

Estyn R3:

Articulate a clear strategy  
for Special Educational Needs (SEN)  
provision

Consultation Draft

## **Estyn R3: Articulate a clear strategy for SEN provision**

### **Building a Sustainable and Resilient Future for Learners with SEN in Monmouthshire**

#### **1. Foreword**

This strategy document is being developed following a recommendation in Monmouthshire's Estyn report published on 22<sup>nd</sup> April 2020. The Estyn report recognises that a number of appropriate actions have been taken by Monmouthshire's Children and Young People's (CYP) Directorate, to improve the identification and provision for pupils with special educational needs (SEN) and that there is a passion and commitment to further improve this. However, the Estyn report makes the following observations:

- The local authority does not use SEN data well enough when it reports to different audiences, including senior officers and elected members.
- There is limited range of information for parents on the local authority website in relation to the SEN services that the local authority provides and how to access them.
- The rate of short-term exclusions for pupils with SEN is too high. The local authority cannot reassure itself that schools are making appropriate adjustments for pupils with SEN.
- The draft ALN/SEN strategy for the authority lacks detail on key actions to be taken, resource implications and timelines.
- The local authority's approach to evaluating the range of SEN services is inconsistent. It does not capture well enough strengths and areas for improvement, and this hinders their ability to plan for improvement.

Recommendation 3 in the Estyn report, states that Monmouthshire must

- **Articulate a clear strategy for SEN provision**

This document aims to set out a framework for action, in partnership with learners, parent / carers, schools, health, social services and voluntary organisations, to develop a distinct strategy, which takes into account current and forecasted need and builds on the existing SEN provision in Monmouthshire.

#### **2. Vision**

The vision underpinning the strategy will be '**A sustainable and resilient future for learners with SEN in Monmouthshire**'.

#### **3. Aims**

Through this strategy, we hope to achieve

- a. More effective and equitable ALN services;

- b. Provision which places a clear emphasis on early intervention, including in the early years;
- c. Specialist provision which is appropriately staffed and resourced and has the capacity to meet Monmouthshire's current and projected needs for children with complex neurodevelopmental and learning difficulties.
- d. A consistent, high quality, inclusive educational offer that can meet the needs of children and young people including those with ALN in pre-school, mainstream and specialist provision

#### **4. Framework**

The following provide a framework for the strategy document.

- The Welsh Government's Additional Learning Needs (ALN) Transformation Programme will transform how we work together to secure good outcomes for learners. The statutory roles created by the Additional Learning Needs Education Tribunal Act (ALNET) 2018, will be in place from January 2021 but the new ALN system will commence, on a phased basis, from September 2021.
- The need to respond proactively to the growing SEN/ALN population of Monmouthshire by ensuring there is capacity and provision in mainstream and specialist settings.
- The need to focus on early evidenced based interventions, which promote resilience and independence across the full age range.
- The need to use all resources, both human and financial, in the most efficient and effective way.

The strategy will be developed through a programme of engagement and co-construction with schools, parents' groups, voluntary agencies and pupils.

#### **5. Key Principles**

Monmouthshire's Inclusion and ALN Review (2017) was based on the following principles we believe that these are still relevant and appropriate:

1. To adhere to the following five principles as set out in the Future Generations (Wales) Act 2015 in our decision-making processes to ensure the sustainability of our strategy in line with the requirements of the act.
  - Long-term
  - Prevention
  - Integration
  - Collaboration
  - Involvement
2. To create a strategic approach to the development of:
  - Building the capacity of schools to educate the children and young people in their local community and within the local authority wherever possible.

- Excellent teaching and learning to deliver a high quality and inclusive curriculum for learners with SEN and in doing so this will underpin all our systems and processes.
- A consistent approach to nurture and well-being to support learners and their families across the county.
- Good access to local, high quality, flexible provision that is appropriate and is able to meet current and changing needs.
- Effective cluster arrangements to become the key driver for the implementation of our strategy.
- Invest to save approach in order to the achieve best practice and build sustainability.
- Effective and transparent multi-agency processes to ensure that resources follow the learner and appropriate provision is maintained to meet identified need and ensure the best possible outcomes for learner's wellbeing and achievement.
- Systems and processes to facilitate early assessment, intervention and support using a range of multi-agency providers including third sector organisations.

## 6. Legislative Context

Monmouthshire County Council currently carries out its statutory duties by adhering to the following current legislation;

- Special Educational Needs Code of Practice (2002),
- Equality Act (2010),
- Social Services & Well Being Act (2014),
- Well-being of Future Generations (Wales) Act (2015),
- Inclusion and Pupil Support (National Assembly for Wales Circular No: 203/2016).

By developing this strategy, the local authority is preparing for the implementation of national reforms and following this, the local authority will adhere to

- Additional Learning Needs and Education Tribunal Act (2018). From September 2021 until September 2024, the two systems (SEN and ALN Transformation) will run concurrently. The Act creates a single statutory plan (the individual development plan, IDP) to replace the existing variety of statutory and non-statutory SEN or plans for learners in schools.
- Curriculum for Wales (2022)

The term SEN will be replaced by Additional Learning Needs (ALN) and already Monmouthshire schools and professionals have adopted this language, therefore this will be reflected throughout this strategy document.

## 7. Local Context

Monmouthshire local authority is committed to the national vision set out in the Special Educational Needs Code of Practice for Wales (2002) and more recently the

Additional Learning Needs Education and Tribunal Act (ALNET) (2018), in which children and young people have access to an inclusive and person centred education and are supported to achieve the best possible outcomes in life.

Monmouthshire's overarching purpose is '*creating sustainable and resilient communities*' and this is reflected in the Well Being Plan and Corporate Plan with an aim to '*provide children and young people with the best possible start in life*'. This strategy supports these and the articulation of them in the Chief Officer's Report by promoting equity in our schooling system for all learners especially the most vulnerable children and young people.

The highest priority for all staff working in schools and the local authority is to ensure that pupils with additional learning needs in Monmouthshire are supported to achieve the best possible outcomes in life. Partners within the directorates of Children and Young People, Social Care and Health, Enterprise, and Resources are committed to working together to ensure that learners receive a good offer of local education, are kept safe, have their health needs met, and are able to transition to adulthood and independence when they are ready to do so.

## **8. The Legal Context**

Legislation relating to SEN is changing. From September 2021 until September 2024, two systems (SEN and ALN Transformation) will run concurrently.

The definition of the new term additional learning needs (ALN) is very similar to the current definition of special educational needs (SEN). The 2018 ALNET Act states that a person has additional learning needs if they have a learning difficulty or disability, which calls for additional learning provision (ALP). The definition of ALN covers learners whose learning difficulty or disability arises from a medical condition. Pupils who have a medical need that does not impact on their learning should be supported through a Supporting Health Care Needs Plan.

It is possible for a child or young person to have a learning difficulty or disability that does not call for ALP. In these instances, such a child or young people would not be considered to have ALN. Not all learning difficulties or disabilities that arise from a medical condition will call for additional learning provision. One of the principles of the ALN Code is inclusive education where children and young people are supported to participate fully in mainstream education, wherever feasible, and a whole setting approach is taken to meet the needs of learners with ALN. Where settings adopt a fully inclusive approach combined with universal learning provision that meets a broad range of learning needs, this can help to negate the need for ALP.

The new Act has a 0-25 age range. Non-maintained early years education providers in receipt of local authority funding must have regard to the guidance set out in the

ALN Code. The new local authority Early Years Additional Learning Needs Lead Officer (ALNLO) role is intended to contribute to the wider objective of improving early identification and intervention in relation to ALN and ensuring better planning for future provision. The lead officer will play an important part in improving the early identification of lower level needs, which may not be identified under the existing system, and in,

- preventing the development of ALN;
- establishing referral routes and raising awareness among multi-agency partners;
- helping ensure the early years' workforce has the appropriate skills, mechanisms and tools for preventing the development of ALN and supporting young children with ALN.

MCC has an Early Years ALN Team and nominated Lead Officer who will oversee the implementation of these new responsibilities.

## **9. The SEN/ALN Population in Monmouthshire**

The number of children and young people with ALN in Monmouthshire is growing. This is a trend across local authorities across Wales and England and is not unique. Historically, Monmouthshire had a high number of statements. Since the introduction of School Action Plus Resource Assist (SAPRA), which funds additional support for pupils with complex needs without the need for a statement of SEN, the number of requests for a statutory assessment has decreased.

Over the last two academic years (2018 -2019 and 2019-2020) the number of requests for statutory assessment increased. This could be in part to the concerns some parents/carers have regarding the replacement of a statement of SEN with an Individual Development Plan (IDP). However, there are other factors affecting the incidence of ALN in Monmouthshire including:

- Perinatal survival rates for children with complex disabilities have been improving over the last 10-20 years, leading to an increase in the number of children and young people who need specialist provision to ensure they are able to access education and fulfil their potential.
- The incidence and identification of neurodevelopmental conditions, including autism spectrum disorder (ASD) and attention deficit hyperactivity disorder (ADHD) and complex mental health needs has also increased substantially, and continues to grow.
- The number of children and young people moving into the area, who have complex ALN, requiring specialist provision or high levels of additional support.
- As a border county, the local authority often provides for learners who live in England who have Education Health Care Plans (EHCPs).

- A significant number of children’s homes. Children and young people placed in these settings often have complex needs, which require specialist support and / or provision.

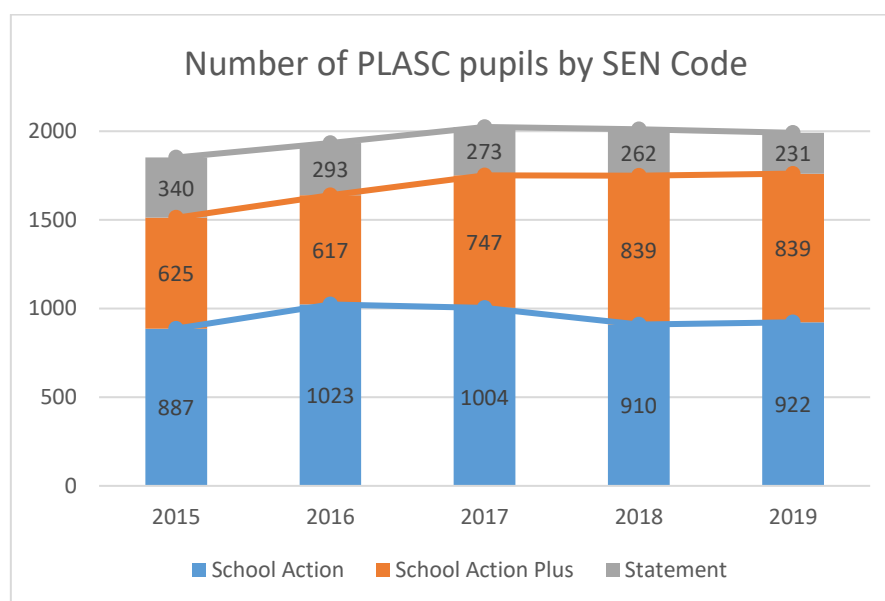


Figure 1

Figure 1 reflects the number of children and young people in Monmouthshire Schools who have an identified special educational need (SEN). In addition to this, there are approximately an additional 105 pupils with statements of SEN, who are educated in schools outside Monmouthshire. This includes

- Welsh language, faith schools and schools close to the border of Monmouthshire
- Other local authority Special Schools
- Independent Special Schools
- A small number of children with statements of SEN who attend a private school in Monmouthshire.

The percentage of children and young people with statements of SEN by their SEN category are as follows.

**Fig 2**

SEN Category	% of total number stated (Jan 2020)	% of total number stated (Nov 2020)
Autistic Spectrum Disorder (ASD)	31%	35%
Physical /Medical	18%	17%
Cognition and Learning (GLD, MLD, SLD, PMLD & Including Downs Syndrome )	16%	14%
Behavioural, Emotional & Social Difficulties	15%	17%
Speech, Language & Communication Difficulties	11%	11%
Sensory Needs (Visual and Hearing Impairment )	4%	3.3%
Specific Learning Difficulties ADHD	1.8%	2.1%
Specific Learning difficulties (Dyslexia /Dyspraxia)	1%	0.6%

From this information, it is clear that children and young people with ASD form the largest SEN group in MCC and that the number of children/young people with a diagnosis is increasing. This trend is reflected in other local authorities regionally and across Wales.

## 10. Specialist Provision

Monmouthshire does not have single 'special school' for children with complex learning and neurodevelopmental needs, including autism, within the county. This has been the case since 1996, when local authorities were restructured. Monmouthshire subsequently developed a model of specialist resource base provision within mainstream schools to meet the needs of children and young people with highly complex needs. This model ensures that children and young people remain close to their communities and have meaningful inclusion opportunities with their mainstream peers, whilst also benefitting from specialist teaching and resources.

The advantages of this model of provision are that they provide

- Opportunities for social integration and inclusion;
- Opportunities for pupils to build social relationships with a wider group of peers;
- Specialist provision that keeps pupils closer to their homes and communities.

Following an Additional Learning Needs Review in 2017, changes were made to the designation and capacity of the Special Needs Resource Bases (SNRBs) located in



Monmouth Comprehensive School, Caldicot Comprehensive School, Overmonnow Primary School, Pembroke Primary School and Deri View Primary School. The table below shows the current numbers in these settings.

**Fig. 3**

Name of School	Age range	Capacity	Numbers Autumn 2020	Designation
Overmonnow Primary School	4-11	20	20	Severe and complex learning needs; autistic spectrum disorder and other pervasive developmental disorders.
Pembroke Primary School	4-11	20	19	Severe and complex learning needs; autistic spectrum disorder and other pervasive developmental disorders
Deri View Primary School	7-11	8	3	Complex Needs Class
Caldicot Secondary School	11-18	55	49	Severe and complex learning needs; autistic spectrum disorder and other pervasive developmental disorders
Monmouth Comprehensive School	11-18	55	25	Severe and complex learning needs; autistic spectrum disorder and other pervasive developmental disorders

Children and young people being considered for a place in a specialist provision will usually have a statement of SEN, be under statutory assessment or have high levels of additional support through a SAPRA. Admission to any specialist provision in Monmouthshire or out of county **must** be facilitated and agreed through the LA Panel process.

Approximately 85 children and young people with highly complex learning and developmental difficulties or highly complex neurodevelopmental and/or behavioural difficulties are placed in other local authority special schools or independent specialist provision.

### **11. What we hope to achieve?**

Through this strategy we hope to achieve

- a. More effective and equitable ALN services;
- b. Provision which places a clear emphasis on early intervention, including in the early years;

- c. Specialist provision which is appropriately staffed and resourced and has the capacity to meet Monmouthshire's current and projected needs for children with complex neurodevelopmental and learning difficulties.
- d. A consistent, high quality, inclusive educational offer that can meet the needs of children and young people including those with ALN in pre-school, mainstream and specialist provision

## **12. How are we going to do this?**

In order to develop more effective and equitable ALN services, we will

- i. Improve the capacity of central ALN services in terms of personnel, IT infrastructure and data analysis;
- ii. Provide a broader range of information to parent/ carers via the local authority website;
- iii. Revise LA policies and guidance criteria to take into account the demands of ALN reform;
- iv. Ensure all schools and settings including Early Years have a suitably trained and experienced ALNCo, who will be ready and able to implement the requirements of the ALN Act 2018;
- v. Embed Person Centred Practice in all aspects of LA work
- vi. Develop an ongoing evaluation programme and utilise the data to inform and shape service delivery

In order to develop provision that places a clear emphasis on early intervention, we will,

- i. Through robust multi-agency collaboration, strengthen and develop strategies supporting early identification and intervention, particularly in the early years;
- ii. Develop knowledge and skills of school based staff including practitioners in EY settings, to ensure early identification and local authority ALN processes are followed.
- iii. Reduce exclusions and the number of children not attending school because of difficulties relating to mental health and emotional well-being by building the capacity and skills of school based staff including EY practitioners and the families of these children/young people.

In order to develop specialist provision which meets Monmouthshire's current and projected needs, we will

- i. Undertake a robust analysis of LA data to inform current and projected needs;
- ii. Create a specialist professional network group to develop a shared vision to support the development of resource base provision in Monmouthshire.
- iii. Develop an agreed and consistent LA approach to pupil assessment and moderation for learners in specialist provision;

- iv. Ensure equitable funding arrangements across LA specialist provision and an improved capacity to provide specialist outreach to schools and EY settings within the LA;
- v. Enable access to high level, specialist training for staff based in specialist provision, that is coordinated at a LA multiagency level

In order to establish a consistent, high quality, inclusive educational offer that can meet the needs of all children and young people including those with ALN in Early Years, mainstream and specialist provision, we will

- i. improve the capacity of staff to make appropriate adjustments and meet the needs of children and young people with ALN with a particular focus on the high number of children and young people with neurodevelopmental needs
- ii. ensure robust transitional planning for young people moving towards adulthood.

### **13. How will we know if the strategy has been successful?**

- Parent/ carers will have a high level of confidence in the local authority's ability to identify and meet the needs of their children under the new ALN system. This will be evidenced through a programme of annual evaluation.
- The views, wishes and feelings of children and young people and their families will be at the heart of all education planning and delivery through Monmouthshire's commitment to Person Centred Planning.
- Schools and settings will demonstrate an increased ability to meet the needs of learners with ALN through the building capacity initiatives identified in this strategy. Evidence of success could include a reduction in the exclusions for learners with ALN, the number of learners with complex needs maintained in mainstream settings, staff confidence, knowledge and skills to meet a range of ALN.
- The local authority will have specialist provision with the capacity and infrastructure to meet the current and projected needs of learners through the development of centres of ALN excellence, providing high quality outreach, advice and support to schools across the local authority. Measures of success could include individual learner progress, a more specialist workforce and improved access to targeted specialist resources.
- The local authority will have improved systems and processes in place and will have successfully begun to implement the requirements of the ALNET Act, 2018.

### **14. Who will help us achieve our goals?**

- **Children and Young People** – embedded Person Centred Practice across the local authority will place the learner at the centre of all planning and review and they will be active participants in their education.
- **Parent and Carers** – improved communication systems will ensure that parent/carers are fully engaged in processes supporting the identification of their child's ALN and identifying the best provision to meet those needs.
- **The workforce** – training programmes will support staff in pre-school, mainstream and specialist settings and equip them to provide the most appropriate support and targeted interventions for children and young people with ALN.
- **Partners in Health, Social Care and Voluntary Agencies** – robust collaborative arrangement and strong partnership working will lead to improved information sharing and effective joint planning.

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**Workstream: A - More effective and equitable ALN services.**

<b>Action</b>	<b>Progress / Updates October 2020</b>	<b>Next Steps and Time Scale / Interim Recommendations</b>
<p>A2.Improve the capacity of central ALN services in terms of a)personnel, b) IT infrastructure and c) data analysis;</p>	<ul style="list-style-type: none"> <li>• a) Job description for statutory officer post completed</li> <li>• b) Capita SEND portal investment approved and initial meetings with Capita and MCC IT (JH) have taken place. Linked with RCT LA who have also invested in same system. Capita waiting for ALN Code to be made final before completing amendments to Portal to reflect Welsh context. WG has included Capita SEND Portal in discussions to find online solutions for IDPs</li> <li>• c) Internal meetings scheduled to identify data / reports that ALN will require going forward, to ensure that these are available when the new IT system is fully adopted.</li> </ul>	<ul style="list-style-type: none"> <li>• a) complete job evaluation with HR and advertise post by end of November 2020.</li> </ul>
<p>A2. Provide a broader range of information to parent/ carers via the local authority website;</p>	<ul style="list-style-type: none"> <li>• ALN Transformation – information for parents has been completed by parents group and SNAP. This will be shared across SEWC LAs</li> <li>• Website development identified as a target in JO's Performance Review</li> </ul>	<ul style="list-style-type: none"> <li>• Information for parents to be shared with DMT and placed on the LA website by end of November 2020</li> </ul>
<p>A3. Revise LA policies and guidance criteria to take into account the demands of ALN reform;</p>	<ul style="list-style-type: none"> <li>• Waiting for WG to issues the final version of the ALN Code before commencing this piece of work.</li> </ul>	
<p>A4 Ensure all schools and settings including Early Years have a suitably trained and experienced ALNCo, who will be ready and able to implement the requirements of the ALN Act 2018;</p>	<ul style="list-style-type: none"> <li>• SEWC ALN Transformation lead has provided significant resources and training to support the development of the ALNCo role across the region. MCC school ALNCOs have participated in a range of training through this. A model ALNCo job description has been drafted.</li> </ul>	<ul style="list-style-type: none"> <li>• JE to discuss statutory role of ALNCO at HT virtual meeting November 2020.</li> </ul>

	<ul style="list-style-type: none"> <li>• Training for EY non maintained Nursery /EY settings has been completed, This training has also been made available to maintained nurseries.</li> <li>• As lead regional ALNCo Hayley Page (Assistant HT Monmouth Comp) has worked with MCC school cluster leads to ensure that ALNCoS have a full understanding of their roles and responsibilities from January 2021.</li> </ul>	
A5. Embed Person Centred Practice in all aspects of LA work	<ul style="list-style-type: none"> <li>• LA readiness survey completed July 2020 indicates good level of understanding and compliance. JE has had discussions with LA cluster leads regarding an ALN transformation/PCP 'reality check' and a cluster approach to virtual ALNCo meetings, with a shared presentation to ensure that a consistent message is presented.</li> <li>• Online training to be developed to show a 'best practice' PC Annual Review. HP has been approached to lead on this.</li> <li>• EPS trialling new PC report format developed by SEWC ALN/Inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Cluster ALNCo meetings to be arranged for December 2020.</li> <li>• Updated 'readiness audit' to be completed by all schools /ALNCoS by end of November 2020.</li> </ul>
A6. Develop an ongoing service evaluation programme and utilise the data to inform and shape service delivery	<ul style="list-style-type: none"> <li>• EPS and ALN Statutory Service have identified areas which they would want to include in an evaluation programme. Wherever possible evaluations should be available on line with 'dynamic' analysis. As new ALN IT systems are being developed and the ALN Act is being prepared to be implemented in September 2021, evaluation formats will be trialed during the Spring Term 2021.</li> </ul>	<ul style="list-style-type: none"> <li>• EPS and ALN Services to include evaluation processes as part of ongoing IT infrastructure development, in readiness for the implementation of the new Act in September 2021.</li> </ul>

**Workstream: B - Provision which places a clear emphasis on early intervention, including in the early years**

Action	Progress / Updates October 2020	Next Steps and Time Scale / Interim Recommendations
<p>B1. Through robust multi-agency collaboration, strengthen and develop strategies supporting early identification and intervention, including in the early years;</p>	<ul style="list-style-type: none"> <li>• Ongoing collaboration as part of the MCC EY ALN Team to identify and support preschool children with complex needs in maintained and non-maintained settings.</li> <li>• Termly EY ALN panels act as a single point of access to the EY ALN Team for support for preschool children in both maintained and non-maintained settings.</li> <li>• The School Entry Planning process involves a SEP meeting in the spring/ summer term and is concluded with a School Entry Review meeting in the autumn term.</li> <li>• EPS are offering EY EP consultation/ problem solving sessions for staff from preschool settings.</li> <li>• A nominated EP links with the Early Help Panel (EHP coordinator) on a weekly basis to cross-reference referrals to the EHP and to share relevant information from/ with EPs.</li> <li>• Where necessary, EPs link with EHP Lead about individual cases/schools that require support from the EP team.</li> <li>• The EHP closely links with the cluster based Multi-Agency Meetings (MAMS) held in each of the secondary schools. The EPS will attend the MAMS to contribute psychological/ holistic exploration of needs during these discussions.</li> <li>• PEPs participation in the new SPACE (single point of access for children’s emotional wellbeing) regional steering group meetings, to support the strategic development of the SPACE-WB / EHP process across Gwent.</li> <li>• Collaborative training sessions with the EPS and Gwent Community Psychology for school staff were developed and delivered. These are now available on the training portal.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Entry Planning process for children who started school in September 2020 is being evaluated and this information will be disseminated to inform future practice.</li> <li>• EPs will attend some EHP meetings to ensure the role of EP is well communicated and to gain a better understanding of how the EHP functions and how the EPS can support this.</li> <li>• EPS to priorities attendance at cluster Multi-Agency Meetings MAMS.</li> </ul>
<p>B2. Develop knowledge and skills of school based staff including practitioners in EY settings, to ensure early identification and local authority ALN processes are followed.</p>	<ul style="list-style-type: none"> <li>• EPS has developed a training portal on the newly developed MCC Training and Support site (SharePoint). This is accessible to all staff in MCC schools and will be used for sharing information, training and resources with schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant content to be regularly uploaded and reviewed in response to EPS offer.</li> </ul>

	<ul style="list-style-type: none"> <li>Processes regarding the enhanced transition of preschool children, including the School Entry Planning process are embedded.</li> <li>Development of a refreshed ALN website has been identified as a priority, which will have clear information on ALN processes including new processes relating to ALN reform. <del>JO will be leading on this.</del></li> <li>Information for parents on ALN reform has been co-produced by SNAP and a parents' group and will be uploaded to the ALN site.</li> </ul>	
<p>B3 Reduce exclusions and the number of children/young people not attending school because of difficulties relating to mental health and emotional wellbeing by building the capacity and skills of school based staff including EY practitioners and families.</p>	<ul style="list-style-type: none"> <li>Emotionally Based School Avoidance (EBSA) cross-directorate proposal has been developed in light of MCC identified need. This has become increasingly significant in light of the pandemic.</li> <li>ELSA continues to be a priority in recognition of the importance of ensuring the emotional health and wellbeing for children and young people in MCC.</li> <li>The ELSA Network has now agreed that the Initial ELSA training programme can go ahead in a new blended learning format.</li> <li>The annual ELSA CPD Day was replaced by a number of pre-recorded/live sessions available to all ELSAs via the EPS Training Portal. These included sessions on 'understanding anxiety' and 'bereavement and loss'.</li> <li>Ongoing ELSA supervision via MS Teams as required by the ELSA Network to maintain ELSA status.</li> <li>The MCC Wellbeing Subgroup is a successful collaborative forum which now includes representation from secondary schools. It focuses on MCC data such as SHRN (School Health Research Network) to identify and drive forward action with regards to the mental health and emotional wellbeing of children and young people.</li> <li>Circles of Security (CoS) is a 6-week parenting course run by different services across Gwent. As part of this, three EPs have now been trained to deliver.</li> </ul>	<ul style="list-style-type: none"> <li>In line with the EBSA proposal, presentation of plan at DMT prior to information sessions initially at a head teacher level.</li> <li>The EPS to develop the Initial ELSA training material for a blended learning delivery, hopefully in the spring term of 2021.</li> <li>EPs to collaboratively deliver CoS training at a local level.</li> <li>The Wellbeing Subgroup are currently undergoing an audit of the training available to schools with regards to the mental health and wellbeing of children and young people.</li> </ul>



	<ul style="list-style-type: none"><li>• PEPs sits on the termly MCC CoS Operational Group and when possible there is EP attendance at the termly regional CoS 'Special Interest Group'</li></ul>	
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**Workstream: C – Specialist provision which is appropriately staffed and resourced and has the capacity to meet Monmouthshire’s current and projected needs for children with complex neurodevelopmental and learning difficulties.**

Action	Progress / Updates October 2020	Next Steps / Interim Recommendations and Time Scale
C1. Undertake a robust analysis of LA data to inform current and projected needs;	<ul style="list-style-type: none"> <li>• Mastadon have been commissioned to conduct a regional audit /analysis of current and future ALN needs. This will commence in November 2020.</li> <li>• Internal analysis of specialist provision has identified a growing waiting list for specialist primary complex needs places, particularly in Overmonnow. Deri View Primary base has been in use as an assessment class but has a designation that would include learners with complex ALN. A high number of children attending Overmonnow SNRB are from the Abergavenny area.</li> </ul>	<ul style="list-style-type: none"> <li>• JE to write a proposal for the future use of Deri View SNRB by end of November 2020.</li> </ul>
C2. Create a specialist professional network group to develop a shared vision to support the development of resource base provision in Monmouthshire.	<ul style="list-style-type: none"> <li>• SNRB network group established during summer term 2020. Regular, monthly meetings take place.</li> <li>• Agreed shared vision to develop SNRB provision as centres of ALN excellence and provide high quality outreach to mainstream schools. Work streams relating to assessment and training identified with SNRB leads</li> <li>• ALN grant – implementation plan agreed and submitted to WG. Grant application agreed August 2020.</li> <li>• Investment in SNRB resources - SNRB leads asked to identify resources to enhance provision/interventions for pupils by half term. This action has been completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn Term 2020 - Step Back to be rolled out and established in schools with a trained trainer. Further training to increase capacity will take place in Spring Term 2021</li> <li>• Programme and timetable to roll out of Step Back Training across the LA to be agreed by end of spring term 2021.</li> </ul>
C3. Develop an agreed and consistent LA approach to pupil assessment and moderation for learners in specialist provision;	<ul style="list-style-type: none"> <li>• Through discussion and on-line meetings, B squared has been identified as the preferred pupil assessment resource for all specialist settings in MCC. RCT is also using this system. B Squared has designed a bespoke system for RCT that enables data to be collected by the LA.</li> <li>• The Network group also identified a software program CASPA as a possible resource to support SNRB pupil data collection and management. Following an online meeting with CASPA</li> </ul>	<ul style="list-style-type: none"> <li>• JE and Jan Hill to discuss with RCT colleagues the ‘bespoke’ model that B Squared designed for that LA and costs associated with this</li> <li>• JE to establish whether this model would be appropriate for MCC and discuss requirements/ costs with B Squared</li> </ul>

	<p>those participating were of the view that this system would not be appropriate to adopt at this point in time.</p>	<ul style="list-style-type: none"> <li>• JE to disseminate outcomes of these discussions with DMT and provide information on set up and ongoing costs.</li> </ul>
<p>C4. Ensure equitable funding arrangements across LA specialist provision and an improved capacity to provide specialist outreach to schools and EY settings within the LA.</p>	<ul style="list-style-type: none"> <li>• NW has informed HTs that she will be establishing ALN funding task and finish group with the aim that a new funding formula for mainstream and specialist provision will be in place for the new financial year 2021</li> <li>• SNRB task and finish group established and Outreach Protocol (Oasis) and new referral system for outreach support developed.</li> </ul>	<ul style="list-style-type: none"> <li>• ALN Funding task and finish group to be established by the end of the autumn term 2020.</li> <li>• Oasis protocol to be launched at HT meeting before the end of the autumn term 2020 and trialled in spring /summer term 2021.</li> </ul>
<p>C5. Enable access to high level, specialist training for staff based in specialist provision, that is coordinated at a LA multiagency level</p>	<ul style="list-style-type: none"> <li>• SNRB skills/ training audit completed in summer term 2020</li> <li>• To support the centre of excellence / hub development SNRB lead teachers were identified to be trained as trainers for 'Step Back'. All identified leads have completed the training.</li> <li>• Attention Autism (Gina Davies) has been identified and agreed as an intervention to be used in SNRB provision in the first instance.</li> <li>• Autism Education Trust (AET) Training explored as possible LA training framework. A meeting took place with WG National Autism Team with regard to this.</li> </ul>	<ul style="list-style-type: none"> <li>• JE to contact Attention Autism to discuss LA license and associated costs</li> <li>• Further explore AET training resources</li> </ul>

**Workstream: D- A consistent, high quality, inclusive educational offer that can meet the needs of children and young people including those with ALN in pre-school, mainstream and specialist provision**

Action	Progress / Updates October 2020	Next Steps / Interim Recommendations and Time Scale
D1. Improve the capacity of staff to make appropriate adjustments and meet the needs of children and young people with ALN with a particular focus on the high number of children and young people with neurodevelopmental needs	<ul style="list-style-type: none"> <li>• Whole LA training resources - Step Back training will be rolled out to schools in the summer term 2021.</li> <li>• Following meeting with the National Autism Team (NAT) the LA has committed to relaunching the ASD awareness programme with the aim that all schools and settings achieve the ASD awareness quality mark. The NAT has agreed to support the LA in this initiative.</li> <li>• An ASD Education Strategy is being written in collaboration with NAS. An ASD training framework is being developed as part of this document.</li> </ul>	<ul style="list-style-type: none"> <li>• Relaunch of ASD awareness training in spring term 2021.</li> <li>• Complete ASD Education Strategy document and circulate for consultation by December 2020.</li> </ul>
D2. Ensure robust transitional planning for young people moving towards adulthood.	<ul style="list-style-type: none"> <li>• Post 16 transition pathway protocol has been developed by Torfaen LA as part of the ALN transformation programme and other SEWC LAs have now been asked to trial this. Morwenna Wagstaff and Hayley Page are the nominated leads for the post 16 work stream. Monmouth School will trial the protocol.</li> </ul>	Establish Multiagency post -16 group by end of November 2020 (MW).