of the Bill are to create:

- a unified legislative framework to support children and young people aged 0-25 who have ALN in schools and further education institutions;
- an integrated, co-operative Process of assessment, planning and monitoring which facilitates early, timely and effective intervention, and
- a fair and transparent system for providing information and advice and solving concerns and appeals

The proposed bill puts forward the following basic changes:

- The term Special Educational Needs (SEN) to be changed to Additional Learning Needs (ALN)¹;
- The introduction of Individual Development Plans (IDP) by using methods which concentrate on the individual. These plans will replace SEN statements and non-statutory Individual Education Plans (IEP) and post-16 plans. The local authority will be responsible for drawing up IDPs and ensuring their implementation for every child and young person with ALN between the ages of 0-25.
- The publication of a new Code of Practice to include mandatory requirements to which the relevant bodies will have to conform.

At the core of these reforms is a focus on inclusion; placing children and young people at the Centre and ensuring they receive assistance to reach their full potential.

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

'To ensure that children and young people between the ages of 0 and 25) who have additional learning needs benefit from opportunities and gain experiences which have been effectively planned for them, so as to enable them to progress according to their ability.'

The results we seek to achieve through the Strategy include:

- provision which places much more emphasis on early intervention, particularly in the early years, seeking to identify conditions at a very early stage in children's lives so that this can affect their education and their lives generally;
- increase specialism in our schools by means of training programmes to develop further expertise;
- robust multi-agency collaborative arrangements leading to sharing information, and ensuring effective joint planning for the education and development of children and young people needing additional support;
- offering a service which ensures high quality educational experiences;
- children and young people to received additional help at an earlier stage; making educational progress at an appropriate pace, and contributing to the promotion of their independence;
- a learning environment of the highest quality for children with the most acute needs;
- ensuring an effective and efficient system.

The main facilitators for achievement and success in making a positive difference are:

- **The workforce** – a training programme in place to equip and develop the workforce to provide the correct type of support for children and young people with additional learning needs;

- **Parents** – emphasis on better communication, ensuring that the child/young person’s needs are central to the whole process;
- **Service arrangements and form** – specific attention paid to reorganising services within the Education Authorities;
- **Schools;**
 - increase expertise in our schools by means of training programmes to develop more expertise;
 - ensure better understanding and clarity on the part of the schools, the Education Authority and other agencies regarding the nature of responsibilities and provision.
 - schools’ leadership to develop a whole school understanding of the new culture in this area

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The Outcomes

Clear outcomes will need to be ensured for children and young people following changes to the area in question:

- Outcome 1:** That children and young people with additional learning needs are central to any decision when planning provision for them; and that they receive the correct type of support and intervention at an early stage – with an emphasis on the early years.
- Outcome 2:** That children with additional learning needs receive a quality service, in schools and from multi-agency and multidisciplinary teams across Gwynedd and Anglesey.
- Outcome 3:** That the provision for children with additional learning needs be reviewed in a regular and timely manner so as to ensure use of the best intervention.

In identifying outcomes, attention was paid to the following:

- The need to transform the entire Service within the Additional Learning Needs and Inclusion area;
- The need to respond fully to the main points made during the engagement period;
- The need to give full consideration to the experience and wishes of the child/young person when proposing changes to the provision;
- The need to increase capacity in our schools, to make savings and reduce future demand in this area so as to ensure the long-term sustainability of the service.
- The need to prepare for the legislative changes

If implemented, the Strategy will achieve:

- A quality service for the children and young people of Gwynedd and Anglesey;
- A service which is much more effective and efficient.

Indicators

The ALN and Inclusion Quality Service measures the success of the provision by means of a number of indicators. Our chief indicators are set out below:

- Data on the progress of pupils on the ALN and Inclusion list according to specific area indicators, e.g., progress on measures of achievement, targets and standardised measures and referral criteria assessments.
- Attendance (authority and individual school percentages)
- Fixed-term and Permanent Exclusions

Rationale

The Gwynedd and Môn Additional Learning Needs Service provides a comprehensive integrated service across educational locations in both counties in order to:

- Promote the development of schools as inclusive locations.
- Reduce the effect of ALN on outcomes for children and young people by improving skills and achievement.
- Provide an appropriate high quality education for children and young people with ALN.
- Locate high quality services locally.
- Consider individual aspirations and needs, and that each child and young person is central to the service and intervention provided for him or her.
- Ensure skills of the highest quality within the central workforce and the workforce in schools so as to improve the full ownership and inclusion of ALN within the schools of both counties.
- Contribute to improving the quality of life and wellbeing by enriching the educational provision delivered.
- Reduce the cohort of children needing additional intervention because of ALN by improving inclusion within the education provision.
- Strengthen links and accountability for ALN across all strata of the provision model.

Whole School Action

Making provision for children who have additional learning needs is a priority for the whole community of every school in Gwynedd and Anglesey. The responsibility for meeting the additional learning needs of pupils falls not only on the co-ordinator, assistants and senior management team; the whole school community must plan and provide appropriately for them.

Before seeking additional help, every school should attempt various strategies which have been clearly highlighted within the criteria. Only after following these steps can a school receive additional external help.

To facilitate this action, each school receives a delegated budget for additional learning needs.

Integrated Team

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

In planning the new provision model, the need for a change of emphasis as regards the structure and size of provision for some disorders was highlighted. As this strategy evolves, there will be further changes to the emphasis placed on supporting some conditions. Within this Strategy, more attention is devoted to Communication and Interaction (Language Disorders and Autism) and to Behaviour Maintenance. This is based on the fact that these conditions require more specialist intervention, and the higher numbers of pupils needing the support. A considerable change has taken place in the support for learning delay, with more emphasis on the schools themselves delivering this provision with the advisory support of the Integrated Team.

Gwynedd and Anglesey ALN and Inclusion Service

1. What are Additional Learning Needs and Inclusion?

Gwynedd and Anglesey Councils are proud of the way that each pupil achieves and develops as a whole person. It is important to celebrate individuals and their successes, and to recognise that every pupil has strengths. This is particularly true of our pupils who have additional learning difficulties. Our schools have traditionally been very inclusive, which is one of the best features of both counties.

In referring to Additional Learning Needs we consider pupils who have needs in a part or parts of their development, which creates a barrier to Access to the curriculum, which cannot be fulfilled by the normal and expected differentiation occurring in an educational setting.

The headings in this document refer to needs in different areas of development and supply a brief description of what is meant by ALN and Inclusion in each of these areas.

2. Aim of the ALN and Inclusion Provision

The aim of the ALN and Inclusion provision is to ensure that each pupil is enabled to progress according to his or her ability.

3. Objectives of the ALN and Inclusion Provision

Every school has a responsibility to create a supporting and caring atmosphere where every pupil can develop happily and confidently. As regards ALN and Inclusion generally, care must be taken to ensure the following:

- that the school operates in accordance with the ALN Wales Code of Practice.
- a constructive, honest and transparent relationship with parents and guardians.
- clear ownership regarding ownership of pupils' additional learning needs by school staff.
- effective co-ordination of ALN and Inclusion within the school systems.
- clear processes in place to target and identify additional learning needs.
- a close relationship with the early years provisions feeding the school.
- effective use of the school's ALN and Inclusion resources and delegated finance
- sensible and effective use of specialist services.
- whole school use of an individual-centred mindset.

4. Using individual-centred methods to create Individual Development Plans

The Welsh Government wishes all Local Authorities to introduce individual-centred methods to plan provision for school pupils. The Individual Development Plans (IDP) when the new legislation is adopted will replace SEN statements (Statutory) and Individual Education Plans (IEP) (non-statutory). Each child or young person with ALN will have the right to receive the same statutory plan - the IDP.

It is essential that we discover what is important for the pupils when seeking to personalise the educational experience. We shall do so by talking to them and their families, and agreeing on the best way to prioritise and provide the support.

These reviews place the child or young person at the Centre, look at what works and what does not, and what is important to them. All the information collected will be used in tandem with the Criteria set out below to create

an action plan which is genuinely individual and effective for that person. This method of understanding the needs of a pupil is relevant to every child/young person, not only those with ALN.

To facilitate the task of drawing up the Individual Development Plans, use is made of the Authority's data collection systems through SIMS and ONE (SEN and SEN-D Modules).

Each part of the IDP is important when reviewing pupils' progress. In order to use the IDP from day to day, it is essential that the 'One Page Profile' and Action Plan be shared so as to ensure that staff are aware of the individual needs and interventions of pupils with ALN and Inclusion. The expectation is that they will be live electronic documents which will be adapted as required.

Providing staff with skills in the use of Individual-Centred Methods is part of the training strategy of both Authorities. A system of Facilitators is in place, and the comprehensive E-learning resource is available to schools to use for guidance.

[Link to Appendix 2 to see an example of an Individual Development Plan \(IDP\)](#)

5. Criteria

Clear Criteria for Accessing and Leaving Services within the ALN and Inclusion are promoted consistency across schools in the matter of 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.

The Criteria are a Resource to:

- **Consider whether a pupil needs to be included on the School's ALN and Inclusion list for School Action.** School Action means that the school plans and meets the child/young person's ALN and Inclusion by use of the delegated ALN and Inclusion provision.
- **Consider whether a pupil needs to be moved to School Action Plus.** School Action Plus means that a school receives advisory or direct input from ALN and Inclusion Services to plan and meets the child/young person's ALN and Inclusion in addition to their delegated ALN and Inclusion provision.
- **Consider at the ALN and Inclusion Area Forums (continuing on School Action Plus) whether a pupil or Group of pupils fall within the Criteria for specific input by ALN and Inclusion Services.**
- **Consider at the Moderation Panel whether a pupil falls within the Criteria for high level provision through a Statement or Individual Development Plan with individual Provision.**

6. Access to Services

Early Warning System

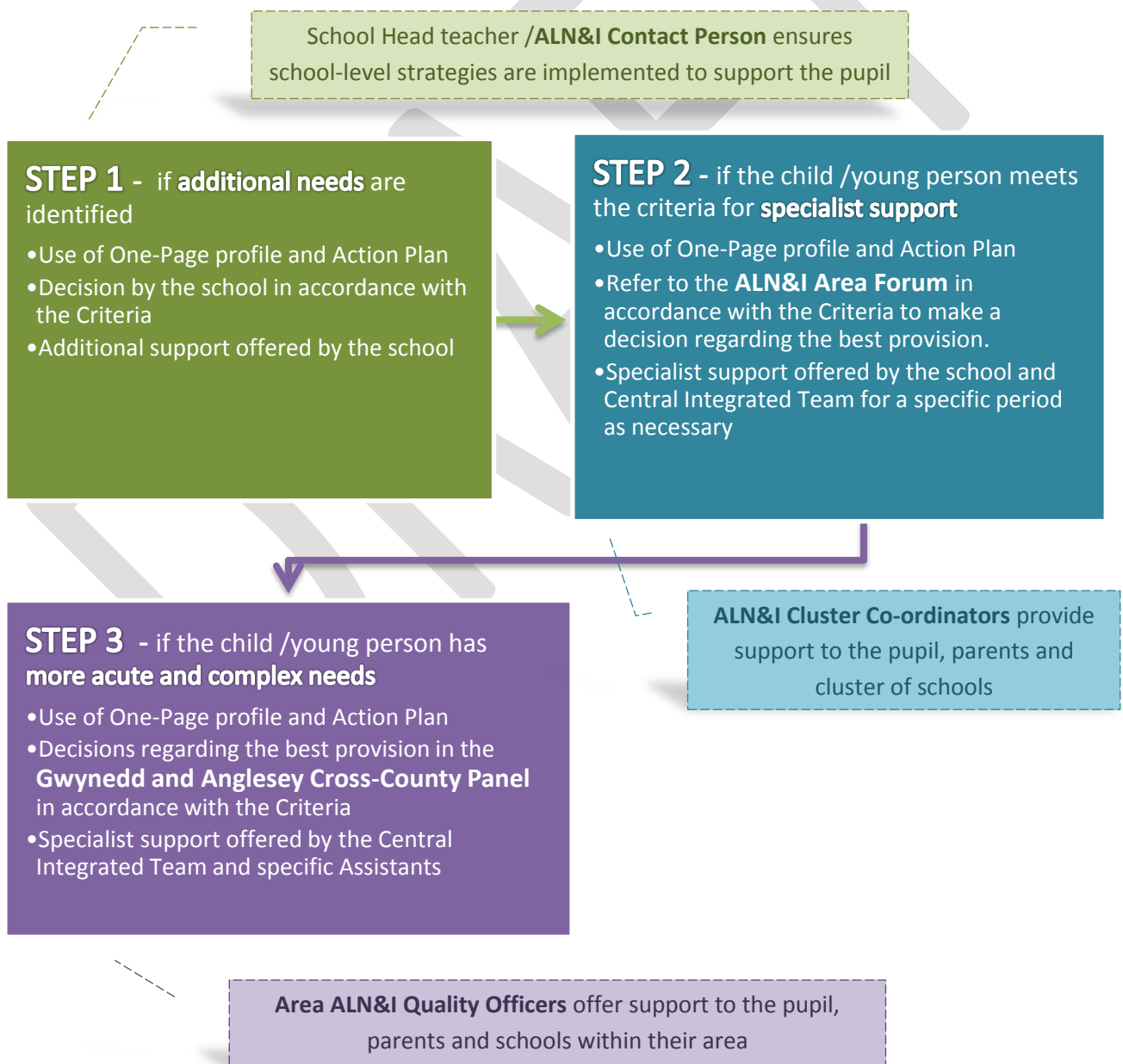
Early and graduated intervention is essential to reduce pupils' difficulties later on in their school career. Therefore, the close relationship with community and education workers in the early years sector needs to be strong. A referral system is in place whereby community health workers (e.g. Paediatrician, 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 Forums (e.g. a child needing input from the Communication and Interaction Team).

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

The work of the Specialist Teams, other than aspects of the work of Educational Psychologists and ALN and Inclusion Quality Officers, 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.

In the case of children with acute and complex needs, a discussion about those needs is initiated through a 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



Co-ordinating Additional Learning Needs and Inclusion

Whole School Expectations

Additional Learning Needs and Inclusion is a responsibility in all aspects and functions within the school. The information below summarises these functions.

1. ALN and Inclusion Liaison Governor

The role of the ALN and Inclusion Liaison Governor is very important in supporting the Headteacher and staff to develop a learning environment which promotes the progress of children with ALN and Inclusion.

- Ensure that the school has input by the School/Cluster Co-ordinator with responsibility for co-ordinating provision for ALN and Inclusion.
- Confirm that the school has an ALN and Inclusion policy and that it is reviewed annually.
- Being familiar with the school's ALN and Inclusion policy, the Wales ALN Code of Practice and being aware of ALN enterprises nationally and locally, by the Welsh Government, the Regional Consortium and the Local Authority.
- Meet each term, by appointment, with the ALN and Inclusion School/Cluster Co-ordinator to discuss the progress and effectiveness of the ALN and Inclusion policy (in line with the policy on Governor Visits to Schools).
- Work with the child protection liaison governor (if appropriate).
- Understand how the school identifies pupils with ALN and Inclusion and what happens once the pupil has been identified;
- Be aware of the progress made by individual pupils with ALN.
- Be aware of the budget available for ALN and Inclusion at the school and monitor its effective use.
- Report, at least annually, to the governing body on the implementation and effectiveness of the school's ALN and Inclusion policy, without discussing details of individual pupils.
- Write, or help to write, ALN and Inclusion information for the Annual Governors' Report to Parents
- Ensure that there is a section in the school handbook on ALN and Inclusion provision.
- Update ALN and Inclusion information by attending relevant training courses for governors run by the Local Authority.

2. Headteacher (ALN&I Liaison Person in each school)

The leadership of the school Headteacher (or member of the Senior Management Team) in the area of ALN and Inclusion is essential to cascade attitudes, ownership and communication regarding ALN and Inclusion to the rest of the school staff. To do this effectively the Headteacher must do the following:

- Ensure an inclusive whole-school ethos.
- Ensure that an ethos of methods centering on the individual are cascaded throughout the whole school so as to personalise the educational experience.
- Ensure that a One Page Profile is created for every pupil on the ALN Register
- Ensure that the school systems accord with statutory requirements and that the ALN and Inclusion School/Cluster Co-ordinator act in accordance with these requirements.
- Ensure, jointly with the ALN and Inclusion Liaison Governor and the ALN&I School/Cluster Co-ordinator, that the school's ALN and Inclusion policy is updated annually.
- Ensure ownership and understanding of ALN and Inclusion across the school.
- Ensure that the progress of pupils with ALN and Inclusion is monitored and measured.
- Ensure the regular use of standardised tests, in accordance with criteria, to assess pupils' achievement. It would be good practice to do this twice a year.

- Ensure that clear scanning processes are in place for the early identification of pupils who might have ALN and Inclusion, so that early intervention is possible.
- Ensure effective, efficient and appropriate use of the ALN and Inclusion delegated funding to target children needing intervention.
- Ensure that systems are in place for Class Teachers to share information with ALN and Inclusion School/Cluster Co-ordinator.
- Ensure that the quality of teaching, differentiation and assessment across the school is high.

3. ALN and Inclusion School/Cluster Co-ordinator

The ALN and Inclusion School/Cluster Co-ordinator is a key role within the school, with strategic input. They are accountable to the school's Governing Body and Headteacher, and receive further guidance from the Area ALN and Inclusion Quality Service. This individual has general responsibility for each individual school within his/her cluster to:

- Use provision mapping processes to ensure that whole-school ALN and Inclusion provision offers the best use of resources.
- Establish and implement systems of screening and identifying ALN and Inclusion, to enable early intervention.
- Ensure that the teaching requirements of each pupil with ALN and Inclusion are addressed by regularly monitoring the work of the teaching staff and assistants.
- Promote inclusion in educational settings.
- Create a positive and open relationship with the parents of ALN pupils.
- A source of expertise (ALN and Inclusion) by developing specialist skills and knowledge.
- Training school staff including teachers and assistants.
- Contribute to the School Development Plan and Self-Evaluations.
- Report on the quality of ALN and Inclusion within the school to the Governors and Headteacher/ Senior Management Team.
- Clear awareness of the LEA criteria and the services available to support the school.
- Contribute to the development of procedures including strategic financial planning and data gathering and analysis.
- Assessment of the use of IDP using individual-centred methods.
- Ensure appropriate use of LEA arrangements in seeking to avoid conflict.
- Improve their own professional learning by contacting other co-ordinators to develop and share experiences and good practice.
- Reinforce arrangement for transitional periods.
- Identifying well pupils' ALN and Inclusion needs in the school, co-ordinating information gathering to draw up IDP.
- Undertake a lead role as regards the distribution of assistants on school cluster level as a result of discussions in ALN Forums.
- Line manager to a cluster of specific ALN&I Specialist Assistants within their cluster of schools – to ensure correct allocation of their time, quality of service and consistency of provision.

4. Class/Subject Teachers

Every teacher acknowledges that the responsibility for responding to ALN and Inclusion is their responsibility. They are also key in identifying ALN and Inclusion anew. To do this effectively, it is necessary to:

- Play a key part in the arrangements for processing, screening and monitoring the progress of pupils with ALN and Inclusion.

- Ensure that the learning environment is inclusive and welcoming.
- Take the responsibility for continuing professional development, taking advantage of opportunities to attend and use training offered within the ALN and Inclusion area.
- Complete and adapt relevant aspects of the One Page Profile within the pupil's Individual Development Plan.
- Make effective use of the available resources and human resources available to support teaching and learning.
- Take a lead role in planning pupils' targets within the Action Plan (Individual Education Plan).
- Follow guidance and recommendations offered by the LEA's specialist services.

5. Learning Assistants and Coaches

The work of assistants enriches the provision available across the school. Each learning assistant and coach, within each school, has a responsibility to fulfil the ALN and Inclusion needs of pupils. To do this effectively, it is necessary to:

- Follow the lead of the class teacher to fulfil pupils' needs.
- Be aware of targeting pupils in class with ALN and Inclusion.
- Be aware of the pupil's holistic development, for instance by being aware of the One Page Profile and contribute when appropriate.
- Consider pupils' needs when carrying out group work or focus tasks.

6. Communication with Homes / Parents' Partnership

Working with homes and ensuring parental co-operation is essential for a successful relationship with any pupil. Every school in Gwynedd and Anglesey should be open to discussion at all times and should encourage parents to contact should there be any cause for concern.

Parents' input should be an integral part of monitoring and reviewing the progress of each pupil with ALN and Inclusion so as to ensure a complete picture of the pupil and a mindset centred on the individual. One way of ensuring this is by obtaining the input of parents and families into the One Page Profile, the Individual Development Plan (IDP) and to be part of the Review of the ALN and Inclusion needs of the child/young person – however acute their needs.

Training Strategy

Steps must be taken to ensure that the Integrated Team workforce includes specific specialisms by area, and that this specialism is regularly updated, ensuring that the correct evidence-based interventions are practised. Each specialist team plans a comprehensive Training Programme for the workforce and parents under the guidance of the specific Senior Education Psychologists.

The transfer of skills and knowledge is key to the development of a confident workforce which is well-versed in targeting ALN and Inclusion. The training structure and programme is co-ordinated by the Educational Psychology Service led by the Chief Education Psychologist. The Senior ALN Manager and Senior Inclusion Manager receive termly and annual reports on the arrangements, use and success of the training offered by the Chief Educational Psychologist.

1. Aim

The aim of the Gwynedd and Anglesey ALN and Inclusion Training Strategy is to:

- Ensure an inclusive and confident ethos in response to ALN and Inclusion.
- Continually transfer and develop the skills of the entire workforce.
- Create a robust infrastructure to support the work of the specialist workforce.

2. Objectives

To achieve this aim, we have set the following objectives;

- Each member of Gwynedd and Anglesey schools staff to receive training across the ALN and Inclusion areas within a 5 year cycle.
- Create professional communities which mean that skills are transferred and good practice celebrated.

3. Indicators

- Increase in the percentage of the workforce having received training in all areas.
- Improvement in whole school understanding of conditions and intervention
- Earlier identification of conditions
- Evidence of training being used at classroom level.
- Evaluations of In-Service Training offered showing that the workforce sees the value and quality of the training.
- Reduction in referrals to the ALN Forums.

4. Provision

The training refers to the development of skills and transferring those skills from one person to another. This can happen by various methods and at different levels. A measure of the success of training is the use of new knowledge to develop future practice. Consideration must be given to the importance of continuous training for workers in central services, workers in schools and parents. The training must be evidence-based and fit for purpose.

5. Resource Library

A comprehensive website of resources and guidance is available through the network which will ensure easy access for staff to ready-made resources to support the work of maintaining specialist needs within schools. The website is a source of resources and guidance for schools.



Training occurs continually as a combination of formal training and everyday work. Every employee in the ALN service has a central role in the development and delivery of training within the training programme.

Type of Training:

General In-service Training

- *Menu of mandatory county training over 5 years for the entire school workforce*

Targeted In-service Training

- *Training for every school*
- *Headteacher/ALN&I Contact*
- *ALN&I Co-ordinator Forums on county and catchment area level*
- *Training for specific groups of teachers or schools*

Training on group or individual pupil level

- *Training at the request of Forum or Panel*
- *Consultation and Strategy Modelling*
- *Sharing strategies with parents*

Providers:

- Educational Psychologists
- Specialist Teachers
- ALN&I Quality Officers
- External agencies or commissioned private providers

- Educational Psychologists
- ALN&I Quality Officers
- Specialist Teachers
- External agencies or commissioned private providers

- Educational Psychologists
- Specialist Teachers and Officers
- External agencies or commissioned private providers

Disagreement Resolution and Complaints



1. Formal Disagreement Resolution

Disagreement Resolution is the formal process where the Local Authority (LA) and/or schools and parents meet to try to find a solution to a difference of opinion related to Special Educational Needs.

The Welsh Government requires Local Authorities to provide an independent disagreement resolution service. SNAP Cymru works with parent in Gwynedd and Anglesey to resolve disputes

2. A Conciliation Continuum

SNAP Cymru's Parents Partnership Services (PPS) aims to promote partnership between children, young people, families and professionals, helping them to seek agreement on the provision of support for children and young people. By encouraging open dialogue and negotiation real conflict is avoided.

Conciliatory services are delivered through local projects who work to ensure a partnership in planning and decision making at the earliest possible stage. SNAP supports schools and agencies to foster positive relationships with families.

However, occasionally informal disagreement resolution may not always result in agreement. If this happens, access to SNAP Cymru's formal disagreement resolution service can be arranged.

Independent of the local Partnership Service, the disagreement resolution service calls on the special skills of a pool of trained facilitators who have specialist knowledge of additional learning needs (ALN) , including Special Educational Needs (SEN) and disability.

Local authorities, schools and other agencies may commission SNAP Cymru's disagreement resolution service when required.

3. When is formal disagreement resolution appropriate?

- When an appeal has been lodged with the Special Educational Needs Tribunal Wales (SENTW), Special Needs and Disability Tribunal (SENDIST), or
- When a disagreement has occurred that may lead to an appeal, or
- When a disagreement has occurred between parents, the LA or Schools, and both parties agree to try and seek a resolution.

4. How is the service accessed?

- The LA and SNAP Cymru will offer the service. Parents and schools may contact their LA, school and SNAP Cymru to request disagreement resolution. Both parents and the LA can request access to the service. However, parties need to agree to participate fully in an attempt to reach an agreement. The LA will contact SNAP Cymru with parental agreement.
- Parents may contact SNAP Cymru for further information and advice.

- SNAP Cymru will set up the disagreement resolution process as quickly as possible usually by arranging discussions and meetings at the earliest opportunity and without delay so as not to prejudice further action pending.
- Disagreement resolution will seek to reach a resolution without the need for a tribunal.
- Should the meeting not succeed in reaching an agreement on all the issues in dispute and an appeal still goes ahead, parents and the LA will be able to demonstrate that they have attempted to resolve the issues and report to SENTW (should they be involved) any areas that have been agreed.

5. How does it work?

- SNAP Cymru will provide access to a trained and experienced facilitator who arranges and chairs formal disagreement resolution discussions and meetings.
- The facilitator will gather as much information about the disagreement as possible prior to arranging a formal disagreement resolution meeting.
- During meetings, whilst remaining impartial, the facilitator will redress any imbalance of power between authority and parents by explaining processes, allowing parents the first opportunity to speak and requesting clarification of issues in jargon free language.
- The opportunity for both parties to speak, and air their views is of paramount importance. It is here that the facilitator will identify agreed areas and work with both parties to build on common ground and understanding, identifying possible options for agreement.
- During the meeting the facilitator will summarise the main issues of the disagreement from the point of view of all parties.
- The facilitator will be responsible for taking notes at the meeting and drafting any agreement reached. They are responsible for recording in writing the outcome of the disagreement resolution meeting.
- It is important that both parties contribute to the writing and the wording of the agreement in order to take ownership. The facilitator will write the voluntary agreement and explain its voluntary status. No one should feel pressurised into an agreement and should it be necessary further meetings can be arranged.
- A copy of the written document will be given to both parties to sign.

6. What outcomes should we expect?

- A negotiated voluntary agreement which satisfies both parties and negates the need for further action.
- Both parties feeling that all avenues have been fully explored to conclusion.
- That further action has not been unjustifiably delayed or altered.
- That a better understanding between parties has been achieved

Data and Electronic Systems

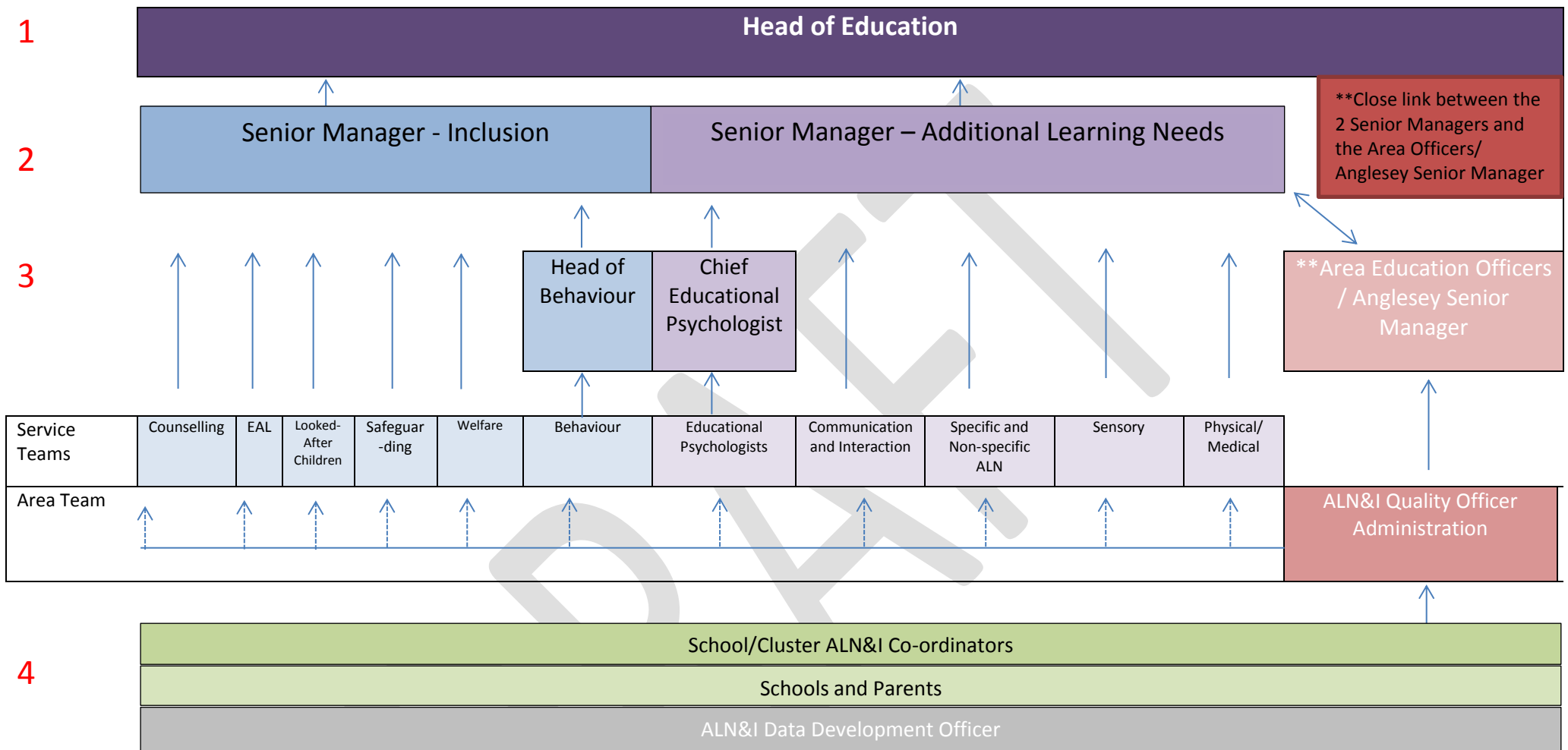
It is essential for us to be able to simplify electronic data capture methods, thus reducing duplication. The procedure allows access to all information on a pupil's ALN and Inclusion within one electronic file.

It is essential in order to monitor whether pupils are regularly assessed against recognised targets; and to highlight whether the child/young person's educational performance is slipping against the targets. It is necessary in order to promote the use of the IDP and use of individual-centred methods within schools. Administrative barriers and cumbersome procedures must be avoided.

To facilitate the work of completing the IDP, use is made of the Authority's data collection systems through SIMS and ONE (SEN and SEN-D modules). This enables:

- The contribution of the school, parents, pupil and other agencies/services in a convenient and organised manner
- The possibility of gathering information and processing data according to schools' needs and at authority level when reporting on children's progress.
- Analyse effective interventions and local ALN and Inclusion trends.
- Ensure that data is securely collected and stored.

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



- 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)

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 the 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

1. Aim

The Educational Psychology Service co-operates with schools in Gwynedd and Anglesey to facilitate a suitable and reasonable response to young people who experience additional learning needs, as part of an Integrated ALN Team, where these needs affect the individual's access to the curriculum. They do so in order to:

- Ensure the best possible educational outcomes for individuals between 0 and 25 years of age.
- Provide a high quality service which accords with the Health and Care Professions Council (HCPC) standards.
- Work in a strategically effective method to promote whole- school development in the way ALN and Inclusion are targeted.

2. Objectives

The aim of the service is to use Psychology to do the following:

- Lead strategically and provide advice on issues relating to ALN and Inclusion on an authority and whole school level to reinforce and upskill schools and parents in response to ALN.
- Promote the developmental, educational, behavioural and emotional skills of individuals aged between 0-25 with consideration given to the welfare of the individual.
- Consult with clients (children/young people, school staff, parents and other agencies) and offer a wide range of specialisms and interventions rooted deeply in Psychology.
- Project work and psychological research to promote good practice and the best outcomes based on current evidence in the field of psychology research (and educational psychology).
- Provide training for staff on subjects relevant to them and in accordance with current developments in the field of psychology and ALN and Inclusion.

3. Indicators

The Educational Psychology Service measures the success and quality of the provision by means of a number of indicators. We list below our main indicators:

- Annual survey of schools' perception by means of a questionnaire.
- Survey of young people's perception through interview or questionnaire.
- Data on pupils' progress which is open to the service according to indicators of specific areas, for instance progress according to achievement indicators, standardised targets and measures, and referral assessment criteria.
- Results of research projects.
- Survey of perceptions regarding the quality of training offered by the team and how the training has been used.

4. Access to the Educational Psychology Service

Access to the Education Psychology Service's services is possible across the integrated service is dependent on need and service area.

- Every school has a Contact Educational Psychologist, who operates on the level of secondary school catchment area to carry out the work described on the catchment area, whole school or individual pupil level on School Action Plus. This work is carefully planned at the beginning of the school term on catchment area level to ensure that the input is used as required and in accordance with the Criteria.
- Each Service has access to the service of a Senior Educational Psychologist and another Educational Psychologist specialising in that area. This work will be planned through the work of the ALN&I Area Forums and the Cross-County Panel.

5. Provision

The provision delivered through the Educational Psychology Service is divided into two component parts.

School Action

The Educational Psychology Service offers a service to promote the inclusion of pupils with ALN through:

- Co-operating on a strategic level with the ALN and Inclusion Senior Managers.
- Supporting schools' work by co-ordinating an agreed training programme for all teachers and classroom assistants. This training programme is consistent across the schools with a clear focus on primary/secondary progression.
- Assisting schools and the ALN&I Co-ordinators to map their provision across the school and identifying areas needing attention /development within their delegated provision.
- Co-operating on a clinical strategic level with other agencies such as CAMHS, Speech and Language Therapy, Specialist Nurses, Education Psychology Services in other areas/counties within specific fields.
- Managing any applications for training beyond the county programme through specific areas Forums.
- Researching and trialling training programmes for teachers, assistants and parents.
- Staging research projects to build on information on effective interventions.
- Preparing an annual strategy and training programme across the range of needs.

School Action Plus and more

The Educational Psychologists provide a generic service on school catchment area level for:

- Leading strategically the work of Integrated Teams in a specialist area/areas.
- Consulting with parents and key staff within schools and early years provisions concerning individual pupils or groups.
- Holding therapeutic interventions or targeted intervention with individual pupils or groups using Psychology.
- Observing and assessing individuals / groups when appropriate so as to contribute to discovering more effective teaching methods.
- Carry out statutory duties as needed (e.g. Statutory Assessment, Annual Reviews).
- Promote the use of effective methods of monitoring progress.
- Close co-operation with other Integrated Team members in order to plan interventions effectively.

The generic work will be set through careful planning on catchment area level at the beginning of term. The type of work carried out by the Educational Psychology Service will accord with the Authority's Criteria. Specialist functions within the team will be shared according to existing needs in a manner similar to the Integrated Team.

The table below summarises the type of work suitable for each step.

STEP	ROLE
STEP 1 School Action	<ul style="list-style-type: none"> • Educational Psychologist work by specific catchment area / area according to the above descriptions. • Training at school, regional and county level on subjects relating to interventions, methods of monitoring and assessing progress, methods of mapping whole school provision and individual-centred planning. • Close co-operation with ALN Quality Officers and ALN&I Co-ordinators within schools.
STEP 2 School Action Plus	<ul style="list-style-type: none"> • Educational Psychologist work by specific catchment area / area according to the above descriptions. • Consultation with parents and key staff within the school at individual or group level to promote change and development • Therapeutic level on group or individual level • Close co-operation with School/Cluster ALN&I Co-ordinator within schools and with the ALN Quality Officers. • Discuss cases in Area Forums/ ALN&I County Panels • Close co-operation with parents and other agencies involved with cases.
STEP 3 and 4 Area Forum / Integrated Team Input (SA+/Statement) Cross-County Panel	<ul style="list-style-type: none"> • Input by Designated Senior Education Psychologist for the Integrated Service in all areas including strategic planning, training, and consultation within the area. • Psychological and Strategic input within Area Forums. • Close co-operation with ALN Quality Officers. • Educational Psychologist work by specific catchment area/area including statutory duties within this catchment area/area. • Consultation and close co-operation with members of the same area within the integrated service, schools and other agencies to ensure high quality intervention and psychological awareness.

6. Staffing Structure

Chief Educational Psychologist

- Co-operation on a strategic level with the Senior ALN Manager and Senior Inclusion Manager and Headteachers of Special Schools.
- Maintain, manage and ensure the quality of the Educational Psychologists Team so as to ensure the service operates according to HCPC standards.
- Professional supervision of Psychologists.
- Attend the Cross-County Panel regularly so as to provide psychological input to ongoing discussions.
- Attend Area / Regional Forums as required.
- Ensure that data on the Team's work is recorded according to Authority indicators and to monitor the Team's work.
- Take a lead role within the Team in a specific area/areas.

Senior Educational Psychologists

- Taking a lead and strategic role within the Team in specific areas. The Senior Educational Psychologists are responsible for more than one service.
- In these specific areas, the Senior Educational Psychologists provide whole school guidance and authority, guidance to members of integrated teams in the field, as well as collaborating with Educational Psychologists within the team to develop the expertise and ensure consistency.
- Research and pilot training programmes for teachers, assistants and parents.
- Lead on investigative projects to build effective information regarding provisions.
- Assist the Chief Psychologists in the process of ensuring the quality and development of the service within HCPC standards and the strategic direction of the Educational Psychology Service and the Authority.
- Assist with the induction and supervision of new and trainee staff.
- Assist with the work of the Chief Educational Psychologist when required with the county and area Panels.
- Undertake the work of the Education Psychologist (see below) for part of the time.

Educational Psychologists

- Assist the Chief Psychologist/Senior Psychologists in specialist areas within the integrated team (see the documents for the various areas) in a strategic and lead role.
- Assist schools to map their provision in the area across the school and identify areas needing attention/development.
- Research and trial training programmes for teachers, assistants and parents.
- Carry out research projects to build on information regarding effective provision.
- Provide training on authority, catchment area or school level according to the need identified by the Chief Educational Psychologist (or the Catchment Area forum).
- Consult with parents and key staff within schools regarding individual pupils or groups.
- Carry out therapeutic interventions or targeted intervention with individual pupils or groups using Psychology.
- Observe and assess individuals /groups when appropriate to contribute to the discovery of more effective teaching methods.
- Ensure that a record of the work done is within the service's data system.
- Promote the use of effective methods of monitoring progress.
- Close co-operation with other members of the integrated team to plan interventions effectively.

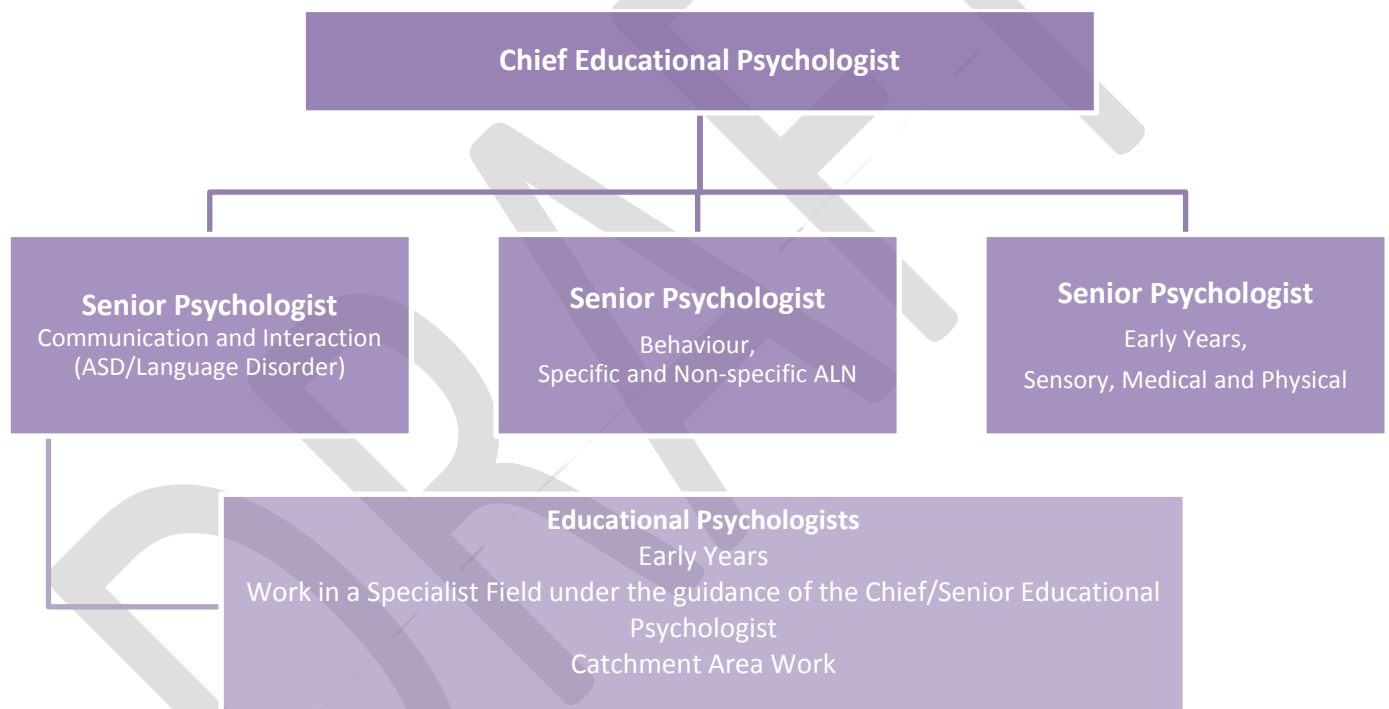
- Ensure the quality (jointly with the ALN&I Quality Officers) of the reviews, and the use of individual-centred methods

7. Training

A vitally important part of the Educational Psychology Service's function is to support the work of schools by planning and delivering an agreed training programme for all teachers and classroom assistants. This training programme is consistent across schools with a clear focus on progression from early years / foundation phase and primary / secondary.

The training programme is reviewed every 5 years, and only those interventions where there is evidence of their effectiveness are approved. The Service has resources which are disseminated through the Resource Library.

8. Staffing Structure Flowchart



9. Multi-Agency Service

Other Agencies

The Service co-operates on a case and on a clinical strategic level with other agencies such as CAMHS, Speech and Language Therapy, Education Psychology Services in other areas/counties.

Universities

The Service has a close liaison with Universities delivering Professional Training courses for Education Psychologists (DipEdPsy), for instance, Cardiff University, Birmingham University and Manchester University. There is also a close relationship with the Bangor University Psychology Department to share good practice and opportunities for joint research.

Additional Learning Needs Quality Service

1. Aim

The ALN and Inclusion Quality Service supports mainstream and special schools in order to:

- Ensure that schools, and ALN and Inclusion Cluster Co-ordinators conform to the requirements of the ALN Code of Practice/new ALN and Inclusion Code of Practice.
- Develop and monitor quality and consistency in the way in which ALN and Inclusion is targeted across Gwynedd and Môn.

2. Objectives

To achieve this aim, we as a service set the following objectives:

- Ensure that the ethos of schools in Gwynedd and Anglesey take ownership of the children and young people here who have additional learning needs.
- That every teacher in every school in Gwynedd and Anglesey receives appropriate training, which will result in teachers who are confident to work with young children who have additional learning needs.
 - Ensure consistency in the way ALN and Inclusion Cluster Co-ordinators operate.

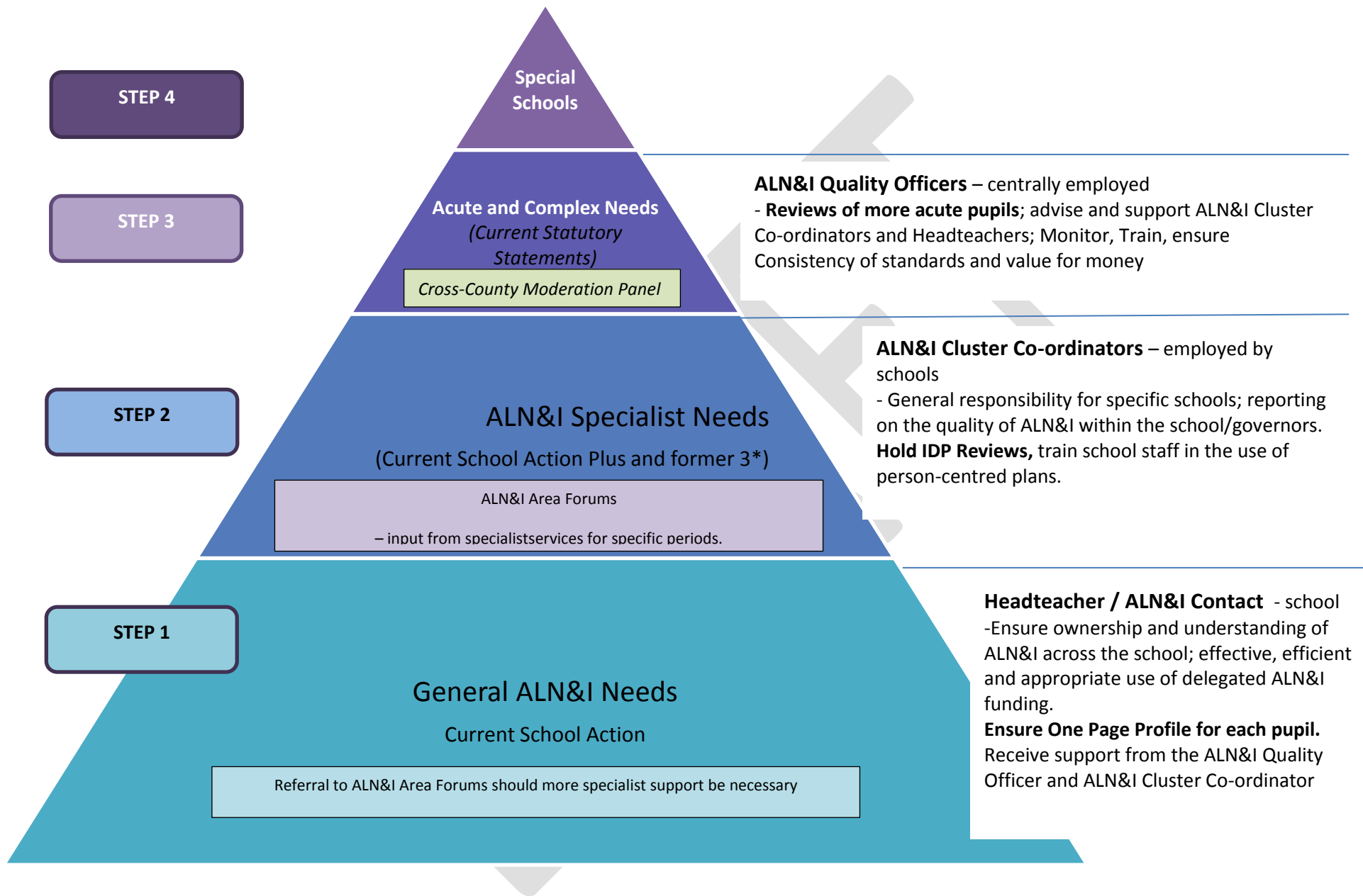
3. Indicators

The ALN and Inclusion Quality Service measures the success of the provision by means of a number of indicators. The main indicators are listed below;

- Data on the progress of pupils on the ALN and Inclusion list according to specific area indicators, for instance, progress according to achievement measures, standardised targets and measures, and referral assessment criteria.
- Attendance
- Exclusions
- Survey of perceptions of the quality of training offered by the team and how the training has been used.

4. Provision

The current provision delivered through the ALN and Inclusion Quality Service is divided into four main tiers. (See the pyramid structure below)



STEP 4

Special
Schools

STEP 3

Acute and Complex Needs
(Current Statutory
Statements)

Cross-County Moderation Panel

ALN&I Quality Officers – centrally employed
- **Reviews of more acute pupils**; advise and support ALN&I Cluster Co-ordinators and Headteachers; Monitor, Train, ensure Consistency of standards and value for money

STEP 2

ALN&I Specialist Needs
(Current School Action Plus and former 3*)

ALN&I Area Forums

– input from specialist services for specific periods.

ALN&I Cluster Co-ordinators – employed by schools
- General responsibility for specific schools; reporting on the quality of ALN&I within the school/governors.
Hold IDP Reviews, train school staff in the use of person-centred plans.

STEP 1

General ALN&I Needs
Current School Action

Referral to ALN&I Area Forums should more specialist support be necessary

Headteacher / ALN&I Contact - school
-Ensure ownership and understanding of ALN&I across the school; effective, efficient and appropriate use of delegated ALN&I funding.
Ensure One Page Profile for each pupil.
Receive support from the ALN&I Quality Officer and ALN&I Cluster Co-ordinator

STEP 1 - General ALN&I Needs

School Action

All schools in Gwynedd and Anglesey receive a devolved budget for implementing school level strategies to support young people who have additional learning needs.

The ALN and Inclusion Quality Service supports the work and responsibility of the Headteacher/ Contact Person, and their schools, by ensuring they conform with statutory timetables and authority arrangements, and monitor the effective use of the school's delegated ALN and Inclusion resources.

In addition, they deliver an agreed training programme chiefly through the School/Cluster ALN&I Co-ordinators for Headteachers, teachers and classroom assistants. This training programme is consistent across the schools with a clear focus on primary/secondary progression.

The training programme is reviewed every 5 years and only those interventions showing evidence of effectiveness are approved.

STEP 2 – Specialist ALN&I Needs

School Action Plus

If more specialist needs are identified through the pupil's One Page Profile of Individual Development Plan, the service will be provided by referring the case to the ALN and Inclusion Area Forum. The ALN&I School/Cluster Co-ordinator supports the school with these applications and reviews, and the ALN and Inclusion Quality Service will verify and check that relevant information regarding children's progress reaches the Forum in the appropriate manner.

STEP 3 – Acute and Complex ALN&I Needs

Statutory Statements

The ALN&I Quality Officers will carry out reviews for pupils with more acute and complex needs, and service will be provided through the Cross-County Moderation Panel and the ALN and Inclusion Area Forums. The ALN and Inclusion Quality Service will ensure that relevant information regarding children's progress reaches the Panel and Forum in the appropriate manner.

STEP 4 – Acute and Complex ALN&I Needs

Special Schools

5. Staffing Structure

ALN and Inclusion Quality Officers

A Team of Quality Officers supports the work of schools and other ALN and Inclusion services by:

- Working in a specific area by ensuring the Area Co-ordinators operate within the requirements of the Wales ALN and Inclusion Code of Practice and the authority's ALN and Inclusion Criteria.
- Receiving guidance from the Educational Psychology Service and co-operating closely with other ALN and Inclusion Services within the area.
- Bringing quality/ school governance issues to the attention of the Area Education Officer (Senior Manager in Môn) if this has an effect on the quality of ALN&I provision within the institution
- Advising ALN and Inclusion Cluster Co-ordinators on issues relating to day-to-day and strategic operation.
- Providing input on good practice to schools to feed into self-evaluation and school develop processes.
- Monitoring the effective use of the school's delegated ALN and Inclusion resources.
- Participating in the ALN and Inclusion in-service training programme of both counties and offering training as required by Co-ordinators / Headteachers and schools in the area of the role, good practice and statutory duties of the ALN and Inclusion Cluster Co-ordinators and the ALN&I Contact Person.
- Working as part of a team to ensure consistency across Gwynedd and Môn.
- Ensuring that schools conform with statutory timetables and the authority's arrangements (e.g. for Forums or Panel) and providing the information necessary to make decisions.
- Providing additional input to new ALN and Inclusion Cluster Co-ordinators and Headteachers, or if there is significant change in workload within a small school (e.g. sudden increase in the number of ALN children, which means that the school's systems need to be adapted to accommodate the increased demand).

Statements Officers (Interim period before the new legislation)

In the interim period of transfer from the ALN Wales Code of Practice (2002) to the proposed ALN and Inclusion Code of Practice, there will be a transitional period for pupils who are the subject of an ALN Statement. Authorities and schools must continue to carry out their statutory duties under the ALN Wales Code of Practice (2002) until the education act comes into force. The service will provide co-ordinating input for those individuals during this period by:

- Assisting Authorities to carry out their duties in accordance with the Education Act Regulations (2001) and the ALN Wales Code of Practice (2002).
- Ensuring that schools yn operate according to the statutory timetables of the ALN Wales Code of Practice (2002).
- Co-operating closely as part of the ALN and Inclusion Quality Officers team.
- Contributing to the Authority's indicator data as required by the Welsh Government.
- Liaison with schools, parents and agencies as required by the Moderation Panel.
- Co-ordinating the work of transferring individuals from Statements to Individual Development Plans following the guidance of Welsh Government and Senior Managers.

ALN and Inclusion Cluster Co-ordinator

The ALN and Inclusion Cluster Co-ordinator has a key role within the school, with strategic input. They are accountable to the school Governing Body and Headteacher, and receive further guidance from the Area ALN and Inclusion Quality Service. The individual has general responsibility for each individual school within the cluster to:

- Use provision mapping processes to ensure that the whole school ALN and Inclusion provision offers the best use of resources.

- Establish and implement systems for screening and identifying ALN and Inclusion, to enable early intervention.
- Ensure that the education requirements of each pupil with ALN and Inclusion are addressed by regularly monitoring the work of teaching staff and assistants.
- Promote inclusion within educational settings.
- Create a positive and open relationship with the parents of ALN pupils.
- Be a source of expertise (ALN and Inclusion) by developing specialist skills and knowledge.
- Train school staff including teachers and assistants.
- Contribute to School Development Plans and Self-evaluations.
- Report on the quality of ALN and Inclusion within the school to the Governors and Headteacher/ Senior Management Team.
- Clear awareness of the LEA's Criteria and the services available to support the school.
- Contribute to the development of procedures including strategic financial planning and data gathering and analysis.
- Assess the use of IDP using individual-centred methods.
- Ensure appropriate use of LEA arrangements in seeking to avoid conflict.
- Improve their own professional learning by contacting other co-ordinators to develop and share experiences and good practice.
- Strengthen arrangements for transitional periods.
- Identify the needs of ALN and Inclusion pupils well in the school by co-ordinating information gathering to draw up IDP.
- Undertake a lead role as regards the distribution of assistants on school cluster level as a result of discussions in ALN Forums.
- Act as line manager to a cluster of specific Specialist ALN&I Assistants within their cluster of schools – so as to ensure correct allocation of their time, the quality of service and consistency of provision.

Data Officer

To make effective use of the data gathered within the ONE system, the Data Officer is responsible for:

- Monitoring the use of systems by schools and professionals, and responding to difficulties with the use of the system when these arise.
- Responding to requests made by members of the Management Team and the ALN and Inclusion Services on data reports and use.
- Ensure that the data necessary for ALN and Inclusion Area Forums and Moderation Panels is available.
- Report on the efficiency and use of the system.
- Ensure that data is safely stored and that background management tasks take place to ensure the efficiency of the system.

ALN and Inclusion Administrative Officers

To support the work of all ALN and Inclusion Services, there will be access to an administrative workforce which can:

- Support the work of the ALN and Inclusion Quality Officers and Statement Officers as regards the duties of the Authority according to the ALN and Inclusion Code of Practice and information and data collection requirements.
- Support the administrative tasks of the ALN and Inclusion Services, for instance:
 - Organising locations for ALN and Inclusion Forums and Moderation Panels and support the Cluster Co-ordinators and Quality Officers in the task of organising information for meetings.
 - Transfer phone enquiries to the relevant worker.
 - Support the work of creating resources (e.g. photocopying)
 - Hiring rooms and support any work of organising conferences or training.
 - Inform the school of the illness or absence of any worker within the Team.

6. Staffing Structure Flowchart



DRAFT

Safeguarding Policy and Guidelines

1. Introduction

The policies and procedures for the Education Service accord with Gwynedd and Anglesey Councils' corporate policies and have been drawn up in the context of the councils' vision for ensuring the safety and welfare of the children and young people of Gwynedd and Anglesey.

Gwynedd and Anglesey Education Service recognise their statutory obligations in the matter of safeguarding children in education. The education services aim to ensure the welfare and safety of children and young people using services within and outside schools and other educational settings.

2. Legislative Background

The Authorities conform to the requirements and principles of the following:

- All-Wales Child Protection Guidelines 2008
- Safeguarding Children in Education: Circular 005/2008 WG
- Working Together – as regards the 2004 Act
- Protocols and Policies of the Gwynedd a Môn Safeguarding Children Board
- Vision of the Gwynedd Strategic Safeguarding Children and Adults Panel
- Social Services and Wellbeing Act (Wales) 2014

In addition, the education services have a monitoring role to ensure that schools in Gwynedd and Anglesey understand and implement child protection procedures.

3. Responsibilities within the Education Services

The Head of Education is the Chief Statutory Officer in Gwynedd and, the Head of Lifelong Learning in Anglesey – have responsibility for ensuring that the service fully complies with its statutory obligations in the context of Child Protection.

The lead responsibility for developing policies and procedures is delegated to the Designated Child Protection Executive Officer in the Education Department. He/She co-operates closely with the Children's Social Services to secure multi-agency policies and procedures and training. The Child Protection Officer is the Designated Child Protection Executive Officer in the Education Department to receive any enquires (see Appendix 6).

The Head of Education in Gwynedd and the Head of Lifelong Learning in Anglesey represent Education on the Child Protection Board and on Child and Adult Protection Strategic Panels within the authorities. The Designated Child Protection Executive Officer in the Education Department represents Education on the Gwynedd and Anglesey Child and Adult Protection Executive Panel. Executive Education Officers from the Pupil and Inclusion Team contribute fully to sub-groups – Policy and Protocols and Serious Case Reviews, and act as members of the Education Department's Child Protection Planning Sub-group.

Quarterly reports are made to the Education Management Teams against agreed indicators which highlight Departments' performance in the area of protection. External verification of the quality of safeguarding procedures will be carried out annually, e.g. by external peer assessment in schools.

4. Safeguarding Duties of the Service and Schools/Education Settings

The role of the Gwynedd and Anglesey Education and Schools service within the Safeguarding Children system is to ensure a safe environment and ethos where children and young people can learn, giving due attention to their welfare and safety.

Every employee should consider his/her role in respect of the following:

- safeguarding children from harm
- prevention of abuse
- promotion of welfare

Schools and the Education Services have a responsibility to co-operate with Social Services and other council departments to promote safety by raising awareness, improving understanding and reinforcing the resilience of children and young people through the curriculum as well as through preventive work and early intervention; by referring concerns, contributing information and towards assessments of needs. This includes work with Together in Gwynedd, Team Around the Family in Anglesey and the 'Joint Assessment for Families' (JAFF), in addition to children and young people in need or who are vulnerable to the risk of abuse. The service will co-ordinate requirements and will work closely with schools and other agencies in the area of safeguarding, specifically Social Services, Health and the Police.

The education services operate on the corporate and educational responsibilities of Gwynedd and Anglesey by ensuring that all schools, units, Further Education colleges, other education settings and partners have ownership of effective procedures by:

- preventing inappropriate people from working with children and young people
- promoting excellent practice and challenging unsatisfactory and unsafe practices
- identifying and responding robustly to any cause for concern as regards the safety and welfare of children by implementing procedures which will ensure safety
- regularly monitoring and appraisal to improve the quality of the service's safeguarding structures and procedures

All Gwynedd and Anglesey educational settings are expected to ensure the following:

- that a current and comprehensive safeguarding children policy is in place which accords with the guidance offered (Appendix 12);
- that the policies and procedures consider activities which may occur outside and inside school hours or school premises (use of leisure facilities, educational visits, use of school facilities for community use, etc.)
- that one member of the Senior Management Team is a designated Safeguarding Children person and takes responsibility within the institution for Safeguarding issues. They should give advice, induce all new/supply members of staff, offer specific and general guidance, ensure training and updating arrangements, and act as link with the education service/social services /other agencies in safeguarding issues;
- that the Designated Safeguarding Person has the appropriate authority to act, having been trained to the appropriate level and having suitable experience;
- that there is a safety 'reserve/deputy' who is known to all in the absence of the Designated Person;
- that the Designated Safeguarding Children Governor is also trained to the appropriate level, that he/she is available to assist the Designated Person when appropriate, and contributes to and presents the Annual Report to Governors for the attention of the Governing Body and
- that each school and unit submits an annual Safeguarding Children Annual Report for the attention of the Education service, by the end of the summer term

Due attention will be given to the categories of abuse as highlighted in the All-Wales Child Protection Guidelines 2008:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Everyone in the Gwynedd and Anglesey Education Service workforce has a responsibility to:

- be aware of the All-Wales Child Protection Guidelines 2008
- behave professionally and legally for the welfare and safety of children and young people
- “Blow the Whistle” should they be aware of any case of abuse
- be aware of signs of abuse and to respond in accordance with the All-Wales Child Protection Guidelines 2008 (see Part 2.1, 2.2, 2.3 and 2.4)
- be aware of signs of abuse by adults working with or supervising children and young people, and to respond in accordance with the All-Wales Child Protection Guidelines 2008 (see Part 2.1, 2.2, 2.3 and 2.4)
- be aware of signs of bullying (see national and local guidelines)
- know how to respond when a child discloses information and what appropriate steps to take (see Part 2.1, 2.2, 2.3 and 2.4)
- know to who to refer any doubts or disclosures by a child or young person, within and outside school hours;
- present a written statement/record of what was seen or heard by a child or young person

In accordance with WG guidelines, all schools must identify a designated teacher and governor with responsibility for Safeguarding Children (see Safeguarding Children in Education: 005/2008).

Education Department Officers will plan and co-ordinate the provision of services and allocate resources to achieve Safeguarding requirements, in accordance with legal, national and local requirements. There will be co-operation in partnership, through the North Wales Safeguarding Board, and the Gwynedd Safeguarding Strategic/Executive Panels and with other agencies to plan and provide jointly with professionals in the fields of healthcare, social services, youth justice team.

On a strategic level, the Gwynedd and Anglesey education service will:

- ensure regular contact with the appropriate diocesan authorities as to arrangements for aided schools;
- monitor and report annually on the success of schools to conform to the All-Wales Child Protection Guidelines 2008, particularly in the implementation of appropriate policies and procedures;
- secure safe recruitment and employment structures, in accordance with corporate policies;
- co-operate corporately to ensure staff are trained to the appropriate level, including the designated persons responsible for child protection (teachers and governors);
- bring any deficiencies to the attention of the School Governing Body and advise them as to what ameliorative steps to take;
- act to solve any inter-agency problems as soon as they become known;
- play a full part in reviewing cases in accordance with Chapter 10 - Child Protection; Working Together – under the 2004 Children Act;
- share relevant information and outcomes on cases and reviews with schools/designated persons as part of the quality improvement procedure;
- ensures multi-agency co-operation and partnership across the service;
- co-operate with the Local Safeguarding Board and the council to secure the appropriate resources to meet needs in the area of Safeguarding

On a supportive level, the education service will ensure:

- training is available on the appropriate level for all new Authority staff, for staff who will be working with children in school and other education services, and school governors. The training will enable them to fulfil their child protection responsibilities effectively. Annual training to ensure that staff skills and knowledge will be regularly updated.
- further training for staff in the Authority who are chiefly responsible for protecting and safeguarding children, provided through co-operation with the North Wales Safeguarding Board.
- a record of all designated individuals and governors nominated by the governing bodies to be responsible for child protection in schools, what training was given to those individuals and dates of the training.
- opportunities for staff to update training to the appropriate level every three years, in accordance with Council policy.
- offer schools sample policies and procedures on all aspects of child protection.
- act appropriately in connection with allegations of abuse against staff and volunteers.
- provide advice and support to schools and other education services on dealing with individual cases: act on their behalf when necessary to solve any difficulties with partner agencies in the Safeguarding Board.

On an executive level, Councils, in co-operation with the education service, will:

- ensure safe recruitment procedures and that all specific audits are carried out and updated on staff and volunteers working with children, as appropriate.
- ensure safe arrangements and promote the welfare of children who do not attend schools, those excluded from school, who are taught in referral units, who have complex and acute medical needs, or who receive a service from home tutors.
- monitor the welfare and safety and educational welfare of children who are home taught.
- co-operate with relevant agencies to monitor Safeguarding arrangements for learners who are educated out-county
- ensure that procedures are in place to deal with allegations of abuse against members of staff in accordance with Welsh Government guidelines. Working with schools and partner agencies in the Safeguarding Children Board to ensure that allegations are dealt with quickly, fairly and consistently.
- ensure that Authority staff (including any staff carrying out duties on behalf of the Authority) working with children are audited to an appropriate level and receive training to fulfil their child protection responsibilities effectively.
- ensure support for schools through contact with institutions and services outside the county, to receive or exchange relevant information and promote effective cross-county co-operation.

5. Role of the Governing Body in Schools and Further Education Colleges

- ensure that their institution has effective policies and procedures to safeguard and promote the welfare of children in accordance with national and local guidelines, including committing resources to child protection issues and monitor that the school conforms to requirements in the area;
- that the school has safe recruitment procedures and ensure that all appropriate audits are carried out on new staff and volunteers working with children, including Criminal Records Bureau checks. (see the Safe Recruitment Policy);
- that a senior member of the school leadership/management team is designated as Child Protection/Safeguarding Designated Person, and receives an appropriate level of refresher training and regular updates to skills and knowledge, so as to advise and support other staff. The Designated Person will liaise with the education service and will work with other agencies (see Appendix 3 – role of the Designated Person in school) and, where appropriate, direct other staff. A deputy should be designated

in the absence of the designated person, and in large institutions, or those with a great many child protection concerns, more than one deputy should be designated;

- that the Designated Person and all other permanent staff and volunteers working with children receive the appropriate training so that they can carry out their child protection responsibilities effectively, and refresher training to update their knowledge every 3 years. Also that supply/temporary staff and volunteers deputising during short-term absences, and who will be working with children, receive clear guidelines regarding school child protection arrangements and responsibilities;
- ensure that the Designated Safeguarding Governors are trained to a confident level of understanding in the area, to carry out their functions and to understand their wider safeguarding responsibilities. The designated Governors should liaise regularly with the principal, and assist in providing information and annual reports to the governing body on issues where there are no allegations against staff;
- follow the correct guidelines and procedures where a child protection allegation has been made against a staff member, including the appointment of an independent investigator where appropriate, in accordance with the All-Wales Child Protection Guidelines 2008 (Part 4) and the School Staff Disciplinary and Dismissal Procedures: Revised Guidelines for Governing Bodies circular 002/2013.
- that the Safeguarding policy is reviewed annually and the annual report presented to the education department every year, and is available for parents or carers on request;
- that the governing body remedies immediately any deficiencies or weaknesses in the child protection arrangements brought to its attention.

6. Additional Responsibilities of Governing Bodies for Multi-Site Education, Out of School Hours and Community Use of Settings

The Governing Bodies of schools are responsible for managing the safe use of their sites outside of school hours, other than where trust arrangements are in place, or where a management transfer agreement is in place (see Child Protection in Education 2008).

When a Governing Body commissions or offers activities or services under the direct supervision of school staff, the school's Safeguarding policies and procedures must be implemented.

Where children and young people at the school are offered activities, services and experiences outside school, care must be taken to ensure that the entity fully conforms to safe recruitment policies and that robust Safeguarding procedures are in place. The Governing Body should designate a responsible person to ensure this, drawing up and monitoring an appropriate Safeguarding risk assessment.

It is a duty to refer any insufficient Safeguarding practices or complaints regarding settings to the attention of the Designated Child Safeguarding Executive Officer in the education department, to enable action to reduce the risk to all children and young people in Gwynedd and Anglesey.

7. Role of Headteachers and Principals

- ensure that child protection policies and procedures adopted by the governing body are fully implemented, and that they are followed by all staff;
- ensure that sufficient resources and time are allocated so that the designated person and other staff can fulfil their responsibilities, including contributing to strategy discussions and other interagency meetings, and to child assessments; and
- that all staff and volunteers understand the procedures and feel they can raise concerns in connection with any poor or unsafe practices in connection with children, and that those concerns are treated sensitively, effectively and promptly in line with the Whistleblowing Procedures in Schools and Sample Policy - circular 36/2007.

8. Role of the Designated Person in School

The Designated Person has a key role in school through ensuring a safe ethos, and that safe procedures and policies are established and implemented for the pupils' benefit.

The Designated Person should:

- lead and take responsibility for managing safeguarding and child protection issues and cases
- promoting the welfare and interests of Children in Care and vulnerable groups
- be a member of the school management team,
- take responsibility for practices, policies, procedures and professional development in the area of Safeguarding. (see Appendix 8)

9. Role of Independent School/Residential Institution Owners and the Role of Independent School Owners

See the Child Protection in Education Circular 005/2008.

10. Role of Managers of Pre and After School Childcare Settings, Nursery Schools, Early Years Settings and Units

The managers of early years settings, nurseries and partners should ensure:

- that they act as Designated Safeguarding Person and undertake a lead role in safeguarding issues and procedures, ensuring the safety of the children in their care;
- that all members of staff and volunteers are safely recruited, that they receive safeguarding training and refresher courses, and that they follow safeguarding procedures to the highest standards;
- that appropriate time and resources are available for staff to fulfil their duties fully, including time to contribute to child assessments /attending case and strategy conferences as appropriate;
- that unambiguous quality policies and guidelines have been adopted and are available to parents, staff and other stakeholders.

11. Training for Education Service Staff including Schools

All members of staff, as part of the institution's induction arrangements (whether permanent or temporary, and volunteers) should receive written guidance on Safeguarding policy and procedures, with the contact details of the Designated Person, on the first day in work. (see Appendix 7 - schools)

All new staff in the education service, including schools, are expected to undertake Level One/basic training as soon as possible, in line with Gwynedd's corporate Safeguarding training policy.

Staff are expected to receive refresher/updating training at least every 3 years.

The Designated Person and the Designated Governor are expected to undertake a higher level course, in order to ensure they can carry out their duties in full.

Principals/governors will receive training/guidance on dealing with allegations and cases of professional misconduct (Part 4)

The education service shall maintain records on training and guidance, including details of staff and governor training.

Schools are expected to present staff safeguarding training records annually to the education service, as part of the Annual Report to Governors in the area of Safeguarding.

An annual training programme will be organised through the Gwynedd and Môn Safeguarding Board.

12. Allegations of Abuse by an Adult against a Child

It is essential that all allegations of abuse are dealt with promptly, fairly and consistently in order to ensure the safety of the child and the welfare of the person accused of abuse.

All members of the education service staff, including schools, should refer immediately to Part 4 of the All-Wales Child Protection Guidelines, 2008, and should follow the procedure clearly laid down therein.

For further guidance, and if the Designated Person is available OR if the allegation is against the Designated Person, contact the education department and the Safeguarding Designated Officer or another member of the Education Safeguarding Planning Sub-group - Telephone number: 01286 679007.

Gwynedd

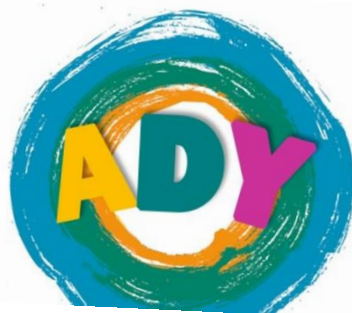
For further guidance, contact the Social Services Child Referral Team: 01766 772 577
CyfeiradauPlant@gwynedd.llyw.cymru and out of hours on 01248 353551

Anglesey

For further guidance, contact the Social Services Child Referral Team 01248 752900 and out of hours on 01248 353551

School Arrangements and Procedures, Case Referrals, Record Keeping and Contribution and Case Conferences

See the Child Safeguarding Red Box for guidance



**Additional Learning Needs
and Inclusion
Strategy**

**The ALN
Services**



Communication and Interaction

Whole School Expectations

Gwynedd Council and the Isle of Anglesey County Council consider developing linguistic, speech and interaction skills as crucial. These skills are a crucial foundation for the development of other skills such as literacy and numeracy, social skills, self-confidence and self-image. It is extremely important to intervene early and to ensure suitable access to the curriculum for pupils with additional needs in these fields.

1. What does Communication and Interaction mean?

Learning difficulties within the Communication and Interaction field specifically refer to:

- Significant delay with speech and language
- Language, speech and communication disorders
- Social communication and interaction difficulties
- Individuals with Autistic Spectrum Disorders
- These difficulties impact access to the curriculum and the pupil's ability to socially and emotionally integrate within the educational environment.

2. General

When a concern exists that a pupil does not make the expected progress with communication and interaction skills, the school is expected to adhere to the following steps:

- Good contact with the early years education sector (e.g. *cylchoedd meithrin*) and the early years health sector (Health Visitor, School Nurse).
- Close contact with parents and guardians in order to share information and ensure that parents are a crucial part of any intervention offered in the school.
- Clear methods and processes exist to identify communication difficulties as early as possible, referring to the relevant agencies (e.g. Educational Psychologist, Speech and Communication Therapy, Clinical Psychology) in partnership with parents, if appropriate.
- Every pupil with communication problems receives early gradual response which meets his or her needs, such as access to focus groups, target groups, to develop communication and interaction and literacy and numeracy skills.
- Ensure that every child has access to a full and suitable curriculum.
- Ensure multi-agency gradual commitment to support the pupils.

The aims of the Gwynedd and Anglesey Schools' Communication and Interaction Strategy and Policies are to:

- Promote a rich environment in terms of communication, interaction and language.
- Intervene early in order to improve language and communication skills in the Foundation Phase and beyond.
- Reduce the impact of language and communication difficulties on pupils' holistic development.
- Develop the confidence of school staff and parents in terms of responding to Communication and Interaction difficulties.

3. Clear Communication

Working with families and ensuring parental collaboration are crucial for a successful relationship with any pupil. Every school in Gwynedd and Anglesey should be open to discuss at all times and should encourage parents to contact if anything is concerning them.

When praising pupils it is key to take advantage of the opportunity to contact parents.

Communication and Interaction Service

1. Aim

The Communication and Interaction Service collaborates with Gwynedd and Anglesey schools to seek to enrich language skills, communication and interaction and respond gradually when difficulties in relation to Delay, Disorders or Autism impact development in these fields.

2. Objectives

In order to achieve this aim, as a service we have set the following objectives;

- Ensure that the ethos of Gwynedd and Anglesey schools ensures the schools' ownership of young people who have communication and interaction needs.
- Ensure full partnership with relevant agencies within the Health Board (e.g. Speech and Language Therapy, Clinical Psychology).
- The workforce of each school in Gwynedd and Anglesey to receive appropriate training which will lead to teachers who are confident to plan for the development of language and communication skills.
- Ensure expert guidance to enable schools to tailor specialist interventions within the school's resources.
- Ensure local standard specialist provision for the young people with the most severe needs.
- Ensure clear contact with the community health sector to identify linguistic needs early.

3. Measures

The Communication and Interaction Service measures the success of the provision through a number of indicators. Our main indicators are noted below;

- Progress in the main indicators at the end of key stages
- An increase in the standardised scores in Numeracy and Literacy Standardised Tests.
- An increase in the standardised scores in National Tests.
- Development in skills according to indicators of standardised, non-standardised and directive criteria language and communication and interaction assessments, communication and interaction by professionals (e.g., Educational and/or Clinical Psychologist, Speech and Language Therapist, Specialist Teacher)
- An increase in the percentage of schools' workforces who have relevant training in identifying and targeting language and communication needs, autism and interaction skills.
- Evidence of generalising skills by observations.

4. Provision

The provision offered by the Communication and Interaction Service has been split into two main sub-sections.

School Action

General

Every school in Gwynedd and Anglesey receives a devolved budget in order to implement school level strategies to support young people with Communication and Interaction Difficulties, for example:

- Establish systems which enable the pupils to be targeted according to their needs.

- Every pupil with communication problems receives early gradual response which meets his or her needs, such as access to focus groups, target groups, to develop communication and interaction and literacy and numeracy skills.
- Ensure an environment which is inclusive for individuals with difficulty understanding and expressing the use of verbal language, or with difficulties involving themselves in social interaction.

The Communication and Interaction Service supports the work of schools by presenting each teacher and classroom assistant with an agreed training programme. This training programme is consistent across the schools with a clear focus on secondary school progression.

The training programme is reviewed every five years and only interventions with evidence of being effective are approved. Schools can have access to ready resources and specific information through the ALN and Inclusion Service's Resource Library.

School Action Plus

Specialist

Every school in Gwynedd and Anglesey can refer pupils to the attention of the ALN and Inclusion Area Forum. This should be undertaken in line with the Criteria by following the agreed procedure. Some young pupils will have already been brought to the service's attention through Early Years identification systems through the Early Years Forum.

As part of the provision, a school can receive specialist support within a half term. The specialist support is planned with the guidance of our Senior Communication and Interaction Educational Psychologist. There is robust collaboration with the Speech and Language Therapy Department making the service completely integrated, and the work of modelling, monitoring and co-implementing the strategies under the guidance of our Specialist Teachers and Speech and Language Therapists as part of the Partnership service. The effectiveness of the specialist strategies are measured and the progress is reported back at the Forum. Where there is no evidence of progress, the support is reviewed. The Specialist support follows specific steps.

The specialist provision is planned on a step by step basis in order to ensure gradual intervention, in line with agreed Criteria. The flowchart below provides an outline of the Service's steps:

Specialist Centres

The Communication and Interaction Service offers specialist provision for a small number of pupils who meet the Criteria for Step 3. In line with the Criteria, some pupils can be referred to local specialist provision which is located within Gwynedd and Anglesey schools.

There is a focus on up-skilling these pupils to be able to cope better within a mainstream situation should they return to it. Any pupil who receives a placement within our specialist provision does so for a specific period of time with a definite plan to return full-time. The pupil remains on the school register, and in most cases half day placements are offered. The provision is reviewed after two terms, and then on a termly basis after that. The ALN&I Area Forum determines the length of the placement and comes to an opinion regarding the pupil's suitability to return to mainstream education.

On leaving the Specialist Centres, the ALN&I Area Forum will decide whether the pupil is eligible in terms of the Criteria to receive Step 1 or 2 input during the transition back to full-time mainstream school.

Language Disorder Centres

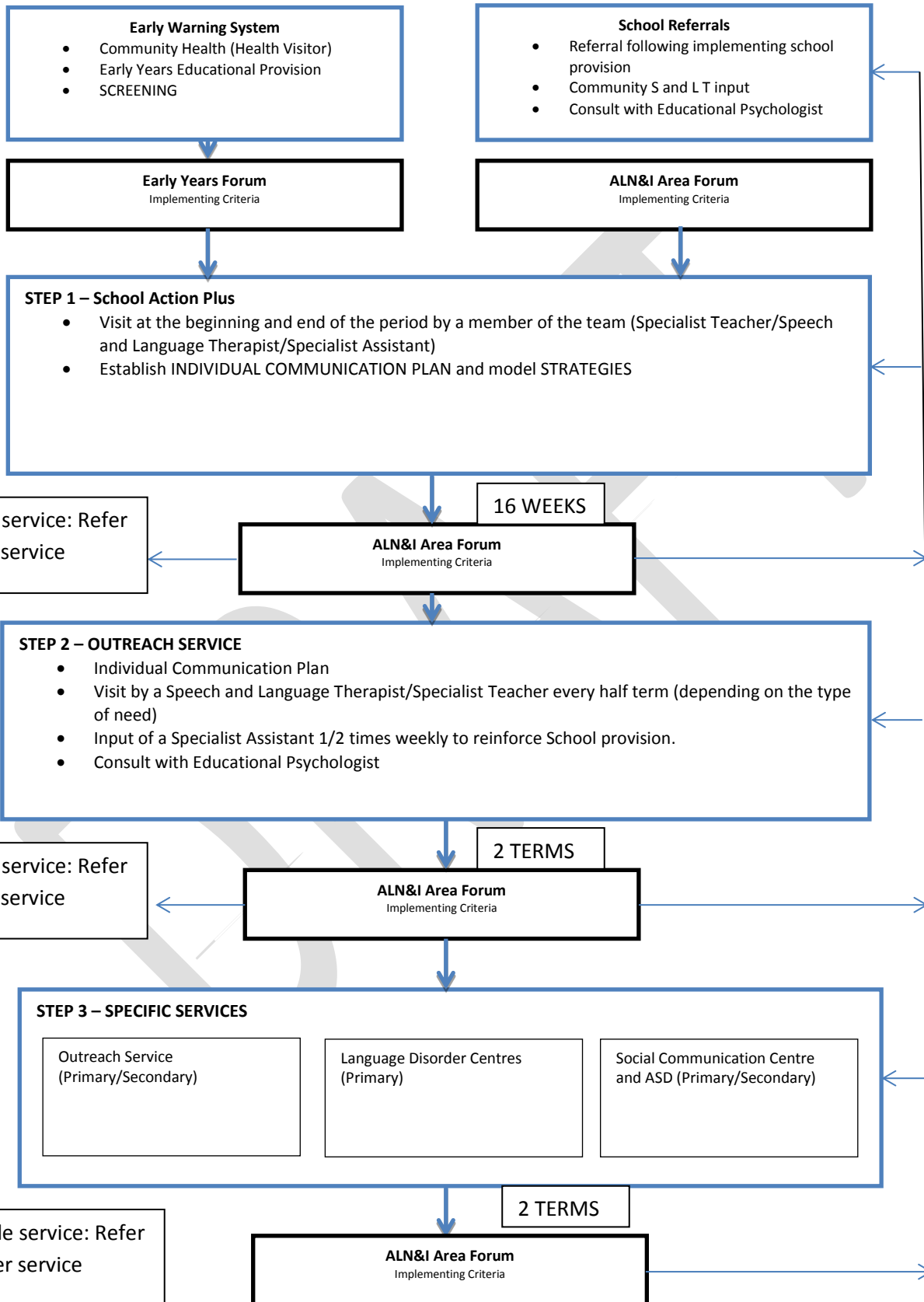
The Language Disorder Centres provision focuses on specific language disorders, where elements of a pupil's knowledge, expression, speech and short-term memory continue to develop in a problematic way in terms of suitable linguistic ability.

Social Communication Centres

The Social Communication Centres are a provision which focus on difficulties with social use of language, interaction and communicating skills, behavioural needs which derive from social communication difficulties, social situational knowledge etc. The provision is suitable for children with needs such as this who have not necessarily received a diagnosis of an Autistic Spectrum Disorder.

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An Outline of the Steps of the Service



5. Service Centre Locations

The Centres are located in suitable locations within Gwynedd and Anglesey in order to provide input on a local level. The table below provides a summary of these locations and the type of outcomes which are targeted within the centres. The centres are an integral part of the service, with a clear focus on increasing the pupils' skills when they return to mainstream education.

Communication and Interaction Centres								
Language Disorder Centres (Two days a week)				Social Communicating Centre and Primary ASA (Full-time)			Social Communicating Centre and Secondary ASA (Full-time)	
East Gwyn edd	Wes Gwyn edd	South Gwynedd	Angle sey	East Gw yne dd	West / South Gwynedd	Angles ey	East Gwynedd /Anglesey	West / South Gwynedd
Outcomes								
Progress in: Understanding skills and language expression Language processing skills, aural and sequential memory				Progress in: Classroom order and routine following skills Understanding of social situations Interaction skills Understanding of language Behaviour which is suitable for a situation			Progress in: Classroom order and routine following skills Understanding of social situations Interaction skills Understanding of language Behaviour which is suitable for a situation	

The Service's Senior Communication and Interaction Psychologist is responsible for ensuring that the support offered within the Centres is effective and fit for purpose.

6. Staffing Structure

Senior Communication and Interaction Educational Psychologist

The Communication and Interaction Educational Psychologist is responsible for strategic planning and ensuring the quality of the provision on a school level and beyond. This work will be undertaken in close partnership with the Speech and Language Therapy Service.

The main roles of the Communication and Interaction Educational Psychologist are highlighted below;

- To consistently research the most effective strategies jointly with the Speech and Language Therapy Service and the Senior Mental Health Worker.
- To form a five year training programme for staff of Gwynedd and Anglesey schools.
- To form an annual training programme for staff of the Communication and Interaction service jointly with the Speech and Language Therapy Service and the Senior Mental Health Worker.
- To reconcile the practice of Educational Psychologists across Gwynedd and Anglesey in the field.
- To supervise and tailor effective interventions to be implemented on a school level.
- To ensure that the ALN&I Area Forum implements in line with the Criteria.
- To lead on the programmes and strategies presented within the Specialist Centres.

Specialist Communication and Interaction Teachers

The Specialist Communication and Interaction Teachers implement the recommendations of the Senior Communication and Interaction Psychologist on a school level and within the specialist units. They work closely with the Speech and Language Therapy Service. The role of these teachers is to co-implement the strategies on a school level, ensuring the best support for the teachers of Gwynedd and Anglesey schools by:

- **Supporting within schools and spending periods within the Specialist Centres implementing strategies and agreed programmes for small groups of pupils.**
- Producing ready resources in the form of work programmes to support the teaching of pupils with communication and interaction difficulties to enrich the resource library available.
- Supervise the classroom, highlighting strengths and fields for improvement, and whole-classroom methods.
- Model good practice by working directly with individuals in the classroom.
- Actively promote the use of what was presented and modelled as intervention techniques in the classroom.
- Closely collaborate with a team of Speech, Language and Communication Difficulty Specialist Assistants who will support the pupils and teachers.
- Have training and expertise in Language Disorders and Autistic Spectrum Disorders within the team.
- The teachers extend across the key stages ensuring the most consistent provision for pupils, placing specific focus on the transitional period between primary and secondary.

Specialist Assistants

Specialist Assistants will be responsible for supporting the work of the Service Centres and will support teachers and assistants in the classroom. There will also be a clear focus on supporting families. They will spend time observing, modelling and monitoring in the classroom when working in mainstream education. At the centres, they will support the specific intervention packages for pupils who attend.

Specialist Assistants supports pupils who follow an Individual Communication Plan drawn up by a Speech and Language Therapist. They will be supervised under the requirements of the Royal College of Speech and Language Therapy (RCSLT) by a Speech and Language Therapist. As part of this role, they will:

- Collaborate with the Speech and Language Therapy Service and the Specialist Communication and Interaction Teachers.
 - Present work packages to support the teaching of pupils with language, speech and communication difficulties according to steps 1 and 2 of the provision within the mainstream school.
- Working within the Language Disorder Centres, Step 3 of the provision.
- Support parents to respond better to their children's needs in this field.
- Lesson observations by advising assistants on alternative methods of supporting individuals.
- Modelling support techniques and intervention methods in the classroom.
- Collaborate with families to support and model preventative and responsive techniques to manage behaviour.
- Actively promote the use of what is presented and modelled as learning techniques in the classroom and at home.

The Specialist Assistant also supports pupils with social communication needs and Autism Spectrum Disorders. Not every pupil in this category has an Individual Communication Plan as they are not within the Criteria of the Speech and Language Therapy Service. But they are pupils who receive the input of the Communication and

Interaction Specialist Teachers, and perhaps another agency such as a Clinical/Educational Psychologist. As part of this role, they will:

- Collaborate with the Specialist Communication and Interaction Teachers, and possibly another agency such as Speech and Language Therapy or a Clinical/Educational Psychologist.
- Present work packages to support the teaching of pupils with language, speech and communication difficulties according to steps 1 and 2 of the provision within the mainstream school.
- Work within the Social Communication Centres and ASA, Step 3 of the provision.
- Support parents to respond better to their children's needs in this field.
- Lesson observations by advising assistants on alternative methods of supporting individuals.
- Modelling support techniques and intervention methods in the classroom.
- Collaborate with families to support and model preventative and responsive techniques to manage behaviour.
- Actively promote the use of what is presented and modelled as learning techniques in the classroom and at home.

7. Training

The Communication and Interaction Service supports the work of schools by presenting each teacher and classroom assistant with an agreed training programme. This training programme is consistent across the schools with a clear focus on secondary school progression.

The training programme is reviewed every five years and only interventions with evidence of being effective are approved. For example:

- Elklan
- PECS (Picture Exchange Communication System)
- Makaton
- Talkabout
- Social Use of Language Programme
- Black Sheep Press

A bank of resources is available on the service's website which will be regularly updated.

8. Multi-agency Input

The Communication and Interaction Service is part of an integrated multi-agency team.

Speech and Language Therapy Service

By working in a completely integrated manner with the Speech and Language Therapy Service, the service provided for the children is holistic and is more effective and therapeutic.

The Speech and Language Therapy Service provides a specific service in order to:

- Take an active part in strategic discussions.
- Contribute to the discussion within the ALN&I Area Forum.
- Ensure supervision for the Specialist Assistants.
- Ensure that the Speech and Language Therapy Service collaborates in a coordinating manner with the ALN Communication and Interaction Service.

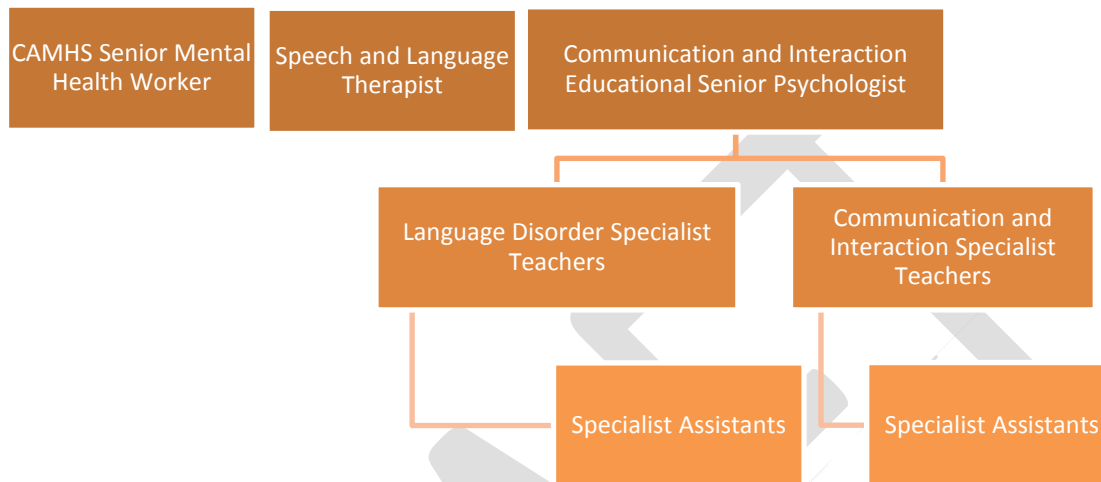
Clinical and Mental Health Service

The Communication and Interaction Service works in a completely integrated manner with the Child and Adolescent Mental Health Services (CAMHS). The Service's models agree with the diagnostic Paths for assessing neuro-developmental conditions.

The **Senior Mental Health Worker** offers a specific service in order to:

- Take an active part in strategic discussions.
- Contribute to the discussion within the ALN and Inclusion Area Forum.
- Assist the Service to contribute to the multi-agency assessment paths for neuro-developmental conditions.

9. Staffing Structure Flowchart



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Specific Language Disorder Centres

1. Aim

The Specific Language Disorder Centres are for a small number of pupils who have specific language disorders who would benefit from **intense** support for a **short period** of time. Our aim in terms of offering this provision is to seek a long-term positive change in the young people's language disorders and through this ensure that they can succeed academically.

2. Objectives

In order to achieve this aim, as a service we have set the following objectives;

- Ensure expert provision tailored for the pupils with specific language disorders.
- Ensure that pupils are referred to the provision promptly.
- Ensure that the standard of the provision is consistently good.
- Ensure that the provision is carefully planned on a joint basis with the advice of medical experts.
- Support the young people in the most effective manner by collaborating with school workforces.

3. Measures

The Communication and Interaction Service measures the success of the specialist unit's provision via a number of indicators. Our main indicators are noted below;

- Progress in the main indicators at the end of key stages
- An increase in the standardised scores in Numeracy and Literacy Standardised Tests.
- An increase in the standardised scores in National Tests.
- Development in skills according to indicators of standardised, non-standardised and directive criteria language and communication and interaction assessments, communication and interaction by professionals (e.g., Educational and/or Clinical Psychologist, Speech and Language Therapist, Specialist Teacher)
- An increase in the percentage of schools' workforces who have relevant training in identifying and targeting language and communication needs, autism and interaction skills.
- Evidence of generalising skills by observations.

4. Access

- Access to the centres is determined through the ALN&I Area Forum which will meet every half term.
- A placement within the centres is part of a gradual response.
- It is not possible for schools to form requests for placements at the ALN&I Area Forum which will determine access in line with the pupil's needs and criteria.
- As part of the access process, the parental consent and the young individual's opinion should be sought.
- The Forum considers the needs of the pupils and the impact of interventions on tiers 1 and 2. Where the needs meet the criteria, a placement is agreed upon.
- The number of pupils within any centre is limited to 12 at any one time.
- Whole day placements for two days a week are offered.
- Schools are not expected to pay for placements within the specialist centres.

5. Staffing

At any time within the Specific Language Disorder Centres, a specialist communication and interaction teacher and a Specialist Assistant will be present. This ensures a generous adults to children ratio.

6. Provision

Curriculum

During the period in which the young people attend the centres they follow the core curriculum, but more emphasis is placed on developing understanding skills, expression, language processing skills and memory.

7. Operational Issues

- these are common to Specific Language Disorders Centers and Social Communication Centers (see below)

Attendance

Every pupil is registered for each session. The same procedure used across all education sectors is used, namely attendance codes. The young people will be registered that they are receiving education on another site within the main school.

An attendance target is set for each period at the centres. This target is higher than the current percentage. The role of a Specialist Communication and Interaction Teacher will be to contact a pupil's home if he or she does not turn up on the day.

Individual Communication Plan

Every period within the centre is for targeting a specific element of the pupils' individual communication plan. The targets are formed by the Language Therapist. The plan will be shared with the young people, the parents and the school at the beginning of any period at the centre.

Locations

The provision is located within Gwynedd and Anglesey primary schools. The responsibility for the site's health and safety falls on the Headteacher of the school.

The responsibility for resources, staffing, safeguarding and the daily running of the units falls upon the Communication and Interaction Educational Psychologist.

Transport

Transport is provided to and from the centres. The taxi picks up the pupil from home and returns him or her back home.

National Tests

During the national tests period the centres offer a location for the pupils to sit the examinations within smaller groups. It is the responsibility of the mainstream school to ensure that a placement at the specialist centres in question does not impact the performance of the pupils in question.

Safeguarding

Robust safeguarding arrangements are a priority. If any concern arises about the safety of any young person within the provision, the Communication and Interaction Teachers who have received the information are responsible for referring the case. In addition to referring the concern and completing a children's services referral form, it is required for the Communication and Interaction Teachers to share the referral with the designated child protection individual within the school and the Senior Communication and Interaction Educational Psychologist.

Only representatives from the main school should attend child protection strategy meetings and conferences on behalf of the service. The service can provide written reports if required.

Staff from specialist centres cannot be part of the core groups apart from contributing reports at the request of the mainstream schools.

The provision submits an annual report on safeguarding children within the provision in line with the procedure for primary and secondary schools.

Social Communication Centres

1. Aim

The Social Communication Centres are for a small number of pupils who have social communication difficulties and possibly a diagnosis of an Autistic Spectrum Disorder, who would benefit from intense support within the mainstream education system. Our aim in terms of presenting this provision is to seek a long-term positive change in the young people's social communication skills, and in doing so ensuring that they can succeed academically, socially and independently.

2. Objectives

In order to achieve this aim, as a service we have set the following objectives;

- Ensure opportunities for children to integrate in mainstream education where appropriate.
- Ensure specialist provision tailored for the pupils with social communication difficulties and possible a diagnosis of Autistic Spectrum Disorder.
- Ensure that pupils are referred to the provision promptly.
- Ensure that the standard of the provision is consistently good.
- Ensure that the provision is carefully planned on a joint basis with the advice of medical experts including Clinical Psychologists.
- Support the young people in the most effective manner by collaborating with school workforces.

3. Measures

The Communication and Interaction Service measures the success of the provision of the Social Communication Centres via a number of indicators. Our main indicators are noted below;

- Progress in the main indicators at the end of key stages
- Progress in the main indicators at the end of key stages
- An increase in the standardised scores in Numeracy and Literacy Standardised Tests.
- An increase in the standardised scores in National Tests.
- Development in skills according to indicators of standardised, non-standardised and directive criteria language and communication and interaction assessments, communication and interaction by professionals (e.g. Educational and/or Clinical Psychologist, Speech and Language Therapist, Specialist Teacher)
- An increase in the percentage of schools' workforces who have relevant training in identifying and targeting language and communication needs, autism and interaction skills.
- Evidence of generalising skills by observations.

4. Access

- Access to the centres is determined through the ALN&I Area Forum which will meet every half term.
- A placement within the centres is a part of a graduated response.
- It is not possible for schools to form requests for placements at the ALN&I Area Forum which will determine access in line with the pupil's needs and criteria.
- As part of the access process, parental consent and the young individual's opinion should be sought.

- The Forum considers the needs of the pupils and the impact of interventions on tiers 1 and 2. Where the needs meet the criteria, a placement is agreed upon.
- The number of pupils within any centre is limited to six at any one time.
- In the primary sector, whole day placements are offered for two days a week.
- In the secondary sector, full-time placements are offered for a specific period of time.
- Schools are not expected to pay for placements within the specialist centres.

5. Staffing

The following range of staff will be present at any time within the specialist units: a Specialist Communication and Interaction Teacher, a Specialist Assistant and a classroom assistant will be present. This ensures generous adults to children ratio.

6. Provision

Curriculum

During the period in which the young people attend the centres they follow the normal curriculum, but more emphasis is placed on developing social and interaction skills.

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Communication and Interaction Criteria

Autism Spectrum Disorder (PLASC: ASD) and Communication and Social Interaction Difficulties (PLASC: SLCD)

	School Action (SA)		School Action Plus (SA+)	
Responsible for the case	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor
Description of need	<p>The child shows delay with expression, understanding, social skills.</p> <p>As a consequence of the delay the child has difficulties with one or more of the following which has an effect on the child's progress and curriculum access and social skills</p> <ul style="list-style-type: none"> • Listening and focussing • Expressing needs and knowledge • Following instructions and understanding information • Appropriate socializing and interaction 		<p><u>Significant</u> difficulties with:</p> <ul style="list-style-type: none"> • Listening and focussing • Expressing needs and knowledge • Following instructions and understanding information • Appropriate socializing and interaction 	
PLASC	<ul style="list-style-type: none"> • CT1 • GS1 	<ul style="list-style-type: none"> • SR1 • AA1/2 	<ul style="list-style-type: none"> • CT1 • GS2 	<ul style="list-style-type: none"> • SR1/2 • AA2/3
Type of Intervention	<ul style="list-style-type: none"> • Collaboration with the parents • IEP/IDP and specific strategies used based on Profile information. • Follow general guidance from relevant agencies (e.g. Education Psychology Service, Specialist Teachers, Language and Speech Therapy Department) • Differentiate tasks according to the pupil's needs. This can include differentiation at educational skills level, the language used and the social opportunities provided. • It is expected that there is use of specialization/experience of working with language and speech requirements in the past at the school will be done. • Regular Input to target specific fields individually or within a small group using appropriate strategies within the school's devolved provision. 		<ul style="list-style-type: none"> • Educational Psychology Service consultation that will perhaps lead to a referral at the ALN and Inclusion Area Forum for input from the Communication and Interaction Team (Communication and Interaction Team Admission Criteria) • School refers to CAMHS, Speech and Language Therapy Service • Close collaboration with the parents to share good practices and share targets • Individualized Teaching Plan targets specific fields and work programme based on requirements. • Regular input to target specific fields or within a small group using recommendations of the Communication and Interaction Team. 	
Monitoring Phase	School monitors over a period of one Term		ALN and Inclusion Area Forum	
Progress indicators	<ul style="list-style-type: none"> - Standardized language and speech assessments - Relevant Foundation Phrase/National Curriculum Levels outcomes - Standardized literacy and numeracy scores from standardized assessments and National Tests 		<ul style="list-style-type: none"> - Standardized language and speech assessments - Relevant Foundation Phrase/National Curriculum Levels outcomes - Standardized literacy and numeracy scores from standardized assessments and National Tests 	
Progress?	Yes, good progress has been observed	- Scale down to usual classroom input	Scale down to SA (Communication and Interaction Team Exit Criteria)	
	Yes, adequate progress has been observed	- Maintain School Action for a further cycle	Maintain School Action Plus for a further cycle	
	No, little or no progress has been observed	- Parental permission to discuss with the Educational Psychologist (Refer to the Speech and Language Therapy Service)	Discuss adapting the provision in the ALN and Inclusion Area Forum	

	Statement 1		Statement 2	
Responsible for the case	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor
Description of need	<p><u>Intensive and Complex</u> difficulties with:</p> <ul style="list-style-type: none"> • Listening and focussing • Expressing needs and knowledge • Following instructions and understanding information • Appropriate socializing and interaction <p>These difficulties have a <u>significant and continual</u> impact on the child's ability to cope with the curriculum and develop social skills independently. The child is reliant on support communication methods or the communication skills are very limited.</p> <p>There may be associated learning difficulties.</p>		<p><u>Intensive and Complex</u> difficulties with associated learning difficulties</p> <ul style="list-style-type: none"> • Listening and focussing • Expressing needs and knowledge • Following instructions and understanding information • Appropriate socializing and interaction <p>These difficulties have a <u>significant and persistent</u> impact on the child's ability to communicate, develop self-care skills and life skills, develop basic educational skills independently. Significant learning difficulties exist.</p>	
PLASC	<ul style="list-style-type: none"> • CT3/4 • GS3 	<ul style="list-style-type: none"> • SR 1, 2, 3 • AA3/4 	<ul style="list-style-type: none"> • CT4 • GS3/4 	<ul style="list-style-type: none"> • SR1-4 • AA4
Type of Intervention	<ul style="list-style-type: none"> • Close collaboration with parents. • Follow general guidance from the Psychology Service/Communication and Interaction Team for whole school or individuals at the school conditional on school requirements. • Input from Communication and Interaction Team and Educational Psychology Service. • Consultation/Assessment by Clinical Psychologist/Language and Speech Therapist and any other agencies Derwen/ Specialist Child Services if relevant • Use made of agencies recommendations to input the Individualized Development Plan and the work programme. • Access to the support of an additional adult in a class or group in the mainstream regularly and follow external and support agencies • Support hours for care also in some case following performing a risk assessment 		<ul style="list-style-type: none"> • Close collaboration with parents. • Specialized Input with high adults to children ratio or individual support • Constant specialized strategies • Input/Assessment by Derwen/Specialist Child Services • Implementation of external agencies recommendations inputs the Individualized Education Plan and the work programme substantially adapted. 	
Monitoring Phase	Cross County Panel ALN and Inclusion Area Forum		Cross County Panel Special School Admission Forum	
Progress indicators	<ul style="list-style-type: none"> - Standardized language and speech assessments - Relevant Foundation Phrase/National Curriculum Levels outcomes - Standardized literacy and numeracy scores from standardized assessments and National Tests - (Risk assessment : if relevant) 		<ul style="list-style-type: none"> - Standardized language and speech assessments - Relevant Foundation Phrase/National Curriculum Levels outcomes - Standardized literacy and numeracy scores from standardized assessments and National Tests - (Risk assessment : if relevant) 	
Progress?	Yes, <u>good progress</u> has been observed	Reduce to SA+ with support from the Communication and Interaction Team or SA+	Discuss changing the provision in the Cross County Panel – consider reducing to Statement 1	
	Yes, <u>adequate progress</u> has been observed	Statement 1 for a further cycle	Statement 2 for a further cycle	
	No, little or no progress has been observed	Discuss in the ALN and Inclusion Area Forum or the Cross County Panel what modifications are needed in the provision	Discuss in the Cross County Panel/Special School Forum what adaptations are needed in the provision	

Communication and Social Language Difficulties

	School Action (SA)		School Action Plus (SA+)	
Responsible for the case	- Headteacher - ALN Governor	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor	- Class Teacher - ALN and Inclusion Co-ordinator
Description of need	<p>The child shows delay in language expression, understanding language, processing and aural memory.</p> <p>As a consequence of the delay, the child has difficulty with one or more of the following skills:</p> <ul style="list-style-type: none"> • Listening and focussing • Expressing needs and knowledge • Following instructions and understanding information • Socializing and interaction 		<ul style="list-style-type: none"> • The child shows <u>substantial</u> delay with expression and language understanding and/or speech and this delay impacts on the individual's ability to make educational progress • May rely on other support methods of communication – e.g. Makaton, PECS, Gesture • The child consequently has difficulty following instructions and collective presentations and requires individual guidance • Has difficulty expressing basic needs • Is socially isolated and has problems in conforming • Has difficulties with literacy skills and understanding text. 	
PLASC	<ul style="list-style-type: none"> • CT1 • GS1 	<ul style="list-style-type: none"> • SR1 • AA1 	<ul style="list-style-type: none"> • CT1 • GS1/2 	<ul style="list-style-type: none"> • SR1 • AA2
Type of Intervention	<ul style="list-style-type: none"> • Collaborate with parents. • IEP/IDP and specific strategies used based on Profile information. • Follow general guidance from relevant agencies (e.g. Education Psychology Service, Specialist Teachers, Language and Speech Therapy Department) • Differentiate tasks according to the pupil's needs. This can include differentiation at educational skills level, the language used and the social opportunities provided. • It is expected that there is use of specialization/experience of working with language and speech requirements in the past at the school will be done. • Input to target specific fields individually or within a small group using appropriate strategies from within the school's devolved provision 		<ul style="list-style-type: none"> • Educational Psychology Service consultation that may lead to referral for ALN and Inclusion Area Forum for Communication and Interaction Team input (Communication and Interaction Admission Criteria) • School refers to Speech and Language Therapy Service • Close collaboration with parents to share good practices and share targets • Individualized Development Plan targets specific fields • Regular input to target specific fields individually or within a small group using recommendations of the Communication and Interaction Team. 	
Monitoring Phase	School monitors progress		School/ALN and Inclusion Area Forum	
Progress indicators	<ul style="list-style-type: none"> - Standardized language and speech assessments - Relevant Foundation Phrase/National Curriculum Levels outcomes - Standardized literacy and numeracy scores from standardized assessments and National Tests 		<ul style="list-style-type: none"> - Standardized language and speech assessments - Relevant Foundation Phrase/National Curriculum Levels outcomes - Standardized literacy and numeracy scores from standardized assessments and National Tests 	
Progress?	Yes, <u>good progress</u> has been observed	← Scale down to usual class input		← Scale down to SA (Communication and Interaction Admission Criteria)
	Yes, <u>adequate progress</u> has been observed	- Maintain School Action for a further cycle		Maintain School Action+ for a further cycle
	No, little or no progress has been observed	- Parental permission to discuss with the Educational Psychologist (Refer to the Speech and Language Therapy Service)		→ Discuss adapting the provision in the ALN and Inclusion Area Forum

Statement 1	
Responsible for the case	<ul style="list-style-type: none"> - Class Teacher - ALN and Inclusion Co-ordinator <ul style="list-style-type: none"> - Headteacher - ALN Governor
Description of need	<p>Intensive and complex needs with expression and speech, understanding, social skills. These difficulties have a substantial and continual impact on the child's ability to cope with the curriculum and develop social and life skills independently.</p> <p>Conditional on other support communication methods – e.g. Makaton, PECS, Gesture</p> <p>May have intensive learning difficulties and/or physical/mental condition.</p>
PLASC	<ul style="list-style-type: none"> ● CT4 ● GS3 <ul style="list-style-type: none"> ● SR 1-4 ● AA3
Type of Intervention	<ul style="list-style-type: none"> ● Assessment held by Speech and Language Therapist/School or Community Nurse/any other agencies if relevant. ● IEP/IDP and work programme and curriculum <u>substantially adapted</u> using recommendations of agencies involved. ● Access to support of additional adult <u>regularly for 15 hours or more per week</u>, or is taught within a small group
Monitoring Phase	<p>Cross County Panel</p> <p>ALN and Inclusion Area Forum</p>
Progress indicators	<p>Standardized language and speech assessments</p> <p>Relevant Foundation Phrase/National Curriculum Levels outcomes</p> <p>Standardized literacy and numeracy scores from standardized assessments and National Tests</p>
Progress?	<p>Yes, <u>good progress</u> has been observed</p> <p style="text-align: center;">← Scale back to SA+ with support from the Communication and Interaction Team or SA+</p>
	<p>Yes, <u>adequate progress</u> has been observed</p> <p style="text-align: center;">Continue Statement for a further cycle</p>
	<p>No, <u>little or no progress</u> has been observed</p> <p style="text-align: center;">Discuss adapting strategies to promote further progress between parents, school and agencies involved.</p> <p style="text-align: center;">→</p>

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Specific and Non-specific Additional Learning Needs (Cognition and Learning)

Whole School Expectations

Gwynedd Council and the Isle of Anglesey County Council consider that the development of basic skills in literacy and numeracy is a key part of learners' development. It is very important to ensure suitable access to the curriculum for pupils with additional needs in these areas.

1. What do Specific and Non-specific Additional Learning Needs mean?

Specific and Non-specific Additional Learning Needs refer specifically to:

- Substantial difficulties in literacy and/or numeracy skills over a period of time. This refers to difficulties outside the average range for the child's age.
- Difficulties in these areas have an effect on the pupil's access to the curriculum and to learning. These difficulties exist across the range of cognitive abilities.
- In some cases, these literacy difficulties are described as Dyslexia in line with British Psychological Society's definition.

"Dyslexia exist when the accuracy and flow of reading words and/or spelling develops with great difficulty or incompletely. This focuses on reading at word level and suggests that the problem is substantial and continuing despite suitable learning opportunities. It provides a basis for step by step learning and assessment through learning"

The British Psychological Society (1999) Dyslexia, Literacy and Phonological Assessment: Report of a Working Party of the Division of Educational and Child Psychology of the British Psychological Society, Leicester, BPS

2. General

Each school has a responsibility to create a supportive and caring atmosphere where it is possible for each pupil to develop to his/her full potential. To ensure an environment which is friendly to learners with literacy and numeracy difficulties, **schools are expected to:**

- Consider difficulties with literacy and numeracy in the spectrum which must be planned for as an integral part of school provision.
- Ensure that all teachers plan to respond to these difficulties as part of the daily class curriculum.
- Have specific screening processes in place to identify pupils displaying difficulties.
- Ensure a firm emphasis on developing phonological and language skills, pre-literate and pre-numerate promptly in the Foundation Phase so as to reduce the risk of developing literacy and numeracy difficulties.
- Respond in a graduated manner to needs by establishing interventions for groups of children, or individual children identified through screening and assessment processes.
- Measure the progress of children receiving interventions so as to demonstrate the effectiveness of the interventions.
- Use standardised and referral assessments to reach conclusions regarding progress with appropriate intervention.

3. The Aim of the Gwynedd Anglesey Schools Specific and Non-specific Additional Learning Needs Strategy is to:

- Promote consistency and graduated response;
- Enable pupils with difficulties to receive the best opportunity to achieve their full potential;
- Make clear the responsibilities of the teaching team, senior management team and school headteacher;
- Promote an ethos of working in partnership between pupils, school staff and external agencies.

4. Communication with Homes / Parental Partnership

Working with families and ensuring that parents are part of any intervention is key to a successful relationship with any pupil. All schools in Gwynedd and Anglesey should be always open to discussion and should encourage parents to contact should they have any concerns. When praising pupils' success and progress, it is essential to take advantage of any opportunity to contact parents.

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Specific and Non-specific Additional Learning Needs Service

1. Aim

The Specific and Non-specific Additional Learning Needs Service co-operates with schools in Gwynedd and Anglesey to seek to enhance literacy and numeracy skills and to respond in a graduated manner when difficulties affect development in these areas.

2. Objectives

To achieve this aim, we as a service set the following objectives;

- Give a clear focus on whole school development skills to support the development of literacy and numeracy across the ability range, to create an environment suitable for variations in teaching methods.
- Ensure that clear processes and methods exist for the timely identification of literacy and numeracy difficulties.
- Ensure that all pupils with literacy and numeracy problems receive a speedy and graduated response which meets their needs.
- Ensure that all children /young persons have access to a full and appropriate curriculum.
- Ensure that parents are a key part of any intervention offered.

3. Indicators

The Specific and Non-specific Additional Learning Needs Service measures the success of the provision by means of a number of indicators. Our main indicators are given below;

- Increase in literacy and numeracy skill levels in standardised and national tests.
- Increase in the chief indicators relating to literacy and numeracy at the end of key stages.
- Increase in the percentage of schools' workforce with current training in strategies to develop literacy and numeracy skills.

4. Provision

The provision delivered through the Specific and Non-specific Additional Learning Needs Service is divided into two main components.

School Action

General

All schools in Gwynedd and Anglesey receive a delegated budget to implement school level strategies to support young people with literacy and/or numeracy difficulties.

The Specific and Non-specific Additional Learning Needs Service supports the work of schools by delivering an agreed training programme for every teacher and classroom assistant. This training programme is consistent across schools with a clear focus on primary/secondary progression. The focus is clear on developing a whole school response to difficulties with basic literacy and numeracy skills.

The training programme is reviewed every 5 years and only interventions where evidence has proved them to be effective will be approved. A large part of the training will be delivered by Educational Psychologists and the Specialist Specific and Non-specific Additional Learning Needs Teachers. Resources are available in the Resource Library.

School Action Plus *Specialist*

All schools in Gwynedd and Anglesey can refer pupils who continue to experience considerable difficulties, despite the school's having provided appropriate suitable teaching and learning opportunities, to the ALN&I Area Forum. This should be done in accordance with the Criteria following the agreed procedure. As part of the provision, a school can receive specialist support within a half term. Specialist support will be planned under the strategic guidance of the Senior Specific and Non-specific Additional Learning Needs Psychologist. The work of modelling, monitoring and jointly implementing the strategies will be led by our Specialist Teachers. The effectiveness of specialist strategies will be measured and reports made to the Forum on individual progress. Where there is no evidence of progress, the support will be reviewed. Specialist support follows specific steps.

5. Staffing Structure

Senior Specific and Non-specific Additional Learning Needs Education Psychologist

Each Educational Psychologist will be involved in encouraging schools to be an inclusive environment for children with additional learning difficulties in literacy and numeracy. The Senior Specific and Non-specific Additional Learning Needs Education Psychologist is responsible for strategic planning and quality assurance of the provision on school level and beyond.

We highlight below the chief functions of the Senior Specific and Non-specific Additional Learning Needs Education Psychologist:

- Researching into the most effective strategies for ensuring a friendly and inclusive environment.
- Giving strategic direction to the service
- Drawing up a 5 year training programme for school staff in Gwynedd and Anglesey.
- Drawing up an annual training programme for staff in the Specific and Non-specific Additional Learning Needs and Education Psychologist service.
- Standardise the practice of Education Psychologists across Gwynedd and Anglesey in the area of literacy and numeracy difficulties.
- Observe and tailor interventions effectively for implementation at school level.
- Ensure that the ALN&I Area Forum operates in accordance with the Criteria.

Specialist Specific and Non-specific Additional Learning Needs Teachers

- Assist the work of the Senior Specific and Non-specific Additional Learning Needs Educational Psychologist as regards training and upskilling staff in schools.
- Producing resources in the form of work packages to support the teaching of pupils with literacy and numeracy difficulties in order to form a bank of electronic resources for schools.
- Observe in class, highlighting strengths and areas for improvement, and whole class methods.
- Model good practice by working directly with pupils jointly with school staff.
- Promote the use of what has been delivered and modelled as intervention techniques at classroom level.
- Manage the Specialist Specific and Non-specific Additional Learning Needs Assistants who will support pupils and teachers.
- Co-operate with the Senior Specific and Non-specific Additional Learning Needs Education Psychologist to develop an evidence base in the area through research projects.
- Provide and assessment service for Special Circumstances Examinations for Secondary Schools in line with Local Authority arrangements.

Specialist Specific and Non-specific Additional Learning Needs Assistants

The Specialist Specific and Non-specific Additional Learning Needs Assistants work under the guidance of the Specialist Specific and Non-specific Additional Learning Needs Teachers to implement the recommendations of Educational Psychologists in schools. There will be a clear focus on the development of skills within schools and supporting parents by:

- Introducing intervention packages to support the education of pupils with literacy and numeracy difficulties.
- Supporting parents to respond better to their children’s needs in this area.
- Observing lessons or group session, advising assistants on different methods of supporting individuals.
- Modelling support techniques and intervention methods in class or in target groups.
- Promote the use of what was delivered and modelled as teaching techniques in class and at home.
- Offering a specific period of work with individual pupils /small groups

6. Training

The Specific and Non-specific Additional Learning Needs Service supports the work of schools by delivering an agreed programme of training for all teachers and classroom assistants. This training programme is consistent across schools with a clear focus on primary/secondary progression.

The training programme is reviewed every 5 years and only interventions where evidence has proved them to be effective will be approved.

A bank of resources is available in the Resource Library and will be regularly updated.

7. Staffing Structure Flowchart



Bangor University

The service regularly meets University representatives. They influence and contribute towards the Specific and Non-specific Additional Learning Needs Service training programme and are aware of the Gwynedd and Môn strategic directions.

Specific and Non-specific Additional Learning Needs Criteria

Literacy and Dyslexia Difficulties (Dysl)

	School Action (SA)		School Action Plus (SA+)	
Responsible for the case	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor
Description of need	Shows delay with literacy and scores standardized score of below 85 on standardized reading and/or spelling tests Requires differentiated tasks for each literacy related task and has difficulties in focussing and working independently unless this provision is provided. Level of literacy lower than expected.		Received SA input but no progress. Delay with literacy and score below the standardized score of 80 on standardized tests in reading and/or spelling Has difficulty in coping with differentiated tasks in the classroom <u>most of the time</u> .	
PLASC	<ul style="list-style-type: none"> CT1 GS1 	<ul style="list-style-type: none"> SR1 AA1 	<ul style="list-style-type: none"> CT1 GS1 	<ul style="list-style-type: none"> SR1,2 AA1
Type of Intervention	<ul style="list-style-type: none"> Collaboration with parents Individualized Education Plan/IDP and specific strategies used based on Profile information. Follow general guidance from agencies (e.g. Educational Psychology Service/Specialist Teacher) Plan and differentiate literacy tasks within the classroom e.g. use multi-sensory activities, target specific skills to meet Individualized Education Plan/IDP targets. Regular input for reading and/or spelling and/or handwriting, within the school's devolved provision. 		<ul style="list-style-type: none"> Collaboration with parents Individualized Education Plan/IDP and specific strategies used on the basis of consultation held with Educational Psychologist and possibly refer for input from the Specific and General Additional Learning Needs Service (see the Entrance and Exist Criteria Grid). Plan and differentiate literacy tasks within the class e.g. use of multi-sensory activities, target specific skills to meet Individualized education Plan targets. Regular input using a specific programme for reading and/or spelling and/or handwriting, within the school's devolved provision. 	
Monitoring Phase	School		ALN and Inclusion Area Forum	
Progress indicators	<ul style="list-style-type: none"> Reading and/or Spelling skill level in standardized tests Reading level standardized scores. Progress in the main indicators to do with Numeracy at the end of key stages 		<ul style="list-style-type: none"> Reading and/or Spelling skill level in standardized tests Reading level standardized scores. Progress in the main indicators to do with Numeracy at the end of key stages 	
Progress?	Yes, good progress has been observed	<ul style="list-style-type: none"> The scores exceed 85. Move down to Early Intervention. 	<ul style="list-style-type: none"> The scores exceed 80 or show progress. Move down to SA. 	
	Yes, adequate progress has been observed	Standardized scores remain below 80 or have remained under 85 over two or more SA monitoring phases, Remain on SA for a further cycle	Standardized scores remain below 80 but higher than 70 or the pupil continues to need support/differentiation most of the time Discuss in the ALN and Inclusion Area Forum Continue with SA+	
	No, little or no progress has been observed	Standardized score remains under 80 or has remained under 85 over two or more monitoring SA periods Parents' consent to discuss with an Educational Psychologist	Standardized score remain at 80 or lower despite intervention over two cycles of SA+ Discuss adapting the provision in the ALN and Inclusion Area Forum	

Numeracy and Dyscalculia (Dysc)

	School Action (SA)		School Action Plus (SA+)	
Responsible for the case	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor
Description of need	<ul style="list-style-type: none"> Shows delay with Numeracy and scores standardized score of below 85 on numeracy and/or mathematics Requires differentiated tasks for every task involving Numeracy and has difficulties in focussing and working independently unless this provision is provided. Level of Numeracy and Mathematics lower than expected. 		<ul style="list-style-type: none"> Received input on School Action but no progress. Delay with Numeracy and achieves lower score than standardized score of 80 on numeracy standardized tests. Has difficulties in coping with differentiated numeracy tasks within the class <u>most of the time</u>. 	
PLASC	<ul style="list-style-type: none"> CT1 GS1 	<ul style="list-style-type: none"> SR1 AA1 	<ul style="list-style-type: none"> CT1 GS1 	<ul style="list-style-type: none"> SR1, 2 AA1
Type of Intervention	<ul style="list-style-type: none"> <u>Collaboration with parents</u> Individualized Education Plan/IDP and specific strategies used based on Profile information. Follow general guidance from agencies (e.g. Educational Psychology Service/Specialist Teacher) Plan and differentiate Numeracy tasks within the classroom e.g. use multi-sensory activities, target specific skills to meet Individualized Education Plan/IDP targets. <u>Regular</u> input for numeracy within the school's devolved provision. 		<ul style="list-style-type: none"> <u>Collaboration</u> with parents Individualized Education Plan/IDP and specific strategies used on the basis of consultation held with Educational Psychologist and possibly refer for input from the Specific and General Additional Learning Needs Service (see the Admission and Exit Criteria Grid). Plan and differentiate literacy tasks within the class e.g. use of multi-sensory activities, target specific skills to meet Individualized education Plan targets. <u>Regular input</u> using a specific programme for numeracy within the school's devolved provision. 	
Monitoring Phase	School		School/ ALN and Inclusion Area Forum	
Progress indicators	<ul style="list-style-type: none"> Numeracy skills level in standardized tests (e.g. Basic Number Screening). Operational Numeracy and Logical Numeracy National Tests standardized scores level. Progress in the main indicators to do with Numeracy at the end of key stages 		<ul style="list-style-type: none"> Numeracy skills level in standardized tests (e.g. Basic Number Screening). Operational Numeracy and Logical Numeracy National Tests standardized scores level. Progress in the main indicators to do with Numeracy at the end of key stages 	
Progress?	Yes, good progress has been observed	<ul style="list-style-type: none"> The scores exceed 85. Move down to Early Intervention. 	<ul style="list-style-type: none"> The scores exceed 80 or show progress. Move down to SA. 	
	Yes, adequate progress has been observed	<ul style="list-style-type: none"> The standardized scores remain below 80 or have remained under 85 over two or more SA monitoring periods Remain on SA for a further cycle 	Standardized scores remain below 80 but higher than 70 or the pupil continues to need support/differentiation <u>most of the time</u> Discuss in the ALN and Inclusion Area Forum Continue with SA+	
	No, little or no progress has been observed	<ul style="list-style-type: none"> Standardized score remains under 80 or has remained under 85 over two or more monitoring SA periods Parents' consent to discuss with an Educational Psychologist 	Standardized score remain at 80 or lower despite intervention over two cycles of SA+ Discuss adapting the provision in the ALN and Inclusion Area Forum	

Sensory Impairment

Whole School Expectations

Gwynedd Council and the Isle of Anglesey County Council consider essential any barrier existing for any pupil with Sensory Impairment to have full access to the curriculum. Schools should be an inclusive and welcoming environment for any individual with sensory impairment.

1. What is meant by Sensory Impairment

Learning difficulties within the Sensory Impairment area refer specifically to the following:

- Visual Impairment: Pupils who are registered blind or partly blind.
- Hearing Impairment: Pupils with Hearing Impairment identified by the Health Board's Audiology Department.
- Multi-Sensory Impairment: Pupils with a combination of Visual Impairment and Hearing Impairment.
- These difficulties have a negative effect on the pupil's ability to access the curriculum without substantial adaptations.

2. GERAL

Each school has a responsibility to create a safe and caring environment where every pupil can develop happily and confidently. In order to ensure an environment friendly to learners with a sensory impairment, schools are expected to:

- Ensure that any risks are targeted.
- Ensure that the learning and social environment is inclusive and welcoming.
- That the response is graduated to needs by taking into consideration any reasonable specialist advice provided.
- That the progress of children/young people receiving interventions be measured in order to demonstrate the efficiency of those interventions.
- Use standardised and referral assessments so as to reach conclusions on progress with suitable intervention.

3. The Aim of the Gwynedd and Anglesey Schools Sensory Impairment Strategy is:

To co-operate with parents, schools and other professionals to ensure that each child and young person with Sensory Impairment can:

- Have equal opportunities.
- Receive their education with their peers in local schools and communities.
- Develop necessary specialist skills.
- Achieve their potential and develop as independent learners.
- Provide a service tailored for children and young people in both Counties by following national NatSIP (National Sensory Impairment Partnership) quality standards.
- Promote the educational, social and welfare inclusion of pupils with Sensory Impairment from 0 to 25 years old.
- Co-operate with parents and schools to raise awareness of referral arrangements to relevant agencies and services.

4. Communication with Homes / Parental Partnership

Working with families and ensuring that parents are part of any intervention is key to a successful relationship with any pupil. All schools in Gwynedd and Anglesey should be always open to discussion and should encourage parents to contact should they have any concerns. When praising pupils' success and progress, it is essential to take advantage of any opportunity to contact parents.

Sensory Impairment Service

1. Aim

The Sensory Impairment Service co-operates with schools in Gwynedd and Anglesey to ensure that children and young people with Sensory Impairment have full access to the curriculum and learning environment to reduce the effect of the impairment on pupils' holistic and academic progress.

2. Objectives

To attain this aim, we as a service set the following objectives:

- Ensure that key staff in schools have the appropriate skills and resources when working with a pupil with sensory impairment.
- Provide a structured service which fulfils the needs of pupils with Sensory Impairment from 0 to 25 years of age in early years provision, primary, secondary and special schools, ensuring they reach their full potential.
- Offer a variety of suitable assistance, provision and resources to fulfil individual needs, which accord with the requirements of the National Sensory Impairment Partnership (NatSIP).
- Deliver and monitor the development of a Specialist Curriculum amongst pupils with Sensory Impairment and ensure robust development of the necessary skills.
- Ensure that parents are a key part of any intervention offered.
- Co-operate with external agencies to ensure a graduate response to support pupils.
- Foster the specialist knowledge and skills of the Sensory Impairment Team in order to maintain the levels of expertise necessary to support and fulfil pupils' acute and complex needs.

3. Indicators

The Sensory Impairment Service measures the success of the provision by means of a number of indicators. We note below our chief indicators;

- Progress in standardised literacy and numeracy scores.
- Progress in National Curriculum outcomes or levels.
- Evidence of stability or progress in the pupil's ability to access the curriculum.

4. Provision

The provision delivered through the Sensory Impairment Service is divided into two main components.

School Action

General

All schools in Gwynedd and Anglesey receive a delegated budget to implement school level strategies to support young people with sensory difficulties.

The Sensory Impairment Service supports the work of schools by delivering an agreed programme of training for all teachers and classroom assistants. This training programme is consistent across schools with a clear focus on primary/secondary progression.

The training programme is reviewed every 5 years and only interventions where evidence has proved them to be effective will be approved.

Most of the training will be delivered by the Sensory Impairment Teachers with input by Education Psychologists when appropriate.

School Action Plus

Specialist

When a pupil is identified as having Hearing Impairment or Visual Impairment, the relevant Hospital department will be required to inform the Sensory Impairment Service. Referrals will be considered, in accordance with the Service access Criteria, by the ALN&I Area Forum. In some cases, the Forum will refer to the Cross-County Panel for consideration. The effectiveness of specialist strategies will be measured and a report made to the Forum on individual progress. Where there is no evidence of progress, the support will be reviewed. Specialist support follows specific steps.

5. Staffing Structure

Senior Sensory Impairment Education Psychologist

Each Educational Psychologist will be involved in promoting schools as an inclusive environment for children with Sensory Impairment. The Senior Sensory Impairment Education Psychologist will be responsible for strategic planning and quality assurance of the provision on school and beyond.

The chief functions of the Senior Sensory Impairment Education Psychologist are given below:

- Co-operating with the Specialist Sensory Impairment Teachers to investigate the most effective strategies to ensure a friendly and inclusive environment.
- Joint planning of a 5-year training programme with the Specialist Sensory Impairment Teachers for staff in Gwynedd and Anglesey schools.
- Joint planning of an annual training programme for staff of the Sensory Impairment Service and Education Psychologists.
- Standardise the practice of Education Psychologists cross Gwynedd and Anglesey in the area of Sensory Impairment.
- Ensure that the ALN&I Area Forum operates in accordance with the Criteria.

Visual Impairment Service

Specialist Visual Impairment Teachers (QTVI)

Teachers reach across the key stages, ensuring the most consistent support for pupils, with specific attention to pupils' curricular access. The teachers will spend extended periods in educational settings, observing, modelling and monitoring in order to:

- Provide and teach parts of a specialist curriculum tailored for the individual child /young person (Braille, ITC software, touching skills, listening skills, intensive CVI provision).
- Analyse medical information and ensure suitable educational provision to respond to sight requirements.
- Monitor the child /young person's sight by administering standard sight tests (logMAR, Kay, Snellen, BRAT, Maclure, BUST)
- Observe at classroom level and offer constructive comments.
- Monitor that recommendations given are implemented on classroom level.
- Report on pupils' progress to the ALN&I Area Forum or Cross-County Panel.
- Consult on mobility and Health and Safety issues.
- Provide input on VI at Special Schools at the request of the Special School.
- Co-operate with external agencies - RNIB, Libraries for the blind, specialist software companies, UCAN.
- Create links within school to promote information sharing.

- Manage the day-to-day work of the Specialist Visual Impairment Assistants following the recommendations of the ALN&I Area Forum or Cross-County Panel.
- Provide resources for the Resource Library and share good practice between schools

Specialist Visual Impairment Assistants

The Specialist Visual Impairment Assistants work under the guidance of the Specialist Visual Impairment Teachers. There will be a clear focus on promoting skills development in schools and supporting parents by:

- Assisting the link Specialist Visual Impairment Teacher to fulfil NatSIP requirements.
- Delivering work packages to support the teaching of pupils with Visual Impairment.
- Assisting schools to deliver a suitable curriculum and materials for children with Visual Impairment under the guidance of the Specialist Teacher. Specialist Visual Impairment Assistants shall have a minimum Braille Grade 2 level and a robust understanding of the seven Braille codes.
- Offering Braille training to parents in their homes after working hours.
- Offering Braille training to assistants.
- Helping the school to provide and adapt resources with a clear focus on upskilling school staff to fulfil pupil needs.
- Specialise in the use of Visual Impairment ITC and equipment and training pupils in its use.
- Observing lessons and offering training, advising assistants on various methods of supporting individuals.
- Modelling support techniques and intervention methods at classroom level.
- Promote the use of what has been delivered and modelled as teaching and learning techniques at classroom level and at home.
- Provide the necessary service as Mobility Officers
- Co-operate with external agencies - RNIB, Mobility Officers, Libraries for the Blind, specialist software companies, UCAN

Hearing Impairment Service

Specialist Hearing Impairment Teachers

Teachers reach across the key stages, ensuring the most consistent support for pupils, with specific attention to pupils' curricular access. The teachers will spend extended periods in educational settings, observing, modelling and monitoring in order to:

- Complement the provision and teaching of a specialist curriculum tailored for the individual child/young person.
- Analyse medical information and ensure suitable educational provision to respond to Hearing requirements.
- Monitor the child/young person's hearing by administering standard hearing tests.
- Observe at classroom level and offer constructive comments.
- Monitor that recommendations given are implemented on classroom level.
- Report on pupils' progress to the ALN&I Area Forum or Cross-County Panel.
- Consult on health and safety issues and risk assessments.
- Multi-agency co-operation (e.g. Speech and Language Therapy, Careers Wales).
- Create links within school to promote information sharing.
- Manage the day-to-day work of the Specialist Hearing Impairment Assistants following the recommendations of the ALN&I Area Forum or Cross-County Panel.
- Provide resources for the Resource Library and share good practice between schools

Specialist Hearing Impairment Assistants

Specialist Hearing Impairment Assistants work under the guidance of Specialist Hearing Impairment Teachers. There will be a clear focus on skill development within schools and supporting parents by:

- Assisting the link Specialist Hearing Impairment Teacher to fulfil NatSIP requirements.
- Delivering work packages to support the teaching of pupils with Hearing Impairment difficulties.
- Assisting schools to deliver a suitable curriculum and materials for children with Hearing Impairment under the guidance of the Specialist Teacher.
- Specialist Hearing Impairment Assistant will have a minimum of level 2 in British Sign Language.
- Offering training to parents in their homes after working hours.
- Offering training to the children’s school assistants.
- Helping the school to provide and adapt resources with a clear focus on upskilling school staff to fulfil pupil needs.
- Specialise in the use of Hearing Impairment ITC and equipment and training pupils in its use.
- Observing lessons and offering training, advising assistants on various methods of supporting individuals.
- Modelling support techniques and intervention methods at classroom level.
- Promote the use of what has been delivered and modelled as teaching and learning techniques at classroom level and at home.
- Assist multi-agency work as a team.

6. Training

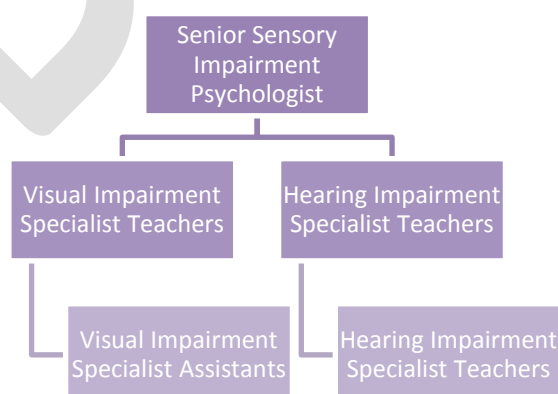
The Sensory Impairment Service supports the work of schools by delivering an agreed training programme for all teachers and classroom assistants. This training programme is consistent across schools with a clear focus on progression through early years /foundation phase and primary / secondary.

As part of this training programme, the following may be supported and delivered:

- Training at whole school level and on provision mapping level to promote an inclusive environment.
- Training on individual pupil level – i.e., on tailoring strategies for the individual pupil.
- Recommend training courses to others which might be useful.
- Observation visit by the team to offer recommendations.
- Access to a bank of suitable resources from the Resource Library.

The training programme is reviewed every 5 years and only interventions where evidence has proved them to be effective will be approved.

7. Staffing Structure Flowchart



8. Multi-Agency Service

The Sensory Impairment Service is part of an integrated multi-agency team. By working in a totally integrated manner, the service provided to the children is holistic and more effective. The Sensory Impairment Service co-operates closely with Specialist Departments in Hospitals and referrals to the Service come from these Departments.

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Sensory Criteria

Visual Impairment – PLASC VI

	School Action (SA)	School Action Plus (SA+)	
Responsible for the case	<ul style="list-style-type: none"> - Class Teacher - ALN and Inclusion Co-ordinator - Headteacher - ALN Governor 	<ul style="list-style-type: none"> - Class Teacher - ALN and Inclusion Co-ordinator - Headteacher - ALN Governor 	
Description of need	The child is showing signs of having a Visual Impairment e.g. Difficulties with close work, copying, mobility (e.g. falls frequently and misses obstacles)	NATSIP Category – Green Confirmation of Partial Visual Impairment Nursery and Reception Minor difficulties with access to the Foundation Stage when presented with standard resources Able to access information only when sitting at the front. Minor difficulties with moving around the environment KS 2,3,4,5 Minor difficulties with access to the curriculum when presented with standard resources Able to access information when sitting at the front and difficulties copying from the board Minor difficulties moving around the school	
PLASC	<ul style="list-style-type: none"> ● CT1 ● GS1 ● SR1 ● AA1 	<ul style="list-style-type: none"> ● CT2 ● GS1 ● SR3 ● AA3 	
Type of Intervention	<ul style="list-style-type: none"> - Discuss concerns with the parents so that they can arrange for optician to assess - Use of expertise within the school already (e.g. a teaching assistant with experience of working with a child with a visual impairment) in order to share good practice - Ensure that the environment is safe and free of unnecessary obstacles - Appropriate seating, lighting and acoustics 	<ul style="list-style-type: none"> - Partnership with parents - Monitoring input from the Specialist VI Teacher to develop strategies to support participation in class, develop language, literacy, organizational and communication skills, support social, emotional and behavioural needs (Guidance of frequency from South East sensory Partnership document) - Consultation with the Educational Psychology Service if appropriate - Ensure full access to the curriculum through differentiation of teaching methods and resources - Opportunities for small group working focussing on specific targets - Management of seating, lighting and acoustics - Access to adult support for part of the day to: <ul style="list-style-type: none"> - Explain visual concepts - Photocopy/ magnify/reformat/reformat to Braille - Support for learning/play opportunities developing play skills - Skill acquisition – literacy, numeracy and key skills - Supervise safety and mobility issues 	
Monitoring Phase	School to monitor progress over a period of half a Term	ALN and Inclusion Area Forum	
Progress indicators	<ul style="list-style-type: none"> - Literacy and Numeracy standardized scores - Relevant Foundation Phrase/National Curriculum Levels outcomes - Information regarding the Visual Impairment from Health Agencies - NATSIP Category 	<ul style="list-style-type: none"> - Literacy and Numeracy standardized scores - Relevant Foundation Phrase/National Curriculum Levels outcomes - Information regarding the Visual Impairment from Health Agencies - NATSIP Category 	
Progress?	Yes, <u>good progress</u> has been observed	<ul style="list-style-type: none"> - Move down to usual class input 	<ul style="list-style-type: none"> - Move down to SA support
	Yes, <u>adequate progress</u> has been observed	<ul style="list-style-type: none"> - Continue with School Action for a further cycle 	<ul style="list-style-type: none"> - Continue with School Action for a further cycle
	No, <u>little or no progress</u> has been observed	<ul style="list-style-type: none"> - Optician to refer to the Ophthalmist - Discuss with Educational Psychologist 	<ul style="list-style-type: none"> - Review NATSIP Category

	Statement 1	Statement 2	
Responsible for the case	<ul style="list-style-type: none"> - Class Teacher - ALN and Inclusion Co-ordinator 	<ul style="list-style-type: none"> - Headteacher - ALN Governor 	
Description of need	<ul style="list-style-type: none"> - NATSIP Category – Yellow - Registered partially sighted - Major difficulties with access to the curriculum - Requires access to large print N18+ - Poor distance vision - Possible difficulties with moving around the environment - Needs keyboard skills or other augmentative ICT 	<ul style="list-style-type: none"> - NATSIP Category – Red - Registered blind - Major difficulties with access to the curriculum - Requires access to very large print N24+ - Unable to access standard PC Software in the same way as their peers - Unable to use distance vision for classroom based learning - Unable to move confidently round the environment, concerns for safety 	
PLASC	<ul style="list-style-type: none"> ● CT4 ● GS2, 3 or 4 	<ul style="list-style-type: none"> ● SR4 ● AA4 	
Type of Intervention	<p>Partnership with parents Input from the VI Specialist Teacher to develop strategies to support participation in class, develop language, literacy, organizational and communication skills, support social, emotional and behavioural needs Educational Psychology input if appropriate Ensure full access to the curriculum through differentiation of teaching methods and resources (Class Teacher/ALENCo) More time allowed to access teaching and instructions visual/verbal Close monitoring of progress and performance Opportunities for small group work focussing on specific targets within the classroom Management of seating, lighting and acoustics Access arrangements for exams (Secondary School only) Strategies to support participation in class, develop language, literacy, organizational and communication skills, improve general knowledge, assist attention and concentration, support social, emotional, behavioural needs, independence, safety, reduce noise in classrooms Designated trained adult to support assist with the above and the management of specialist equipment.</p> <ul style="list-style-type: none"> • Time allocated to prepare/differentiation resources e.g. adapting, modifying and reformatting, Braille • Support for learning and play opportunities, to ensure safety, and to reinforce specialist key skills teaching • Preparation room (Secondary) • Ensure Health and safety issues are minimised • Develop independence. 	<p>Partnership with parents Input from the VI Specialist Teacher to develop strategies to support participation in class, develop language, literacy, organizational and communication skills, support social, emotional and behavioural needs Educational Psychology Service input if appropriate Ensure full access to the curriculum through differentiation of teaching methods and resources (Class Teacher/ALENCo) More time allowed to access teaching and instructions visual/verbal Opportunities for small group work focussing on specific targets within the classroom Management of seating, lighting and acoustics Access arrangements for exams (Secondary School only) Strategies to support participation in class, develop language, literacy, organizational and communication skills, improve general knowledge, assist attention and concentration, support social, emotional, behavioural needs, independence, safety, reduce noise in classrooms Designated trained adult support throughout the school day to:</p> <ul style="list-style-type: none"> • Ensure safety • Time for preparation, modification, differentiation, re-formatting, adapting and preparing materials in alternative media and Braille • Reinforce specialist key skills teaching 	
Monitoring Phase	ALN and Inclusion Area Forum , Cross County Panel	ALN and Inclusion Area Forum , Cross County Panel	
Progress indicators	<ul style="list-style-type: none"> - Literacy and Numeracy standardized scores - Relevant Foundation Phrase/National Curriculum Levels outcomes - Information regarding the Visual Impairment from Health Agencies - NATSIP Category 	<ul style="list-style-type: none"> - Literacy and Numeracy standardized scores - Relevant Foundation Phrase/National Curriculum Levels outcomes - Information regarding the Visual Impairment from Health Agencies - NATSIP Category 	
Progress?	<p>Yes, <u>good</u> progress has been observed</p>	<p>and the child does not require the present level of input: Reduce to SA+ with support</p>	<p>and the child does not require the present level of input: Reduce level of support</p>
	<p>Yes, <u>adequate</u> progress has been observed</p>	<p>Continue with the current level of input for a further period</p>	<p>Continue with input at current level</p>
	<p>No, little or no progress has been observed</p>	<p>Review NATSIP Category</p>	<p>Review NATSIP Category</p>

Statement 3 – Secondary only

Responsible for the case

- Class Teacher
- ALN and Inclusion Co-ordinator
- Headteacher
- ALN Governor

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Description of need	<ul style="list-style-type: none"> - NATSIP Category – Red - Registered blind - Major difficulties with access to the curriculum - Requires access to very large print N24+ and/or Braille - Unable to access standard PC Software - No useable distance vision - Unable to use standard modes of travel, requires life skills training, concerns for safety 	
PLASC	<ul style="list-style-type: none"> ● CT4 ● GS2, 3, or 4 ● SR4 ● AA4 	
Type of Intervention	<p>Partnership with parents Ensure full access to the curriculum through differentiation of teaching methods and resources (Class Teacher/ALEnCo) More time allowed to access teaching and instructions visual/verbal Close monitoring of progress and performance Opportunities for small group work focussing on specific targets within the classroom Management of seating, lighting and acoustics Access arrangements for exams (Secondary School only) Strategies to support participation in class, develop language, literacy, organizational and communication skills, improve general knowledge, assist attention and concentration, support social, emotional, behavioural needs, independence, safety, reduce noise in classrooms Input from the HI Specialist Teacher to develop strategies to support participation in class, develop language, literacy, organizational and communication skills, support social, emotional and behavioural needs 40 hours per week adult input to include direct input from the Specialist VI Teacher for:</p> <ul style="list-style-type: none"> ● Time for preparation, Modification, differentiation, re-formatting, adapting and preparing materials in alternative media and Braille ● Provide teaching and support for learning and recording ● Ensure safety needs are met ● Reinforce specialist key skills teaching 	
Monitoring Phase	ALN and Inclusion Area Forum , Cross County Panel	
Progress indicators	<ul style="list-style-type: none"> - Literacy and Numeracy standardized scores - Relevant Foundation Phrase/National Curriculum Levels outcomes - Information regarding the Visual Impairment from Health Agencies - NATSIP Category 	
Progress?	Yes, <u>good progress</u> has been observed	and the child does not require the present level of input: Reduce level of support
	Yes, <u>adequate progress</u> has been observed	Continue with input at current level
	No, little or no progress has been observed	Review NATSIP Category

Hearing Impairment

	School Action (SA)		School Action Plus (SA+)	
Responsible for the case	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor
Description of need	<p>May be diagnosed with temporary hearing loss (e.g. glue ear)</p> <p>May exhibit difficulties with listening, attention, concentration and confidence</p> <p>Difficulties apparent in settings where pupils come together, such as assembly, group tasks, whole class presentations</p> <p>Able to access the curriculum fully through spoken and written Welsh/English</p>		<p>Diagnosis of Hearing Loss confirmed at this stage.</p> <p>NATSIP Category - Green</p> <p>Difficulties with listening, attention and concentration and communication</p> <p>May access the curriculum through additional amplification e.g. hearing aids, cochlear implant</p> <p>May rely on lip reading</p> <p>May exhibit delayed development of language, communication skills and/or literacy</p> <p>May have reduced speech clarity</p> <p>May have social, emotional, behavioural difficulties associated with hearing loss</p> <p>May have difficulties with organizing their own learning</p>	
PLASC	<ul style="list-style-type: none"> CT1 GS1 	<ul style="list-style-type: none"> SR1 AA1 	<ul style="list-style-type: none"> CT2 GS1 	<ul style="list-style-type: none"> SR3 AA3
Type of Intervention	<p>Discuss concerns with parents – if not confirmed, arrange for hearing assessed via GP.</p> <p>Ensure full access to the curriculum through differentiation of teaching methods and resources</p> <p>Close monitoring of progress (by the school)</p> <p>Opportunities to complete specific tasks within a small group</p> <p>Appropriate seating, lighting and acoustics – links to information</p> <p>Collaboration with parents</p> <p>Use of expertise already in the school</p>		<p>Ensure full access to the curriculum through differentiation of teaching methods and resources</p> <p>Close monitoring of progress</p> <p>Opportunities for small group work focussing on specific targets</p> <p>Management of seating, lighting and acoustics</p> <p>Input from the Sensory Impairment Service (Guidance on frequency of involvement from NATSIP document)</p> <p>Access to adult support for part of the day to support with the above and manage hearing equipment</p> <p>Consultation/Assessment by other agencies such as Educational Psychologist when appropriate</p>	
Monitoring Phase	The school to observe for one term		ALN and Inclusion Area Forum	
Progress indicators	<ul style="list-style-type: none"> Literacy and Numeracy standardized scores Foundation Phrase/National Curriculum Levels outcomes Information provided from professionals in the Health field regarding Hearing difficulties NATSIP Category 		<ul style="list-style-type: none"> Literacy and Numeracy standardized scores Foundation Phrase/National Curriculum Levels outcomes Information provided from professionals in the Health field regarding Hearing difficulties NATSIP Category 	
Progress?	Yes, good progress has been observed	Remove from ADY list		Reduce support to SA support
	Yes, adequate progress has been observed	- Continue with the current level of support for a further cycle		Continue with School Action for a further cycle
	No, little or no progress has been observed	Discuss with Educational Psychologist Refer to the Specialist HI Teacher through GP		ALN and Inclusion Area Forum Consider referring to other services

Hearing Impairment – PLASC HI

	Statement 1	Statement 2	
Responsible for the case	<ul style="list-style-type: none"> - Class Teacher - Headteacher - ALN and Inclusion Co-ordinator - ALN Governor 	<ul style="list-style-type: none"> - Class Teacher - Headteacher - ALN and Inclusion Co-ordinator - ALN Governor 	
Description of need	<p>Diagnosis of permanent hearing loss. NATSIP Category - Orange Reliant on lip reading Limited benefits from additional amplification e.g. Radio aid/ sound field system but may enable access to the curriculum. Difficulty accessing and/or processing spoken language May rely on BSL/manually coded language to support/supplement understanding Significant language delay which may impede conceptual development and the acquisition of vocabulary and general knowledge Significant delay in the development of communication skills and/or literacy Reduced speech clarity Reduced general knowledge Difficulties with attention, concentration and class participation Social difficulties associated with hearing loss May exhibit emotional, behaviour difficulties associated with hearing loss Difficulties with organizing their own learning</p>	<p>Highly reliant on lip-reading NATSIP Category - Red Has great difficulty locating direction of voice Attention must be gained through physical signal e.g. tapping May rely BSL/Manually Coded Language to support understanding and communication Individual circumstances lead to limited benefits from additional amplification Difficulty accessing and/or processing spoken language May rely on BSL/Manually coded language to support/supplement understanding Significant delay in the development of communication skills and/or literacy Very reduced speech clarity Reduced general knowledge Difficulties with attention, concentration and class participation Social difficulties associated with hearing loss May exhibit emotional, behavioural difficulties associated with hearing loss Difficulties with organising learning</p>	
PLASC	<ul style="list-style-type: none"> ● CT4 ● GS2, 3 or 4 ● SR4 ● AA4 	<ul style="list-style-type: none"> ● CT4 ● GS2, 3 or 4 ● SR4 ● AA4 	
Type of Intervention	<p>Ensure full access to the curriculum through differentiation of teaching methods and resources Close monitoring of progress and performance Opportunities for small group work focussing on specific targets Management of seating, lighting and acoustics Access arrangements for exams (Secondary School only) Strategies to support participation in class, develop language, literacy, organizational and communication skills, improve general knowledge, assist attention and concentration, support social, emotional, behavioural, independence and safety needs, reduce noise in classrooms Liaison with the Hearing Impairment Specialist Service to develop strategies to support participation in class, develop language, literacy, organizational and communication skills, support social, emotional and behavioural needs. Support for a large proportion of the school day from a designated adult to assist with the above and the management of audiological equipment. Regular input with the Specialist HI Teacher Consultation/Assessment by other agencies such as the Speech and Language Therapist, Educational Psychology when needed</p>	<p>Ensure full access to the curriculum through differentiation of teaching methods and resources Requires modification of the curriculum into visual mode Close monitoring of progress and performance Opportunities for small group work focussing on specific targets Management of seating, lighting and acoustics Access arrangements for exams (Secondary School only) Strategies to support participation in class, develop language, literacy, organizational and communication skills, improve general knowledge, assist attention and concentration, support social, emotional, behavioural needs, reduce noise in classrooms Liaison with the Hearing Impairment Specialist Service to develop strategies and support participation in class, develop language, literacy, organizational and communication skills, support social, emotional and behavioural needs. High level access to a designated adult to explain clarify and reinforce lesson content and language, assist in the preparation of resources and materials, implement support programmes designated by outside agencies, assist attention, concentration and class participation, takes notes as necessary, and assist with the above and the management of audiological equipment. May also require supervision to ensure safety during unstructured periods Regular input with the Specialist HI Teacher Consultation/Assessment by other agencies such as the Speech and Language Therapist, Educational Psychology when needed</p>	
Monitoring Phase	ALN and Inclusion Area Forum: every term Discuss Annual Review in Moderation Panel	ALN and Inclusion Area Forum: every term Discuss Annual Review in Moderation Panel	
Progress indicators	<ul style="list-style-type: none"> - Literacy and Numeracy standardized scores - Foundation Phrase/National Curriculum Levels outcomes - Information provided from professionals in the Health field regarding Hearing difficulties - NATSIP Category 	<ul style="list-style-type: none"> - Literacy and Numeracy standardized scores - Foundation Phrase/National Curriculum Levels outcomes - Information provided from professionals in the Health field regarding Hearing difficulties - NATSIP Category 	
Progress?	Yes, good progress has been observed	← Reduce to SA+	← Reduce to SA+ support
	Yes, adequate progress has been observed	Continue with ALN Statement	Continue with ALN Statement
	No, little or no progress has been observed	Review and discuss NATSIP Category in the ALN and Inclusion Area Forum Consider referring to other services →	Review and discuss NATSIP Category in the ALN and Inclusion Area Forum Consider referring to other services →

Medical and Physical Needs

Whole School Expectations

Gwynedd Council and the Isle of Anglesey County Council are proud of the achievement of every pupil. This is particularly true of our pupils with medical and/or physical difficulties. Our schools are traditionally very inclusive and this is one of the main features of both counties. Medical and Physical ALN are described as difficulties which would, without the correct attention, have an effect on pupils' access to the curriculum.

1. What is meant by Medical and Physical Needs?

A number of Medical and Physical conditions will have no effect on a pupil's access to the curriculum, given minor adaptations and the existence of a school medical plan. Medical and/or Physical Learning Difficulties refer to individuals with a Medical and/or Physical condition having a considerable effect on the pupil's ability to access the curriculum without substantial adaptations.

Some pupils with Developmental Co-ordination Disorder (also referred to as Dyspraxia) might need some specific adaptations and strategies. These may come from information and recommendations from an Occupational Therapist or Physiotherapist, rather than through a Medical Plan.

2. General

Each school has a responsibility to create a safe and caring environment where every pupil can develop happily and confidently. In order to ensure an environment friendly to learners with Medical and/or Physical difficulties, schools are expected to:

- Ensure that the learning and social environment is inclusive and welcoming.
- Ensure that effective, flexible and sensible use is made of whole school staffing resources to fulfil the needs of these pupils where this is reasonable.
- Ensure that any risks are identified and targeted within reasonable boundaries.
- Respond in a graduated manner to needs by taking into consideration any reasonable specialist advice provided.
- That the progress of children receiving interventions is measured in order to demonstrate the effectiveness of the interventions.

The Aim of the Gwynedd and Anglesey Schools Medical and/or Physical Needs Strategy and Support Policies is:

- Promoting consistency in the manner schools respond to Medical and Physical needs;
- To make clear the responsibilities of the teaching team, pastoral leaders, senior management team and school headteacher;
- Promoting an ethos of partnership working between pupils, school staff and external agencies.
- To ensure that the pupils have equal opportunities, and receive their education with their peers in local schools and communities
- To promote the independence of pupils in response to their own medical and physical needs where this is possible.
- To achieve their potential and develop to be independent learners.

3. Pupils with Additional Learning Needs

Schools in Gwynedd and Anglesey give special consideration in cases relating to pupils on the ALN register for reasons other than their Medical and Physical needs. Medical and Physical intervention must be tailored bearing

in mind the pupil's other possible needs (e.g. learning disability, communication difficulties). In such cases, the role of other Services must be considered.

4. Communication with Parents /Carers

Working with families and ensuring the co-operation of parents is key to a successful relationship with any pupil. All schools in Gwynedd and Anglesey should be always open to discussion and should encourage parents to contact them should they have any concerns.

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Medical and Physical Service

1. Aim

The Medical Physical Service co-operates with schools in Gwynedd and Anglesey to facilitate an appropriate and reasonable response to young people experiencing medical and/or physical difficulties where these needs substantially affect individuals' access to the curriculum.

2. Objectives

To achieve this aim, we as a service have set the following objectives;

- Ensure that the ethos of schools in Gwynedd and Anglesey secures the schools' ownership of these young people who have medical and/or physical needs.
- Every teacher in all schools in Gwynedd and Anglesey to receive appropriate training which will create teachers who are confident to work with young people with medical and/or physical needs.
- Ensure specialist guidance to enable schools to tailor specialist interventions within a school's resources.
- Ensure local quality specialist provision for young people with the most acute needs.

3. Indicators

The Medical Physical Service measures the success of the provision by means of a number of indicators. We note below our chief indicators;

- Progress/stability in attendance percentage.
- Progress in the chief indicators at the end of key stages.
- Progress in the percentage of schools' workforce with current training in whole school responsibilities
- Medical evidence of the intensity and stability of the condition.

4. Provision

The provision delivered through the Medical Physical Service is divided into two main components.

School Action

General

All schools in Gwynedd and Anglesey receive a delegated budget to implement school level strategies to support young people with Medical and/or Physical needs.

The Service supports the work of schools by delivering an agreed programme of training for all teachers and classroom assistants. This training programme is consistent across schools with a clear focus on primary/secondary progression.

The training programme is reviewed every 5 years and only interventions where evidence has proved them to be effective will be approved.

School Action Plus

Specialist

All schools in Gwynedd and Anglesey can refer pupils to the attention of the ALN&I Area Forum. This should be done in accordance with the Criteria by following the agreed procedure. As part of the provision, a school can receive specialist support to co-ordinate medical advice and respond to a Medical Plan, assess risk and respond to reduce identified risks, and find necessary training, referral to a source of advice on strategies/resources.

5. Staffing Structure

Senior Medical Physical Educational Psychologist

The Senior Medical Physical Psychologist participates in the strategic planning and quality assurance of the provision on school level and beyond.

The chief functions of the Medical Physical Psychologist are outlined below

- Joint planning of a 5-year training programme with officers from the Health Service (e.g. Specialist Doctors and Nurses, Physiotherapist, Occupational Therapist, Speech and Language Therapist) and the Medical Physical Co-ordinators for Gwynedd and Anglesey school staff.
- Joint Planning of workforce training and skill in the area of Developmental Co-ordination Disorder by creating operational links with health workers, e.g., Occupational Therapists.
- Ensure that the ALN&I Area Forum operates accordance with the Criteria.

Medical Physical Needs Specialist Teacher

The role of the Medical Physical Specialist Teacher is key in supporting schools' response to pupils' needs by:

- Using an understanding of the health area to co-ordinate information on pupils' health and physical conditions, assisting schools to interpret the information.
- Quality assurance of medical plans across schools.
- Identify the support needed on the most appropriate and reasonable level.
- Assist schools to carry out risk assessments.
- Have an understanding of medical and physical conditions and suitable interventions for those conditions.
- Advise schools in their understanding of LEA responsibility and Criteria

Specialist Medical and Physical Needs Nurse

Risk Assessment Officer

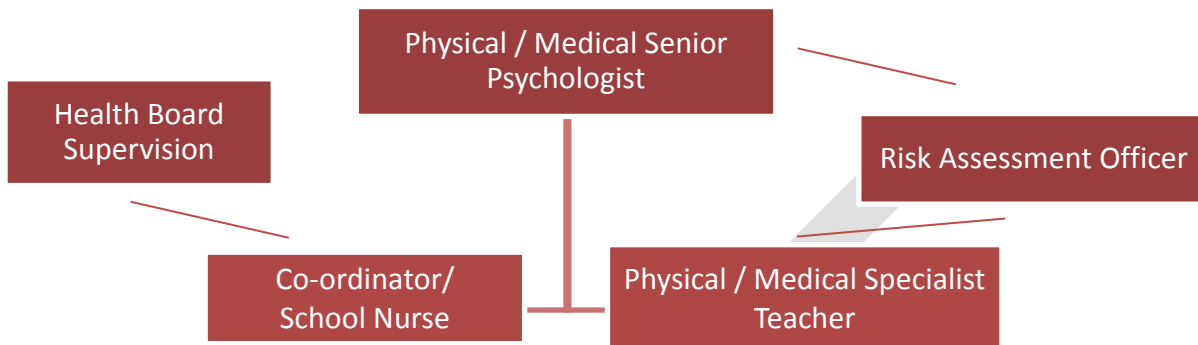
The role of the risk assessor is key in supporting school staff to manage risks in working with pupils who have medical, behavioural and physical needs.

6. Training

The Medical Physical Service supports the work of schools by delivering an agreed programme of training for all teachers and classroom assistants. This training programme is consistent across schools with a clear focus on primary/secondary progression.

The training programme is reviewed every 5 years and only interventions where evidence has proved them to be effective will be approved. The Service will also co-ordinate Health Service training on school level according to the specific needs of pupils' conditions.

7. Staffing Structure Flowchart



8. Multi-Agency Service

The Medical Physical Service is part of a multi-agency integrated team. Liaison with the Health Service is essential to ensure a co-ordinated Service. By working in a totally integrated manner, the service provided to the children is holistic and more effective.

Physical Criteria

	School Action (SA)	School Action Plus (SA+)
Responsible for the case	<ul style="list-style-type: none"> - Class Teacher - Headteacher - ALN and Inclusion Co-ordinator - ALN Governor 	<ul style="list-style-type: none"> - Class Teacher - Headteacher - ALN and Inclusion Co-ordinator - ALN Governor
Description of need	<p>Fine Motor Skills Fine motor skill/hand control difficulties impacting on functioning in some curricular/self help areas Fine motor development is delayed showing difficulties with activities such as changing clothes, closing fastenings, development of pencil grip, handwriting</p> <p>Gross Motor skills Gross motor development is delayed showing difficulties such as frequent falling, difficulties maintaining position, using slides and large play equipment.</p>	<p>Fine Motor skills Fine motor skills/hand control difficulties impacting on independent functioning in many curricular and self help areas. Hand grasps are atypical or weak resulting in fatigue and poor control of objects. May also experience difficulty with planning movement, with attention, perception and/or organisational skills which has a significant impact upon functioning.</p> <p>Gross Motor/Mobility Skills Walks in and outdoors and climbs stairs without limitations but demonstrates some difficulties with very complex gross and fine motor skills due to the reduction in one or more of the following: speed, balance, coordination, independence, self-help skills Low muscle tone (but not abnormally low)</p>
PLASC	<ul style="list-style-type: none"> <li style="width: 50%;">● CT1 <li style="width: 50%;">● SR1 <li style="width: 50%;">● GS1 <li style="width: 50%;">● AA1 	<ul style="list-style-type: none"> <li style="width: 50%;">● CT2 <li style="width: 50%;">● SR3 <li style="width: 50%;">● GS1 <li style="width: 50%;">● AA3
Type of Intervention	<p>Partnership with parents Use of expertise already in school (e.g. a teaching assistant with previous experience/training)</p> <p>Fine Motor Skills Curriculum differentiation to practice identified fine motor/hand control co-ordination skills. May require extra supervision/time to complete a task. Specific targets set within the Individual Education Plan/IDP targets to promote the development of fine motor/hand control co-ordination using materials from the occupational therapy resource pack.</p> <p>Gross Motor skills Specific targets set within the Individual Education Plan/IDP to target the development of gross motor skills using materials from the occupational therapy resource pack. School staff attend occupational therapy training events</p> <p>Adult input individually or in a small group of less than 6 for 30 minutes per week, or 10 minutes three times a week to target skills that are proving difficult.</p>	<p>Input from Medical/Physical Specialist Teacher/Co-ordinator according to ALN and Inclusion Area Forum request Partnership with parents IEP/IDP targets based on the advice of involved agencies such as Occupational Therapy, Physiotherapy, Educational Psychologist, Specialist Teacher for Physical Needs May be referred to Speech and Language Therapy if there is communication difficulties</p> <p>Fine Motor skills Individualised programmes to develop fine motor/hand control skills accommodated within differentiated content, delivery and recording. Availability of individual pieces of equipment and a variety of environment modifications depending on need. Support available for special examination arrangements when necessary</p> <p>Gross Motor/Mobility Ongoing programmes that can be used across curriculum areas to teach gross motor/mobility skills as outlined in the IEP/IDP targets. Access to adult support for curriculum differentiation, personal care, self help skills (e.e. changing clothes for Physical Education) General equipment available as prescribed by occupational therapy/physiotherapy</p> <p>Risk Assessment Adaptations to the environment to promote mobility Access to adult input for up to 10 hours per week in order to follow a specific programme and external agencies recommendations involved (School Provision)</p>
Monitoring Phase	School to monitor progress over a period of one Term	ALN and Inclusion Area Forum
Progress indicators	<ul style="list-style-type: none"> • Progress in the main indicators at the end of key stages • Progress in Literacy and Numeracy standardized scores • Assessments by Health Agencies 	<ul style="list-style-type: none"> • Progress in the main indicators at the end of key stages • Progress in Literacy and Numeracy standardized scores • Assessments by Health Agencies
Progress?	Yes, good progress has been observed	<ul style="list-style-type: none"> - Reduce level of input - Continue monitoring progress following reduction in input
	Yes, adequate progress has been observed	<ul style="list-style-type: none"> - Continue with the current level of input
	No, little or no progress has been observed	<ul style="list-style-type: none"> - Discussion regarding modifying strategies or moving to the next stage by parents, school and involved agencies

	Statement 1	Statement 2
Responsible for the case	<ul style="list-style-type: none"> - Class Teacher - Headteacher - ALN and Inclusion Co-ordinator - ALN Governor 	<ul style="list-style-type: none"> - Class Teacher - Headteacher - ALN and Inclusion Co-ordinator - ALN Governor
Description of need	<p>Fine Motor skills Severe fine motor skills/hand control difficulties with some limited independent functioning. Curriculum and self help areas affected. Abnormal muscle tone and/or weakness in one or both arms significantly affects the ability to grasp objects and move the hands and arms with adequate control and complete tasks. Significant difficulties with co-ordination and /or orientation. Assists and/or co-operates but requires physical assistance to complete tasks in several areas.</p> <p>Gross Motor skills Walks indoors and outdoors and climbs stairs holding onto a rail but experiences limitations when walking on uneven surfaces and inclines and when walking in crowds and confined spaces. Children have at best only minimal ability to perform gross motor skills such as running and jumping. May require some aids and adaptations or physical assistance to perform self-help skills. Difficulties with unfamiliar environments May have low muscle tone Difficulties with communication May have associated learning difficulties/disability</p>	<p>Fine Motor skills: Profound fine motor skills hand control difficulties. Significant abnormal muscles tone and/or weakness prevent a functional grasp of objects and purposeful controlled movement. Requires physical support to achieve maintain a seated position. Totally dependent on an adult to perform hand control tasks and for all personal care. Severe difficulties with co-ordination/orientation/sensory/perceptual skills</p> <p>Gross Motor/Mobility Skills: Walks indoors and outdoors on level surfaces with walking aid. More dependent on wheelchair for outdoor mobility and indoors where distance, crowds or other hazards make walking impractical or unsafe. Has independent sitting balance but may require pelvic or trunk support to maximise function and access curriculum. Specific postural management equipment may be required. Will require assistance with self-help skills. OR No functional walking ability but may use walking as a therapeutic exercise Can transfer with assistance and may be independently mobile in manual or powered wheelchair Sitting ability is likely to be limited and postural support required Specific postural management equipment will be required Will require help in the classroom setting and with all self help skills</p>
PLASC	<ul style="list-style-type: none"> <li style="width: 50%;">● CT4 <li style="width: 50%;">● SR4 <li style="width: 50%;">● GS2, 3 or 4 <li style="width: 50%;">● AA4 	<ul style="list-style-type: none"> <li style="width: 50%;">● CT4 <li style="width: 50%;">● SR4 <li style="width: 50%;">● GS2, 3 or 4 <li style="width: 50%;">● AA4
Type of Intervention	<p>Regular input from the Medical/Physical Specialist Teacher / Co-ordinator</p> <p>Fine Motor skills Regular provision within a flexible curriculum that ensures a prioritised programme to develop fine-motor/hand control skills. Teaching styles and curriculum designed to enhance hand control. Adult support for part of the day to support learning and recording, assist with physical needs, contribute to examination arrangement, assist with personal care, ensure safety. Availability of a wide variety of equipment and resources for specific purposes throughout the day. Support available for special examination arrangements where necessary.</p> <p>Gross Motor skills Individualised programmes to develop gross motor/mobility skills accommodated within differentiated curriculum content and delivery. Adult support for part of the day for curriculum differentiation, personal care and self helps skills e.g. changing for Physical Education, negotiating stairs, care of personal belongings Availability of individual pieces of equipment and resources.</p> <p>Risk assessment Input from involved agencies (Occupational Therapist/Physio/Specialist Teacher/Ed Psych/SALT) incorporated into the Individual Education Plan/IDP/Medical Plan Access to adult input for 15 hours or more dependent on the individual reaching multiagency recommendations.</p>	<p>Regular input from the Medical/Physical Specialist Teacher / Co-ordinator</p> <p>Input from involved agencies (Occupational Therapist /Physiotherapy/Specialist Teacher/Educational Psychologist/Speech and Language Therapy) incorporated into the Individual Education Plan/IDP Access to appropriate training for support and teaching staff (e.g. manual handling, feeding)</p> <p>Fine Motor skills A structured individualised curriculum for promotion and maintenance of functional fine motor/hand control. Adult support throughout the day to support learning and recording, assist with physical needs, contribute to examination arrangement, assist with personal care, ensure safety. Highly individualised equipment and resources used through the day.</p> <p>Gross Motor Skills Regular provision within a flexible curriculum that prioritises the development of gross motor skills through a targeted programme. Site adapted to accommodate large wheelchairs/physiotherapy equipment and to provide space for out of wheelchair physiotherapy activities. Adult support throughout the day for:</p> <ul style="list-style-type: none"> ● Curriculum differentiation and recording ● Personal care and self help skills, eg dressing, feeding, negotiating the school site ● Communication <p>A wide variety of resources required for specific purposes throughout the day Access/site adapted to ensure full independent mobility and to provide space for out of wheelchair/physiotherapy activities.</p>
Monitoring Phase	ALN and Inclusion Area Forum: every term Discuss Annual Review in Moderation Panel	ALN and Inclusion Area Forum: every term Discuss Annual Review in Moderation Panel

Progress indicators	<ul style="list-style-type: none"> Progress in the main indicators at the end of key stages Progress in Literacy and Numeracy standardized scores Assessments by Health Agencies 	<ul style="list-style-type: none"> Progress in the main indicators at the end of key stages Progress in Literacy and Numeracy standardized scores Assessments by Health Agencies
Progress?	Yes, good progress has been observed	- Reduce level of input
	Yes, adequate progress has been observed	- Continue with the current level of input
	No, little or no progress has been observed	- Discussion regarding modifying strategies or moving to the next stage by parents, school and involved agencies at the Annual Review

Statement 3		
Responsible for the case	<ul style="list-style-type: none"> - Class Teacher - ALN and Inclusion Co-ordinator - Headteacher - ALN Governor 	
Description of need	<p>Gross Motor skills: Unable to walk but may transfer with assistance and equipment May be independently mobile in powered wheel chair or with assistance in manual wheelchair. Sitting ability is likely to be limited and postural support required. Will require considerable help in the classroom setting and with all self-help skills Specific postural management equipment will be required</p> <p>May have associated Fine Motor Skill difficulty May have associated learning difficulty/disability</p>	
PLASC	<ul style="list-style-type: none"> ● CT3/4 ● GS 3 or 4 ● SR3/4 ● AA3/4 	
Type of Intervention	<p>Regular input from the Medical Physical Teacher/Co-ordinator Input from involved agencies (Occupational Therapist /Physiotherapy/Specialist Teacher/Educational Psychologist/Speech and Language Therapy) incorporated into the Individual Education Plan Access to appropriate training for support and teaching staff (e.g. manual handling, feeding)</p> <p>Gross Motor skills: Essential daily provision within a structured individualised curriculum for provision and maintenance of functional mobility.</p> <ul style="list-style-type: none"> ● Curriculum differentiation/recording ● Personal care, hygiene and self help skills e.g. feeding, toileting, dressing ● Communication <p>Site adapted to accommodate large wheelchair/physiotherapy equipment. Areas for vulnerable students to receive passive physiotherapy and pursue out of wheelchair activities safely within the teaching environment</p> <p>Risk assessment Highly individualised equipment/resources Multiple adult support may be required for specific tasks (e.g. toileting, transfer to standing frame, hoisting) dependent on risk assessment Access to appropriate training for support and teaching staff (e.g. manual handling, feeding)</p>	
Monitoring Phase	<p>ALN and Inclusion Area Forum /Cross County Panel Discuss Annual Review in Cross County Panel</p>	
Progress indicators	<ul style="list-style-type: none"> Progress in the main indicators at the end of key stages Progress in Literacy and Numeracy standardized scores Assessments by Health Agencies 	
Progress?	Yes, good progress has been observed	- Reduce level of input
	Yes, adequate progress has been observed	- Continue with the current level of input
	No, little or no progress has been observed	- Discussion regarding modifying strategies or moving to the next stage by parents, school and involved agencies at the Annual Review

Medical Criteria

	School Action (SA)	School Action Plus (SA+)	
Responsible for the case	<ul style="list-style-type: none"> - Class Teacher - Headteacher - ALN and Inclusion Co-ordinator - ALN Governor 	<ul style="list-style-type: none"> - Class Teacher - Headteacher - ALN and Inclusion Co-ordinator - ALN Governor 	
Description of need	Occasional support required so that the medical condition does not prevent or impair on curriculum access, the ability to participate in specific activities in the classroom or in aspects of school life.	<p>Mae tystiolaeth Feddygol yn nodi fod y disgybl a chyflwr meddygol fydd yn cael effaith ar bresenoldeb a/neu fynediad cyson at y cwricwlwm pe na fyddai'r cyflwr yn cael ei reoli neu ei fonitro (e.e. monitro hypoglycemia, epilepsi sydd o dan reolaeth).</p> <p>Darperir cefnogaeth wedi ei gynllunio fel nad yw'r cyflwr meddygol yn rhwystro neu darfu ar fynediad i'r cwricwlwm, y gallu i gymryd rhan mewn gweithgareddau penodol yn yr ystafell ddosbarth neu mewn agweddau o fywyd ysgol</p> <p>Medical evidence notes that the pupil has a medical condition that will affect attendance and/or regular access to the curriculum if the condition is not controlled or monitored (e.g. hypoglycemia, epilepsy under control) Planned support is provided so that the medical condition does not prevent or disrupt access to the curriculum, the ability to participate in specific activities in the classroom or in aspects of school life</p>	
PLASC	<ul style="list-style-type: none"> ● CT1 ● SR1 ● GS1 ● AA1 	<ul style="list-style-type: none"> ● CT2 ● SR3 ● GS1 ● AA3 	
Type of Intervention	- Health care provision through school staff or self-medication, following medical guidelines	<p>Make special arrangements agreed upon with parents, school and personnel in Health Care Scheme through school provision.</p> <p>Input from Medical/Physical Teacher/ Co-ordinator according to ALN and Inclusion Area Forum request</p>	
Monitoring Phase	Parents and school staff collaborate to assist the child to catch up with work lost; flexible arrangements for work requirements.	Staff, parents and pupil make special arrangements on curriculum matters, agree on a consistent method of dealing with the child's education. ALN and Inclusion Area Forum monitors the role of the Medical/Physical Teacher/ Co-ordinator	
Progress indicators	<ul style="list-style-type: none"> • Attendance percentage • Main indicators at the end of key stages • Basic skills standardized scores • Medical evidence 	<ul style="list-style-type: none"> • Attendance percentage • Main indicators at the end of key stages • Basic skills standardized scores • Medical evidence 	
Progress?	Yes, <u>good progress</u> has been observed	<p>The child no longer requires the input:</p> <p>Reduce input level</p>	The child no longer requires the input: Reduce input level
	Yes, <u>adequate progress</u> has been observed	<p>The child still requires input:</p> <p>Continue</p>	The child still requires input: Continue
	No, little or no progress has been observed	<p>The medical condition has deteriorated leading to the need for more input</p>	The medical condition has deteriorated leading to the need for more input

	Individual Development Plan (with Medical Appendix)	Statement
Responsible for the case	<ul style="list-style-type: none"> - Athro/awes dosbarth - Cydlynnydd ADYaCh - Pennaeth - Llywodraethwyr ADY 	<ul style="list-style-type: none"> - Athro/awes dosbarth - Cydlynnydd ADYaCh - Pennaeth - Llywodraethwyr ADY
Description of need	<p>Medical and Educational evidence notes that the pupil's medical condition is unstable and beyond control. This has an effect on attendance and/or access to the curriculum (e.g. unstable hypoglycemia, epilepsy which cannot be controlled by medication).</p>	<ol style="list-style-type: none"> 1. Medical condition that requires regular treatment for a regular period by an adult 2. Medical condition where the individual requires periods of adult support with tasks such as changing 'dressings', feeding and gastronomy, cleaning trachaeostomi, monitor hypoglycaemia level, changing/given a shower 3. Medical condition where the individual requires periods of adult support with tasks such as changing 'dressings', feeding and gastronomy, trachaeostomi cleaning, monitor level of hypoglycaemia, changing/given a shower Seriousness of condition requires specific input from nursing service 4. Medical condition such that the individual requires adult support all day to deal with personal care, toileting, ensure care and safety and assist learning. Seriousness of condition such that specific input required from nursing service 5. Medical condition following rapid deterioration Condition requires continual monitoring The child requires 'ventilation' and support with feeding
PLASC	<ul style="list-style-type: none"> <li style="width: 50%;">● CT4 <li style="width: 50%;">● SR4 <li style="width: 50%;">● GS2, 3 or 4 <li style="width: 50%;">● AA4 	<ul style="list-style-type: none"> <li style="width: 50%;">● CT4 <li style="width: 50%;">● SR4 <li style="width: 50%;">● GS2, 3 or 4 <li style="width: 50%;">● AA4
Type of Intervention	<p>Short regular demand for care and treatment, where daily access is required to treatment or medicine on the site. The medical condition has a regular impact on the curriculum that requires specific input to ensure that the child has access to the curriculum.</p> <p>Input from Medical/Physical Teacher/ Co-ordinator according to ALN and Inclusion Area Forum request</p>	<ol style="list-style-type: none"> 1. Physiotherapy Sessions, practices, changing cholostomy bag 2. Access to adult support when required during the day Classroom teacher monitors the situation Close collaboration between the school and parents Assistance to ensure that the individual has input to curricular and extra-curricular opportunities including educational visits. 3. Adult support for daily periods Individual scheme of work to ensure that the child can keep up with the curriculum if they miss periods due to condition (e.g. period spent in hospital) . The school monitors progress and maintains close contact with the parents. Support to ensure that the individual has input to curricular and extra-curricular opportunities including educational visits Individual scheme of work to ensure that the child can keep up with the curriculum if they miss periods due to the condition (e.g. a period in hospital) 4. Support throughout the day and supervision whilst resting The school monitors progress and maintains close contact with the parents. Support to ensure that the individual has input to curricular and extra-curricular opportunities including educational visits. 5. Support throughout the time the individual is on the school premises. Requires extended support throughout the time that the individual is on the school premises.
Monitoring Phase	<p>Staff, parents and pupil make special arrangements on curriculum matters, agree on a consistent method of dealing with the child's education. ALN and Inclusion Area Forum</p>	<p>ALN and Inclusion Area Forum /Cross County Panel</p>

Progress indicators	<ul style="list-style-type: none"> • Attendance percentage • Main indicators at the end of key stages • Basic skills standardized scores • Medical evidence 	<ul style="list-style-type: none"> • Up-dated information from relevant medical personnel • Up-dated information regarding the child's progress and how the condition affects the child at school: • Attendance percentage • Main indicators at the end of key stages • Basic skills standardized scores 	
Progress?	Yes, <u>good progress</u> has been observed	<p>The medical condition has stabilized: Reduce input level</p>	
	Yes, <u>adequate progress</u> has been observed	<p>The continues to be unstable and the child continues to require input: Continue</p>	
	No, little or no progress has been observed	<p>A deterioration has been in the medical condition leading to more input being required</p>	

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**Additional Learning Needs
And Inclusion
Strategy**

**The Inclusion
Services**



Behavioural Support

Behavioural Support within Schools

Gwynedd Council and the Isle of Anglesey County Council are proud of the achievement of every pupil. This is particularly true of our pupils with behavioural or emotional difficulties. Our schools are traditionally very inclusive and this is one of the main features of both counties.

1. General

Each school has a responsibility to create a safe and caring environment where every pupil can develop happily and confidently.

If a pupil misbehaves or displays unacceptable behaviour, each school takes robust, consistent and fair steps to progress in the right direction.

These robust steps are based on a number of simple principles:

- that the teacher who has care of the pupil, *in loco parentis*, does so in the most positive and caring manner
- that each pupil is important and a valued part of the school community
- that the treatment of each pupil is consistent and fair
- that praising pupils is key to offering pupils advice and guidance in addition to ensuring that unacceptable behaviour is corrected
- appreciate that consistency and order contribute towards pupils' satisfaction and welfare
- that fostering accountability and responsibility in individuals is an important part of the school's aim
- that keeping in constant touch with pupils' homes is key to establishing an effective and constructive relationship with parents.

The Aim of the Gwynedd and Anglesey Schools' Behavioural Support Strategy and Policies is to:

- promote consistency
- facilitate the work of dealing with problems, thus building staff confidence
- make clear the responsibilities of the teaching team, pastoral leaders, senior management team and the school headteacher
- promote an ethos of working in partnership between pupils, school staff and external agencies.

2. Reward and Praise

The emphasis on schools in Gwynedd and Anglesey in behavioural support is on rewarding and praising good behaviour. It is essential that we reward and praise since this has a positive effect on behaviour and acts as a powerful tool to encourage pupils to behave better. In principle, all schools should focus attention on good behaviour and reward rather than drawing attention to unacceptable behaviour. All schools should regularly practice the following:

- oral praise;
- paying attention to those pupils who listen straight away rather than to those who do not listen;
- awarding success points
- regularly distributing certificates to celebrate success
- display good work, public praise
- comments on work
- comments in the home contact book
- draw others' attention to good work.

3. Daily Routine and Staff Consistency

We emphasise that staff should expect respect from every member of the school community. All members of staff should seek to follow these guidelines, since ensuring **consistency** across the school is key to ensuring order and a respectful and positive community.

Lessons

The teacher is the greatest influence on any class in any lesson. The success of the lesson is based on the following elementary factors:

- Punctuality by the teachers. This is essential to ensure a prompt start and early order to the activities and the teaching and learning.
- Orderly start to a lesson.
- Orderly end to a lesson with the pupils leaving on time.
- Treat the pupils with respect. Every attempt should be made to maintain a positive working relationship with the pupils.
- Willingness to respond immediately to unacceptable behaviour.
- Carefully prepare the lesson activities.
- Setting suitably differentiated work, ensuring that the language used to communication is suitable and understood by all pupils.
- It is necessary to be aware of individuals' educational and behavioural needs and how this may affect behaviour in lessons. If you have concerns regarding a child/young person's educational or behavioural needs, this should be discussed with the ALN&I Co-ordinator.

Non-contact time

The behaviour of pupils in informal situations displays the school's true ethos. Ensuring that the school rules and standards are followed in these situations is the responsibility of all members of staff at all times.

5. Pupils' Behaviour in Lessons

Every pupil has a responsibility for his/her own behaviour. The success of the lesson is based on the following elementary factors:

- Punctuality
- Entering in an orderly and quiet manner
- Having the necessary equipment for the lesson
- Willingness to listen and follow the lesson directions
- Courtesy and respect towards others
-
- Taking a constructive part in the lesson and the learning
- Respecting the learning environment
- Leaving the class in an orderly and quiet manner

6. Pupils with Additional Learning Needs

Schools in Gwynedd and Anglesey give special consideration to cases involving pupils on the ALN register if it considered that the pupil's medical condition ethnic background, disability, the fact they are in care, etc., might be a factor influencing the misbehaviour.

7. Clear Communication

Expectations of schools in Gwynedd and Anglesey as regards pupil behaviour will be communicated clearly, simply and consistently. Setting consistent expectations are key and simple and clear communication is a method of sharing this vision. The teacher's voice is a powerful and constructive influence. Complex sentences, the use of irony or words which may confuse pupils should be avoided, particularly when a pupil is petulant or unwilling to listen.

5. Communication with Homes / Parental Partnership

Working with families and ensuring that parents are part of any intervention is key to a successful relationship with any pupil. All schools in Gwynedd and Anglesey should be always open to discussion and should encourage parents to contact should they have any concerns.

When praising pupils it is essential to take advantage of the opportunity to contact parents.

When disciplining, schools in Gwynedd and Anglesey contact parents to explain the context and any response or penalty administered by the school. There should be agreement on the way ahead.

8. Responding to Behaviour Problems Within School

School Rules

All schools in Gwynedd and Anglesey ensure that the school rules are known by all pupils and the school community. Rules are reviewed annually by school councils and school staff before discussion and approval by the governing bodies.

Praise and Positive Behaviour Policy

All schools in Gwynedd and Anglesey have a current policy for promoting positive behaviour. This policy highlights the school's arrangements for dealing with behaviour. This is a graduated arrangement.

Secondary Inclusion Support

1. Vision

Every secondary school in Gwynedd and Anglesey has a clear vision regarding inclusion. The vision focuses on maintaining the pupils within the schools and within mainstream provision. This will be done by alternative opportunities and support for pupils.

By agreeing on cross-county quantitative and qualitative indicators, we have ensured that schools' vision accords with the Counties' Inclusion Vision, namely that pupils with emotional and behavioural needs are fully included within Gwynedd and Anglesey schools.

Every Secondary school receives a delegated budget to ensure support for pupils with behavioural and / or emotional needs.

2. Who is the provision for?

A wide range of pupils benefit from the inclusion provision in schools.

A number of pupils with emotional and social needs benefit from the inclusion provision within the school. As a result, the use of external agencies for less acute needs has reduced. In many schools, time demands on members of the Senior Management Team have reduced.

A reduction in temporary and permanent exclusions is a method of measuring the good work that each Secondary school makes in the area of behaviour.

The provision does not ensure the inclusion of pupils with the most acute behavioural needs within the County.

3. What is the range of provision?

Provision in class:

Support is provided at classroom level in all schools. This includes a one-to-one assistant to keep a pupil/pupils on task. The subject teacher plans and discusses with inclusion staff the type of support needed. In some schools, the Senior Management Team/Inclusion Staff regularly monitor difficult classes or individuals. The behaviour support policy in all schools details a clear procedure to keep pupils in class.

Provision outside the classroom:

Provision outside the classroom varies from school to school as required. Almost every one has a specific room or rooms to support/maintain vulnerable pupils and those with behavioural, social and emotional needs. In some of the rooms, there is an emphasis on emotional support as well as giving pupils an opportunity to concentrate on their work with the support of staff who understand their circumstances. In other rooms, there is an emphasis on academic progress which might have been impaired because of behaviour difficulties and/or regular absences. All schools have a referral process for this provision.

In a minority of schools, the emotional and behavioural support is provided within the one room.

A very small number of pupils with acute behavioural needs receive a considerable part of their education in Inclusion Rooms outside the mainstream classrooms. This takes place under the guidance of the inclusion teacher with the curriculum coming from the subject teachers.

There are no chillout rooms in the schools.

4. How is the provision staffed?

The way the provision is staffed varies according to the budgetary allocation and needs of the school. For instance:

Specialist teacher and Assistants /Assistants in charge of inclusion across the school

Specialist teacher and/or assistant in charge of inclusion provision

Assistants supporting pupils in class

Assistants providing ALN support for pupils who also have social, emotional and behavioural needs

Assistants providing courses to develop emotional literacy skills

5. Multi-agency work

The inclusion provision exists in order to ensure a reduction in the number of external agencies which would occasionally have visited individual pupils. However, specialist support will still be provided by a smaller number of individuals from external agencies.

Forming a constructive relationship with the parents of pupils with social, emotional and behavioural problems is an important part of inclusion provision, and works best when the school co-operates with external agencies to support families.

6. Monitoring

Every school monitors exclusions (temporary and permanent), attendance and qualifications in detail. Exclusions, attendance and qualifications are used as a rule to measure success. Use is also made of the numbers of pupils not in employment, training or college after they have completed their education.

7. Governors' Role

Governors are aware of the work of inclusion provision in schools.

Behavioural Support Service

1. Aim

The Behavioural Support Service co-operates with schools in Gwynedd and Anglesey to seek positive changes in the behaviour of young people who experience difficulties with behavioural, emotional and social development. Our aim is to improve behaviour and reduce the risk of exclusion from school.

2. Objectives

To achieve this aim, we as a service have set the following objectives:

- Ensure that the ethos of schools in Gwynedd and Anglesey ensures schools' ownership of these young people who have behavioural, emotional and social needs
- Pall teachers in every school in Gwynedd and Anglesey to receive appropriate training which will result in teachers being confident to work with young people who have behavioural, emotional and social needs
- Ensure specialist guidance to enable schools to tailor specialist interventions within the school's resources
- Ensure quality specialist provision locally for those young people with the most acute behavioural and emotional needs

3. Indicators

The Behavioural Support Service measures the success of the provision by means of a number of indicators. We note below our chief indicators:

- Reduction in temporary and permanent exclusions
- Increase in attendance percentages
- Increase in the chief indicators at the end of key stages
- Increase in the percentage of schools' workforce with current training in behavioural support
- Reduction in the number of young people with behavioural, emotional and social development difficulties who are placed out-county

4. Provision

The provision delivered through the Behavioural Support Service is divided into two main components.

School Action

General

All schools in Gwynedd and Anglesey receive a delegated budget to implement school level strategies to support young people with behavioural/emotional difficulties.

The Behavioural Support Service supports the work of schools by delivering an agreed programme of training for all teachers and classroom assistants. This training programme is consistent across schools with a clear focus on primary/secondary progression.

Schools can access resources and specific information through the ALN and Inclusion Resource Library. The training programme is reviewed every 5 years and only interventions where evidence has proved them to be effective will be approved.

School Action Plus Specialist

Each school in Gwynedd and Anglesey can refer pupils for the attention of the Area Forum. This should be done in accordance with the Criteria by following the agreed procedure. As part of the provision, school can receive specialist support within a half term. The specialist support is planned under the guidance of our Senior Behaviour and Inclusion Psychologist and the Senior Mental Health Worker who are tasked with modelling, monitoring and co-delivering the strategies led by our Head of Behavioural Support and the Specialist Teachers. The effectiveness of the specialist strategies will be measured and a report made to the Forum on the individual's progress. Where there is no evidence of progress, the support will be reviewed. Specialist support follows specific steps.

Team Intervention

The Behavioural Support Service is divided into specific teams, East Gwynedd, Anglesey and West/South Gwynedd. Each team includes a Specialist Teacher, Specialist Assistant and a Senior Mental Health Worker. It is important to note that schools, through their delegated budgets, have access to Specialist ALN Assistants. The Forum will direct this assistance as required.

At the request of the Forum, the team can provide intensive support to individuals or groups of pupils at classroom level for extended periods. By offering this support within schools, it will be easier to identify when pupils display challenging behaviour and also to identify and model how to respond to them in a positive manner.

Team intervention should be considered as a first step before considering specialist support.

Specialist Support (Specialist Centres KS2 and KS3)

Following full consideration of team intervention at school level, the Behavioural Support Service will offer specialist support for a small number of pupils with needs beyond that which is expected of a school's response without additional help. In accordance with the Criteria, the Area Forum may refer some pupils for specialist support located within schools in Gwynedd and Anglesey.

Any pupil receiving our specialist support does so with a definite plan to return full-time to the mainstream. The pupil remains on the school register, and in most cases, half day placements are offered.

The Area Forum sets the length of the placement, but the Behavioural Support Service wishes all pupils to integrate back within a half term.

The number of pupils who can access the specialist support is limited to no more than 6 at any one time. By using half day sessions, it will be possible to adapt the number of pupils who can access the provision, and specific groups will be targeted.

Authority boundaries will not be considered, and as a result, children from one authority can attend specialist support in another authority.

The Head of Behavioural Support and Senior Behaviour and Inclusion Psychologist have responsibility for ensuring that the support offered within the provision is effective and fit for purpose. They will work closely with the Senior Mental Health Worker to ensure that the support reinforces pupils' mental health.

The Senior Mental Health Worker will act as a bridge between the pupils' homes, offering training and support to the families of these vulnerable pupils.

25 Package

The Behavioural Support Service has specialist provision for a small number of pupils who are totally alienated from education by or during KS4. Schools pay for access to a 25 Package.

The ALN Area Forum decides on access in accordance with the Criteria.

The service, jointly with Ysgol y Moelwyn, draws up packages of provision which will aim to deliver a maximum of 25 hours' provision for each pupil. The Head of Behavioural Support assures the quality of the sessions received by pupils by monitoring lessons and scrutinising pupils' books.

Every pupil's package is different and is tailored around their targets and aspirations; however literacy, numeracy, information technology, extended work experience, sports, youth work and college courses can form part of the package. The Head of Behavioural Support will regularly draw up and monitor these packages.

Each pupil has a key worker who is in regular contact with providers, pupils, schools and families.

Governance

Pupils referred to acute specialist support in the primary sector are at KS3 are dually registered at the school where the specialist support is located.

The quality of provision is scrutinised by the authority's EOTAS standards board and is under the day-to-day care of the Head of Behavioural Support.

Pupils accessing a 25 Package are registered as pupils at Pendalar Special School. The Head of Behavioural Support is part of the Ysgol Pendalar management team and works with the school to ensure the quality of the specialist provision.

The quality of the provision is regularly monitored by Ysgol Pendalar Governing Body in conjunction with the authority's EOTAS standards board.

5. Staffing Structure

Head of the Behavioural Support Service

The Head of the Behavioural Support Service is accountable for the day-to-day running and quality of the provision. The manager's responsibilities extend from the early years to the end of Key Stage 4.

We set out below the chief functions of the Head of the Behavioural Support Service

- Ensure that safeguarding children is a priority within the service.
- Draw up, implement and report on the progress of an annual business plan in accordance with the priorities of the education services and the behavioural support service.
- Ensure the professional development of the service staff.
- Ensure effective risk assessment procedures.
- Ensure the implementation of the access procedure to unit provision.

Senior Behavioural and Inclusion Psychologist

The Senior Behavioural and Inclusion Psychologist is responsible for the strategic planning and quality assurance of the provision at school level and beyond. The specific focus of the work will be from early years to the end of Key Stage 3.

The chief functions of the Senior Behavioural and Inclusion Psychologist are listed below

- Continually research the most effective behavioural support strategies.
- Draw up a 5-year training programme for staff in Gwynedd and Anglesey schools.
- Draw up an annual training programme for staff of the behavioural support service.
- Standardise the practice of Education Psychologists across Gwynedd and Anglesey in the behavioural support and emotional health area.
- Observe and tailor effective interventions to be implemented at school level in conjunction with the Senior Mental Health Worker.
- Ensure that the ALN&I Area Forum acts in accordance with the Criteria.
- Lead on the programmes and strategies delivered within the specialist units.
- Observe and tailor effective interventions to be implemented at unit level.

Specialist Behavioural Teachers

The Specialist Behavioural Teachers operate under the guidance of the Head of Behavioural Support, the recommendations of the Senior Behavioural and Inclusion Psychologist on a school level and within the specialist support. The role of these teachers will be to implement the strategies at school level, ensuring the best support and guidance for teachers in Gwynedd and Anglesey schools.

The teachers spend periods within the specialist support implementing agreed strategies and programmes for small groups of pupils; in addition, they support teachers in the classroom.

The teachers extend across key stages, ensuring the most consistent support for pupils, with specific attention to the primary/secondary transitional period.

Senior Mental Health Worker

The Senior Mental Health Worker is on secondment from CAMHS and operates under the guidance of the Head of Behavioural Support. Professional supervision is provided in co-operation with CAMHS.

The role of the Senior Mental Health Worker will be to work closely with the Senior Psychologist and Head of Behavioural Support in order to plan, where appropriate, interventions to support the mental health of pupils displaying behavioural and emotional problems and anxiety conditions (e.g. elective mutism, general anxiety) and depression. These interventions may take the form of training, part of a team intervention or as part of specialist intensive support.

The focus is on whole school training and preventive work. There is also a focus on offering guidance for parents and carers.

The Senior Mental Health Worker offers guidance to a small team of mental health workers who form part of teams at an area level.

The Senior Mental Health Worker acts as a contact to the CAMHS and ensures that referrals from the education services and from schools are appropriate.

Specialist Behavioural Support Assistants

The Specialist Behavioural Support Assistants work jointly with the Specialist Behavioural Teachers to implement the recommendations of the Specialist Behavioural Psychologist as part of team intervention or as part of acute specialist support.

In the absence of one of the Specialist Behavioural Teachers, the Specialist Behavioural Support Assistants will ensure the continuation of the service and will continue to pursue the pupil's individual programme.

Mental Health Promotion Workers

The Mental Health Promotion Workers work under the guidance of the Senior Mental Health Worker to deliver an intervention programme to groups or individual pupils.

Where appropriate, these workers also work with families.

P25 Secondary Inclusion Officers

The Secondary Inclusion Officers act as key persons for a small number of pupils receiving support through the Package 25.

Under the guidance of the Head of Behavioural Support and the curricular lead of Ysgol y Moelwyn they provide and adapt education packages for pupils on a one-to-one level or in small groups.

This provision takes place in a number of locations across Gwynedd and Anglesey with priority given to offer the support locally.

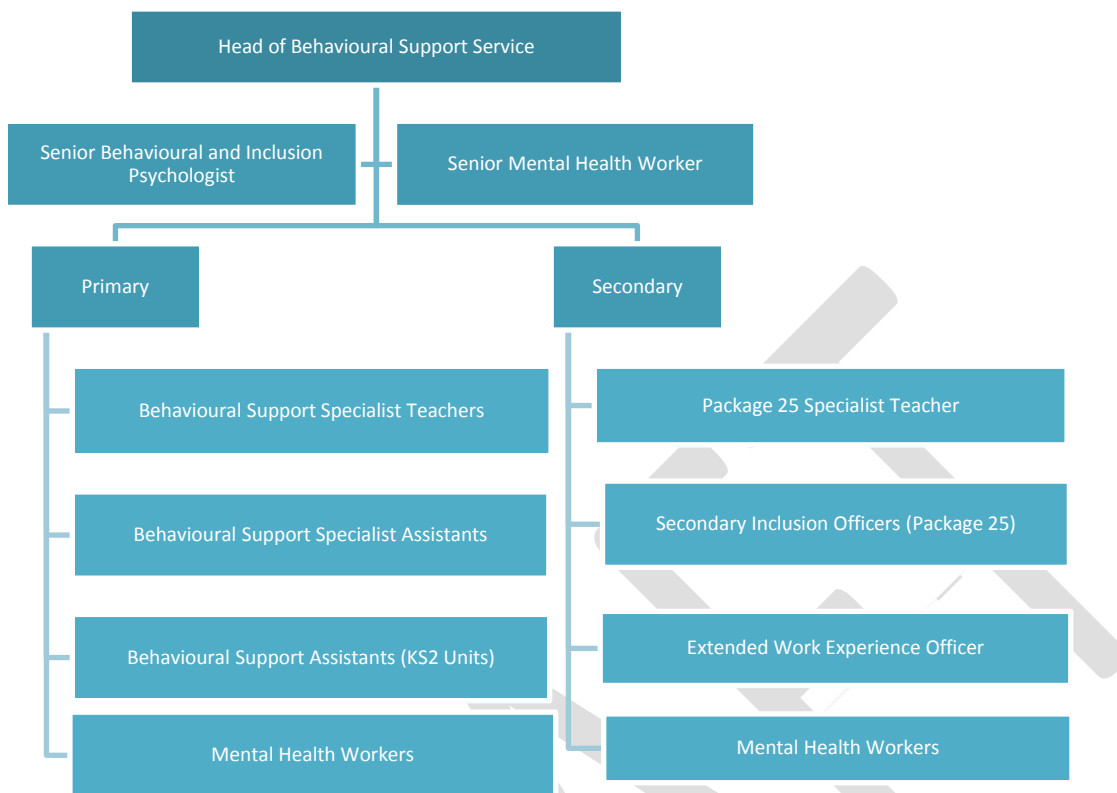
6. Training

The Behavioural Support Service supports schools' work by delivering an agreed training programme for all teachers and classroom assistants. This training programme is consistent across the schools with a clear focus on primary secondary progression.

The training programme is reviewed every 5 years and only interventions where evidence has proved them to be effective will be approved.

A bank of resources is available in the service Resource Library which will be regularly updated.

7. Staffing Structure Flowchart



Multi-Agency Service

The Behavioural Support Service forms part of a multi-agency team. By working in an integrated manner, the service provided for the children is holistic and more effective.

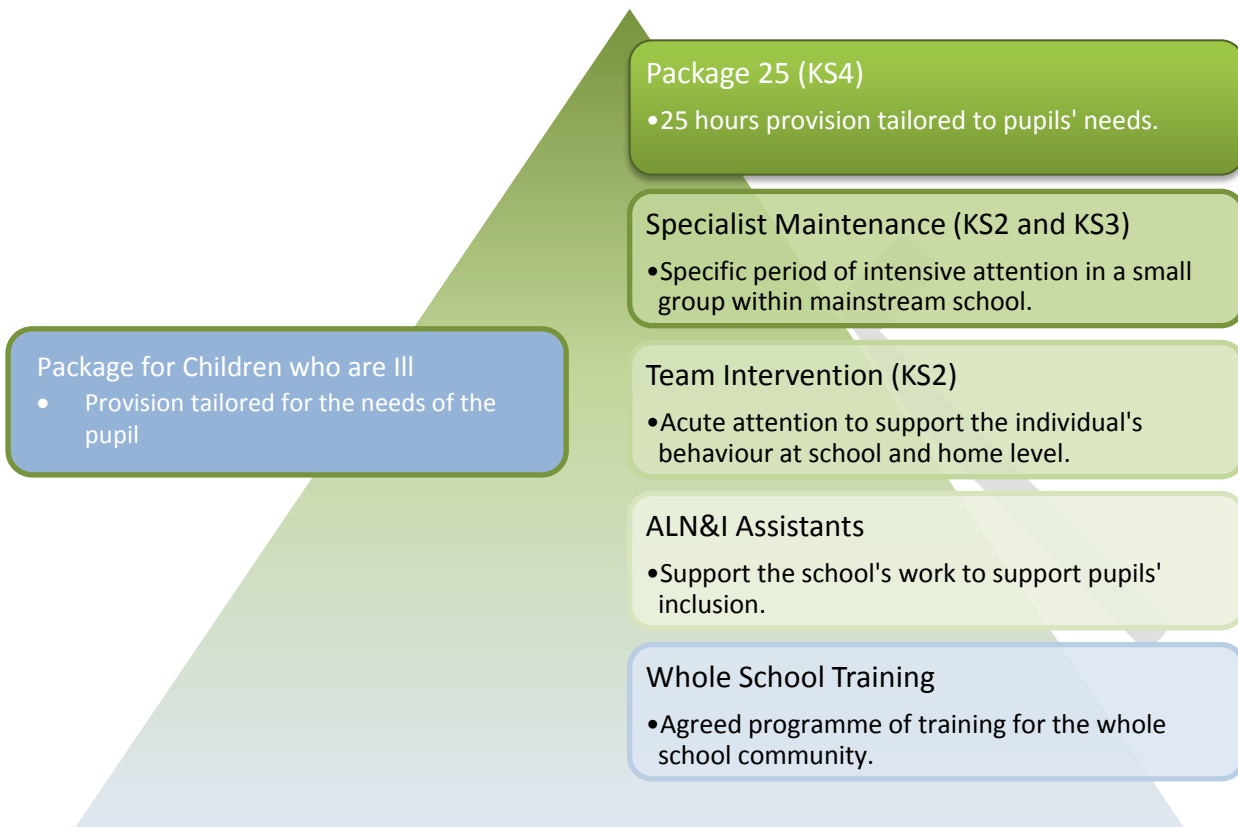
Social Services

It is not possible to work with pupils who are the subject of statutory services. However, when a pupil is subject to these, we shall co-operate closely with the children services.

Bangor University

The Service meets regularly with representatives of the University. They influence and contribute to the Behavioural Support Service's training programme.

Overview of the Behaviour Support Provision



Package 25

1. Aim

Package 25 are offered to pupils in schools in Gwynedd and Anglesey who have experienced the most acute behavioural, emotional and social development difficulties during and to the end of Key Stage 4.

Our aim in delivering this provision is to seek positive change in young people's behaviour, offering them an alternative way to succeed academically in addition to doing away with the risk of exclusion from school.

2. Objectives

To achieve this aim, we as a service have set the following objectives:

- Ensure specialist provision tailored specifically for the young people with the most acute behavioural, emotional and social needs.
- Deliver a wide-ranging and challenging curriculum which accords with their abilities.
- All pupils to receive a level 1 threshold with level 2 threshold as a target for all pupils.
- Supporting vulnerable pupils to continue to engage with education to the end of Key Stage 4 and beyond.
- Co-operate closely with all agencies to enhance the provision further and ensure a wholly holistic provision.

3. Indicators

The Behavioural Support Service measures the success of the Package 25 provision by means of a number of indicators. We set out below our chief indicators;

- Reduction in the number of temporary and permanent exclusions
- Increase in attendance percentages
- 100% of pupils receiving the package reach level 1 threshold
- 100% engaging with education, training or work 6 month after they have left the provision
- Reduction in the number of young people experiencing behavioural, emotional and social difficulties who are placed out-county

4. Access

Access to the Package 25 are determined through the Area Forum.

Schools are invited to apply for a Package 25 placement every term through the Area Forum.

As part of any application, parental permission and the opinion of the young person should be sought.

The panel considers the needs of the young people and the schools' response. Where the needs and response meet the criteria, a placement on the package is guaranteed.

The number of pupils on Package 25 is limited to 30.

As a first step in drawing up any package, the school has the flexibility to agree to the lessons and /or provisions which the pupil can continue to pursue in school.

All schools pay £3500 for access to Package 25. Where a school agrees to continue with elements of the provision this sum will be reduced by £700 per 5 hours of provision.

5. Provision

Key Worker

Each young person on the Package 25 receives the support of a key worker (under the supervision of a specific teacher). The role of the key worker is to ensure that young people engage with the education delivered to them through the package and to be a regular point of contact so that the young person can voice any concerns which might be personal or relating to the provision. This role is fulfilled by the Secondary Inclusion Officers.

Individual Timetable

Within a week of receiving access to the package each young person takes part in a thorough-going review. At the end of this review, a timetable of provision is drawn up which will respond to individual aspirations. The package is different for each pupil and is tailored around their targets and aspirations; however literacy, numeracy, information technology, extended work experience, therapeutic input, youth work and college courses can form part of the package.

Attendance

Each pupil is registered for each session. The same attendance codes as those used across the education sectors are utilised.

An attendance target is set for each pupil every term, with this target being higher than the pupil's attendance percentage for the last educational year within the mainstream.

The role of the Secondary Inclusion Officer will be to liaise with the pupil's home if he/she does not attend on the day.

Educational Targets

Each package ensures a level 1 threshold as a minimum expectation with a level 2 threshold as a target for each pupil.

The service in conjunction with Ysgol y Moelwyn draws up packages of provision with the aim of a maximum of 25 hours provision for each pupil.

Target Review

The educational progress of each pupil with a Package 25 every half term through the ALN&I Area Forum. Where progress is unsatisfactory, the package will be adapted as required.

Locations

The provision will take place in various locations across Gwynedd and Anglesey. We use leisure centres, libraries and other locations in co-operation of the third sector. Our intention always is to find a local placement for the pupils with sufficient space, web access and a responsible person within reach should problems arise.

Examinations

Each pupil is registered through Ysgol y Moelwyn as an external candidate for external examinations.

Pupils' coursework is marked by Ysgol y Moelwyn staff.

Pupils take examinations in the local secondary schools with staff from the education department supporting the work of supervising examinations when required.

Safeguarding

The nature of these pupils' needs calls for priority to be given to robust safeguarding arrangements. Should any concern arise about safeguarding any young person within the provision, the responsibility for referring the case falls on the Secondary Inclusion Officer receiving the information. In addition to referring the concern and completing the children's service referral form, the Inclusion Officer is required to share the referral with the Head of the Behavioural Support Service.

The Head of the Behavioural Support Service will attend strategy meetings and child protection conferences. Inclusion Officers will form part of any core group.

The Head of Behavioural Support presents an annual child safeguarding report within the provision of Package 25 in accordance with the procedure for primary and secondary schools.

Transport

Since we provide the packages locally, only a small number of pupils will need specialist transport. The majority of pupils will receive a bus pass or train ticket. Where the use of public transport is not practicable, consideration will be given to commissioning a taxi to the placement.

Lead School

Ysgol y Moelwyn is the lead school for Package 25 across Gwynedd and Anglesey. The school provides the following support;

- Curricular guidance in the form of work packages in a range of subjects including each of the core subjects.
- Curricular guidance in the form of management meetings with subject leaders.
- Advice on how to adapt and deliver specific pieces of work.
- Registering pupils for examinations (external candidates)
- Training Secondary Inclusion Officers in curricular areas

Governance

Pupils accessing a 25 Package are registered as pupils at Pendalar Special School.

The quality of the provision is regularly monitored by Ysgol Pendalar Governing Body in conjunction with the authority's EOTAS standards board.

Specialist Support KS2 and KS3

1. Aim

The intensive specialist support is available for a small number of pupils with needs beyond what is expected for a school to respond to. Our aim in delivering this provision is to seek positive long-term change in the behaviour of young people, thus ensuring that they continue to succeed academically within the normal education system.

2. Objectives

To achieve this aim, we as a service have set the following objectives:

- Ensure specialist provision tailored for the young people with the most acute behavioural, emotional and social needs.
- Ensure that pupils are referred promptly to the provision
- Ensure that the standards of the provision are consistently good.
- Ensure that the provision is carefully planned with a specific focus.
- Support the young people in the most effective way by co-operating with schools' workforce.

3. Indicators

The Behavioural Support Service measures the success of the provision in specialist units through a number of indicators. We set out below our chief indicators:

- Reduction in the number of temporary and permanent exclusions
- Increase in attendance percentages
- Reduction in numbers of young people experiencing behavioural, emotional and social development difficulties accessing Package 25.
- Reduction in the number of young people experiencing behavioural, emotional and social difficulties who are placed out-county

4. Access

- Access to the specialist support is decided through the Area Forum which will meet each half term.
- Access to the specialist support forms part of the graduated response.
- Schools cannot make applications for placement on the specialist support; the Area Forum will decide access in accordance with the pupil's plan.
- As part of the access process, parental permission and the young person's opinion will be sought.
- The Forum considers the needs of the young people and the schools' previous response. Where the needs and response meets the criteria, placement in specialist support will be permitted
- The number of pupils within any specialist support will be limited to 6 at any one time.
- Our aim is to offer half day placements; however, extended placements will be considered in exceptional circumstances.

5. Staffing

At any time within the specialist support, there will be two other members of staff who may include a Specialist Teacher, Specialist Assistant, Mental Health Promotion Worker or Secondary Inclusion Officer. This ensures a generous adult child ratio.

6. Provision

Curriculum

During the young people's period within the specialist support they follow a specialist curriculum targeting specific behavioural or emotional need in a therapeutic and holistic way.

Although they practice literacy, numeracy and information technology skills, the sessions do not focus specifically on these aspects.

Attendance

Each pupil is registered for each session. The same procedure and attendance codes as those used across the education sectors are utilised. The young people will be registered as being educated on another site at the mother school.

An attendance target is set for each period in the specialist support. This target is higher than the current percentage.

The role of the Specialist Behavioural Teacher will be to contact the pupil's home if he/she does not turn up on the day.

Targets

Each period within the specialist provision will be for targeting specific aspects of behavioural or emotional needs.

Targets are agreed with the young people, parents and the schools.

Reviewing Targets

The progress of each pupil within the specialist unit will be continually monitored with the mainstream school and the parents, and at the end of the placement, a summary report will be drawn up on the strengths and areas for improvement. As part of the report, the young people's teachers will receive guidance on effective support strategies together with guidelines on their implementation.

Locations

The provision will be within primary and secondary schools in Gwynedd and Anglesey. Responsibility for health and safety on the site lies with the school Headteacher.

Responsibility for resources, staffing, safeguarding and the day to day running of the units lies with the Head of the Behavioural Support Service.

Transport

Transport to and from the specialist support is provided. For morning sessions, a taxi picks up the pupil from home and returns him/her to mainstream school. For afternoon sessions, the young people take a taxi from mainstream schools and are returned home.

National Tests

During the period of national tests, the specialist support offers a location for pupils to sit the tests within smaller groups. It is the responsibility of mainstream schools to ensure that the location within the specialist support has an effect on the performance of the pupils in question.

Safeguarding

The nature of these pupils' needs calls for priority to be given to robust safeguarding arrangements. Should any concern arise about safeguarding any young person within the provision, the responsibility for referring the case falls on the Specialist Behavioural Teacher receiving the information. In addition to referring the concern and completing a children's service referral form, the Specialist Behavioural Teachers must share the referral with the child protection designated person within the school and the Head of the Behaviour Maintenance Service.

The Head of Behaviour Maintenance will attend strategy meetings and child protection conferences on behalf of the service.

Staff of the specialist support cannot be part of core groups and can only contribute reports at the request of mainstream schools.

The Head of Behaviour Maintenance will present annual reports on safeguarding children within the provision in accordance with the procedure for primary and secondary schools.

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Work Experience and Extended Work Experience

1. Aim

The work experience scheme (a week's work experience) and extended work experience (one day a week's work experience during school terms) allows pupils in Gwynedd and Anglesey who are in Year 10 or higher to attend a work placement with the emphasis on aspects of learning. The aim of the scheme is to increase attendance and improve pupils' behaviour and motivation including the development of workplace skills which will make them more employable and reduce the chance of their being NEET after leaving school.

2. Objectives

To achieve this aim, we as a service have set the following objectives:

- Respond promptly and consistently to schools' applications for extended work experience.
- Liaise with employers to find suitable placements for pupils.
- Make suitability visits to work placements to ensure they conform to health and safety rules before the pupils commence.
- Organise interviews and start days on behalf of the pupils.
- Ensure that the database of appropriate placements is constantly updated.

3. Indicators

The work experience scheme measures the success of the provision through a number of indicators. We set out below our chief indicators:

- Increase in attendance percentages.
- Performance at the end of Key Stage 4 in the main indicators.
- Number of pupils having participated in the scheme.
- Number of pupils having gained a recognised qualification following an extended work experience placement.
- Number of pupils who have changed placements during the year.
- Employer feedback at the end of the experience.

4. How is work experience organised?

Every school or Pupil Referral Unit has a Work Experience Co-ordinator who is responsible for supervising any Work Experience programmes.

Students are asked to find their own placements with the help of teachers/parents. If they cannot find a placement, a referral form may be filled and sent to a Work Experience Officer; the officer can help a student find a placement. Once the company is willing to take a student, the company can have a placement suitability visit. Parents, employers and students are then asked to complete an approval form stating that each party agrees to the arrangements.

5. Referral Process

All applications for work experience are referred through the school's work experience co-ordinators. The pupil, parent and school must complete a referral form before any work is done to find a suitable placement.

Any application for work experience should be clear and detailed, and should state any issue which could endanger the health and safety of the child, employer, members of staff and the public. If pupils work with external agencies such as the Justice Service, then they are expected to submit an appropriate risk assessment to decide what would be suitable for the pupil. Only when all details have been received shall we proceed to find the most suitable placements for the pupils.

6. Approval and Permission Form

Before pupils go out on work experience, the Work Experience Officer will visit the work site in order to ensure the placement is safe. During the visit, the officer will complete an approval and permission form with the employer. The Approval and Permission Form is a way for all partners (student, parent, employer and school) to approve officially the activities and conditions by signing it. A work placement cannot take place unless this form is completed and returned to school. This form identifies the particular risks and management measures in addition to outlining the responsibilities of each partner.

7. Monitoring Arrangements

For block and extended work experience, it is the school's responsibility to monitor placements. A member of the school staff will visit the employer during the placement in order to speak with the student and supervisor to monitor and review the student's progress. If a visit is not "reasonably practicable", e.g., outside the county, the school will contact the employer and student and will complete a report.

8. Staffing

Work Experience Officer

One Work Experience Officer operates in Gwynedd and Anglesey.

The Officer has responsibility for discovering suitable placements for pupils who go out on extended work experience. Once placements have been found for block and extended placements then the officer will visit the work placements. While on visit, the officer will collect details from the employer to ensure the placement is safe and suitable. When collecting details, a risk assessment will be carried out on the pupil's duties whilst at the workplace.

Once all the details of the placements have been collected regarding the employer, the officer will send the form for signature by the school, pupil and parent. Once all have signed, a copy will be sent to the employers and co-ordinators in the schools.

The officer will update the database following the visits to employers, ensuring it is current for the schools.

9. Budget

Each school will pay a fee for an extended work experience placement.

Education Welfare Service

1. Aim

The Education Welfare Service co-operates with schools in Gwynedd and Anglesey to provide professional quality assistance to children, young people, families and schools so that children and young people can benefit from the educational provision provided for them. Our aim is to improve attendance and thus our young people's educational achievement.

2. Objectives

To achieve this aim, we as a service set the following objectives by ensuring that we:

- Investigating the reasons for absence from school.
- Offering information and guidelines.
- Supporting organised interventions.
- Giving advice to families on other specialist assistance services.
- Make referrals to appropriate services as required.
- Warn, delegate and prosecute in accordance with agreed procedure.

3. Indicators

The Education Welfare Service measures the success of the provision through a number of indicators. We set out below our chief indicators:

- General increase in attendance percentage.
- Increase in the number of schools performing better than the mean as compared with schools in the same free school meals family.
- Gwynedd and Anglesey attendance being higher than other Wales authorities.

4. Role of the Education Welfare Service

The Education Welfare Service provides assistance to schools, pupils and parents to ensure regular attendance and to solve problems relating to absence. The Service engages with other agencies and provides an important link between home and school, helping parents and teachers to work in partnership so that pupils may benefit from the educational opportunities available locally.

The Education Welfare Officer operates on behalf of the local authority to ensure that parents conform to their duty to provide appropriate education for their children. The main function of the Education Welfare Service is to improve general attendance and reduce continuing absence at all schools and alternative education provision.

In addition, the Education Welfare Service carries out other duties such as:

- regulating the employment of children and performance licences for children of school age;
- helping to organise alternative educational provision for individual pupils;
- providing advice on children educated outside school; and
- advising on safeguarding children in education.

Main Objectives of the Education Welfare Service

The main objectives of the Education Welfare Service shall be to work in partnership with schools, pupils, parents and communities to ensure the right to education and regular attendance. The Service contributes to

attempts by the local authority and schools to improve results for children and aims to co-operating effectively with networks of agencies providing education, health and social services for children and young people.

We shall achieve the above objectives by:

- promoting and supporting whole school attendance policies;
- providing advice on established good practice;
- working with school staff, pupils, parents and other relevant personnel on programmes to seek to improve attendance levels;
- achieving individual work with pupils;
- carrying out family centred work;
- operating statutory steps on behalf of the local authority;

5. Staffing Structure of the Education Welfare Service

To ensure that the Education Welfare Service achieves the chief objectives, the service has the following staffing structure.

Senior Education Welfare Officer

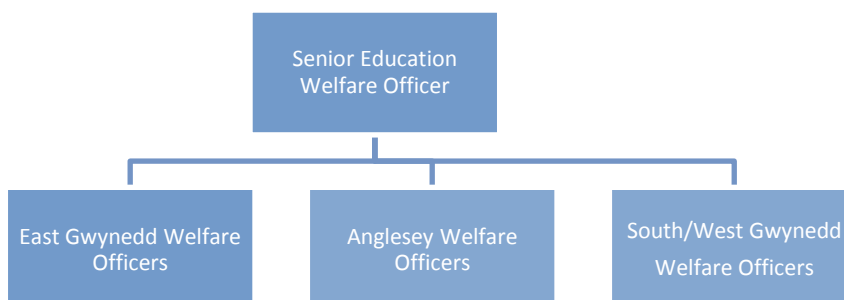
- One Senior Welfare operational in Gwynedd and Anglesey. It continues to operate as welfare officer but with a smaller number than usual of schools.
- The Senior Officer with responsibility for providing regular supervision and professional advice to the rest of the Welfare Officers.
- It produces regular reports will summarize effective and less effective practice across the authorities and formulate, implement, monitor and review plans to improve the service.
- The role of the Senior Welfare Officer is to assist schools in self-evaluation, planning and improving attendance. Along with the annual self-evaluation and attendance data for rolling the Senior Welfare Officer targeting schools consultant working on improvement strategies

Welfare Officers

Each school has a designated Welfare Officer. Each Welfare Officer responds to referrals in the manner defined in the directorate “Response of the Education Welfare Service to Referral”. In addition to responding to referrals, they are expected to undertake other varied duties such as regulating the employment of children, performance licences for children of school age and advising on safeguarding children in education.

Although located in and associated with schools, the Welfare Officers are part of a team at 3 area levels, Anglesey, East Gwynedd, South/West Gwynedd.

Staffing Structure Flowchart



6. Work Location

Welfare Officers are located in Secondary Schools. This leads to better use of time, a better working relationship with schools and more effective arrangements for access to data and recording work.

They will need:

- A suitable designated room in the school.
- Access to a phone.
- Access to the web.
- Place to store files.
-

7. Responding to Lack of Attendance

Schools Response

- Ensure the school's attendance and punctuality policy is current.
- Carefully record attendance and punctuality.
- Contact the home by phone, letter or meeting.
- Work with parents.

Education Welfare Service Assistance

- Welfare Service to work in a consultative role with schools to trial alternative strategies amgen.
- Support schools to seek the services or assistance of other appropriate agencies.
- Co-operate with schools to draw up proactive resources.
- Hold a series of activities during school holidays to promote attendance, punctuality and welfare by forming a bridge with the home.

Referral to the Education Welfare Service

- Referrals based on a pupil's attendance and punctuality level.
- Referral form completed.
- School has made attempts to contact the pupil's home by phone, letter or meeting.

Work of the Education Welfare Officer

- Draw up a plan to respond to the pupil's lack of attendance or punctuality.
- Concentrate on co-operation with children and families.
- Set a specific intervention period.
- Regularly review and evaluate the effectiveness of any intervention.
- Record regularly and effectively.
- Discuss any concerns with the Area Welfare Officer in supervision sessions.
- Regularly report back to schools.

Prosecuting Parents

- Implement the powers to prosecute parents in the Magistrates' Courts under Section 444 of the 1996 Education Act

8. Duties of Schools

It is the school's responsibility to ensure attendance and schools should consider the most effective method of using and collaborating with the Education Welfare Officer. The Education Welfare Officer is a service provider for schools and acts as a contact point between home and school. Every school in Gwynedd and Anglesey has a designated Welfare Officer who has a duty to visit regularly.

The Education Welfare Service's time is limited; therefore schools should ensure that clear arrangements are in place as to when referrals are made, ensuring that all staff members understand the procedures. Before referral, a school must:

- use all its own procedures to deal with absence;
- use a referral form at all times so that there is a written record of each pupil's attendance, punctuality, strengths and weaknesses, relationship with peers and teachers, current or past contact with external agencies, and any other relevant information

9. Self-Evaluation and Planning for Improving Attendance at School Level

All schools in Gwynedd and Anglesey are required to self-evaluate their attendance procedures for ensuring attendance annually. A simple template is available for this, which will be collected and analysed by the Senior Education Welfare Officer. See **Appendix 1**

Information from the Self-Evaluation, together with rolling performance data assists the Welfare Service to target more effectively any assistance and guidance it can give to schools.

10. School's Attendance Register

The Education (Pupil Registration) (Wales) Regulations 2010 require schools to register pupils' attendance twice a day: at the beginning of the morning session and once during the afternoon session. The school might be asked to present the register in court as evidence in a case of absence. It can also contribute information to end of term reports, records of achievement and pupil references when leaving. An accurate and consistent registration system is essential in order to tackle poor attendance and punctuality in a school. It is vital for all pupils to be aware that registration is an important part of the school day.

All staff members who are part of the registration process should be aware that the law is specific about arrangements for registers. Marking and keeping the register is most important.

Unauthorised absence means absence which has not been approved by one of the school's authorised representatives, and includes all unexplained absences. There will be occasions when the school authorises a pupil's absence, and when no offence is deemed to have been committed. Therefore, the school's decision to authorise or to refuse to authorise absence is a vital factor in a local authority's decision to prosecute parents, since prosecution is possible for unauthorised absences only.

Schools must take care when authorising absence. Should a school doubt the explanation given by parents, the absence should be investigated further and authorisation refused until the matter is satisfactorily resolved. The school's decision to authorise or to refuse to authorise absence is a vital factor in deciding the degree to which the Education Welfare Service will be involved. If the school has authorised a pupil's absence, the parents have no case to answer in law.

The Education Welfare Service will be available to offer schools advice and guidance on the attendance register procedure. It is the school's responsibility to maintain the register. All schools are expected to maintain a digital version of the school register which will be current at the end of each day.

11. School's Attendance Policy

Schools are encouraged to develop a whole school attendance policy in consultation with staff, governors, parents and pupils, bearing in mind Welsh Government guidelines on Pupil Inclusion and Assistance and good practice identified by the local authority.

This policy should:

- give high priority to attendance and punctuality;
- ensure compliance with all statutory requirements;
- ensure that clear information is communicated regularly to parents and pupils;
- collect attendance data and make effective and constructive use of it;
- provide clear guidelines for staff on the registration process and associated issues such as correctly categorising absence;
- include clear procedures to identify and investigate every case of absence and lack of punctuality;
- recognise the importance of early intervention;
- make provision for contact on the first day of absence;
- monitor truancy after registration by taking class registers and spot checks;
- being vigilant at significant times (e.g. transfer between Key Stages 2/3);
- identify a variety of strategies to tackle absence/lack of punctuality;
- provide a clear and coherent hierarchy of penalties;
- develop attendance incentives which recognise pupils' attendance achievements;
- consider setting targets for individuals, classes, year groups etc.;
- establish procedures to identify and reintegrate pupils who have been absent for a long period;
- make provision for regular structured meetings between school staff and the Education Welfare Service;
- ensure that the school takes reasonable steps before making appropriate referral to the Education Welfare Service;
- emphasise to parents the importance of continuity of learning, particularly in relation to family holidays during term time (absence for holidays during term time should be permitted by schools only in rare cases);
- use opportunities such as parents' evenings and the school prospectus to remind parents of the school's attendance policy;
- including governors;
- identify a senior member of key staff with general responsibility for attendance;
- ensure that good practice is identified and shared;
- be regularly monitored and reviewed; and
- take steps to create a culture which encourages attendance, tackling the cases of poor attendance in school such as bullying, racism, the curriculum etc.

12. Working with Parents

In many ways, absence condoned by parents is more difficult to identify than any other type of absence. This type of absence is as damaging to the pupil's educational experience as any other type of absence. In many cases, parents feel that they are keeping their child from school for valid reasons. They might feel they are safeguarding their child. When school staff feel that there is a pattern of absence, it is essential that they work closely with health, social and education assistance services to ensure that the most appropriate and effective intervention is available for pupil and parents.

Parents of children from different cultures might feel that the school is a safe or appropriate environment for their children. It is essential that schools investigate and seek to identify cultural issues which may prevent a pupil from attending school.

A pupil's punctuality is a legal requirement and the parents/carers of a pupil who is persistently late are guilty of an offence. The law considers persistent lateness (after Registration) to be the same as irregular attendance, and parents may be prosecuted unless the problem is solved.

Parents can do much to improve their children's attendance and punctuality. Schools and the Education Welfare Service should work with parents to help and encourage them to:

- show an interest in their child's life and school work;
- attend parents' evenings and other events at school where possible;
- ensure that their child completes his/her homework and goes to bed at the appropriate time;
- be aware of letters their child brings home from school;
- ensure their child reaches school on time every day;
- ensure that their child does not miss school unless there are unavoidable reasons or other justifiable reasons such as illness or days dedicated to religious rituals;
- inform the school as soon as possible – on the first morning if possible – of any absence;
- confirm this in writing when the child return to school;
- seek to avoid organising family holidays during term;
- speak to the school if they are concerned that their child is reluctant to go to school.

The Education Welfare Service will hold a number of annual events to educate and support parents to improve their children's attendance and punctuality. Activities will also be held for the pupils with the aim of establishing a positive working relationship. Activities will be planned by the Area Welfare Officers and will be held and delivered during school holidays by all members of the Service.

13. The Referral Process

Attendance data should be analysed before meeting with the Education Welfare Officer. Before receiving a referral for work, the Education Welfare Officer will look for evidence that the school has attempted to tackle the issue by means of:

- action steps by the class tutor as part of his/her daily duties
- include others in the school e.g. Head of Year, Headteacher, etc.; and
- contact with parents.

The Education Welfare Service will ask schools to present the following information in the form of a referral sheet as part of referral for service:

- information about the pupil, e.g. name, age, date of birth, year group/class, sex, ethnic origin, language other than English/Welsh, requirements of any religious rituals, address if different from that of the parents/carers, etc.;
- assessment of the pupil by the school e.g. ability, academic history, areas presenting difficulty, reason for referral, details of attendance, etc.;
- information about parents/carers, including their dates of birth;
- steps taken by the school to solve difficulties and the results of these steps;
- other relevant information related to contributory factors and any other individuals/agencies forming part of the work;
- risk issues, e.g. safeguarding issues, aggressive behaviour or domestic violence by the family or pupil;
- any other information relevant to the case.

The Education Welfare Service will receive referrals for service when:

- a pattern of irregular attendance has developed;
- a period of long-term absence has been established;
- letters sent by the school to parents have received little or no response;
- lack of co-operation by parents to ensure a child's regular attendance;
- pattern of truancy after registration persisting despite the school's attempts to prevent it;

- parent withdrawing the pupil from school after having expressed an intention to educate him/her at home, but has not deregistered the child formally by informing the local authority;
- a pupil has been withdrawn from the school by parents moving to another area but the school has not received a request for the pupil's records from the school in the new area;
- the child has reached an absence percentage set by the school;
- a pattern of constant lack of punctuality (after closing the register) has developed;
- specific and obvious welfare issues preventing the pupil from accessing education;
- specific concerns relating to child protection matters: these cases should be referred directly to the school's Child Protection Officer.

14. Education Welfare Service's Response to a Referral

The Education Welfare Service will visit the pupil's home within 3 working days of receiving the referral. Following this visit, the Welfare Officer shall provide a written response in the form of a report and discuss it with the headteacher /year tutor within 5 working days. Where no reply has been received from the home and where parents have not received a response to a visiting card, we shall write a letter (and send a copy to the school), visit the home in the evening or contact the parents at work.

If the pupil's attendance does not improve and if all attempts to contact the parents/carers fail, an official notice may be issued.

Issues identified by the family / Specific action

If illness is a factor, the Education Welfare Officer will confirm the medical problems identified by the child/parent (particularly if several referrals have been made and if illness is the explanation given for the absence). If it is felt that the parents have not asked for appropriate medical help and the absence continues, with the parents' consideration, a referral will be made to the school nurse or the school's medical officer. If the illness given as reason for frequent or continuing absence is identified as mild asthma, migraine or period pains, the medical opinion of the school nurse or school medical officer must be sought.

In the case of additional learning needs or problems relating to school phobia or refusal to go to school, the Education Welfare Officer will consult with the ALN&I Co-ordinator (ALENCo) to consider a referral to the Educational Needs Advisory Teacher or appropriate Education Psychologist. Also, the Education Welfare Officer might need to discuss with the family and child a referral to CAMHS or other agencies if this is appropriate.

If Social Services are involved, the Education Welfare Officer will contact the designated social worker to set areas of responsibility and consider the possibility of a joint visit.

Depending on age, the Education Welfare Officer might need to discuss other options with the family and the school, such as alternative education provision.

The Education Welfare Officer will deal with any issues identified by the child and/or the family regarding any other difficulties which may prevent regular attendance, for instance, bullying, problems with the curriculum, teacher/pupil relationships, domestic problems, financial difficulty, misuse of drugs /alcohol etc., and draw up an action plan with the school to solve the problems.

Assessment is a continuing process and several visits might be necessary if cases are complex. Following the initial assessment, the Education Welfare Officer, in conjunction with the school staff and possibly other agencies, will draw up an action plan. In some cases, this may mean working with parents to help them see the school's viewpoint, and vice versa. Resolving conflict between school and home and seeking to change parents' attitudes to education is one of the main functions of the Education Welfare Service.

15. Record keeping

The Education Welfare Service shall maintain an accurate and objective record of their continuing work with service users, together with details and results of referrals.

We shall use standard forms to facilitate this process:

- referral form;
- initial assessment form;
- case file;
- contact summary form;
- record of supervision; and
- final summary

Much of the Education Welfare Service's work on attendance relates to the legislative framework, and might lead to providing information to the courts when legal action is taken. Under most circumstances, it is expected that the reports requested about a specific child or family will be discussed with them before submission. All Education Welfare Officers shall retain documentary evidence of the casework carried out.

16. Ensuring the Quality of Provision

The Education Welfare Service is committed to ensuring a quality education welfare service for all pupils, parents and schools in Gwynedd and Anglesey without discrimination. To this end we shall establish and follow:

- A case management procedure which incorporates a formal referral system.
- A case management procedure which incorporates assessment, planning, monitoring and evaluation.
- Organise case closure.

The service staffing structure allows all employees easy access to effective line manager supervision. The line manager shall have responsibility for managing the employee's workload and evaluate and respond to the employee's service user feedback.

All Education Welfare Officers shall co-operate with schools to prepare reports on attendance and truancy in consultation with schools. In conjunction with this, the Senior Welfare Officer prepares termly reports for the education management team on attendance and punctuality in a specific number of schools.

17. Legal powers to ensure regular attendance

The Education Welfare Service operates on behalf of the local authority in relation to parents who do not ensure their children's regular attendance at school or parents who do not register their children in a school or alternative educational provision.

Legal proceedings will be considered against parents as part of family intervention.

18. Functions and responsibilities

Ensuring regular attendance at school is a difficult area which depends on establishing and fostering working relationships between parents, pupils, schools, the Education Welfare Officer and other professionals working with children and young people in social, educational and healthcare settings.

A clear understanding of the role and responsibilities of each individual is a key part of any successful working relationship, and this section therefore will explain the duties and responsibilities of those seeking to deal with attendance issues.

Parent

Under Section 7 of the 1996 Education Act, the parent is responsible for ensuring that his/her child of compulsory school age receives effective full-time education which is suited to the child's age, ability and skill and any special educational needs he/she might have. This education could be through regular attendance at school, alternative provision or home education through choice (the parent may choose to provide education for the child).

School

The Education (Pupil Registration) (Wales) Regulations 2010 require schools to register pupils' attendance twice a day: at the beginning of the morning session and once during the afternoon session. The accuracy of the register is important in order to support any required statutory interventions which might be necessary. It should be noted that failing to maintain accurate registers is an offence.

Local authority

Under Section 437 of the 1996 Education Act, local authorities have a duty to ensure that the child for whom they are responsible receives suitable education, either through regular attendance at school or alternative provision.

In September 2009, the Assembly Government initiated Section 436A of the 2006 Education and Inspections Act, which requires local authorities to make arrangements to enable them to discover (insofar as is possible) children living in their area who are not receiving 'suitable education'.

The work of implementing the Section 436A duty should be integrated with the wider range of local authority duties, including the 2004 Children Act (Sections 25-29) and Safeguarding Children: Working Together under the 2004 Children Act which seeks to improve outcomes, and to safeguard and promote children's welfare. The new duty should reinforce and complement these current duties.

Fixed Penalty Notices (F.P.N.)

Pupils' regular and punctual attendance at school is a legal requirement, and is essential so that pupils can take full advantage of the educational opportunities available to them. In law, an offence is committed if a parent/carer fails to ensure their child's attendance at school and the school has not authorised the absence.

Sections 444A and 444B of the 1996 Education Act state that specific cases of unauthorised absences can be dealt with by means of a penalty notice. A penalty notice is a fine of up to £120 which may be imposed on a parent /carer as a result of a child regularly missing school. Penalty notices must comply with all the requirements of the Human Rights Act and equal opportunities legislation.

Gwynedd and Anglesey Councils have the chief responsibility for developing the protocol and all partners named in the Education (Penalty Notices) (Wales) Regulations 2013 shall operate in accordance with the protocol and the Education Welfare Service (EWS) shall carry out the responsibility on behalf of the local authorities.

Gwynedd Council and the Isle of Anglesey County Council shall continue to investigate cases of irregular attendance by a school and follow up appropriate casework, and shall initiate legal proceedings if appropriate. However, penalty notices are a rapid intervention method which Gwynedd Council and the Isle of Anglesey County Council may use to deal with irregular absence issues before they become established.

School Attendance Orders (SAO)

Where appropriate, the Education Welfare Service shall make use of a School Attendance Order. We will use them in cases where the parent of a child of compulsory school age fails to prove that the child is receiving suitable education and where the authority is of the opinion that the child should attend school. A School Attendance Order can be used to instruct a parent to send his/her child to a specific school, and should be used when a pupil is not on the register of any school. We shall not use them for pupils who attend school irregularly. The order will remain in force as long as the child is of compulsory school age. Should the parents persist in failing to register the child, the local authority may opt to refer the case to the Social Services to consider care action.

Education Supervision Order

An Education Supervision Order can be used to ensure regular attendance at school, whether a child is registered at a school or not. It is also necessary to ensure that a child receives a full-time, age-appropriate education suitable for his/her ability, gifts and any special educational needs he/she might have, and that the parent and child receive sufficient assistance and guidance.

A local authority has a duty under Section 447 of the 1996 Education Act to consider applying for an Education Supervision Order before deciding whether or not to prosecute parents for poor attendance or failure to comply with a School Attendance Order. A local authority may apply for an Education Supervision Order instead of or as well as prosecuting the parents. Should a local authority choose not to apply for an Education Supervision Order, it should record/provide evidence of the consideration and the reasons for deciding that it would not be appropriate.

The Education Supervision Order places a duty on a local authority to be responsible for advising, supporting and giving 'directions' to the child receiving supervision and his/her parents in a manner which ensures that the child is correctly educated. These directions must be defined by the local authority and they should seek to help improve the child's attendance (for instance, the local authority might direct the parent to attend meetings at the school over the period of the order, make it compulsory for the parent/child to inform the local authority of their current address or make it compulsory for the parent to attend parenting classes).

Gwynedd's Education Welfare Service shall make full use of Education Supervision Orders where appropriate to ensure an increase in attendance.

Prosecuting Parents

The Authority recognises its responsibility in cases of serious absences and when all other reasonable attempts have failed, to prosecute parents in the Magistrates Court under Section 444 of the 1996 Education Act.

We shall at all times explain the legal implications of absence from school at a very early stage of any intervention but shall take care not to undermine the co-operative method of getting to grips with fundamental problems.

Prosecution is always a planned intervention. Through effective prosecution, it is possible to safeguard a child's right to education and engage more robustly with parents who have failed to co-operate with previous interventions to improve attendance.

In order to make sure that the authority's prosecution process is transparent, consistent and fair, all Welfare Officers shall consult with an Area Welfare Officer and the authority's Inclusion Officer before proceeding to prepare a case.

We shall consider prosecution when a pupil's attendance has fallen below 70% over a period of two terms which could be over two school years.

Prosecution will not be considered appropriate:

- where there are concerns as to the parents' mental health.
- if prosecution will exacerbate a difficult situation in which other agencies are engaged.
- when illness is certificated by a Doctor.
- where there are specific circumstances regarding the parents.

Formal notifications will be sent to parents before initiating legal proceedings. We shall ensure that a wide range of preventive strategies has been implemented by the school and the Education Welfare Service. Written evidence of the strategies are available in the referral form and in the Education Welfare Service's case records.

We shall hold a strategy meeting which will discuss the case with all agencies working with the pupil. The effect of prosecution on the pupil and the parent will be discussed at this meeting, as well as the parents' responsibility for the child's absence.

We shall consider other factors such as:

- How poor is the level of attendance?
- Is there a history of poor attendance?
- Are there valid reasons for the absence? e.g. bullying, bereavement, emotional issues, medical issues
- Has the school authorised the absence; if so, for what reason?
- Are the parents aware of the absence?
- How much control /influence do the parents have over the child?
- How co-operative are the parents?
- What are the family circumstances?
- What is the child's opinion and to what degree should this be considered (e.g. the child's age)?
- What work has already been done with the family? How effective was this work?
- Is there sufficient evidence to support prosecution?
- Would prosecution solve the attendance problem?
- Would prosecution be in the public interest?

All Education Welfare Officers shall prepare a minimum of one prosecution per annum. This does not necessarily mean that every prosecution will go to court. It is the responsibility of the Welfare Officer to prepare a case.

The Education Welfare Service shall publish a report each term for the attention of schools and the schools service management team summarising instances where parents have been prosecuted. The report shall summarise each intervention where the school and the welfare service have acted before proceeding to prosecution. By means of this report, schools can share good practice as regards proactive procedures and can be updated as to the effectiveness of the Education Welfare Service's prosecution work.

Parenting Contracts

The Education Welfare Service recognises its role in working with schools to draw up parenting contracts for a pupil who is constantly absent or being excluded from school. The Welfare Service shall contribute by submitting a written report on the pupil's attendance and what has already been done to improve attendance. This report shall inform the formation of part of the contract. It shall be the school's responsibility to draw up these parenting contracts.

Parenting Orders

The aim of Parenting Orders is to help parents to tackle their child's problematic behaviour. Their intention is to assist rather than penalise.

The court may issue a Parenting Order under several sets of circumstances, including following a conviction for an offence under Section 443 or 444 of the 1996 Education Act. The court must be satisfied that the Order would be desirable in order to prevent any further offending under those Sections. The Parenting Order is a supplementary order and cannot be a discrete sentence – therefore, if it is issued, it will be in addition to any other penalty imposed.

Before issuing a Parenting Order in relation to a child or young person under 16 years of age, the court must obtain and consider information regarding the family's circumstances and the likely effect of an Order on those circumstances. This information is usually in the form of a written or oral report presented by the Education Welfare Service as appropriate. The Education Welfare Service should include this report in the information for the court.

The Education Welfare Service shall present an oral or written report for the preparation of a Parenting Order.

19. Safeguarding Children and Child Protection

Every member of an Education Welfare Service has a responsibility to: -

- Help identify welfare concerns and indicators of possible abuse or neglect in relation to every pupil at an early stage, referring those concerns to the appropriate agency (the categories of abuse being physical, emotional and sexual abuse, and neglect)
- Work with the local authority to ensure that all staff at the school are familiar with safeguarding procedures and understand their responsibilities
- Work with the local authority to provide advice and training as required
- Help child protection agencies to investigate abuse and to protect children who are “at risk” as required
- Represent education in Child Protection reviews, core groups and case conferences
- Where appropriate, act as advocate for the child
- Be aware of issues such as forced marriage, child trafficking, safeguarding children whose illnesses are faked, and safeguarding children from abuse in relation to beliefs that they have been possessed by evil spirits.

All-Wales Child Protection Procedures 2008

All Education Welfare Service staff shall comply fully with the latest version of the procedures since they form an essential part of the wider agenda in relation to safeguarding children and young people and promoting their welfare. The procedures have been considerably rewritten and revised to take account of more recent changes in policy and legislation.

The guidelines for the Education Welfare Service state that:

- If there are concerns or if an allegation is made of abuse in a school situation, the headteacher or senior member of staff with responsibility for dealing with child protection issues should be informed immediately, and the school procedures followed.
- If there are concerns or if an allegation is made of abuse “outside the school situation”, the same procedures should be followed immediately.

20. Employment / Performances

Further details of Child Employment regulations are to be seen in **Appendix 2**

The main provisions governing the employment of children are contained in Section 18 of the 1933 Children and Young People Act. Local authority bye-laws made under the 1933 Act set further conditions regarding the hours and conditions of work and the nature of the employment allowed.

Although these bye-laws vary from one authority to the next, they must all comply with the underlying legislation and the general principle that the welfare of the child is the most important consideration. The National Network for Children in Employment and Entertainment (NNCEE) provides more information on their website <http://www.nncee.org.uk>

21. Child Performance Licences

Mae 1933 Children and Young People Act and the Children (Performances) Regulations 1968 as amended identify the rules on children participating in performances, including broadcasting, photography or modelling performances. The Regulations require that children younger than school leaving age are licensed before taking part in a performance. The aim of these provisions is to safeguard the health, welfare and education of children taking part in performances. The legislation requires that children, from new-born babies until they are older

than compulsory school age, are licensed to perform from the local authority where they live. Every local authority has a statutory responsibility to issue a Child Performance Licence for children living in their area. Each local authority has a responsibility to inspect any property in its area where children might perform.

When considering an application for a licence, the local authority should be satisfied:

- That the child's formal education will not be affected
- That the child's health will not suffer
- That the location where the performance or rehearsal is held is suitable
- That all the licence conditions are satisfied.

The child will be under the supervision of a chaperone. The law states that the chaperone acts for the parent *in loco parentis* and should provide the care which it is expected that a good parent would provide for that child.

The Education Welfare Service will act to ensure the child's welfare in all cases. An application form for a licence should be completed and signed by the parent, the employer and the school and be submitted to the child's Welfare Officer before work commences. The Welfare Service shall process each application within 10 school days.

DRAFT

Counselling Service

1. Aim

The Counselling Service is an independent service working with schools in Gwynedd and Anglesey to support young people who have social or emotional anxieties to reach their full potential. Our aim is to support the complex emotional needs of these young people and thus improve their educational achievement.

2. Objectives

To achieve this aim, we as a service set the following objectives by ensuring that we:

- Offer a regular place and time to talk and discuss their anxieties or difficulties
- Help young people to discuss their feelings and look at the way they might want things to be different, by talking and using a variety of counselling models.
- Engage in developmental issues, solve problems, improve relationships, make choices, coping with change, foster insight and understanding, grow as an
- Support and maintain our children and young people by securing trained and qualified counsellors who work within the code of ethics and recognised code of practice of the British Association for Counselling and Psychotherapy

Counsellors do not give advice. They seek to look at the problems the young people mention to them from the young person's perspective. By providing time, confidentiality and a safe place where they can help young people to talk about their anxieties and problems affecting them, and finding ways of coping.

3. Education Indicators

The Counselling Service measures the success of the provision by means of a number of indicators. We set out below our chief indicators:

- Reduction in the number of short-term and permanent exclusions
- Increase in attendance percentage
- Increase in the main indicators at the end of key stages
- Measured improvement (CORE) in mental health, motivation and educational success.
- Reduction in the number of young people who have social, emotional and behavioural concerns which may lead to educational underachievement.
- School evaluations on the individuals and the Service.
- Client feedback forms /Schools' feedback forms.

4. What is counselling?

"The work of Formal Counselling is carried out by professional counsellors by virtue of their specialist function and in accordance with a recognised ethical code requiring confidentiality, accountability, supervision and continuing professional development."

(Counselling Services in Schools in Wales – National Strategy)

"Childhood and adolescence can be very trying periods, and, as with adults, young people sometimes need to speak to someone intelligent and independent who will not judge them."

"Counselling is a way of helping people to speak by listening. Clients are encouraged to express their feelings and thoughts concerning their problem so that they understand each other and their behaviour better and as a result improve their coping mechanisms."

“Counselling involves an agreement intentionally made with agreed boundaries and a commitment to privacy and confidentiality. A clear and informed concept is necessary.”

(Code of Ethics and Code of Practice of the British Association for Counselling and Psychotherapy)

5. Counselling Service

The Counselling Service in Schools is a professional, confidential service available to young people in secondary schools and for Year 6 pupils in primary schools. The service offers a regular place for young people to talk and think about what is important to them. The service operates in accordance with the Ethical Framework of the British Association for Counselling and Psychotherapy and the Strategy which the Welsh Government is developing for counselling services established in schools in Wales. The counselling service provides support for children and young people who have social and emotional anxieties such as grief, suicide, injury, violence and trauma, and supports them to reach their potential. The service has professional and qualified counsellors, supervisors, inspectors and trainers who have years of experience in working with children and young people.

The counselling service is planned for the individual needs of children and young people. It provides:

- one-to-one counselling for young people
- training for staff when requested
- consultancy
- liaison with other appropriate agencies
- group work following liaison with other agencies

It is a service which should be promoted as a means of support, with no stigma attached.

6. How does counselling accord with pastoral support at school level?

A variety of professionals work in schools where their functions includes the pastoral care of pupils, and schools have a responsibility for pupils' education and development; this includes matters relating to welfare.

The Counselling Service in Schools is a specialist independent service which is professionally managed. It is considered an additional source of specialist help which is available generally in schools and within school time. Although it is a separate service, it co-operates with the school and the education department.

Every school has a link teacher who acts as liaison to ensure that the Counselling Service in Schools operates effectively in school and in accordance with the needs of the children/young people.

7. Referral procedures

Access to one-to-one counselling sessions in school is by young people **self-referring**. School staff can also refer, as can professional working with young people, and parents/guardians with the young person's permission.

School counsellors may be contacted by the following methods:

- Visiting the counsellor (on the dates when he/she is in school) at the contact point in school to arrange an appointment
- Phoning the Counselling Service on 01286 679199 to arrange an appointment
- e-mailing the Counselling Service in Schools

All this information should be included in the contact booklet provided for every pupil each year. Dates, times and locations of the counselling available should also be included in the contact booklet.

Staff or parents/guardians may support young people to access the service. However, the counsellor must have the young person's explicit consent before commencing counselling sessions.

8. Appointments System

After an appointment has been arranged, the counsellor will contact the designated staff member at the school to inform him/her that the young person will receive counselling and to explain in what room the meeting will take place in school. When available, the school's internal e-mail system may be used. At times, the young person might not want counselling in school. If so, the counsellor might be able to arrange an alternative location and time. Counselling will not take place in the home.

It is important for the appointments system to be operated in a sensible manner, and that staff are informed on a need to know basis. The designated staff member will need to know that a young person is receiving counselling. See appendix 1.

9. Confidentiality

Confidentiality is a basic ethical principle of the counselling process. It allows a relationship of trust to develop. It enables the young person to share feelings and concerns without fear of fault or reprisal. A young person's right to privacy and confidentiality has been legally established in Article 8 of the 1998 Human Rights Act.

The counsellor will not share any details of the sessions, but may, with the child's permission, communicate from time to time with the school's pastoral staff concerning general development. The young person is free to speak to anyone about the counselling sessions if he/she wishes to do so, but school staff should not question directly. Sometimes, the young person will need to be contacted or referred to another agency to obtain further assistance. This should be done with the young person's explicit consent, subject to issues relating to children's safety and mental health.

Problems relating to maintaining confidentiality are unlikely to arise if there is mutual trust, goodwill and respect between the counsellor, the school, staff and parents.

10. What are the limitations on confidentiality?

(Please refer to the Counselling in Schools Toolkit)

"Any attempt to dispose of the principle of confidentiality when counselling undermines the general ethos of the school as a caring educational community."

(Roger Casemore, *Confidentiality & School Counselling*, British Association for Counselling and Psychotherapy 1995)

However, the chief duty of safeguarding a child's welfare goes beyond individual wishes regarding confidentiality. (This depends on the matters disclosed.) (*A child is defined as anyone under 18 years of age*, 1989 Children Act.) School counsellors operate in accordance with the safeguarding children policies of individual schools and the All-Wales Child Protection Procedures.

From the outset, the counsellor will explain to the young person that he/she might have to break confidentiality (that is, tell someone and seek help). This will occur when the young person or any other individual is at risk of suffering significant harm. The counsellor will discuss this again with the young person if needs be. If the child is *'Gillick and Frazer competent' (see appendix 4), the counsellor will seek his/her permission to disclose the concerns. If possible, the counsellor will inform the young person and include him/her in this process. School counsellors are familiar with child protection procedures in schools and will work within them, and they know how to contact the designated individual responsible for safeguarding children in school. In exceptional cases, even without the child's consent, it might be necessary to disclose information which the child has disclosed.

In the case of a young person threatening suicide or serious self-harm, the need for intervention is generally accepted even when this means breaching confidentiality. Less serious concerns will remain confidential unless the young person wishes to share them in order to obtain further assistance.

A counsellor is **not** required to share information about a young person breaking a school rule or offending, unless it is considered that the counsellor, in not sharing information, assists and encourages an offence (for instance, a young person selling drugs in school).

** Young people who are considered 'Gillick and Frazer competent' are intelligent enough to be able to make a decision regarding the matter on which they must decide without the consent of their parents or contrary to their parents' will.*

11. Child Safeguarding / Protection

The counsellor is committed to the All-Wales Child Protection Procedures and guidelines within the Local Safeguarding Children Board.

This includes the need for the counsellor to identify and inform, through the Designated Child Protection Person, about possible cases of harm to children and young people which might arise from any disclosures made by the young person, or if the counsellor has information, concerns or suspicions that the child is suffering harm or is at risk of suffering harm. This will include disclosures about physical, emotional and /or sexual abuse, and/or alleged neglect by him/herself or anyone else, and shall override any confidentiality agreement made between the counsellor and client.

Counsellors should strive to be aware of current legislation and case law. All counsellors should keep the school's Pastoral Documents which include the child protection policy, anti-bullying policy and discipline policy. All counsellors are required to participate in any compulsory national, regional or local child protection training.

The school will agree on specific arrangements to inform of any child protection concerns and will identify those arrangements in the school's procedures.

Any child protection concerns **MUST** be communicated to the Designated Child Protection Person who will act in accordance with Welsh Government directions and the All-Wales Child Protection Procedures.

Services should have due regard to current legislation and guidelines, and offer confidentiality within the usual ethical and safeguarding limits.

The school and the Counsellor must co-operate within the requirements of the Welsh Government directive, Safeguarding Children: Working Together under the 2004 Children Act (issued in 2007); Safeguarding Children in Education: Role of local authorities and governing bodies under the 2002 Education Act (issued in 2008) and the All-Wales Child Protection Procedures (issued in 2008).

Estyn, and in some circumstances, the Care and Social Services Inspectorate Wales, shall carry out an inspection of all educational establishments, every independent school and every local authority. The organisation's performance in relation to its responsibility to safeguard and promote the welfare of children in accordance with the relevant legislation and guidelines shall form part of the relevant inspectorate's judgement of the organisation's overall performance. Performance in this area will not be measured solely by the existence of procedures, but by their effectiveness in safeguarding children from harm."

(Counselling in Schools Toolkit – British Association for Counselling and Psychotherapy / Welsh Government)

12. Parental permission

The Counsellor shall seek parental permission if the client is not competent to receive counselling ('*Gillick and Frazer competent*')

13. When does a young person have a right to access counselling without parental permission?

Sometimes a parent refuses permission or the young person is in great distress and unwilling for the school to approach the parents. In such cases, counselling can proceed if the counsellor is of the opinion that the young person is Gillick competent to give his/her own permission. See appendix 2.

If the young person is unwilling to involve his/her parents and is assessed competent, the young person can give his/her own written permission to receive counselling.

"As a general principle, it is legal and acceptable for a young person to request confidential counselling without parental permission as long as he/she has sufficient understanding and is intelligent enough." (Gillick v. West Norfolk AHA, House of Lords 1985)

If they are not Gillick competent, parental permission will be necessary, other than in exceptional cases, when alternative processes may be used.

The competence assessment based on the Gillick principle depends on the following:

- The young person's maturity
- That the young person has sufficient understanding and intelligence to enable him/her to understand what is being offered, i.e., counselling
- That the young person has sufficient intelligence and understanding of the consequences of his/her actions.

An individual:-

- a) who does not have parental responsibility for a specific child but
- b) has care of the child

(subject to the provisions of the Act) can do whatever is reasonable under any one of the circumstances of the case for the purpose of safeguarding or promoting the child's welfare. (Children Act 1989 Section 3. (5))

14. Counselling sessions

The first session is an opportunity for young persons to find out more about counselling. They shall be told that it is voluntary and confidential (with some exceptions which will be explained later), that they can begin to trust the counsellors and talk about their situation. The counsellor will also engage the young person's interest and make an initial assessment, which will steer future work.

One-to-one counselling sessions usually last about 45 - 50 minutes. Time might need to be allocated at the end of the sessions for young people to think about what was discussed at the session. At times, a young person might need access to a quiet place after a session.

If a young person has missed two sessions or more once counselling has commenced, the specified staff member will be informed and will contact the young person.

A decision to end counselling sessions is something agreed upon between the counsellor and the young person. If this happens, the designated staff member will be informed, together with the relevant Head of Year.

At times, young people might have to be referred to another agency for further assistance. This will be done with the young person's permission, subject to child protection or mental health concerns. The school counsellor shall establish links with other appropriate local agencies, and in some cases, with parents or carers.

15. Room

An appropriate room should be provided for counselling sessions. Ideally, the room should not be overlooked, and it should be decorated in a way which differentiates it from a classroom or office.

16. Promoting the Counselling Service in Schools

The service shall produce information leaflets for parents to inform them appropriately and so that they are aware of how young people may use the service. Leaflets will be available from the school counsellors.

Information about the counselling service must be available in the school's prospectus, on the school website, in literature about pastoral care and in information leaflets.

17. Ethical Framework

All school counsellors are registered with the British Association for Counselling and Psychotherapy and operate in accordance with the British Association for Counselling and Psychotherapy's 'Ethical Framework for Good Practice'. Supervision and record keeping (within the data protection data), evaluation forms and complaints procedures are all contained in this code for professional counsellors.

18. Record keeping

The counsellor shall provide the following records for designated members of staff:

- Pupils receiving counselling
- Parental permission requested or received [Year 6 – Gillick]
- Number of sessions attended up to the end of the counselling
- Any further action

All counsellors in this service shall use the same leaflets and forms to record data and any other information. The school counsellor shall keep 'process notes' during this work with young people. After completing the counselling or after using them during consultative professional supervision, the counsellor shall ensure that the process notes are safely retained and will be destroyed after a reasonable period.

The school counsellor shall comply with the 1998 Data Protection Act which encompasses handwritten notes kept in a systematic manner and which name individuals, in addition to those kept on computer. Young people can ask to see these notes after giving reasonable notice.

In some cases, children of under 16 years of age, who have the ability and understanding to make a decision as to their treatment, have the right to discuss which personal information is shared and for all to respect their confidentiality generally, for instance, if they receive counselling or treatment for something they do not wish their parents to know about. Case law has established that the decision of such a child, known as being "Gillick competent", where the child is under 16 years of age but understands enough about the treatment in question to give or withhold consent, should be respected. However, good practice states that the child should be encouraged to include parents or other legal guardians in any necessary information.

(Directions on Access to Health Requests under the 1998 Data Protection Act)

19. Complaints Procedures

All counsellors of the Counselling Service in Schools are registered members of the British Association for Counselling and Psychotherapy and adhere to the Association's Professional Conduct Procedure. The aim of the Professional Conduct Procedure is to provide complainants with a clear and honest route when complaints are made against members of the British Association for Counselling and Psychotherapy. When processing these

complaints, the British Association for Counselling and Psychotherapy aims to safeguard members of the public, the reputation of the British Association for Counselling and Psychotherapy and the counselling and psychotherapy professions.

20. Additional Information

This document should be read in conjunction with the following:

- **Counselling Service in Schools in Wales – National Strategy**, October 2006 by the Welsh Assembly Government
- **Guidelines for counselling in schools** – British Association for Counselling and Psychotherapy in conjunction with the Gulbenkian Institution
- **Good Practice Guidance for Counselling in Schools** published by the British Association for Counselling and Psychotherapy – edited by Janette Newton 4th edition, 2001

This document will be reviewed every two years

21. References

- Casemore, R. (1995), **Confidentiality & School Counselling**, British Association for Counselling and Psychotherapy
- **Children Act** (1989), Section 3.(5)
- The Department for Education, Lifelong Learning and Skills, (2007), **Counselling Service in Schools in Wales – National Strategy**, Welsh Assembly Government
- House of Lords, **Gillick v. West Norfolk AHA**, (1985), 3 All ER 402 (HL)
- Newton, J. **Good Practice Guidance for Counselling in Schools**, British Association for Counselling and Psychotherapy
- Bond, T. (2007), **Ethical Framework for Good Practice in Counselling and Psychotherapy**, British Association for Counselling and Psychotherapy
- Data Protection Act 1998, **Guidance for Access to Health Requests**, Department of Health

Websites

www.bacp.co.uk

22. Staffing Structure

To ensure that the Counselling Service achieves its main objectives, the staffing structure of the service is as follows:

Senior Counsellor

One Senior Counsellor operates in Gwynedd and Anglesey. Although the Senior Counsellor has a commitment in terms of counselling hours per week, he/she shall be responsible for a fewer number of clients than is usual. The Senior Counsellor has responsibility for providing regular supervision and professional advice to the remaining counsellors.

He/she produces regular reports summarising service performance across both y authorities and shall draw up, implement, monitor and review service improvement plans.

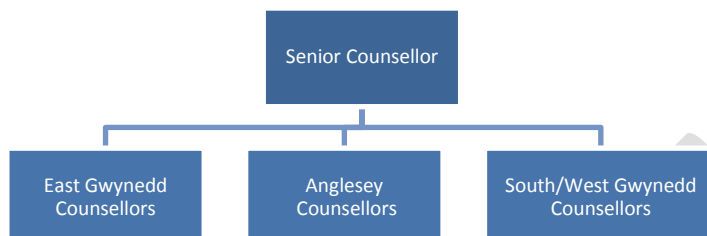
The Senior Counsellor has no responsibility for budget management or human resources issues within the service.

School Counsellors

There is a designated counsellor for every school in Gwynedd and Anglesey. Every Counsellor responds to referrals in the manner defined in Appendix 3.

Although Counsellors are associated with individual schools, they are also part of an area team within one of the following regions: Anglesey, East Gwynedd, South/West Gwynedd.

23. Staffing Structure Flowchart



24. Funding Additional Provision

Schools may apply for funding for further support by the counselling service. Individual schools should make the application prior to the start of the financial year for implementation from the start of the academic year. Additional support cannot be funded during an academic year. Any additional investment will be used to target pupils within schools.

Home Education for Children who are Ill

1. Aim

The home education service for children who are ill works with families and mainstream schools in Gwynedd and Anglesey to support young people who have complex medical conditions to reach their full potential. Our aim is to offer prompt and effective support to pupils in Gwynedd and Anglesey so as to overcome any problem which might arise as a result of long-term illness.

2. Objectives

To achieve the above aims, we as a service set the following objectives by ensuring that we:

- Respond promptly and consistently to schools' requests for home education for children with medical needs.
- Plan educational provision at an appropriate level for each pupil.
- Co-operate with schools to deliver the most suitable provision.
- Support the pupils emotionally.
- Make referrals to appropriate services as required.
- Ensure a career path for pupils at the end of the educational career.

3. Indicators

The Education Service for Children who are Ill measures the success of the provision by means of a number of indicators. We set out below our chief indicators:

- Increase in percentage of attendance at primary and secondary schools.
- Increase in the chief indicators at the end of key stages.
- Reduction in the number of young people who are ill who underachieve educationally.
- Reduction in the number of pupils out of education, training and employment after 16.
- Client feedback forms.

4. Criteria

Home education is provided for pupils of compulsory school age who cannot, for various reasons, attend an appropriate school. In individual cases, specific factors are often complex.

Temporary/fixed term home education will be considered under the following circumstances;

- Pupils with medical conditions which prevent them from attending school. (Medical cases; including pupils with psychological or psychiatric conditions and who can access CAMHS service)
- Medical physical – Children who have received a medical report from specialists or paediatrician stating that it is dangerous for them to attend school.
- Medical emotional - (phobia and who can access CAMHS service).

With each of the above conditions, there should be a letter from a Paediatrician or Medical Specialist stating clearly that the pupil should receive home education. Any application submitted without a letter will be refused.

5. Registered Pupils

The Authority is responsible for making provision for pupils after they have been accepted into the service because of one of the reasons listed above. However, while the provision continues, the pupil's name will remain on the school register, and the school will continue to receive the pupil's financial value.

In most cases, situations like these arise from temporary conditions, and the pupil frequently returns to school after a period of absence. Therefore, and in order to ensure that the pupil is not educationally disadvantaged as a result of the absence, schools must co-operate with the Education Department by providing and marking work. This is essential for pupils facing tests /external examinations.

6. Pupils Not Registered

Very infrequently, a situation might arise where home education might be an option for a pupil not on the school register. The Authority shall take responsibility for educating and providing work for this category. Each pupil shall be registered on the education other than at school (EOTAS) register. The Authority is responsible for any examination costs.

7. Nature of Home Education for Children who are Ill

Education outside school can provide pupils with the breadth of educational experiences and social environment of a school, therefore wherever possible, pupils will be taught in small groups. This has several advantages:

- increase in the number of hours available to learn;
- allows for some specialism,
- encourages some pupils to return to school.

Individual training at home will be offered following any failure to join small learning groups.

A minimum of **5 hours per week** of individual training at home shall be offered. This can be held at the pupil's home or at a specific centre. The Specialist Teacher of Children who are Ill is responsible for monitoring the progress of each pupil and for reviewing the arrangements. Reviews are held every half term and evidence will be requested from the relevant agencies.

The provision will come to an end at the end of Year 11, in line with the education year timetable.

8. Referral Process

All applications for home education shall be referred to the attention of the '**ALN&I Area Forum**' through the 'Home Education Referral Form'.

The Forum will arrive at a decision, based on evidence from agencies and individuals involved in the case, whether the authority has a duty to provide and prepare home education provision.

In most cases, the provision is for a short temporary period until pupils return to education with their peers.

Any application for home education should be accompanied by clear and detailed evidence of need, including reports from medical specialists or a paediatrician stating that attendance would endanger the child's health and safety. The school will be expected to submit an appropriate risk assessment to support the application for consideration by the access panel.

Pupils are expected to be able to access the provision. If a pupil is unwilling to receive home education, or refuses to co-operate, the provision will be withdrawn and the parents or carers informed in writing, giving them opportunities to discuss ways ahead.

9. Monitoring Arrangements

Following the arrangement of any type of home education, the Education Department shall take responsibility for monitoring and reviewing the arrangements. The aim is to carry out a review every half term, with evidence requested from relevant agencies. Ending the provision and reintegration into the mainstream will be discussed at each monitoring meeting.

10. Reintegration

The Education Department has an agreed procedure for supporting the reintegration of pupils into school. This may take the form of supporting the child back into school when he/she is on the register or supporting a pupil to settle in to a new school. The integration/support programme shall involve the following:

- Holding an initial meeting with relevant school staff to discuss details of the support. The meeting may also involve representatives of other agencies such as social workers, the home tutor, educational psychologists, etc.
- The integration programme will usually be delivered step by step, and structured so as to provide support while the pupil is at school. This includes:
 - Agreement regarding lessons where support is given.
 - Agreement regarding the form and nature of the support.
 - Agreement regarding dealing with situations which might be difficult for the pupil.
 - Review and monitoring arrangements for the programme.

11. Staffing Structure

To ensure that the Education Service for Children who are Ill achieves the main objectives, the service staffing structure is as follows:

Specialist Teacher of Children who are Ill

One Specialist Teacher of Children who are Ill operates in Gwynedd and Anglesey.

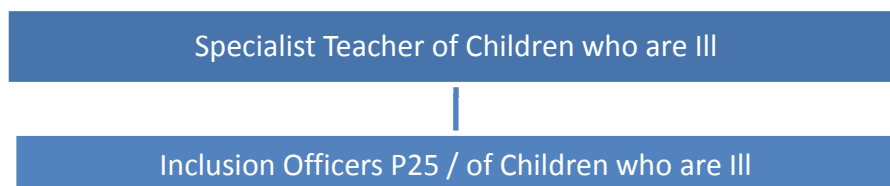
The Teacher has responsibility for ensuring that each pupil receives a package of home education which is suitable in terms of educational challenge.

The Head of Behavioural Support has responsibility for monitoring and ensuring the quality of teaching. Co-operation with mainstream schools is essential to ensure continuity.

Where appropriate, the service shall ask Secondary Inclusion Officers / Inclusion Officers of Children who are Ill to deliver the home education packages initially. Following the implementation of each safeguarding check, the Inclusion Officer of Children who are Ill shall ensure that suitable support is offered to the young people.

The Specialist Teacher of Children who are Ill shall draw up progress reports every half term for each pupil receiving home education.

The Specialist Teacher of Children who are Ill participates, as needed, in processes to review, monitor and develop the Home Education Service. This includes the need to self-evaluate and draw up detailed development plans for the service.



Service for Pupils with English as an Additional Language

1. Aim

The Service for Pupils with English as an Additional Language (EAL) works with schools in Gwynedd and Anglesey to support young people who have English as an additional language to reach their full potential. Our aim is to offer prompt and effective support to schools in Gwynedd and Anglesey to overcome any problem which might arise as a result of language deficiencies and thus understanding.

2. Objectives

To achieve this aim, the service has set the following objectives:

- Responding promptly and consistently to schools' requests for support.
- Working as a team to provide the most suitable support for pupils.
- Carrying out initial assessments on 'newcomers' in primary and Secondary Schools
- Establish positive relationships with families
- Delivering a range of sustainable strategies to support pupils.
- Supporting teachers to differentiate for EAL pupils including joint learning and modelling good practice.
- Raising awareness of equality issues, culture, language and diversity in schools.
- Making referrals to appropriate services as required.

3. Centre Provision

The team holds short, targeted intensive English courses for groups of children, chiefly from KS2. Pupils from different schools attend the Language Centre for limited periods. As a rule pupils to whom English and Welsh are new are targeted, but pupils moving from KS2 to KS3 also benefit from the provision. The Language Centre has room for up to 8 pupils.

4. Indicators

The English as an Additional Language Service measures the success of the provision by means of a number of indicators. We set out below our chief indicators:

- Increase in the chief indicators at the end of key stages.
- Increase according to grade 5 of the agreed step on the acquisition of English as an Additional Language.
- Reduction in the number of young people with English as an additional language underachieving educationally
- Schools' evaluations on individuals and the Service.
- Client feedback forms.

5. Provision

The service supports schools and individual pupils in a variety of different ways. The main interventions provided are listed below.

Joint teaching and sample lessons

Teachers within the service work jointly with classroom teachers in Primary and Secondary schools.

A series of lessons will be delivered and through joint observation, it will be possible to see how to differentiate the curriculum for the different levels on EAL learners in class. In the secondary sector, the service supports

pupils in lessons and produces bilingual resources for teachers and which will help pupils to gain full access to the curriculum.

Peer Support

The service co-operates with mainstream schools, chiefly secondary, to hold lunchtime clubs. Pupils from Years 12 and 13 volunteer to help pupils with coursework, homework or any other problems they might encounter, during the lunch break. All these pupils are fluent in English but can communicate with the younger pupils in a range of languages.

GCSE First Language

The service works with secondary schools to ensure access to GCSE accreditations for pupils in the first languages of some of the pupils.

International English Language Test System

The service tutors pupils who need the IELTS qualification to enable them to access the further education courses of their choice.

Careers Guidelines

By co-operating with the Careers Advisory Teacher in schools, the school offers assistance to EAL pupils to decide on courses and occupations suitable for their needs.

Talking Partners

The service staff have been trained to be a partner in the 'Talking Partners' project, a 10-week measurable intervention strategy originally established in Bradford to assist in the development of EAL pupils' speaking and listening skills. Pupils are withdrawn in groups of 3, three times a week. Language work is carefully structured, based on modelling by teachers and closely associated with the classroom curriculum.

The service runs the project in a number of different schools. When comparing the results of assessment at the beginning of the intervention and at the end, significant improvement can be seen in the oral skills among all participating pupils.

Language of the Month

Raising the awareness and status of languages other than English or Welsh represented in schools by introducing the language of the month. This encourages the team to introduce a different language to pupils every month, and consequently, the range of languages supported by the service has extended. Use is made of resources provided by Newbury Park School, Redbridge, which can be downloaded and used online to support this work. <http://www.newburyparkschool.net/langofmonth/>

International Week

The team assists schools to establish and provide resources for staging an International Week. Our links in the local community and beyond will be used to enrich pupils' experience within participating schools.

Training

The team is available to train whole staff teams in schools, raising awareness of issues facing AE/W learners and emphasising the strategies which can be used to make the curriculum more accessible to learners, e.g. adding

visual aids to lesson presentations and work sheets. Following the training, the service prepares small reminder cards for staff to include in their planning books and distribute them to teachers in schools.

Training for Students

The team regularly lectures to students at Bangor University in order to link theory to practice and challenge existing presumptions as to language, equality and Welsh or English learners in schools.

Members of the Gwynedd and Anglesey EAL Service also deliver sample lessons and speak extensively with trainee teachers who are on teaching practice in schools on how to provide appropriate support for pupils learning EAL in class.

6. Volunteers

Use is made of volunteers to support some children. Where appropriate, individuals in the community who speak the same language as some of the pupils and who would like to help or who are looking for work, contact the service. The service can commission volunteers' time

7. Staffing Structure

Senior Specialist Teacher of English as an Additional Language

One Senior Specialist Teacher of English as an Additional Language operates in Gwynedd and Anglesey. Although there is a commitment in terms of weekly teaching hours, they shall be responsible for fewer than usual pupils. The teacher is responsible for ensuring that every pupil receives the support that is appropriate in terms of their linguistic and educational needs. In addition there is a responsibility to monitor and ensure the quality of the teaching. Co-operating with the mainstream schools is a key part of this work.

The Senior Specialist Teacher of English as an Additional Language shall draw up progress reports every half term for the service.

The Senior Specialist Teacher of English as an Additional Language participates, as needed, in processes to review, monitor and develop the service. This includes the need to self-evaluate and draw up detailed development plans for the service.

Specialist Teachers of English as an Additional Language

Specialist Teachers of English as an Additional Language work with schools, individual pupils and groups of pupils to secure the best support for children and the best guidance for teachers in the classroom.

In addition to supporting within schools, teachers can spend periods in the specialist units delivering agreed programmes to small groups of pupils.

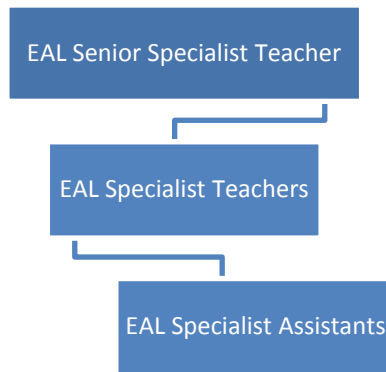
Teachers extend across the key stages, ensuring the most consistent support for pupils, with specific attention given to the primary/secondary transitional period.

Specialist English as an Additional Language Assistants

The Specialist Assistant works jointly with the Specialist Teachers of English as an Additional Language to implement programmes and support pupils as required.

In the absence of one of the Specialist Teachers, the Specialist Assistant can ensure continuity of service within the centres.

8. Staffing Structure Flowchart



DRAFT

Maintaining and Ensuring Quality of Education for Children in Care

1. Aim

Education departments in Gwynedd and Anglesey co-operate with Gwynedd and Anglesey schools and Children's Services to support young people placed in care to reach their full educational potential in a supportive and considerate environment. The support is not limited to Gwynedd and Anglesey pupils; any child in care within our system shall receive the same level of support. Our aim is to offer prompt and effective support to overcome any educational barriers which might arise from entering care within Gwynedd, Anglesey or beyond.

2. Objectives

To achieve this aim, we as a service set the following objectives:

- Work in partnership with the children services to plan and provide the most appropriate support.
- Ensure that the ethos of schools in Gwynedd and Anglesey ensures schools' ownership of these vulnerable young people.
- Ensure that all schools in Gwynedd and Anglesey have a designated person and a designated governor for children in care.
- Ensure that schools plan carefully for the needs of children in care.
- Ensure appropriate training which will lead to suitable support and suitable and effective Individual Development Plans.
- Ensure specialist guidance to enable schools to tailor specialist interventions within the school's resources.
- Ensure that the voice and opinion of children in care concerning the educational support are heard.

3. Indicators

The Social Service for Children in Care measures the success of the provision by means of a number of indicators. We set out below our chief indicators:

- Percentage of children receiving care as at 31 March who have experienced a change of school once or more during a period or periods of receiving care, when the move was not as a result of transitional arrangements, in the 12 months to 31 March.
- Attendance percentage of pupils receiving care, in primary schools while they are in care.
- Attendance percentage of pupils receiving care while in secondary schools.
- Percentage of children receiving care during the year who have a Personal Education Plan within 20 school days of receiving care or joining a new school during the year ending 31 March.
- Percentage of children receiving care, qualifying for assessment at the end of Key Stage 2 who have attained the Core Subject Indicator as decided by Teacher Assessment
- Percentage of children receiving care, qualifying for assessment at the end of Key Stage 3 who have attained the Core Subject Indicator as decided by Teacher Assessment
- Average points score in relation to the external qualifications of children of 16 years old receiving care in any learning situation maintained by the local authority.
- Percentage of children receiving care permanently excluded from school during the previous academic year.
- Average number of days spent out of school on fixed term exclusion for children receiving care who were excluded during the previous academic year.
- Percentage of children in care who have moved school more than once during their period in care, which was not as a result of changing sector, in the year ending 31 March.

- Percentage of children in care attaining the Core Subject Indicator at the end of Key Stage 2 and 4.
- Percentage of children in care who are in education, training or employment 12 months and 24 months after leaving care.

4. Staffing Structure

Education Liaison Officer for Children in Care

The main functions of the Education Liaison Officer for Children in Care (CiC) are set out below.

Ensure that Children in Care have full access to education opportunities which allow them to make the best of their talents, interest, ability and to achieve their potential.

Responsibility for co-ordinating education and welfare programmes (EWP) for children in care in co-operation with education providers including:

- pre-school institutions
- primary, secondary and special schools
- out-county schools and independent providers
- further education colleges and universities

Responsibility for leading national and local developments in the area of children in care

Responsibility for ensuring appropriate action to safeguard the welfare of children in care

Responsibility for co-ordinated and effective collaboration with relevant agencies, e.g.:

- social workers, foster families, designated teachers, ALN&I Co-ordinators, health workers, colleagues within the two authorities, specific pupils, Welsh Government officials and third sector agencies.

Responsibility for ensuring equal educational opportunities for children in care by complying with national and local protocols.

Attend planning meetings and reviews as necessary.

Attend and contribute to the decisions of Moderation Panels /Forums as necessary to update information for children in care.

Contribute to statutory reviews, Personal Support Plans, as necessary.

Represent the Education Department on Fostering Panels, Adoption Panel, Child Care Panels and the Placement Commissioning Panel to ensure the updating of educational information about individuals with specific needs.

Co-operate with educational providers to ensure full-time learning programmes.

Offer assistance and advice to education providers regarding the content and revision of EWP, reviewing their effectiveness on behalf of the Authority.

Act as the Education Department key person in collaboration with other personnel engaged with education provision, specifically by monitoring the quality of arrangements and provisions.

Contribute to co-ordinating and strategic planning for children in care ensuring policies and action plans to support the individuals in education.

Ensure the quality and dependability of data on the achievements of children in care. Track the progress and monitor the quality of provision, identify gaps in the system and act upon them, and provide reports based on information as required.

Ensure training for designated lead staff and designated governors on managing challenging behaviour and identifying the needs of children suffering trauma and attachment problems.

Ensure assistance services of the same high standard for children who have been adopted or who are the subject of a Special Guardianship Order.

Ensure training and support for foster carers, residential child care workers, carers who are relatives, and parents in order to promote education.

Be a member of the national strategic group to support consistent practice in supporting CiC, identify their interdependencies, promote assistance for practitioners and share good practice, and identify and overcome barriers to success.

Be a member of a practice community to help foster more effective links and working relationship with members of designated lead staff in schools and further education institutions, CiC Education Co-ordinators, carers and social workers.

Co-operate and promote the CiC and Vulnerable Groups Regional Strategy (GwE) and attend termly regional meetings.

Build an effective network of all key staff by means of a series of county meetings to ensure that consistent services are provided to CiC.

Provide specific reports as required.

5. Personal Education Plan (PEP) for Children in Care

All personal education plans completed by schools in Gwynedd and Anglesey follow the Person-Centred Review procedure. This accords with the change in the area of additional learning needs, and provides a clear focus on outcomes. Individuals' accountability within schools and beyond is clearly highlighted, as regards supporting the individual's education.

Our procedures in respect of responding to the need to draw up an EWP within 20 days are given below:

- The Education Department receives information from Social Services when a child moves school or enters care. The cover sheet of the EWP form is completed with basic information from the placement notice.
- An e-mail will be sent to the relevant schools requesting them to complete a Personal Education Plan. The e-mail should state that the plan should be completed within 20 school days of the child's coming into care or joining a new school.
- Schools are regularly reminded of their responsibilities in relation to CiC and the procedure to be followed.
- All schools have received a copy of the leaflet 'Implementation requirements in the context of Children in Care'.
- Schools will be made aware of requirements at regular meetings of headteachers.

The Children in Care Education Forum scrutinises the quality of the Personal Education Plans. Members of the Forum have the role of challenging the quality of these plans, ensuring that schools in Gwynedd, Anglesey and beyond provide the best opportunities and support for our children in care.

6. Children in Care Education Forum

Appendix 1 identifies the remit and constitution of the Children in Care Education Forum.

The Forum will be held once a month immediately after the social services managers' team meeting. Our intention here is to ensure a platform to respond immediately to any concerns which might arise as to the education of a child in care.

Education Plans for Children in Care

The Forum receives quarterly reports on the number of Personal Education Plans received within 20 school days of the child's entering care or joining a new school. Any slippage in performance received prompt attention and this helps us to reach the target of this performance indicator, namely 85%.

The Forum scrutinises a sample of education plans for children in care at each meeting, and where appropriate, schools will be asked for evidence of the expected action arising from the individual plans. Where the standard of the plan is not satisfactory, or where action is insufficient, the Forum has a responsibility to challenge the schools in question.

Performance and Quality

The Forum receives reports on the educational performance of each child in care within Gwynedd and Anglesey schools with the following information:

- Attendance, results of national tests, educational targets in specific subject and current performance.
- Reports on performance on additional soft indicators such as motivation.
- Pupils' termly and annual school reports.

The contents of these reports are scrutinised and interrogated by members.

Behaviour and Inclusion

The Forum receives the latest data on fixed-term and permanent exclusions of any child in care. Where there is concern about behaviour, a case may be referred to the attention of the ALN&I Area Forum. In addition, the CiC Education Co-ordinator shall ensure that there are no periods when education is not provided because of behavioural challenges.

Additional Support

Funding is available to support the education of children in care within Gwynedd and Anglesey schools. The Children in Care Education Forum has responsibility for prioritising the budget for supporting the education of children in care. The ALN&I Forum receives requests from schools for a portion of funding to enhance further what is delivered by the schools. Applications may be made for funding to offer additional one-to-one lessons or additional learning encouragement to individuals at the end of key stages. The Forum prioritises investment when considering individuals' educational performance and circumstances.

The Forum can refer schools to training as necessary.

Resource Scheme

Schools and Social Workers can draw up applications for information technology resources such as laptops or ipads. The Forum receives requests from schools and social workers for a portion of the funding and sets priorities for investment when considering individuals' educational performance and circumstances.

Challenging Placements

The circumstances of a small number of children in care pose a specific challenge to the education provision in Gwynedd and Anglesey. In situations where we have pupils who were in special provision, as regards care and education, returning because of a change in social circumstances only, the Education Department faces a challenge to provide support and specialist provision where it is not currently available.

The Forum is an opportunity to discuss these pupils' special educational needs before they return in order to ensure that the Authority is better placed to respond in a timely and suitable manner.

The Forum is an opportunity to raise concerns should the planned and implemented provision be deficient or ineffective.

Accountability

The Children in Care Education Forum is accountable to the Corporate Parenting Panels and to the Senior Education Management Teams.

Forum records, after being anonymised, are shared with members of the Corporate Parenting Panel.

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NOTES

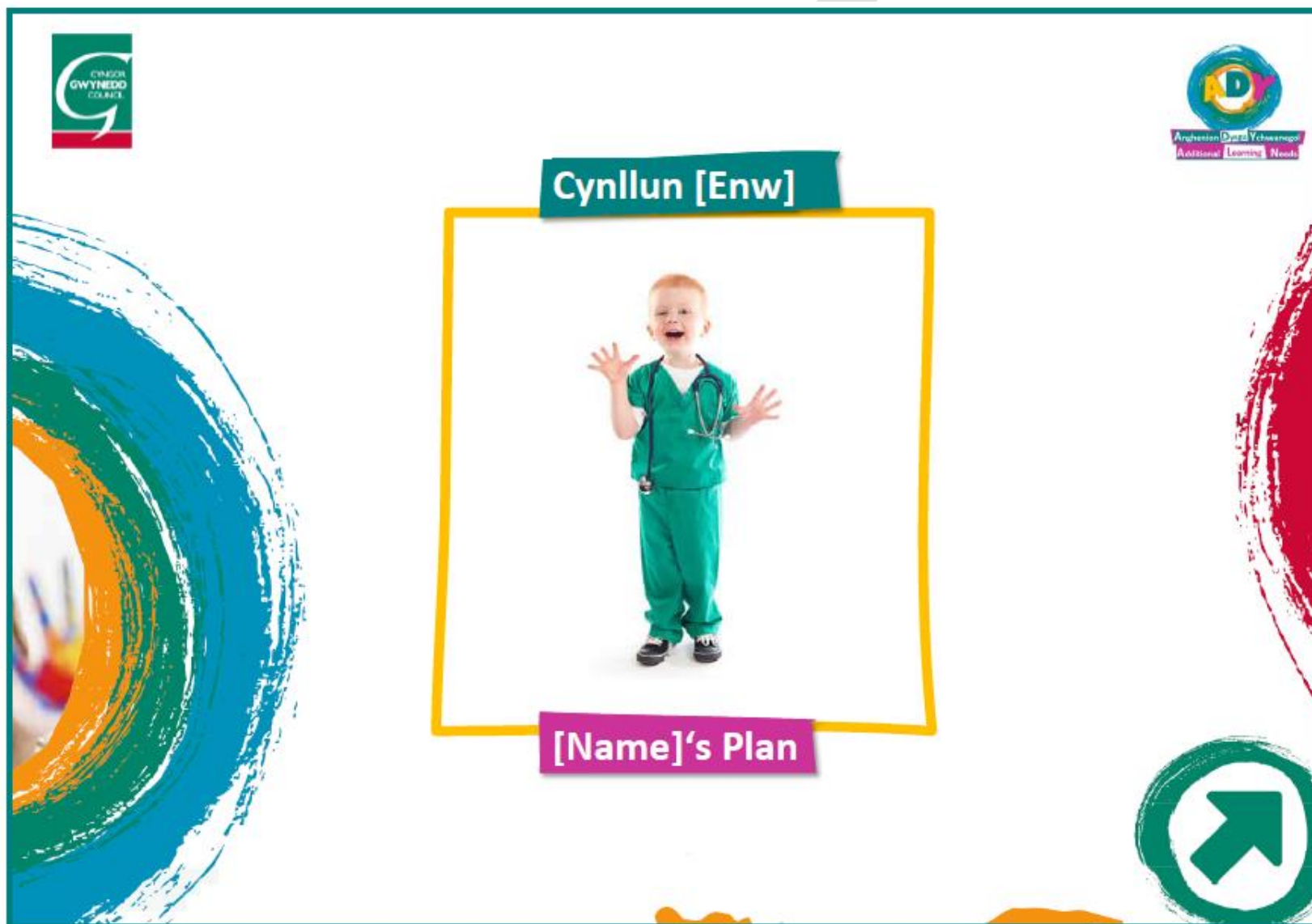
- This is a draft version.
- A range of Appendices will be added as we complete this detailed document.
- All the Criteria within this document will also be reviewed thoroughly.

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Appendix 1 – The Structure of the Additional Learning Needs and Inclusion Services

Head of Education												
Senior Inclusion Manager						Senior Additional Learning Needs Manager						
					Head of Behaviour Support	Chief Educational Psychologist					ALN&I Quality Officer	
Service Teams	Counselling	EAL	Looked After Children	Safeguarding	Welfare	Behaviour Support	Educational Psychologists	Communication and Interaction	Specific and non-specific ALN	Sensory Impairments	Physical/Medical	
	Senior Counsellor	Senior Specialist EAL Teacher	Education Liason Officer for Looked after children	Safeguarding Officer	Senior Welfare Officer	Specialist Centre Teachers	Senior Psychologists	Specialist Centre Teachers - Language Disorders	Specialist Specific and non-specific ALN Teachers	Specialist Hearing Impairment Teachers	Specialist Physical/Medical Teacher	Services: ALN&I School/ Cluster Co-Ordinators Statement Officers (Interim) Administration Support
	Counsellors	EAL Specialist Teachers		Welfare Officers	Specialist Centre Teaching Assist.	Educational Psychologists	Specialist Centre Teachers - ASD	Specialist Spec. & Non-Spec. ALN Teaching assist.	Specialist Visual Impairment Teachers	Physical/Medical CO-ordinator		
		Specialist EAL Teaching assistants			Teaching Assistants	Specialist 25P/Children who are Ill Teacher	Speech Therapists	Specialist Sensory Impairment Teaching Assist.	Risk Assessment Officer			
					25P Inclusion Officers					Children who are Ill Inclusion Officers	Specialist Commun. & Interaction Teaching assist.	

Appendix 2 – Individual Development Plan (IDP)



The image shows the cover of an Individual Development Plan (IDP) for a child named Cynllun. The cover features a central photograph of a young child in green scrubs, framed by a yellow border. Above the photo is a dark green banner with the name "Cynllun [Enw]" in white text. Below the photo is a purple banner with "[Name]'s Plan" in white text. The cover is decorated with colorful brushstrokes in blue, orange, and red. In the top left corner, there is a logo for "Cwmwr Gwynedd Cofrestrwyd". In the top right corner, there is a logo for "Anghenion Dysgu Ychwanegol Additional Learning Needs". In the bottom right corner, there is a green circular icon with a white arrow pointing up and to the right.

Rhan 1 Part 1

Hanfodol

Beth sydd yn bwysig i [Enw] ?

What's important to [Name] ?

[Teipiwch yma/Type here]

Proffil [Enw] 's Profile



Hoffi ac edmygu am [Enw]

Like and appreciate about [Name]

[Teipiwch yma/Type here]

Beth sydd yn bwysig er mwyn cefnogi [Enw] ?

How best to support [Name] ?

[Teipiwch yma/Type here]



Beth sydd yn gweithio?

What's working?

I / For: [Enw/Name]

[Teipiwch yma/Type here]

Yr Ysgol?

For the school?

[Teipiwch yma/Type here]

Yr teulu?

For the family?

[Teipiwch yma/Type here]

I eraill?

For others?

[Teipiwch yma/Type here]

Beth sydd ddim yn gweithio?

What's **not** working?

I / For: [Enw/Name]

[Teipiwch yma/Type here]

I'r Ysgol?

For the **school**?

[Teipiwch yma/Type here]

I'r teulu

For the **family**?

[Teipiwch yma/Type here]

I eraill?

For **others**?

[Teipiwch yma/Type here]

Beth yw **dyheadau** [Enw/Name] ? What are [Enw/Name]'s **aspirations**?

[Teipiwh yma/Type here]

Beth yw **dyheadau'r** teulu? What are the family's **aspirations**?

[Teipiwh yma/Type here]

Beth yw **dyheadau'r** ysgol? What are the school's **aspirations**?

[Teipiwh yma/Type here]

Cytundeb gwneud penderfyniadau

Decision-making agreement Pwy sy'n gwneud pa benderfyniadau?
Who makes what decisions?

[Teipiwh yma/Type here]

Pwy sy'n **bwysig** i [Enw/Name] ?

Who's **important** to [Enw/Name] ?

Teulu... **Family...**

[Teipiwh yma/Type here]

Ysgol... **School...**

[Teipiwh yma/Type here]

I ddarparu cefnogaeth... **To provide support...**

[Teipiwh yma/Type here]

Ffrindiau a pherthnasau eraill... **Friends and other relations...**

[Teipiwh yma/Type here]

Cynllun Cyfathrebu

Communication Plan **Unrhyw wybodaeth i sicrhau cyfathrebu da...**
Any information to ensure good communication...

[Teipiwh yma/Type here]

Cyrhaeddias / Attainment*			
Meysydd Dysgu / Areas of Learning		Cyrhaeddias Presennol / Current Attainment	Targedau Cyrhaeddias / Attainment Targets
Cyfnod Sylfaen (CS) / Definition of CS / Foundation Stage (FS) / FS Outcomes	Datblygiad Personol a Chymdeithasol, Lles ac Amrywiaeth Diwylliannol <i>Personal and Social Development, Well-Being and Cultural Diversity</i>	Dewiswch un / Choose one	
	Sgiliau Iaith, Llythrennedd a Chyfathrebu <i>Language, Literacy and Communication</i>	Dewiswch un / Choose one	
	Datblygiad Mathemategol <i>Mathematical Development</i>	Dewiswch un / Choose one	
	Dwyieithrwydd <i>Bilingualism</i>	Dewiswch un / Choose one	
	Gwybodaeth a Deallwriaeth o'r Byd <i>Knowledge and Understanding of the World</i>	Dewiswch un / Choose one	
	Datblygiad Corfforol <i>Physical Development</i>	Dewiswch un / Choose one	
	Datblygiad Creadigol <i>Creative Development</i>	Dewiswch un / Choose one	
	Pwnc / Maes Cyrhaeddias / Subject / Attainment Area		CC, neu INSTEP presennol / Lefel arall <i>Current N.C. or INSTEP / other Level</i>
Cyfnodau Allweddol 1-4 <i>Assessments Safonol Athro/awes / Key Stages 1-4 / Moderated Teacher Assessments</i>	Siarad a Gwrando <i>Speaking and Listening</i>	Dewiswch un / Choose one	
	Darllen <i>Reading</i>	Dewiswch un / Choose one	
	Ysgrifennu <i>Writing</i>	Dewiswch un / Choose one	
	Rhif <i>Number</i>	Dewiswch un / Choose one	
	Siâp, Gofod a Mesur <i>Shape, space and Measure</i>	Dewiswch un / Choose one	
	Gwyddoniaeth <i>Science</i>	Dewiswch un / Choose one	
Proffion Cenedlaethol <i>National Tests</i>	Cymraeg <i>Welsh</i>		
	Saesneg <i>English</i>		
	Mathemateg (Gwelthrefnol) <i>Mathematics (Procedural)</i>		
	Mathemateg (Rhesymu) <i>Mathematics (Reasoning)</i>		
Cwricwlwm 14-19 e.e. ASDANTuag at Annibyniaeth / SGILLIAU ALLWEDDOL (e.e. cyfathrebu/rhifedd/TGCh) 14-19 Curriculum, e.g. ASDANTowards Independence / KEY SKILLS (e.g. communication/ numeracy/ IT)			

Manylion Pellach Further Details

1. Pwy sydd yn y cyfarfod / Who is at the meeting?

Enw / Name	Asiantaeth / Agency	Rôl / Role	Adroddiad? (gan gynnwys ei ddyddiad) / Report? (inc. date)
(i)		Prif Bwynt Cyswilt a fewn yr ysgol Main point of contact within the school	× Click here to enter a date.
(ii)			× Click here to enter a date.
(iii)			× Click here to enter a date.
(iv)			× Click here to enter a date.
(v)			× Click here to enter a date.
(vi)			× Click here to enter a date.
Ymddiheuriadau / Apologies			
(i)			× Click here to enter a date.
(ii)			× Click here to enter a date.
(iii)			× Click here to enter a date.

2. Crynodeb o'r maes(ydd) angen a lefel y gefnogaeth a ddarperir / Summary of the area(s) of need and the level of support provided

(i)	Cod(au) CYBLD / PLASC Code(s)	1	Dewiswch un / Choose one	2	Dewiswch un / Choose one <small>*Os yn berthnasol//if applicable</small>
(ii)	Disgrifiydd Ymyrraeth / Intervention descriptor	Dewiswch un / Choose one			
(iii)	Lefel y ddarpariaeth / Level of provision	Dewiswch un / Choose one 1-4?			
(v)	Darpariaeth gan yr awdurdod? / Local Authority Provision?	Cliciwch yma.			

3. Cynlluniau Cysylltiedig / Related Plans

	Oes/Nac Oes? Yes/No?	Ynghlwm? / Attached	Dyddiad y Cynllun / Date of the Plan
(i) Meddygol? / Medical?	Cliciwch yma.	×	Click here to enter a date.
(ii) Asesiad Risg? / Risk Assessment?	Cliciwch yma.	×	Click here to enter a date.
(iii) Datganiad? / Statement?	Cliciwch yma.	×	Click here to enter a date.
(iv) Cynllun Cyfathrebu Unigol / Individual Communication Plan	Cliciwch yma.	×	Click here to enter a date.



Cynllun Gweithredu [Enw] [Name]'s Action Plan

Deilliant 1: Outcome 1:								<i>Perthnasol i adolygiadau'n unig</i>
Targedau i gyrraedd y deilliant <i>Targets to achieve the outcome</i>	Lle 'ryda ni arni rŵan? <i>Where we're at now?</i>	Beth ydym angen ei wneud i gyrraedd y deilliant? <i>What do we need to do to achieve the outcome?</i>	Yn ddarostyngedig i benderfyniad fforwm/panel cymedroli? <i>Subject to the decision of the forum/moderation panel?</i>	Pwy fydd yn gyfrifol am wneud hyn? <i>Who will be responsible for doing this?</i>	Targed Cynnydd <i>Progress Target</i>	Erbyn Pryd? <i>By when?</i>	Mesur Twf <i>Measuring Progress</i> - - -	
<i>i</i>	<i>Drop down a free text?</i>	<i>Choose an item.</i>	<i>Free text?</i>	<i>✓NEU X → Drop down - MATH O BANEL → CALENDAR PANEL.</i>	<i>Drop down - Ysgol, All, Rhieni, asiantaethu</i>	<i>Choose an item.</i>	<i>Click here to enter a date.</i>	<i>Gwahaniaeth rhwng Lle ryda ni arni a targed cynnydd...</i>
<i>ii</i>								
<i>iii</i>								
<i>iv</i>								

Cynllun Darpariaeth [Enw] [Name]'s Support Plan

1.	Darpariaeth Ysgol <i>School Provision</i>	Amlder a Chymhareb Staff? <i>Frequency and ratio of staff?</i>	Cyfnod y ddarpariaeth		Cost
			Dyddiad Cychwyn	Dyddiad Gorffen	
2.	Darpariaeth wedi'i gyllido gan yr Awdurdod Lleol (os yn berthnasol) <i>Provision funded by the Local Authority (if applicable)</i>				
3.	Darpariaeth Ychwanegol e.e. Asiantaethau Allanol, Cymorthyddion (os yn berthnasol) <i>Additional Provision e.g. External Agencies, Teaching Assistants (if applicable)</i>				



Cofnod o Gytundeb/Ganiatâd i Rannu Gwybodaeth *Record of Agreement/Permission to Share Information*

Mae'r cynllun hwn yn crynhoi fy anghenion addysgol/anghenion addysgol fy mhientyn a'r ddarpariaeth sydd ei hangen i fodloni'r anghenion hynny. Mae fy marn i a/neu fam fy nheulu wedi'i hystyried wrth ysgrifennu'r Cynllun.

Rhoddaf fy nghaniatâd i'r wybodaeth uchod gael ei rhannu gyda phobl a sefydliadau perthnasol eraill.

* Gwelwch Nodyn am Rannu Gwybodaeth (isod).

This plan summarises my / my child's educational needs and the provision required to meet those needs. My view and/or the view my family have been taken into account when writing the plan.

I give my consent to the above information to be shared with people and other relevant organisations.

* See Note about sharing information (below).

Llofnod/ Signature:

Dyddiad / Date:

Person Ifanc / Gofalwr (diëfir fel sy'n briodol) / Young Person/Carer (written as appropriate)

Llofnod Aelodau'r Cyfarfod / Meeting Members Signature:

- (i)
- (ii)
- (iii)
- (iv)
- (v)

Dyddiad / Date:

* Nodyn: RHANNU GWYBODAETH

Er mwyn sicrhau bod y ddarpariaeth a'r cymorth dysgu ar gael, gall fod yn angenrheidiol rhannu'ch Cynllun gyda'r bobl/sefydliadau canlynol:

- i. Eich rhiant/rhieni, gwarcheidwad/gwarcheidwaid neu ofalwr
- ii. Gwasanaethau Cymdeithasol
- iii. Gweithwyr Proffesiynol: e.e. Gweithwyr Proffesiynol Iechyd a gweithwyr allweddol

* Note: SHARING INFORMATION

In order to ensure that the provision and learning support is available, it may be necessary to share your plan with the following people/organisations:

- i. Your parent/parents, guardian or carer
- ii. Social Services
- iii. Professionals e.g. Health Professionals and key workers.

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