

County Hall
The Rhadyr
Usk
NP15 1GA

29th October 2014

Notice of Special Meeting:

Children and Young People Select Committee

Thursday 6th November 2014 at 2.00pm
The Council Chamber, County Hall, The Rhadyr, Usk NP15 1GA

AGENDA

* There will be a pre meeting for Committee Members in the Council Chamber at 1.30pm

The Council welcomes contributions from members of the public through the medium of Welsh or English. We respectfully ask that you provide us with adequate notice to accommodate your needs.

Item No	Item
1.	Apologies for absence.
2.	Declarations of Interest.
3.	Scrutiny of the provision for Additional Learning Needs: <ul style="list-style-type: none"> i) Executive Summary Report ii) Strategic Review Report iii) Equality Impact Assessment
4.	Scrutiny of the Annual Social Services Complaints Report
5.	Scrutiny of the Looked After Children Attainment Performance Scorecard

**Paul Matthews,
Chief Executive**

Children and Young People Select Committee

County Councillors:

D. Blakebrough
P.R. Clarke
P.S. Farley
L. Guppy
R.G. Harris
D.W. H. Jones
P. Jones (Chairman)
M. Powell
A.E. Webb

Added Members

Voting on Education Issues Only

Revd. Dr. S. James (Church in Wales)
Vacancy (Catholic Church)
Mrs. A. Lewis (Parent Governor Representative)
Mrs. S. Ingle-Gillis (Parent Governor Representative)

Added Members

Non-Voting

Mr. G. Murphy (NAHT)
Vacancy (ASCL)
Vacancy (NUT)
Vacancy (Free Church Federal Council)
Vacancy (NASUWT)
Mr. K. Plow (Association of School Governors)

Aims and Values of Monmouthshire County Council

Sustainable and Resilient Communities

Outcomes we are working towards

Nobody Is Left Behind

- Older people are able to live their good life
- People have access to appropriate and affordable housing
- People have good access and mobility

People Are Confident, Capable and Involved

- People's lives are not affected by alcohol and drug misuse
- Families are supported
- People feel safe

Our County Thrives

- Business and enterprise
- People have access to practical and flexible learning
- People protect and enhance the environment

Our priorities

- Schools
- Protection of vulnerable people
- Supporting Business and Job Creation

Our Values

- **Openness:** we aspire to be open and honest to develop trusting relationships.
- **Fairness:** we aspire to provide fair choice, opportunities and experiences and become an organisation built on mutual respect.
- **Flexibility:** we aspire to be flexible in our thinking and action to become an effective and efficient organisation.
- **Teamwork:** we aspire to work together to share our successes and failures by building on our strengths and supporting one another to achieve our goal

Executive Summary
The Strategic Review of Additional Learning Needs
(August 2014)
Monmouthshire

In November 2012 Estyn, Her Majesty's Inspectorate for Education and Training in Wales reported that the quality of local authority education for children and young people with additional learning needs in Monmouthshire was Unsatisfactory; the number of statements of educational needs was too high and resources were directed towards the statutory assessment process, strategic planning was weak, data was not collected regarding pupil progress and there was a lack of specialist facilities for pupils with ASD, behavioural difficulties and severe learning difficulties, resulting in pupils travelling long distances to attend out of county placement.

In order to address the issues identified, Monmouthshire County Council, Children and Young People's Directorate engaged in a review of the strategy and policy for pupils with Additional Learning Needs (ALN). ALN is an umbrella term used to describe individuals or groups of learners with a diverse and often complex range of needs. The term encompasses all children and young people with learning needs which are greater than or different from those of the majority of their peers. The consultation process engaged with children, young people, parents and carers, schools, the Health Service and Social Services.

The overall aim of this strategy is to maximise the educational achievements and wellbeing of all pupils with ALN by providing a relevant, inclusive and effective education that meets their needs. It will support the measurement of achievement for all children and young people with ALN, it will ensure that resources are allocated to meet their needs and it will safeguard the equality of opportunity for all. The changes that will ensure we meet these aims are:

- The offer of an inclusive education as close to home and the local community as possible
- Early and accurate assessment of needs with annual planning of ALN at the beginning of the financial year rather than a summative approach.
- A broad, balanced and relevant range of learning opportunities offered across all Authority schools.

- A range of Mainstream, enhanced and specialist provision included within the 21st Century Schools programme,
- High quality support, advice and training for schools, underpinned by the Guidance for Schools on the Criteria for ALN provision.
- Equitable, accurate and relevant information for parents and carers.
- Resources and services that are appropriate effective, equitable, transparent, consistent, efficient and accountable.

The Authority, through the commissioned service of school improvement (the Education Achievement Service) has a key role in monitoring schools including the attainment and wellbeing of children and young people with ALN.

The impact of the strategy on outcomes for children and young people with ALN, is reviewed annually as part of this overall programme of self-evaluation and improvement planning. An annual consultation process will be implemented to support the process of self-evaluation.



The Strategic Review of Additional Learning Needs (August 2014)



The Strategic Review of Additional Learning Needs Monmouthshire County Council, Children and Young People’s Directorate August 2014

Background and Context

In November 2012 Estyn, Her Majesty’s Inspectorate for Education and Training in Wales, reported that the quality of local authority education for children and young people with additional learning needs in Monmouthshire County Council was Unsatisfactory; the number of Statements of educational needs was too high and resources were directed towards the statutory assessment process, strategic planning was weak, data was not collected regarding pupil progress and there was a lack of specialist facilities for pupils with Autistic Spectrum Disorder, behavioural difficulties and severe learning difficulties, resulting in pupils travelling long distances to attend out of county placement.

In order to address the issues identified, Monmouthshire County Council, Children and Young People’s Directorate, engaged in a review of the strategy and policy for pupils with Additional Learning Needs (ALN). ALN is an umbrella term used to describe individuals or groups of learners with a diverse and often complex range of needs. The term encompasses all children and young people with learning needs which are greater than those of the majority of their peers. It includes learners who may require additional support either due to their circumstances or because they have a longer-term disorder or condition. The term ALN is much wider in scope than the term “special educational needs” in order to recognise the diverse and complex needs of learners and to reflect a more holistic approach to meeting the needs of individuals. Learners may therefore require additional learning support if they have:

- special educational needs;
- a disability;
- medical needs;
- gaps in their knowledge or skills due to prolonged absences from the education system, e.g. school refusers;
- difficult family circumstances, e.g. bereavement; and
- accessed education inconsistently, e.g. Gypsy and traveller pupils.

The Additional Learning Needs Service seeks to identify and support pupils with special educational needs in having access to practical and flexible learning. The Service focuses on the achievement, attainment and wellbeing of those children and young people with additional learning needs to ensure they are safe, valued equally, treated with respect and afforded equal opportunities. The core aims are:

- Ensure children and young people are kept safe from harm, free from abuse and victimisation.
- Improve the inclusion and educational outcomes of children and young people with ALN and enhance their wellbeing.
- Ensure that the Authority fulfils its statutory obligations in respect of inclusion and ALN.
- Monitor, support and challenge schools in meeting the needs of learners with additional needs and ensure effective quality assurance mechanisms are in place that measure the outcomes for learners.
- Provide learners, their parents and schools with appropriate advice and support provided by a well-trained specialist workforce.
- Work in partnership with learners, parents, schools, the local health board, social services, the voluntary sector and other key stakeholders in the interest of all children and young people.
- Work in a way that will ensure the efficient and effective use of the Authority's resources.
- Intervene early to identify, assess and support children and young people with ALN.
- Build schools' capacity to meet the needs of all vulnerable learners.

ALN services and functions to support and meet the needs of children and young people with ALN can begin, in some cases at birth and continue until they reach the age of 19. This review recognised the need to plan for their needs across all phases of transition: from birth to early years; across stages of education; and onto further education, training and employment.

In addition to existing general education law, specific legislation covers groups of learners with ALN. The Authority has a statutory duty in relation to safeguarding, attendance, special education needs, looked after children, exclusions, employment of children, children who perform and education other than at school.

The Authority has also recognised the need to have regard to Welsh Government's preliminary consultation, The Programme for Government 2011 and the 2014 White Paper for Legislative Proposals ALN.

Method

The review began by consulting with key clients regarding learning needs. These clients were identified as children and young people, parents and carers and schools. A sub-set was carried out independently by the parent partnership group SNAP Cymru. An on-line survey was available to those unable to attend events.

- Children and Young People

The views of children and young people's views were gathered during three tasks designed to explore their understanding of ALN: how they thought ALN was met in their schools; and how things could improve for children and young people. Pupils from a wide range of Monmouthshire schools took part in the consultation. In total, 29 different schools and establishments participated, with pupils ranging from Year 5 up to Year 10 (9 years to 15 years of age). The event took place over one day at Shire Hall, Monmouth.

- Parents and Carers

Parents and carers were given the opportunity of attending four consultation evenings during which they were taken through a process of thinking about ALN provision when they were at school and then thinking about how attitudes and provision for ALN had changed in the current era. They were asked what they knew about provision for ALN in their child's school and about provision in general and, specifically, what they would consider as ways forward and how these could be prioritised and their visions for the future.

- Schools

Head Teachers and school staff were consulted via a survey to all schools, cluster meetings and an ALN Co-ordinators meeting. The survey asked questions about early identification, gaps in provision, funding arrangements, extended services, levels of support, staff training, transition, resource bases and the Authority's special school. Schools responded individually or within the context of their cluster.

- SNAP Cymru

SNAP consulted with a group of parents who they were supporting using the same consultancy questions used in the online survey and evening events.

Outcomes of Consultation

Theme

1. Behaviour of children and young people

Outcomes of Consultation

1. Support for CYP with BESD, ASD and Attachment difficulties.
2. Support for both girls and boys.
3. Centre of Excellence and Outreach facility for CYP with BESD, ASD and Attachment difficulties across all Key stages.
4. Co-ordinated approach from PRS and ALN.
5. Nurture provision for Early Years children.
6. More joined up working between the Health Service and Education with regards CAMHS
7. A county wide behaviour policy.
8. Training programmes for all schools on behaviour.

2. The processes around additional learning needs and Statements.

1. General lack of understanding of the Authority's ALN processes.
2. Earlier identification pathways.
3. Equitable levels of support identified.
4. Speeding up all the processes so every child gets the help they need when, and as soon, as they need it.
5. A shorter time frame for support being given.
6. Statementing and diagnosis to be given at the same time.
7. Improvements in communication between Health and Education.
8. Health and Education records to be held jointly.
9. All approaches to be multi-agency.
10. Not enough educational psychologists to give time to parental concerns.
11. More inclusion, not relying on adult support only but considering strategies,

resources, grouping, differentiation and peer support.

3. Meeting the needs of as many of our children and young people as possible within Monmouthshire.

1. Better advice and support for parents entering the system (post code lottery with regard to Early Years provision to ensure equality of opportunity in all schools).
2. Parity of opportunity and funding for all children and young people in school placements.
3. Jointly commissioned services from Health, Social Services and Education.
4. Inclusive support for children and young people with ASD.
5. Clear visibility of the support available and the location of that support.
6. Parents given inadequate information about opportunities and availability of resources.
7. No specialist provision for ASD, Attachment, PMLD and SLD within county in Key stages 3, 4 and 5.
8. More training given to staff to enable them to meet the needs of children and young people within all schools.
9. More focused initial teacher training on SEN.
10. More training given to TAs to meet specialist needs

Acknowledgement

The research, experimental design, analysis and completion of the resulting Strategy, Policy and Procedures Review Documentation 2014 has been completed by the ALN Team; Educational Psychology Service, Special Educational Needs and Specific Learning Difficulties Service.

The Authority wishes to express their sincere thanks to parents, pupils, Head Teachers, ALN Co-ordinators and school staff, County Councillors, CYP Officers, School Governors and SNAP Cymru for their valuable contributions during the consultation process and towards the production of this document.

Version Control

Title	ALN Strategy and Policy
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Approved by	N/A at present
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Review Frequency	Subject to annual review
Next review date	2015
Consultation	Yes

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8. Strategies for Educating Pupils with SEN within the Authority's Mainstream Schools wherever possible.
9. Strategies for Working in Partnership
10. Settings for pupils whose need cannot be met in Monmouthshire Schools
11. The Authority's Monitoring and Evaluation Data on outcomes for pupils with ALN in order to inform the development of policies and provision.
12. Monitoring and Evaluation of the Impact of the ALN Strategy

Educating Children and Young People with Additional Learning Needs in Monmouthshire



Strategy, Policy and Procedures (Review 2014)

For

Additional Learning Needs

1. Introduction

This document outlines Monmouthshire County Council's strategy for educating children and young people with Additional Learning Needs (ALN).

It also provides guidance on the Authority's policies and procedures for identifying and supporting ALN, including the range of provision available, and funding to meet needs.

The ALN strategy is an integral part of the Authority's framework for meeting the needs of all children and young people between the ages of 0 and 19.

It plays a vital role in the Authority's work to ensure high standards for all and is closely allied with policies for school improvement and inclusion.

The Authority's educational priorities include promoting high standards for all learners, achieving high levels of attendance, preventing exclusion and providing high quality support for learners with individual needs.

This strategy reaffirms the Authority's commitment to maintain and improve on these priorities.

It is the Authority's policy to educate all pupils as far as possible within its mainstream schools in order to enable them to achieve their potential and to ensure their well-being.

This policy is at the heart of its School Improvement, Inclusion and ALN strategies and will inform the development of the 21st Century Schools programme.

The strategy, policies and procedures set out in this document take account of all current legislation and guidance, including the SEN Code of Practice for Wales (2002) and the Equality Act (2010). Also future legislation in regard to the statutory review of ALN.

In line with the direction of national policy and changes proposed in 'Forward in Partnership for Children and Young People with Additional Needs (Welsh Government, 2012)' and the Legislative proposals for additional learning needs 2014 (White Paper Reform of ALN) the Authority is committed to put in place effective strategies to make provision for pupils with ALN without a Statement of special educational needs wherever possible. This document will be reviewed regularly to incorporate legislative changes as they are confirmed and become statutory.

2. Scope and Definitions

The strategy, policies and procedures within this document apply to all children and young people with ALN, aged between 0 and 19 years, who are:

- below statutory school age and resident in the Authority;
- on roll in one of the Authority's settings or schools; or
- resident in the Authority and on roll in a school outside the Authority.

Special Educational Needs/Additional Learning Needs

In the White Paper on Statutory Reform, the term SEN is replaced with ALN.

The statutory framework for SEN/ALN is outlined in the Education Act 1996 and the Equality Act 2010.

Children have **special educational needs (ALN)** if they have:

- a learning difficulty that calls for special educational provision to be made for them.

Children have a **learning difficulty** if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the Education Authority; or
- are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

The SEN Code of Practice for Wales states that needs fall within the following broad areas:

- Cognition and Learning
- Behaviour, Emotional and Social Development
- Communication and Interaction
- Sensory and /or Physical

A disabled person:

- has a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities.

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area; or
- for children under two, educational provision of any kind.

3. Vision Statement

The Authority is committed to raising individual achievement and narrowing the gap for pupils with ALN so that they achieve the best outcomes, is independent, have high levels of self-esteem and well-being and have the best possible long term life chances. The Authority believes that improving outcomes for pupils with special educational needs is everyone's responsibility. Accordingly, it works in partnership with schools, parents and other agencies to ensure that all pupils in Monmouthshire, whatever their need, are valued, experience success in their learning, achieve their potential and personal goals and maximize their chances of a full and meaningful life.

This vision is achieved by providing:

- an inclusive education as close to home and the local community as possible;
- high quality support, advice and training for schools;
- a broad, balanced and relevant range of learning opportunities;
- early and accurate assessment of needs;
- modern teaching and learning environments which are inspirational;
- engaging, supportive as well as responsive to the needs of individual pupils;
- timely, accurate and relevant information for parents and carers;
- a range of mainstream, enhanced and specialist provision;
- resources and services that are appropriate, effective, equitable, transparent, consistent, efficient and accountable; and
- access to social and leisure activities within the community.

4. Aims and Objectives

The overall aim of this strategy is to maximise the educational achievements and wellbeing of all pupils with ALN by providing a relevant, inclusive and effective education that meets their needs.

To achieve this aim, the Authority will:

- identify and meet pupils' needs as early as possible;
- provide effective teaching and support for all pupils with ALN in accordance with the statutory requirements of the Equality Act 2010 and the SEN Code of Practice for Wales, 2002, whilst also taking into account the recommendations of the legislative proposals for ALN in the White paper 2014;
- educate pupils with SEN within the authority's mainstream schools wherever possible;
- work in partnership with pupils, parents, early years settings, schools and external agencies;
- work in partnership with other providers to arrange high quality, specialised education and services for the very few pupils whose needs cannot be met in a mainstream school;
- monitor and evaluate data on outcomes for pupils with ALN in order to inform the development of policies and provision;
- provide appropriate teaching and learning environments which meet the needs of pupils.

5. Roles and Responsibilities

The Authority has a range of roles and responsibilities, some of which fall into the category of statutory duties. For ALN, a statutory responsibility of the Authority is to provide parent partnership services; SNAP Cymru deliver this service for the Authority.

The Authority ensures that parents and schools receive clear information about services and providers through monthly parental drop in sessions and leaflets covering Statutory Assessment, Educational Psychology and Specific Learning Difficulties.

The Authority makes arrangements that include meetings with parents, their children and schools with a view to avoiding or resolving disagreements.

Through partnership working, the Authority will be responsible for coordinating the response to:

- provide pupils, parents and schools with access to specialist staff qualified in hearing and visual impairment, autism, speech and language and specific learning difficulties;
- collate and evaluate performance data in relation to all pupils with ALN;
- keep up-to-date with guidance in relation to provision and overseeing the distribution of resources in the most cost effective way;
- monitor and review the ALN strategy, provision and services;
- challenging all providers to improve their performance and ensure that all pupils with ALN are able to fulfil their potential;
- ensure efficiency and effectiveness of services.

All schools and settings will:

- maintain an inclusive ethos for all pupils with special educational needs;
- ensure that the responsibility for meeting the needs of pupils with SEN is shared by all staff;
- provide learning environments and ICT enriched facilities which are supportive and engaging to pupils, staff and partner agencies;
- take advantage of training opportunities provided in order to develop ALN expertise throughout the school;

- ensure systems are in place for the early identification, assessment, provision and monitoring of individual needs in line with the Graduated Response included within the SEN Code of Practice;
- provide an appropriately differentiated curriculum across all areas of learning in order to match the pupil's need;
- ensure that delegated resources for SEN are allocated fairly, efficiently and address identified needs;
- ensure the identified needs and objectives as recorded in a pupil's Statement or School Action Plus Resourced Agreement (SAPRA) are met;
- ensuring they have access to information about the pupil's needs and difficulties and, where appropriate, access to independent advice and support;
- work in partnership with pupils, their parents/carers ensuring they have access to information about the pupil's needs and difficulties and, where appropriate, access to independent advice and support; and
- identify an appropriate person from the governing body, to take responsibility, along with the Head Teacher, for ensuring the setting or school maintains provision for pupils with ALN according to the SEN Code of Practice.

6. Strategies for Identifying and Meeting Additional Learning Needs as early as possible.

The Authority provides a range of specialist services for children and young people with ALN, their families and their schools to ensure that all children and young people have access to effective learning opportunities and support as soon as possible through the early identification of ALN.

These services focus on enabling schools to identify and meet the special needs of individual pupils as early and as effectively as possible. In addition, the close connection between specialist services and the Authority's commissioned School Improvement Service (Education Achievement Service) is designed to ensure that priorities for whole-school improvement are fully aligned with those for inclusion and ALN.

Monmouthshire provides the following central services for children, families and schools; (Fuller information on support services is included in Appendix 1.)

- Specific Learning Difficulties (SpLD) Service-Advisory Teachers.
- Educational Psychology Service (EPS).
- Early Bird Plus Support.
- Early Years/Pre-school Link Advisory Teacher.
- ALN Administrative Team.
- Inclusion Services- Education Welfare Officers (EWOs), Pupil Referral Unit (PRU), Looked After Children (LAC) and Education Other than at School (EOTAS).
- Outreach Services for Autistic Spectrum Disorder (ASD) and Severe Learning Difficulties (SLD).

Monmouthshire provides the following services on a jointly commissioned basis with other previously 'pan-Gwent' Authorities:

- Hearing Impairment Team.
- Visual Impairment Team (including mobility support).
- Multi-sensory impairment Team.
- Speech and Language (Communication Intervention Team (COMiT) Service.
- Gwent Ethnic Minority Support Service (GEMSS).

6.1. Early Identification (Pre-school)

When it is thought likely that a pupil will or may have additional learning needs they will be brought to the attention of the Authority by Health (e.g. Speech Therapists and Paediatricians), Social Services or the Pre-school setting.

As a result of this referral, the Local Authority Early Years Advisory Teacher monitors and supports early identification of children who may have additional learning needs.

Upon receipt, and consideration, of evidenced information, the setting, where appropriate, will be offered additional support so that intervention strategies can be implemented by staff. This enables the setting to increase their capacity to address the additional needs of individual pupils and aids transition into mainstream schools.

For the most part pupils transferring to mainstream school will have their additional needs met through the Graduated Response.

A minority of pupils, whose individual needs and difficulties are particularly complex, and who will require specialist support or equipment, will be discussed at the Authority's complex needs panel.

6.2 Early Identification (Schools and Settings)

The Authority's teams (ALN, SpLD, EPS and Inclusion) work in partnership with parents, teachers, co-ordinators of ALN and Head teachers to identify and meet the needs of children and young people in the Authority's schools and settings.

The Authority:

- provides schools and settings with an Education Psychology Service (EPS), an Advisory Teacher (SpLD) and Inclusion services, consisting of consultation, advice and training to enable teachers to accurately assess and address whole school needs, as well as those of individuals and groups of pupils;
- ensures that ALN registers in schools and settings provide a comprehensive record of all pupils with ALN and the provision made for those pupils; and
- uses pupil-level data, including attendance records and standardised testing at the end of each Key Stage, to inform the identification of needs, to target intervention appropriately and to evaluate the effectiveness of provision.

Schools and settings will:

- make full use of all available classroom and school resources; differentiate learning opportunities to meet individual learning needs;
- monitor review and evaluate all pupils' progress;

- identify at the earliest possible stage any pupils who may need educational provision '*different from, or otherwise in addition to*' that normally provided.

6.3 Graduated Response

The Authority adheres to the principles and practice embodied in the SEN Code of Practice for Wales. It relies on the consistent and effective implementation of its Graduated Response procedures for the success of this strategy.

The Authority's approach to the Graduated Response recognises that:

- children learn in different ways and have different kinds and levels of additional needs;
- pupils may need help through the Graduated Response for just a short time or for many years;
- *all* teachers are teachers of children with special needs;
- the range and style of support can be increased or reduced according to pupils individual needs; and
- where a pupil's progress continues to cause concern, additional support and expertise *must be made available* as part of a continuous cycle of planning, action and review.

Where there is clear evidence of concern about a pupil's progress, the Authority will work with schools to support and implement the Graduated Response procedures according to the following four levels:

- School (or Early Years) Action (S.A.)
- School (or Early Years) Action Plus (S.A.P)
- School (or Early Years) Action Plus Resourced Agreement (S.A.P.R.A.)
- Statement (S)

6.3.1. School Action

School Action is defined as provision that is '*additional to, or otherwise different from*' expected mainstream differentiated provision.

- It is made available at the earliest possible stage to any pupil who experiences greater difficulty in learning than the majority of his/her peers.
- Their needs, and the action required to meet those needs, must be discussed with the parents and be recorded in school, both as part of the SEN Register and, on the pupil's Individual Education Plan (IEP).
- The class teacher, in consultation with the Co-ordinator of ALN reviews the pupil's progress at regular intervals to determine whether the provision is effective or not, and to determine whether to continue or remove the additional support, or move up to the next Graduated Response level.

The responsibility for identifying and meeting the needs of pupils, and for organising and delivering provision at *School Action*, rests with schools. Funding for this provision is included in schools' budgets. The role of the Authority is to advise and support schools in how best to provide effectively at *School Action*.

(Fuller details of the Authority's strategy for funding ALN are provided in Appendix 2.)

The Authority monitors and evaluates the effectiveness and value for money of school provision, by reviewing data annually on pupils' attainments at the planning meeting.

6.3.2. School Action Plus

Where a pupil makes very little or no progress in response to appropriately differentiated and targeted provision at *School Action* over at least two terms, then the school should consider making additional provision at *School Action Plus*.

- The class teacher and Co-ordinator of ALN reassess the pupil's needs, according to the appropriate criteria (*full details of the ALN criteria are provided in Appendix 3*).
- The Co-ordinator of ALN must seek additional support and/or advice from the Authority, (e.g. the EPS, SpLD Service, Inclusion) and outside agencies (Health Services e.g. Speech and Language Therapy (SALT), Occupational Therapy before moving the pupil to *School Action Plus*).

- On receipt of additional advice and/or assessment information, the school is responsible for recording the pupil's needs at *School Action Plus*, for incorporating the new information within the pupil's IEP and for continued delivery of the IEP.
- The school will continue to monitor, evaluate and review the pupil's progress, to determine whether the programme is effective.

As with *School Action*, funding for School Action Plus is delegated to schools. The Authority's central SEN team will monitor and evaluate the impact of funding for additional support on pupils' progress.

6.3.3. School Action Plus Resourced Agreement (SAPRA)

Where a pupil makes very little or no progress in response to appropriately differentiated and targeted provision at School Action Plus over at least two terms, then **the school** must request additional support from the authority by making a referral to the SAPRA Panel.

The panel will consider the evidence presented by the school, together with any assessment information from support services and/or outside agencies, and, if appropriate, will meet with the school and parents to consider a SAPRA.

Funding for the pupil's Graduated Response provision may be an additional award by the Authority or via the delegated school budget. It is the responsibility of the school to evidence impact and pupil progress with monitoring by the Authority.

The pupil's needs, the provision to meet those needs, the respective roles and responsibilities of the school and the Authority, as well as and the funding allocated by each party will be set out in a Joint Resource Agreement (SAPRA).

For purposes of review, monitoring and evaluation, the Authority regards a SAPRA as equivalent to a Statement of SEN.

6.3.4. Statutory Assessment

The Authority accepts the basic principle incorporated in the SEN Code of Practice that only a very small minority of pupils will have ALN of a severity or complexity that requires a statutory assessment and a Statement of SEN.

Normally, the Authority will carry out a Statutory Assessment:

- if there is evidence to show that the school has implemented the Graduated Response and that the pupil continues to underachieve despite receiving the highest level of support available without a Statement; or
- if there is convincing and well-documented evidence of the immediate need for a Statutory Assessment, for example where a pupil has experienced a sudden and traumatic change of circumstances; or
- where the Authority is aware that a pupil may need a special school placement.

6.3.5. Statement

The Authority aims to meet the needs of as many pupils as possible without recourse to a Statement i.e. through provision of SAPRA.

However, for a small number of pupils, including all those for whom an out-of-county special school placement is needed, it is possible for the Authority to maintain a Statement in the usual way. Additional funding for these pupils is met from the Authority's delegated/centrally retained ALN budget.

6.4 School Planning Meetings

ALN planning meetings are a vital element of the Authority's work with schools to ensure effective implementation of the Graduated Response, provision and resources, and the monitoring of pupils' progress.

All schools are expected to complete a planning document detailing their use of ALN budget, expected needs, intervention provision and details of specific pupils or cohorts of pupils whose progress may be a cause for concern. This document will be completed at a joint planning meeting at the beginning of the financial year between the Authority and the school. If the planning document is not completed, funding will be withheld until completion.

A copy of the document is held centrally and the information used to aid decisions on future planning for policies, provision, training, funding and expected outcomes. During these sessions school staff have the opportunity to share immediate concerns with relevant Authority staff and exchange expertise and good practice with colleagues. This document will be used throughout the year to inform resource decisions.

In undertaking individual school meetings and visits, Authority personnel take the opportunity to review, monitor and discuss the effectiveness of individual school's ALN provision, and provide advice and support which will enable schools to maintain high standards of provision and provide for future needs.

6.5 ALN Panels

The Authority holds ALN panels for the following: Steering, SAPRA, Statutory Assessment, Funding and Mouton House Special School. ALN Officers also take part in a joint Complex Care Panel with Health and Social Services.

It is expected that schools can demonstrate they have followed the procedures above for meeting the needs of children and young people through the graduated response before they make any requests to the ALN panels for the majority of cases.

6.5.1 The Steering Panel

The purpose of the panel is problem solving and comprises a Head Teacher, Educational Psychologist and ALN Officers who look at a range of individual pupil's difficulties. The panel meets fortnightly.

Pupils are referred by Authority staff for consideration of such issues as placement and provision. The panel agrees appropriate actions or involvements for a way forward.

6.5.2 The SAPRA Panel

The SAPRA Panel meets once every half term and is made up of the Authority's ALN/Inclusion Officers, an Educational Psychologist, a representative from SNAP Cymru, a Head Teacher and a Finance Officer.

Following the request from the school, the panel will consider evidence received and whether the school has demonstrated that appropriate strategies have been implemented over a reasonable period of time (e.g. 2 terms School Action and 2 terms School Action Plus).

The Panel will also seek to identify any areas of success and ways that this can be built upon in the future to meet the child's needs more effectively. Using their ALN Planning document, schools should seek to clearly identify ways in which additional resources will be deployed in order to enhance the provision they have already made (and will continue to make).

For each case presented, the Panel will consider the involvement of the Authority and additional support services in assessing the pupil and reviewing the provision.

It is likely that the authority will already have evidence of much involvement by ALN support services (SpLD, Educational Psychologist, Outreach, Inclusion Team) or Commissioned Services (COMiT, HI, VI) or Health Services at this point.

(The types of evidence required to assist the Panel in decision making are set out in the Appendices)

Following a decision by the SAPRA Panel to proceed, a SAPRA meeting will be held in the school with the Parents, Head Teacher, LA Officer, Educational Psychologist (and any other professionals involved) to agree the interventions and what targets for success are to be set for the pupil's Individual Education Plan (IEP) / Individual Development Plan (IDP). Wherever appropriate, the pupil should also be present at this meeting and/or have the opportunity to contribute to the process.

Should additional resources be required, the SAPRA will be presented to the Funding Panel for consideration.

Additional funding is awarded by the Authority for those pupils with high level/complex difficulties via a SAPRA agreement or Statement of SEN. The panel will look at what level of support a pupil will need access to in order to meet their additional learning needs and take into account factors such as educational interventions, specialist programmes to be implemented, personal care needs and health and safety requirements.

6.5.3 Statutory Assessment Panel

The panel meets fortnightly and comprises a Head Teacher, Educational Psychologist, ALN Officers and a representative of SNAP Cymru. The purpose of the panel is to decide whether a pupil's special educational needs should be determined by the education Authority by way of a statutory assessment.

When the statutory assessment process has been completed, the panel meets again to decide if the pupil should have a Statement or whether their needs can continue to be met at SAP and a Note in Lieu is issued.

6.5.4 Mounton House Special School

The panel meets monthly and comprises the School's Head Teacher and Social Worker, another Monmouthshire Head Teacher, an Educational Psychologist and ALN Officers.

The purpose of the panel is to consider applications made by Monmouthshire and other local authorities for a day or residential place. Mounton House caters for boys aged 11 – 16 who have behavioural, emotional and social difficulties (BESD) and where placement in a mainstream school is no longer appropriate.

7. Strategies for providing effective teaching and support for all pupils with ALN in accordance with the statutory requirements of the Equality Act 2010 and the SEN Code of Practice for Wales, 2002.

7.1 Generic Strategies

The Authority is committed to providing effective teaching and support for all pupils within modern learning environments, both to ensure that pupils with ALN achieve the highest possible standards and also to enable schools to meet the needs of pupils with 'low level' learning and behavioural difficulties at an early stage.

The Authority and commissioned school improvement services (EAS) focus closely on early identification of difficulties at school level, and in so doing help to reduce the number of pupils who underachieve in learning and/or develop behavioural difficulties.

These National consortia and local Authority strategies include:

- Literacy.
- Numeracy.
- Foundation Phase.
- Advice, support and training for teachers and teaching assistants in strategies that promote Inclusion.

7.2 Targeted Support and Intervention

A range of targeted support and intervention is available through the Authority's Graduated Response system to assist individual pupils and groups of pupils who are experiencing learning and/or behaviour difficulties that meet the criteria within the Code of Practice for SEN.

The types of support available are described below, and are grouped according to the main types of ALN.

The Authority is committed to responding flexibly to the wide range of severity and complexity of pupils' needs, and to meeting those needs for as long as necessary.

It should be noted that individual pupils may well have needs that span two or more areas, in which case the appropriate support is tailored accordingly. The areas are:

- **Cognition and Learning.**
- **Behaviour, Emotional and Social Development.**
- **Communication and Interaction.**
- **Sensory and/or Physical Needs.**

(These areas are described more fully in Appendix 3)

8. Strategies for educating pupils with ALN within the Authority's mainstream schools wherever possible.

The Authority offers pupils with ALN a range of provision in mainstream schools and, through partnerships, commissioned services and other agencies.

Pre-school settings:

Children in Nurseries attached to an Authority maintained primary school can access ALN support via the main school Co-ordinator of ALN, this will be through the graduated response.

Children in non-authority maintained (private) pre-school settings can access ALN support via the Early Years Advisory Teacher who works closely with the EPs and other ALN officers to offer advice on appropriate interventions and training.

The Early Years Advisory Teacher and EPS provides information to the Authority to help determine forward planning of provision and resources to ensure a smooth transition to a mainstream primary setting or other provision.

8.2 Mainstream Class Provision

Monmouthshire aims to educate almost all children and young people with ALN either within their local mainstream schools or within more specialised (resourced) classes which are located in specific authority primary and secondary schools.

In order to enable pupils with ALN to reach their potential within their local school and in a mainstream class wherever possible, the Authority will ensure that mainstream schools have the capacity to identify and meet pupils' needs.

In order to achieve this goal, the Authority ensures that:

- the EAS meet regularly with Authority officers to share expertise, support and information, through ALN planning meetings and link visits to all schools;
- support for individual schools ensures consistency and effectiveness of approach throughout the Authority;
- all Co-ordinators of ALN have induction training and the opportunity to work together at the Authority's ALN Co-ordinators termly networking and monitoring sessions. These meetings are led by Officers, the Advisory Teacher and EPs together with visiting professionals;
- pupils needs are effectively identified through individual school ALN planning meetings as well as through centrally collated data;

- teachers and teaching assistants have opportunities to attend appropriate training in ALN, delivered as part of the Authority's ongoing programme of capacity building in schools;
- staff in the Foundation Phase are supported in developing skills in early identification of children's needs; and
- appropriate, ICT enriched teaching and learning environments are provided to effectively meet the needs of learners.

8.3 Resourced classes in mainstream schools

Additionally resourced classes maintain a flexible programme of support to enable pupils with more severe and complex needs to access both specialist and local provision.

An outreach service is provided to local schools by specialist teachers.

The Authority provides resourced classes in mainstream schools as follows:

Overmonnow, Monmouth. (Primary)

Accommodates up to 20 pupils between the ages of 4 and 11.

This facility is resourced to meet the needs of pupils with a range of difficulties including: moderate/severe learning difficulties; profound and complex needs; autistic spectrum disorder and other pervasive developmental disorders. A pupil will usually be experiencing persistent difficulties in at least two of the following areas:

Communication
Language
Literacy
Numeracy
Personal Social Skills
Physical Skills

Pembroke Road, Chepstow. (Primary)

Accommodates up to 20 pupils between the ages of 4 and 11.

This facility is resourced to meet the needs of pupils with a range of difficulties including: moderate/severe learning difficulties; profound and complex needs; autistic spectrum disorder and other pervasive developmental disorders. A pupil will usually be experiencing persistent difficulties in at least two of the following areas:

Communication
 Language
 Literacy
 Numeracy
 Personal Social Skills
 Physical Skills

Deri View, Abergavenny. (Primary)

Accommodates up to 24 pupils between the ages of 4 and 11.

This facility is resourced to meet the needs of pupils with complex special educational needs, mainly those who are experiencing learning difficulties to a moderate degree, usually with additional BESD.

A pupil will usually be experiencing persistent difficulties in at least two of the following areas:

Communication
 Language
 Literacy
 Numeracy
 Personal Social Skills
 Physical Skills

Caldicot Comprehensive (Secondary)

Accommodates up to 75 pupils between the ages of 11 and 16.

This facility is resourced to meet the needs of pupils with moderate to severe learning difficulties. It also meets the needs of pupils with autistic spectrum disorder and children with physical difficulties.

A pupil will usually be experiencing persistent difficulties in at least two of the following areas:

Communication
 Language
 Literacy
 Numeracy
 Personal Social Skills
 Physical Skills

Chepstow Comprehensive (Secondary)

Accommodates up to 12 pupils between the ages of 11 and 19.

This facility is resourced to meet the needs of pupils with severe learning and other complex difficulties. It also meets the needs of pupils with ASD. A pupil will usually be experiencing persistent difficulties in at least two of the following areas:

Communication

Language

Literacy

Numeracy

Personal Social Skills

8.4 Other provision (special school)

Mounton House Special School

The Authority maintains one residential special school, Mounton House, for boys aged 11 to 16 years with BESD based in Chepstow. A Statement of SEN is currently required for a pupil to access this provision.

21st Century Schools Development Programme

The authority view this schools programme as the appropriate vehicle to deliver modern, state of the art, fit for purpose teaching and learning facilities which meet the needs of all learners and support services within mainstream primary and secondary schools.

9. Strategies for Working in Partnership

9.1 Pupils and Parents, Guardians/Carers

Under Section 332A of the Education Act (1996), Monmouthshire arranges for the parent, guardian or carer of any pupil with ALN residing in their area to be provided with advice and information about matters relating to their child's need.

Parental permission must be gained in order that a pupil can be placed on the school's SEN Register. The ALN Co-ordinator should inform them of the availability of the parent partnership service.

EPs, ALN Officers, the Early Years Advisory Teacher and Inclusion Officers are always available to support and advise schools and parents through meetings, on the telephone and by email. The Authority has informative leaflets on statutory assessment, educational psychology and specific learning difficulties.

A monthly, Authority based, Parent 'Drop-in' held at County Hall, Usk is available to all parents, carers and guardians of pupils with ALN who may be experiencing difficulty with their child's provision. This service affords parents the opportunity to discuss their concerns with appropriate Monmouthshire staff and work together with schools towards a positive outcome for the child or young person.

It is recognised that, occasionally parents, guardians or carers may not agree with the Authority on the level and/or type of support or the placement their child may need. Sometimes families may need help with regard to understanding the ALN process. In order to address these issues, in addition to central staff, the authority works closely with SNAP Cymru as the Parent Partnership Service.

This Partnership ensures that all parents, guardians and carers of youngsters with ALN will have the opportunity to freely access accurate, impartial and confidential advice, support and information regarding additional needs.

Monmouthshire also recognises the needs and rights of pupils to have access to an independent person who will work in an open and accessible manner to promote and realise their rights :

'Children who are capable of forming views have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matter affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child' (U.N Convention on the Rights of the Child.)

Pupils with ALN should be actively involved, at an appropriate level, in discussions about their IEP/IDP including target setting and a review of their progress in achieving those targets.

All schools are expected to include pupils in their individual review meetings by seeking and recording their views. It is important that judgments should not be made about levels of understanding especially among very young children or pupils with communication or sensory difficulties.

Some pupils may need or wish for personal support or may wish to express their views through a parent, friend or peer, social worker, counsellor, advocate or a communicator.

9.2 Schools and settings

The Authority will support schools and pre-school settings in the delivery of this strategy by:

- providing a set of common criteria for identification and assessment of needs;
- implementing its resourcing strategy;
- making a variety of appropriate resources available;
- providing effective training opportunities for all staff and Governors;
- establishing and supporting effective transition between Key Stages; and
- sharing of good practice.

9.3 External agencies

Monmouthshire recognises the contribution of external agencies in improving outcomes for pupils with ALN by enhancing teaching and support for all pupils, in accordance with the statutory requirements of the SEN Code of Practice for Wales 2002 and the Equality Act 2010. The Authority works in partnership with a wide variety of agencies, including:

- Aneurin Bevan Health Board-Paediatric and specialist teams such as Speech Therapy, Physiotherapy and Occupational Therapy. Specialist Child and Adolescent Mental Health Services (CAMHS) and Child and Family Psychology Service.

- Colleagues within Social Services and partner agencies offering support to families via the Joint Assessment Family Framework (Youth Offending Team, Fusion (Specialist Under 18 Drink and Drugs prevention Service), Waimon (Women's Aid).
- Families First Joint Assessment Family Framework and Team around the Family Service (JAFF/TAF) the JAFF Co-ordinator attends regular monthly meetings within Local Authority schools offering co-ordinated support for families who have more than one area of need. JAFF/TAF provides early intervention support by creating a Team around the Family which consists of relevant professionals and agencies co-ordinating services with the family to address need in a variety of areas including education, emotional and physical health, relationships and social lives, access to training and employment, behaviour, parenting and home environment.
- Face-to-Face Counselling Service and Monmouthshire Youth Service.
- Wales PPA and Mudiad Meithrin.
- Monmouthshire also employs a dedicated ASD Co-ordinator and funds a National Autistic Society Support Worker for families to consult where a child has ASD.
- Monmouthshire commissions its school improvement service via the Education Achievement Service.

The contact details of all agencies can be found on the Monmouthshire Web site www.monfis.org.uk.

10. Specialist settings for pupils whose needs cannot be met in Monmouthshire schools.

For the very few pupils whose needs cannot be met through mainstream education, the Authority seeks to provide high quality specialised education and support by working in partnership with other authorities and providers.

Each year, the Authority places a very small number of pupils with exceptionally complex needs in provision outside Monmouthshire.

Out-of-county provision is normally in a day special school maintained by another authority, or in the independent sector. In exceptional circumstances residential provision may be sought in conjunction with Social Services and Health.

Decisions to place pupils in independent out of county special schools are taken by a multi-agency Complex Needs Panel, with membership from the Authority's CYP, Social Services and the Aneurin Bevan Health Board.

All out-of-county placements are subject to regular review.

Schools are visited prior to placement to establish their suitability.

Once pupils are placed, the Authority's central ALN team monitors and evaluates progress by: attending annual review meetings; listening to the voice of the pupil; and by analysing progress data.

10.1. Complex Needs Panel

This multi-agency strategic group meets on a monthly basis. Its role is to discuss and address the assessment, planning and service provision for children who have complex needs and are known to all agencies.

Where possible, the needs will be met locally, but for a few pupils it will be necessary to secure out-of-county placements. The panel works to a clear protocol as detailed below:

- Children and young people in need still living at home with their own families where the complexity and intensity of their needs cannot be met by one agency.
- Children and young people looked after by the Authority, where the complexity and intensity of their needs cannot be met by one agency.

- Children and young people with specific learning needs where the complexity and intensity of their needs cannot be met by one agency and, where there is an increasing likelihood that their needs will require intervention, which may only be available outside existing county resources.
- Children and young people with health needs (physical, mental or emotional) where the complexity and intensity of their needs cannot be met by existing universal or specialist health services, continuing and enduring social care or where there is an increasing likelihood that their needs will require intervention, which may only be available outside existing county resources.
- Children and young people in the above categories where it is identified at an early stage that intervention is necessary to prevent the later need for more intensive intervention.

11. The Authority's monitoring and evaluating data on outcomes for pupils with ALN in order to inform the development of policies and provision.

The Authority regards the collection and recording of precise information and data for children with additional learning needs as a crucial factor in the development of policies and planning for effective provision.

The Authority maintains electronic data which includes information from schools' SEN registers, the annual PLASC SEN data records, individual and school-level progress data, records of school planning meetings and pupil assessment information.

Through regular analysis of this comprehensive data record, the Authority is able to:

- monitor and evaluate the impact of resources for individual pupils, groups of pupils and at school level;
- monitor and evaluate the impact of additional funding, both delegated and centrally held, on outcomes for pupils with SEN;
- target additional funding appropriately, and identify future funding needs;
and
- monitor trends and identify emerging areas of need.

12. Monitoring and Evaluation of the Impact of the ALN Strategy.

The implementation of the ALN strategy, policies and procedures outlined in this document is subject to continuous quarterly monitoring by the Authority as part of the Service Improvement Plan.

The impact of the strategy on outcomes for children and young people with ALN is reviewed annually, as part of this overall programme of self-evaluation and service improvement planning.

This policy will also be reviewed in the light of any statutory changes.

APPENDIX 1

Central Support Teams

Roles

&

Responsibilities

The Educational Psychology Service

The Educational Psychology Service (EPS) supports pupils from 0 to 19 years of age.

The role of the EPS is to raise educational standards and to facilitate educational inclusion through the use of psychology.

The work of the Authority's educational psychologists can be divided into five main categories:

- The support of children's development and education.
- Supporting school improvement.
- Strategic and preventative work.
- Contribution to early identification.
- Statutory assessment work.

This will be achieved by operating a time allocation system to schools, based on a formula, which allows for a fair and transparent share of EPS resources.

Using a consultation model within its schools where the psychologist and members of staff work collaboratively to:

- look at, and think about, the current situation;
- identify areas where current strategies are proving successful;
- identify areas which would benefit from further development; and
- draw up possible strategies to facilitate development or change.

Consultation can take place with individual members of staff or groups of staff members and could be concerning individual children/groups of children or more general systemic issues, e.g. the development of literacy/behaviour within the school.

In order to try to bring about the change which will benefit the situation it may be appropriate for the psychologist to work with:

- Individual children.
- Whole schools.
- Parents and/or guardians/carers and outside agencies.

The EPS provides training courses to school staff, undertakes project work and carries out psychological research to inform their practice.

SpLD Service

Supports children with ALN (SpLD) and their schools by:

SpLD teachers work with children and young people in primary and secondary schools within the Authority, aged 6 to 16, with ALN. Monmouthshire SpLD Service aims to work in partnership with the whole school community, and multi-agency colleagues, to ensure that young people have the best possible opportunities to reach their individual potential.

The role of the SpLD teacher is to:

- facilitate educational inclusion for pupils with SpLD (literacy) within mainstream settings;
- support schools in the raising of educational standards for all pupils; and
- provide training and support to increase the capacity of schools to address the needs of pupils with SpLD.

This is achieved by:

- working closely with Co-ordinators of Additional Learning Needs, Educational Psychologists and school based staff working with young people on a daily basis to identify and support pupils with specific learning difficulties;
- providing advice and guidance on the management of specific learning difficulties;
- support schools in the early identification of a pupil's or young person's need;
- advising, modelling, monitoring and reporting on effective intervention strategies;
- advice and guidance on the appropriate use of individual and whole school resources;
- offering training for whole schools, groups or individuals in areas of learning within the category of SpLD;
- share information with parents in a timely manner by providing advice and relevant information;
- attend identified review/multi-agency meetings; and
- co-operative working on authority/national initiatives and processes with a view to 'closing the gap' and raising standards for all pupils.

The Inclusion Service (IS)

The purpose of the Inclusion Service is to ensure that children and young people have access to provision thereby and support as require enabling them to continue to access educational provision, make progress and fulfil their potential.

The work of the Inclusion Service, more specifically, is linked to:

- The attendance of children and engagement of young people of statutory school age who are registered pupils at Monmouthshire schools.

Education Welfare Service

The work of the EWOs comprises:

- promoting the regular attendance of children at school or other educational provision;
- assessing the reasons that contribute to poor attendance, and taking action to improve this by engaging with other agencies to promote the well-being and attendance of vulnerable pupils; and
- assisting in the delivery of alternative curricular provision.

This will be achieved by:

- working closely with schools to ensure that they have robust systems in place to secure good attendance;
- supporting and challenging parents with regard to attendance matters and other relevant issues;
- upon receipt of an appropriate referral from schools, monitoring the attendance pattern of individual pupils and encouraging regular attendance at school by the use of appropriate strategies;
- undertaking intensive casework and providing the opportunity for individuals to be supported / mentored by the Education Welfare Officer or an appropriate professional;
- locating and arranging suitable alternative training or educational provision for those pupils in Key Stage 4 identified by schools as being “disengaged”; and
- recording and analysing data, with particular regard to Welsh Government, county and school targets, and maintaining appropriate records on identified clients.

The Inclusion Service also works in partnership with the whole school community and multi-agency colleagues to promote the best possible outcomes for young people by:

- working with schools, pupils, parents/carers and other agencies where a pupil is at risk of permanent exclusion to provide appropriate support and intervention.

The Pupil Referral Service

- The Pupil Referral Service comprises EOTAS and the PRU; this is a Local Authority provision which has its own management committee akin to a school's governing body.
- EOTAS provides provision for pupils (upon receipt of a supporting consultant's letter) who have been identified with significant medical/psychological needs which impact upon the pupil's ability to attend school.
- The Pupil Referral Unit provides educational support via outreach for pupils in Foundation Phase, Key Stage 2 and Key Stage 3 Provision. The Pupil Referral Unit provides provision for a small cohort of Year 10/11 pupils who are at risk of permanent exclusion from school.

Supporting Vulnerable Groups such as LAC, Gypsy Traveller Pupils/Ethnic Minority Pupils.

This will be achieved by:

- working with schools to support vulnerable groups of pupils such as LAC so that this cohort of pupils' attainment and achievement is tracked and schools are challenged as to how they are supporting the progress;
- ensuring that commissioned services (GEMS) are providing appropriate support and intervention for schools/pupils as outlined in the service level agreement;
- ensuring that any grant funding allocated to schools is targeted in improving outcomes in numeracy/literacy and engagement for Gypsy Traveller Pupils; and
- ensuring consistency in recording racist incidents and incidences of bullying ensuring challenge to schools.

Healthy Schools

This will be achieved by regular visits to schools to ensure progression via the healthy schools initiative.

Sensory Service

The Authority defines the sensory services as:

- Hearing Impaired (HI) Service.
- Visually Impaired (VI) Service.
- COMiT.

The vast majority of hearing and visually impaired children will have been referred to the Education Authority ALN Department by the Health Authority prior to the pupil entering school.

Support for these children will be based on the Hearing and Visual Impairment Services jointly commissioned with neighbouring local authorities and secured by a Service Level Agreement.

Prior to entering school, the sensory service would involve parents and outside agencies, including voluntary bodies. When school entry is imminent, these services will liaise with the Head teacher and teaching staff in order to prepare for the hearing or visually impaired pupil's admission.

This will include any reports or information on the pupil and advice regarding the most beneficial physical environment for the pupil within the classroom and throughout the school building.

COMiT provide a training programme to staff in schools to help staff start groups to help pupils develop their communication and social skills.

Monmouthshire will aim to meet the needs of all pupils with Sensory Impairment at S.A. S.A.P. or S.A.P.R.A.

However, on the very rare occasions where an out-of-county placement is required a statutory assessment will be undertaken.

The HI and VI services will:

- Undertake auditory / visual assessment procedures in order to identify needs;
- Advise and liaise with teachers;
- Support the education of children with sensory impairments;
- Provide training for teaching and non-teaching staff;
- Monitor the progress of sensory impaired children;
- Provide reports for assessments;
- Work in partnership with parents; and
- Liaise closely with other professional bodies.

The sensory services provide pupil tracking data to the authority.

SEN Administrative Team

The SEN Administrative Team is responsible for co-ordinating the statutory response to referrals made by schools, parents and other agencies to the ALN department.

This is achieved by:

- acting as the first point of contact in providing support/information for schools and parents with regard to provision for pupils with ALN;
- validating and monitoring referrals;
- monitoring the delivery and effectiveness of support;
- referring complex cases to the SAPRA panel and/or Complex Care Panel;
- managing out-of-county placements with regard to provision and funding;
- maintaining pupil data systems and carrying out an audit of the requirements of pupils with SEN;
- facilitating provision for pupil transport by liaising with PTU;
- managing the SAPRA, Statutory Assessment process and Annual review procedures; and
- co-ordinating ALN team meetings.

The ALN Team:

Principal Officer ALN Stephanie Hawkins

SEN Team:

Senior Officer (SEN) Ceri Bater

Support Officer Gwen Phillips

Administrative Support Mary Roberts

Educational Psychologist Team:

Acting Team Leader Stephen Trow

Area Education
 Psychologists Michelle Mansell
 Lucie Doyle
 Julia Young
 Casey Stephens

Administrative Support Barbara Derham

Advisory Teachers:

Senior Officer (SpLD) Ruth Davies

Specialist SpLD
 Teachers Brenda Rees
 Sheridan Sharp
 Kath Kippax
 Pamela Martin
 Alena Hickin

Contact Details for Parent Partnership Agencies

SNAP Cymru

Head office: 10 Coopers Yard, Curran Road, Cardiff CF10 5NB

e-mail: headoffice@snapcymru.org

www.snapcymru.org

Advice line: 0845 1203730 Lines open 9.30 – 4.30 Mon – Fri.

Local office: Ty Derwen (GAVO), Church Road, Maindee Newport, NP19 7EJ

email: gwent@snapcymru.org

www.snapcymru.org

Advice line: 0845 1203730 Lines open 9.30 - 4.30 Mon - Fri

Local contact: Teresa Bradley

APPENDIX 2

How the Authority Funds Provision for Pupils with SEN

Monmouthshire's formula for funding ALN services in schools is based on clear principles of early intervention and is designed to enable schools to support pupils with SEN within the mainstream class.

A significant proportion of funding available to support pupils with ALN is included within the schools dedicated budget.

This provides schools with maximum flexibility in using funding to support individuals and/or groups of pupils, according to the Graduated Response as required by the SEN Code of Practice for Wales.

In practice, schools are free to organise provision in the way that best meets pupils' needs, but should bear in mind that they are accountable for the progress of all pupils, including those for whom the ALN panel has authorised additional funding. The amount included in schools' delegated budgets for SEN funding is outlined in the current Funding Model.

Schools are expected to use their delegated funding flexibly to provide all necessary support for pupils at *Early Years/School Action or Early Years/School Action Plus*.

Where it can be clearly demonstrated via a SAPRA that a pupil's needs meet the criteria for provision of a greater degree of support than normally available at EY / School Action Plus, the authority will provide schools with additional funding from the central ALN budget.

These pupils will then move to Graduated Response level **School (or Early Years) Action Plus Resourced Agreement (SAPRA)**.

The ALN panel is responsible for all decisions to allocate, or discontinue, this additional funding at SAPRA.

Where the Authority contributes additional funding, i.e. for pupils at SAPRA, it will issue a **SAPRA** agreement that details:

- the needs of these pupils;
- the provision to meet needs; and
- the respective roles and funding commitments of the school and the authority in meeting those needs.

For a small number of pupils, including all those for whom an out of authority special school placement is needed, the authority will make and maintain a Statement in the usual way. Should additional funding be deemed appropriate for a Statement or a SAPRA, additional funding for these pupils comes from the Authority's centrally retained ALN budget.

Should the Authority make an additional contribution for a pupil at SAPRA, or with a Statement in a mainstream school, this does not replace the school's contribution from its delegated budget.

Special provision made through a SAPRA or Statement of Special Educational Needs is intended to complement rather than substitute from school based resources.

Current Funding Model

An SEN Lump Sum is allocated to each Monmouthshire School. This is calculated on the number of full-time pupils on roll as per the annual January PLASC return and ACORN data. ACORN data is a value attributed to a school based on the post codes of the individual pupils on roll and the known social demographic features of the area where the pupils live.

Schools are placed in bands according to their ACORN value and a weighting added to the numbers of pupils on roll (Full Time Equivalent) to reflect increasing levels of deprivation. This is demonstrated as follows:

Schools' ACORN Value	Social Deprivation Weighting
0 to 9	1.1 x size of the school
10 to 19	1.2 x size of the school
20 to 29	1.3 x size of the school
30 to 39	1.4 x size of the school
40 to 49	1.5 x size of the school

This is now subject to change as the ACORN data is no longer available from FFT and alternatives are to be presented to the Funding Forum Group.

The SEN delegated lump sum is allocated to schools to meet the needs of those pupils requiring 50% teaching assistant support or less, either with a SAPRA or Statement of SEN.

It is only those pupils with more complex and severe needs who have been issued with a Statement of SEN or SAPRA who may be allocated either Band D or E funding.

APPENDIX 3

Guidance for Schools On the Criteria for SEN Provision

This section gives advice that will enable parents, pupils, schools, the education service and other agencies to determine:

- the pupil's main area(s) of special educational need or difficulty; and
- the appropriate level of provision, according to the Authority's **Graduated Response** procedures.

The local criteria incorporated in this document are based on interpreting the guidance offered within the SEN Code of Practice for Wales.

The aims of the criteria are:

- to ensure that pupils who need additional support and for whom the authority may provide some additional resource '*which is in addition to or otherwise different from*' that offered via the school's delegated budget are identified objectively, consistently and in a way that is fair to all; and
- that the authority and its schools are able to target appropriate support and funding towards pupils with the most severe and/or complex needs.

All schools should be aware that any request to the authority for additional support and/or statutory assessment should be accompanied by detailed evidence based on these criteria and on the outcomes of the **Graduated Response** provision to date.

Currently the Authority is undertaking a pilot study in all schools of Individual Development Plans. This is in recognition of future developments and proposals in line with the White Paper Reform of ALN from the Welsh Government (22 May 2014).

Underlying principles

Through application of common criteria, the authority will ensure that the needs of individual pupils and their respective schools are considered within a framework that is:

- **equitable** - fairness of structure and procedure;
- **transparent** - clear criteria and process;
- **consistent** - within and between schools across the authority;
- **efficient and effective in its use of resources** - clear access and exit criteria, with funding targeted towards pupils with the highest needs, and with close monitoring of the impact of funding; and
- **accountable** - the respective roles and responsibilities of all are clearly defined.

Identification

The SEN Code of Practice makes it clear that a small percentage of **all** pupils will have a degree of special educational needs that require enhanced provision. It is therefore expected that most pupils who are progressing at a slower / quicker rate will make 'adequate progress' and have their needs met through everyday mainstream differentiated teaching within their appropriate groups.

In line with this, pupils should not be placed in a higher or lower chronological aged registration group on a permanent basis.

Adequate progress is defined in a number of ways and can include progress that:

- closes the attainment gap between the pupil and their peers;
- prevents the attainment gap growing wider;
- similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the pupil's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- is likely to lead to an appropriate accreditation; and
- is likely to lead to participation in further education, training and employment.

Provision for pupils who do not make progress in their learning/behaviour is a matter for the school as a whole. It should not be assumed that all pupils can and will progress at the same rate.

'All teachers are teachers of children with special educational needs.' (COP 5:1)

In addition, the Governing Body, the Head teacher and the Co-ordinator of ALN have specific responsibilities. The key to meeting all pupils needs lies in the teachers' knowledge of each pupil's skills and abilities.

It is for individual schools to decide the procedures they adopt to meet the pupil's needs and to monitor and assess progress and outcomes. The evidence gained from observations and assessments will provide details of the areas in which the pupil is not progressing even though the teaching styles have been differentiated.

Having gathered these evidence teachers should consult with the Co-ordinator of ALN to review the current strategies and decided whether or not the pupil requires something '*in addition to*' or '*otherwise different from*' in order to progress and experience success.

Entry Criteria at School Action: (SA)

When a pupil's difficulties prove less responsive to mainstream differentiated provision, then an early start must be made in considering provision at *School Action* that is '*additional to, or otherwise different from*' that already provided.

At this point:

- the school has the duty to inform parents, guardians and / or carers that special educational provision is being made for their pupil (Education Act 1996 317A);
- the pupil's needs and the provision to meet those needs should be recorded according to the criteria laid out in this document; and
- strategies introduced to enable the pupil to progress should be recorded in an Individual Education Plan (IEP).

The IEP should be individual to the pupil and include:

- the start and review date of the plan;
- Specific, **M**easured, **A**chievable, **R**ealistic and **T**imed targets;
- the specific strategies to be used to achieve the targets;
- the provision to be put in place over and above that of the normal mainstream setting;
- success and/or exit criteria; and
- outcomes and, if appropriate, the next steps.

It is good practice to provide parents, guardians and / or carers with a concise and easily understood copy of the pupil's IEP. This will enable them to understand their pupil's difficulties and support them, as far as is realistic, in achieving success and in accordance with the Authority's Guidance on IEP Writing.

IEPs should be working documents and as such be continually kept 'under review,' in such circumstances there cannot simply be a 'fixed term' or a formal meeting for review.

Using this evidence, teachers should consult with the Co-ordinator of ALN to review the current strategies and decided whether or not the pupil requires something '*in addition to*' or '*otherwise different from*,' in order to progress and experience success. However, at Foundation Stage & KS2, one term should be the maximum time before a review meeting is held to review the targets.

Exit Criteria at School Action:

When a pupil's difficulties prove responsive to specifically differentiated provision as outlined in their IEP at *School Action* and, progress is maintained over a term, class teachers should consult with the Co-ordinator of ALN to reassess the pupil's progress. The IEP targets should be revised in order that the pupil begins to access differentiated mainstream class provision and by the end of the second term begins to develop independence in their learning.

Where progress is maintained over two terms and the pupil no longer requires provision '*additional to*' or '*otherwise different from*', as defined in the criteria, schools should no longer record the pupil as having additional learning needs.

Further Support at School Action Plus: (SAP)

Where a pupil's difficulties do not prove responsive to specifically differentiated provision as outlined in his/her IEP and very little, or no progress, is noted over two terms, class teachers should consult with the Co-ordinator of ALN to reassess the pupil's need according to the appropriate criteria (*usually the targets on the IEP*).

At this point, the pupil's needs should be recorded at *School Action Plus* with all advice received incorporated into the pupil's IEP. Where the school feels the pupil's needs arise specifically from a Speech & Language Impairment, the school should make a direct referral to the Speech Therapy Service and, where appropriate, COMiT.

The pupil's needs and provision should be recorded at SAP while the provision remains. Where the pupil receives COMiT support the school should, as far as is possible, identify a Teaching Assistant so that any specific programmes continue to be delivered in the classroom setting and that the capacity of the school to address such needs is increased.

Exit Criteria at School Action Plus:

The pupil's needs remain recorded at SAP until the advice/support received from the LA/outside agency is fully implemented and there is evidence of progress.

At this point, in order to ensure the school continues to implement the advice and the pupil's progress is sustained and built on, his/her needs should be recorded at *School Action*.

Further Support at School Action Plus Resourced Agreement:

Where a pupil continues to make very little, or no progress, in response to appropriately differentiated and targeted provision at School Action Plus, and meets the criteria for consideration of SAPRA, then the school should make a request to the SAPRA panel, along with supporting evidence, for further advice and/or support. If granted, the provision of additional support/resources will be reviewed annually or as needs direct at the SAPRA review meeting.

P Levels:

In order to ensure adequate, measurable and accountable progress for all pupils with ALN, the Authority advises that, *where a pupil has been working towards Level 1 for more than 2 terms*, the P. Level structure should be adopted as defined and monitored by the Authority.

Unless already recorded at a higher level, the pupil's needs should then be recorded at S.A.P. Exemption from National Standardised Tests will be dependent on pupils' P. Level Scale attainment.

AREAS
OF
LEARNING

Cognition and Learning

Specific Learning Difficulties (SpLD)

SpLD is an umbrella term which indicates that pupils display differences across their learning. Pupils with SpLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Pupils may also have problems with:

- fine or gross motor control skills;
- tasks involving specific abilities such as sequencing, organisation or phonological or short-term memory abilities;
- language development;
- forming concepts, especially when information requires first hand sensory experiences; and
- frustration and / or low self-esteem, taking the form, in some cases, of behaviour difficulties.

Pupils with SpLD cover the whole ability range, and the severity of their learning difficulty varies widely. Specific learning difficulties include:

Dyslexia:

- Pupils with dyslexia may learn readily in some areas of the curriculum but have a marked and persistent difficulty in acquiring accuracy or fluency in learning to read, write and/or spell.
- They may have poor reading comprehension, handwriting and punctuation.
- They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words, or reverse letters and sounds in words.

Dyscalculia:

- Pupils with dyscalculia have difficulty in acquiring mathematical skills.
- They may have difficulty understanding simple number concepts, lack and intuitive grasp of numbers and have problems learning number facts and procedures.

Dyspraxia:

- Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing to be clumsy.
- They find gross and fine motor skills hard to learn and difficult to retain and generalise.
- They may have poor balance and co-ordination, and poor awareness of body position.
- Their language may be late to develop, and they may have immature articulation.

Moderate Learning Difficulty (MLD)

Pupils with MLD will have attainments well below expected levels for pupils of similar age in all or most areas of the curriculum, despite appropriate interventions. They may have much greater difficulty than their peers in:

- acquiring basic literacy and numeracy skills;
- in understanding concepts; and
- in dealing with abstract ideas and generalising from experience.

They may also have problems with:

- developing speech and language skills;
- low self-esteem;
- concentration and attention; and
- social skills.

Usually these children will tend to make progress more slowly than the majority of their peers in most areas of learning and are likely to need plenty of repetition and practice before learning becomes secure. In this sense, these children are described as having general, rather than specific, learning difficulties and the type of support they need will differ to that advised for children with SpLD (Dyslexia). Most children with MLD are able to access mainstream education with the right levels of differentiation and support.

Severe Learning Difficulty (SLD)

Pupils with SLD have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have:

- associated difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.

Pupils with SLD will need support in all areas of the curriculum; they are likely to require teaching of self-help, independence and social skills.

Some pupils may use sign and symbols but most will be able to hold simple conversations and gain some literacy skills.

Their attainments may be below Level 1 of the National Curriculum (P Levels being used) for much of their school careers.

Profound and Multiple Learning Difficulty (PMLD)

Pupils with PMLD have a profound cognitive impairment/learning difficulty, leading to significant delay in reaching developmental milestones. In addition they display one or more of the following:

- Significant motor impairments.
- Significant sensory impairments.
- Complex health care needs/dependence on technology.

The inter-relationship of these disabilities increases the complexity of need, in turn affecting all areas of learning.

Pupils with PMLD will need a distinctive curriculum to help them develop sensory, motor, social and communication skills all through their school careers, and into adult life.

- Some pupils communicate by gesture, eye pointing or symbols, others by very simple language.
- These pupils require a very high level of adult support, both for their learning needs and also for their personal care.
- This will be based on a continuum of support and provision appropriate to needs and will incorporate the principles of integration and entitlement.
- These pupils will more often than not need continuous support throughout their adult lives.

At primary level, pupils with PMLD will usually access education through one of the Authority's resource bases. At secondary level, there are a range of approaches which consider both in county and more specialist provision in neighbouring Authorities.

Admission to a Resource Base follows the recommendations of the EP and confirmation at a Statutory Assessment or SAPRA Panel. The admissions meeting, in which parents are vital partners, is convened by the school in consultation with the Authority. The monitoring of the provision is ongoing and should be formally discussed at the annual review meeting.

Lack of competence in either English or Welsh must not be equated with learning difficulties as understood in the SEN Code of Practice.

A medical diagnosis or a disability does not necessarily imply the pupil or young person has special educational needs that will require educational support that is '*in addition to*' or '*otherwise different from*' mainstream provision.

Entry Criteria	
School Action (S.A.)	The pupil has regular and consistent difficulties in accessing the curriculum. The pupil requires support over and above normal classroom differentiation. Standardised score in Literacy and Numeracy 75 – 84. For example CATS/BPVS 75-84
School Action Plus (S.A.P.)	The pupil’s main difficulty is in the area of Cognition and Learning. The pupil has received additional appropriate support at S.A. over at least two terms but has made little or no progress. The pupil’s difficulties cause substantial barriers to learning, and require increased differentiation. Scores within lowest 5th percentile. Standardised scores in Literacy, Numeracy and, for example, CATS/BPVS: 74 or less.
School Action Plus Resourced Agreement (S.A.P.R.A.)	The pupil’s main difficulty is in the area of Cognition and Learning. The pupil has received additional appropriate support at S.A.P over at least two terms but has made little or no progress. The difficulties continue to cause substantial barriers to learning. Scores at, or below, the lowest 1st percentile. Standardised score in Literacy, Numeracy, for example CATS, BPVS or WISC/BAS: below 70. Agreement through ALN resource panel, based on detailed evidence of Graduated Response to be submitted by schools.
Evidence provided by the school or Early Years Setting.	
S.A.	Continues to make little or no progress in specific areas despite mainstream classroom differentiation and basic skills intervention. Evidence provided by school of consultation with parents. Classroom assessment with details of intervention.
S.A.P.	Continues to make little or no progress in most areas despite School Action support. (i.e. intervention which is additional to or otherwise different from mainstream differentiation and Basic Skills groups) Previous IEPs / targets with outcomes. Support Services involvement (whose advice / recommendations should be incorporated into the new IEP).

<p>S.A.P.R.A.</p>	<p>Difficulties are likely to persist for the child’s school career.</p> <p>Indications of how the difficulty affects access to the curriculum.</p> <p>Information about the involvement of Health professionals / Multi Agency involvement from an early age.</p> <p>Indication of which resources are required and how they will be allocated to improve outcomes.</p>
<p>Curriculum and Teaching Methods</p>	
<p>S.A.</p>	<p>Mainstream curriculum with some targeted differentiation.</p> <p>Timed intervention of tasks and activities within an ‘inclusive’ approach.</p> <p>Access to individualised programmes according to need.</p>
<p>S.A.P.</p>	<p>Mainstream Curriculum with significant and targeted differentiation sustained over time.</p> <p>Implementation of Literacy/ Numeracy programmes as advised. Access to individualized programmes according to need.</p> <p>Use of an ‘inclusive’ teaching approach.</p> <p>(Alternative programmes at KS4 where relevant).</p>
<p>S.A.P.R.A.</p>	<p>Some curriculum modifications and individualised programmes sustained over time. Significantly differentiated curriculum.</p> <p>Access to individualised programmes according to need.</p> <p>Use of an inclusive teaching approach.</p> <p>(Alternative programmes at K.S.4 where relevant)</p>
<p>Grouping and Support</p>	
<p>SA</p>	<p>Mainstream class provision with occasional additional support in class.</p>

SAP	<p>Mainstream class provision for most of the time with targeted and sustained additional support in class and / or in a small group.</p> <p>Careful planning of class grouping / seating. Structured classroom management.</p>
SAPRA	<p>Small group and / or class provision for most of the time.</p> <p>Structured classroom management.</p>
Specialised Resources	
S.A.	<p>Some individual access to equipment including ICT, normally available in class and shared with other children.</p> <p>Provision is school based.</p> <p>Use of allocated ALN funding to provide school based small group or individual support and / or resources.</p>
S.A.P.	<p>Individual access to normally available equipment as and when required.</p> <p>Home / School Link system.</p> <p>Specific programme materials as advised.</p> <p>Access to a store of individualised materials to meet objectives.</p> <p>Reference books and literature as advised.</p> <p>Provision is school based.</p> <p>Use of allocated ALN funding to provide school based small group support or individual support.</p> <p>K.S. support time for organisation, course work, proof reading is advised.</p>
S.A.P.R.A.	<p>Individualised access to more specialist equipment sustained over time.</p> <p>ICT and other specific resources and adaptations assessed on an individual basis.</p> <p>Mainstream evaluation of needs & access to a supportive adult if required.</p> <p>Access to core staffing provision.</p>

	<p>Access to specialised provision according to need.</p> <p>Provision agreed through Service Level Agreement.</p>
Advice and Assessment	
S.A.	<p>Class teacher and Additional Learning Needs Coordinator (ALNCO) assess needs, consulting occasionally with external agencies.</p> <p>Attendance. Regular monitoring of effectiveness of provision.</p> <p>Regular monitoring and review of targets within IEP in consultation with child and Parents.</p>
S.A.P.	<p>Class teacher and ALNCO take advice from external agencies when reviewing IEP.</p> <p>Attendance. Regular monitoring of effectiveness of provision.</p> <p>Regular monitoring and review of targets within IEP in consultation with child and Parents. Review with all agencies providing additional support.</p>
S.A.P.R.A.	<p>External agencies provide specialised assessments and advice that lead to a modified IEP. Regular monitoring of effectiveness of provision.</p> <p>Regular monitoring and review of targets within IEP in consultation with child and parents. Review with all agencies providing additional support.</p>
L.A / Other Support Services & Monitoring	
Whole school	<p>Local Authority via Education Achievement Service (EAS) and Schools monitor and evaluate Whole School Performance as part of the self-evaluation and School Improvement agenda.</p>
S.A.	<p>Class teacher and ALNCO assess needs, consulting occasionally with external agencies.</p>

	<p>School</p> <p>Attendance.</p> <p>Regular monitoring of effectiveness of provision.</p> <p>Regular monitoring and review of targets within IEP in consultation with child and parents.</p> <p>Review of ALN stage according to criteria.</p>	<p>Local Authority</p> <p>Training for ALNCo.</p> <p>Training for T.A. and Teachers.</p> <p>Discussion in ALN Planning meetings.</p> <p>Access to INSET courses and support</p> <p>Sessions from EAS+ L.A. menu.</p> <p>Review of ALN stage according to criteria. Annual ALN Audit.</p>
S.A.P.	<p>Class teacher and ALNCo take account of advice and /or assessment from external agencies when reviewing IEP</p>	
	<p>School</p> <p>monitor attendance</p> <p>monitor effectiveness of provision regularly</p> <p>regular monitoring and review of targets within IEP with consultation with the child, Parents and other agencies.</p> <p>Review with all agencies providing additional support.</p> <p>Review ALN stage according to criteria.</p> <p>Annual ALN audit.</p>	<p>Local Authority</p> <p>Support and advice when requested from EPS/ Outreach/Inclusion or other agencies.</p> <p>Access to INSET courses and support sessions from LA or EAS Menu.</p> <p>Review ALN stage according to criteria.</p> <p>Annual ALN audit.</p>
S.A.P.R.A.	<p>External agencies provide specialised assessment and advice that leads to modified IEP (AA3) and / or contribute to the direct support for the pupil.</p>	
	<p>School</p> <p>monitor attendance</p> <p>monitor effectiveness of provision regularly.</p>	<p>Local Authority</p> <p>EPS involvement to advise on needs and inform IEP.</p> <p>Health/social care and Careers support services to contribute to IEP</p>

	<p>Regular monitoring and review of targets within IEP with consultation with the child, parents and other agencies.</p> <p>Review with all agencies providing additional support.</p> <p>Evidence of the utilisation of funding for the child by school during the previous year.</p> <p>Advice from any other relevant agencies as appropriate.</p> <p>Annual ALN audit.</p>	<p>(IDP) when appropriate.</p> <p>LA officer attendance at yearly IEP (IDP) reviews if requested.</p> <p>Attendance at transition reviews (end of Key stages (if requested).</p> <p>Review of ALN stage according to criteria and individual needs.</p> <p>Annual ALN audit.</p> <p>Annual review of SAPRA</p> <p>Careers Wales and Further Education representative to attend Year 9 review.</p>
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Behavioural, Emotional and Social Difficulties (BESD)

Their emotional needs and behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy, pastoral support and the personal / social curriculum.

Pupils may fail to meet expectations of the school and in some cases, but by no means all, may disrupt the education of others.

In some cases the difficulties may arise from, or be exacerbated by, circumstances within the school environment or be associated with frustrations resulting from other learning difficulties.

At the milder end of the continuum, pupils may have difficulties with social interaction which makes it difficult to work in a group or cope in unstructured time/ sessions.

Pupils may have poor concentration, temper outbursts and be verbally aggressive to peers and adults.

Some pupils may display similar signs of low esteem, under achievement and inappropriate social interaction, but without outwardly challenging behavioural outbursts. They may be withdrawn, quiet and find it difficult to communicate.

Some pupils may be unwilling or unable to form and maintain positive relationships with peers and / or adults.

Attention Deficit Disorder (ADD) and Attention Deficit Hyperactive Disorder (ADHD)

ADD/ADHD is a developmental disorder that occurs in 1 - 3% of the population.

It is not related to intelligence and affects children from all walks of life although boys tend to be more affected than girls.

There is a strong genetic component in the condition which manifests itself in signs of inattention, hyperactivity and impulsiveness;

It is not explained by developmental level or another condition and cannot be explained by other factors such as laziness, lack of sleep, too much television or food additives.

Entry Criteria	
S.A.	The child has regular and consistent difficulties in accessing the curriculum. They require support over and above normal classroom differentiation.
S.A.P.	<p>The child's main presenting difficulty is in the area of social, emotional and /or behavioural difficulties.</p> <p>Significant difficulties that persist disrupting the normal functioning of the classroom over a period of half an academic term.</p> <p>Schools should employ a screening measure which is relevant to the main concern.</p>
S.A.P.R.A.	<p>The child's main presenting difficulty is in the area of social, emotional and / or behavioural difficulties.</p> <p>Significant additional learning needs in an ordinary classroom impossible without a high level of intervention.</p> <p>Schools should employ a screening measure which is relevant to the main concern.</p>
Evidence provided by the school or the early years setting.	
S.A.	<p>Continues to make little or no progress in specific areas despite normal classroom differentiation.</p> <p>Evidence provided by school of consultation with parents.</p> <p>Classroom assessment with details of strategies and intervention.</p>
S.A.P.	<p>Continues to make little or no progress in specific areas despite School Action Support (documentation enclosed).</p> <p>Latest IEP / Individual Behavioural Plan (IBP) / targets with outcomes.</p> <p>Record of significant incidents / behaviour patterns.</p> <p>Support services involvement.</p>

<p>S.A.P.R.A.</p>	<p>SA / SAP documentation in place. Needs are likely to persist for the child's school career. Indications of how the difficulty affects access to the curriculum. Latest IEP / IBP / targets with outcomes. Record of significant incidents / behaviour patterns. Indication of how allocated funds would be used. Training initiatives.</p>
<p>Curriculum and Teaching Methods</p>	
<p>S.A.</p>	<p>Ordinary curriculum with some targeted differentiation. Timed intervention of tasks and activities within an inclusive approach. Access to individualized multi-sensory programmes according to need. An inclusive teaching approach.</p>
<p>S.A.P.</p>	<p>Curriculum with significant and targeted differentiation sustained over time within a mainstream setting. Careful planning of class grouping / seating. An inclusive teaching approach. A Personal, Social and Health Education (PSHE) programme to include emotional health sessions on self-awareness and awareness of others. Incorporation of, e.g. Circle Time, to resolve conflict and to teach specific Social Skills. Circle of Friends / Buddy system / Peer mentoring. Specific programmes as advised. Access to interim arrangements including PRU / alternative curriculum.</p>

<p>S.A.P.R.A.</p>	<p>Some curriculum modifications and individualised programme sustained over time(CT3).</p> <p>Significantly differentiated curriculum.</p> <p>SpLD friendly approaches to include multisensory Literacy / Numeracy and adapted activities.</p> <p>Access to individualised multisensory programmes according to need.</p> <p>Use of an inclusive teaching approach.</p>
<p>Grouping and Support</p>	
<p>S.A.</p>	<p>Mainstream class provision with occasional additional support in class.</p>
<p>S.A.P.</p>	<p>Mainstream class provision for most of the time with targeted and sustained additional support in class and / or in a small group. Careful planning of class grouping / seating. Structured classroom management. Access to interim support from the PRU.</p>
<p>S.A.P.R.A.</p>	<p>Small group and / or class provision for most of the time. Structured classroom management.</p>
<p>Specialised Resources</p>	
<p>S.A.</p>	<p>Some individual access to equipment including ICT that is normally available in class and shared with other children. Provision is school based. Use of allocated ALN funding to provide school based small group or individual support and resources.</p>

S.A.P.	<p>Individual access to normally available equipment as and when required. Home / school link system. Specific programme materials as advised. Access to a store of individualised materials to meet objectives. Home / school link system. Provision is school based. Use of allocated ALN funding to provide school based small group teaching or individual teaching. K.S.4: support time for organization, course work, proof-reading advised.</p>
S.A.P.R.A.	<p>Individualised access to more specialist equipment sustained over time. ICT and other specific resources and adaptations assessed on an individual basis. Mainstream evaluation of needs. Access to a supportive adult if required. Access to core staffing provision if available. Access to specialised provision according to needs. Provision agreed through Service Level Agreement.</p>
Advice and Assessment	
S.A.	<p>Class teacher and ALNCO assess needs, consulting occasionally with external agencies. Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child and parents.</p>
S.A.P.	<p>Class teacher and ALNCO take advice from external agencies when reviewing IEP. Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child and parents. Review with all agencies providing additional support.</p>
S.A.P.R.A.	<p>External agencies provide specialised assessments and advice that lead to modified IEP. Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child and parents. Review with all agencies providing additional support.</p>

L.A / Other Support Services and Monitoring

S.A.	Class teacher and ALNCO assess needs, consulting occasionally with external agencies.	
	School: Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child and parents. Review of ALN stage according to criteria. Annual ALN Audit.	Local Authority: Training for ALNCO. Discussion in ALN Planning meetings. Access to INSET Courses and support sessions from Review of ALN stage according to criteria. Annual ALN Audit.
S.A.P.	Class teacher and ALNCO take account of advice and / or assessment from external agencies when reviewing IEP	
	School: Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child, parents and other agencies. Review with all agencies providing additional support. Review of ALN stage according to criteria. Annual ALN Audit.	Local Authority: Support and advice when requested from Education Inclusion Team or any other agencies Access to INSET courses and support sessions (from L.A. Menu) Review of ALN stage according to criteria Annual ALN Audit.
S.A.P.R.A.	External agencies provide specialised assessment and advice that lead modified IEP and / or contribute to the direct support for the pupil	
	School: Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child and parents and SALT. Evidence regarding the utilisation of funding for the child during the previous year. Advice from any other relevant agencies as appropriate. Annual ALN Audit.	Local Authority: EPS involvement to advise on needs and inform IEP. Health, Social Care and Career based Support Services contribute to IEP when appropriate. Review of ALN stage according to criteria and individual needs. Annual ALN Audit. Annual review of SLA. Careers Wales representative attend Year 9 Review.

Communication and Social Difficulties

Speech, Language and Communication Difficulties (SLCD)

Pupils with speech, language and communication needs cover the whole ability range.

They have difficulty in understanding and / or making others understand information conveyed through spoken language.

Pupils may have specific language impairment which is not typical of their other abilities.

Linguistic difficulties may also be associated with developmental delay or learning difficulties.

Speech and language difficulties may show themselves in the following ways:

- Problems with the production of speech.
- Difficulty in finding words and joining them together in meaningful and expressive language.
- A reduced vocabulary or difficulty recalling words.
- May use words incorrectly with inappropriate grammatical patterns.
- Problems in communicating through speech and other forms of language.
- Difficulties or delays in understanding or responding to the verbal cues of others.
- Difficulties with the acquisition and expression of thoughts and ideas.
- Difficulty in understanding and using appropriate social language.
- Frustrations and anxieties arising from a failure to communicate that may possibly lead to apparent behavioural difficulties and deteriorating social and peer relationships.

Some primary aged children will require more specialist support through attending a language support centre.

This does not apply to pupils whose first language is not English / Welsh unless they also have a special educational need in this area.

Referrals for Speech and Language assessment /advice should be made directly to the Speech and Language Therapy Service using their specific criteria and referral form.

Autistic Spectrum Disorders (ASD)

It is recognised that autism covers a wide spectrum. Pupils with autism cover the full range of ability and the severity of their impairment varies widely. Each child is an individual in their response to the world around them.

There are three main areas of impairment (Triad of Impairment):

- Social Interaction.
- Social Communication.
- Rigidity of Thought.

Some pupils also have learning disabilities or other difficulties, making diagnosis difficult. Pupils with ASD may have difficulty in understanding the communication of others and in developing effective communication themselves.

Young pupils may not play with toys in a conventional and imaginative way but instead use toys rigidly or repetitively.

They can find it hard to generalise skills and have difficulty adapting to new situations often preferring routine.

Pupils with ASD may also have difficulty in:

- understanding and using non-verbal and verbal communication;
- understanding social behaviour, which affects their ability to interact with children and adults;
- thinking and behaving flexibly, which may show in restricted, obsessional or repetitive activities;
- understanding the social behaviour of others;
- understanding the social context of speech and behaviour as they tend to be literal thinkers;
- adapting to changes in routine or a new situation; this can lead to inappropriate behaviour; and
- managing high levels of stress and anxiety in settings that do not meet their needs.

Some pupils with ASD have a different perception of sounds, sights, smell, touch and taste and this affects their response to these sensations.

Asperger's Syndrome

Pupils with Asperger's syndrome exhibit similar difficulties to those described under autism.

Pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with autism.

They may not have any clinically significant delay in language or cognitive development.

Pupils with this disorder may have impairment in social interactions and communication skills. They may also develop stereotyped behaviour, interests or activities.

Entry Criteria	
S.A.	The child has consistent difficulties in the area of communication and interaction. The child requires support over and above normal classroom differentiation.
S.A.P.	The child's main difficulty is in the area of communication and interaction. The child's difficulties impede the development of social relationships and cause substantial barriers to learning levels as advised by the relevant professional. Child's potential.
S.A.P.R.A.	The child's main presenting difficulty is in the area of communication and interaction The child's difficulties impede the development of social relationships and cause substantial barriers to learning levels as advised by the relevant professional. Child's potential.
Evidence provided by the school or the Early Years Setting.	
S.A.	Continues to make little or no progress in specific areas despite normal classroom differentiation and basic skills intervention. Evidence provided by school of consultation with parents. Classroom assessment with details of intervention.

S.A.P.	<p>Continues to make little or no progress in specific areas despite School Action support (i.e. intervention over and above differentiation and basic skills groups).</p> <p>Previous IEPs / targets with outcomes.</p> <p>Support services involvement whose advice / recommendations should be incorporated into the new IEP.</p> <p>Indication of how allocated funds would be used.</p>
SAPRA	<p>Continues to make little or no progress in specific areas despite School Action Plus support.</p> <p>Previous IEPs / targets with outcomes.</p> <p>Difficulties are likely to persist for the child's school career without an intense programme of specialised intervention.</p> <p>Indications of how the difficulty affects access to the curriculum.</p> <p>EPS involvement.</p> <p>Multi agency involvement from an early age.</p> <p>Information about the involvement of health professionals.</p> <p>Support services involvement whose advice/ recommendations should be incorporated into the new IEP.</p> <p>Training initiatives.</p> <p>Indication of what resources are required and how they will be allocated to improve outcomes.</p>
Curriculum and Teaching Methods	
S.A.	<p>Mainstream curriculum with some targeted differentiation.</p> <p>Timed intervention of tasks and activities within an inclusive approach.</p> <p>Access to individualised multi-sensory programmes according to need.</p>
S.A.P.	<p>Mainstream curriculum with significant and targeted differentiation sustained over time.</p> <p>Individualised approaches to promote attention and listening; comprehension of spoken language, conceptual awareness, verbal reasoning, expression, vocabulary and social skills.</p> <p>Incorporation of specific programmes as advised: methods including Circle Time; Social Stories; Visual Timetables; Language Builder. (e.g. based on Elklan course)</p> <p>Access to individualized and structured multi-sensory programmes according to need.</p> <p>Use of an inclusive teaching approach.</p> <p>Alternative programmes at K.S.4 where relevant.</p>
S.A.P.R.A.	<p>Some curriculum modifications and individualised programme sustained over time.</p> <p>Significantly differentiated curriculum with use of e.g. TEACCH, PECS methods and materials.</p> <p>Alternative communication techniques as appropriate.</p>

Specialised Resources	
S.A.	<p>Some individual access to equipment including ICT, this is normally available in class and shared with other children. Provision is school based.</p> <p>Access to individualised multi-sensory programmes according to child's individual needs. Use of allocated ALN funding to provide school based small group or individual support and resources.</p>
SAP	<p>Individual access to normally available equipment as and when required. Home /School Link system. Specific programme materials as advised. Access to individualised materials to meet objectives. Reference books and literature as advised. Provision is school based. Access to individualised programmes using classroom resources and I.C.T. Multi-sensory materials relevant to the child's needs. Specific programme materials / software e.g. Elklan, Social Stories, Circle Time, Social Use of Language Use of allocated ALN funding to provide school based small group teaching or individual teaching.</p>
SAPRA	<p>Individualised access to more specialist equipment sustained over time. ICT and other specific resources and adaptations assessed on an individual basis. Access to advice and outreach according to need. Provision agreed through Service Level Agreement.</p>
Grouping and Support	
S.A	Mainstream class provision with occasional additional support in class.
S.A.P	<p>Mainstream class provision for most of the time with targeted and sustained additional support in class and /or in a small group. Careful planning of class grouping / seating. Structured classroom management.</p>
S.A.P.R.A.	<p>Small group and /or class provision for most of the time. Structured classroom management.</p>
Advice and Assessment	
S.A.	<p>Class teacher and ALNCO assess needs, consulting, occasionally, with external agencies. Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child and parents.</p>
S.A.P.	<p>Class teacher and ALNCO take advice from external agencies when reviewing IEP. Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation</p>

	<p>with child and parents. Review with all agencies providing additional support.</p>	
S.A.P.R.A.	<p>External agencies provide specialised assessments and advice that leads to a modified IEP. EPS involvement to advise on needs and inform IEP. Health based, social care based and career based support services contribute to IEP where appropriate. Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child and parents. Review with all agencies providing additional support.</p>	
L.A. / Other Support Services and Monitoring		
S.A.	<p>Class teacher and ALNCO assess needs, consulting occasionally with external agencies</p>	
	<p>School:</p> <p>Attendance. Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child and parents. Review of ALN stage according to criteria. Annual ALN Audit.</p>	<p>Local Authority:</p> <p>Training for ALNCOs. Discussion in ALN. Planning meetings. Access to training. Review of ALN stage according to criteria. Annual ALN Audit.</p>
S.A.P.	<p>Class teacher and ALNCO take account of advice and / or assessment from external agencies when reviewing IEP.</p>	
	<p>School:</p> <p>Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child, parents and SALT. Review with all agencies providing additional support. Review of ALN stage according to criteria. Annual ALN Audit.</p>	<p>Local Authority:</p> <p>Support and advice when requested from ALN Team or any other agencies. Access to training (e.g. Elklan training) Review of ALN stage according to criteria. Annual ALN Audit.</p>

<p>S.A.P.R.A.</p>	<p>External agencies provide specialised assessment and advice that lead to modified IEP and / or contribute to the direct support for the pupil.</p>	
	<p>School:</p> <p>Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child and parents and SALT. Evidence regarding the utilisation of funding for the child during the previous year. Advice from any other relevant agencies as appropriate. Annual ALN Audit.</p>	<p>Local Authority:</p> <p>EPS involvement to advise on need and inform IEP. Health, Social Care, and Career based Support Services contribute to IEP when appropriate. Attendance at Transition Reviews (end of Key Stages) if requested. Review of ALN stage according to criteria and individual needs. Annual ALN Audit Annual review of SLA. Careers Wales representative to attend Year 9 Review.</p>

Sensory and / or Physical Impairment

It is difficult to generalise the impact of Sensory impairment on a child's development. The needs of each child will vary and factors such as personality, age of onset of impairment, degree of loss, the presence of additional disabilities and cognitive ability will make each child unique.

Hearing Impairment (HI):

- HI affects pupils across the whole range of ability.
- The degree of hearing impairment ranges from pupils with a mild hearing loss to those who are profoundly deaf.
- Some children are born deaf while others may become deaf later on due to, illness or trauma.

For educational purposes, pupils are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and / or particular teaching strategies in order to access the concepts and language of the curriculum.

The majority of Hearing Impaired children are integrated into local mainstream schools.

Early diagnosis and the enormous development in amplification and hearing aid technology ensures that this is an effective placement.

More recently, digital hearing aids have come available and more and more Monmouthshire children will be fitted with digital hearing aids if considered appropriate for their needs.

These hearing aids offer advanced technology and provide pupils with excellent opportunities for developing their auditory skills.

There are two distinct types of hearing impairment in children:

Conductive Hearing Loss:

- This does not often pose serious problems and is treatable.
- Pre-school children and children of Nursery School age are very likely to acquire conductive hearing losses.
- It is estimated that in any Nursery class anything up to twenty to twenty five per cent of children can have this type of loss at one time or another.

Sensory Neural Hearing Loss:

- This is a more serious form of hearing impairment as it affects the auditory nerves.
- In the vast majority of cases the condition is irreversible.
- Children who have a moderate to profound hearing loss will be prescribed hearing aids.

The following terminology and definitions have been nationally agreed.

- SLIGHTLY HEARING-IMPAIRED: children whose hearing loss does not exceed 40 dB
- MODERATELY HEARING-IMPAIRED: children whose hearing loss is from 41 dB to 70 dB
- SEVERELY HEARING-IMPAIRED: children whose hearing loss is from 71 dB to 96 dB
- PROFOUNDLY HEARING-IMPAIRED: children whose hearing loss is greater than 96 dB

Visual Impairment (VI)

Visual Impairment affects pupils across the whole range of ability.

The degree of visual impairment ranges from slight difficulties and minor impairment through to blindness.

Categories such as “blind” or “partially sighted” are used for medical and legal purposes.

These can carry different connotations if used in educational contexts.

Although representing only one aspect of vision, and in some instances not the most salient, VISUAL ACUITY is the basis on which an individual’s visual impairment is usually categorised.

Apart from clear vision at a distance, visual impairment may also have an impact on other aspects of vision, such as loss of peripheral vision, loss of central vision or disturbances in the visual field.

For educational purposes, pupils are considered to be Visually Impaired if they require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum.

Educationally blind children will rely on tactile and auditory information in order to learn and are potential braille users.

However, most of these children, approximately 80% of those classed as blind, may have some residual vision or light perception that they can use to help orientate themselves, avoid obstacles and interpret the environment.

World Health Organisation categories of vision:

Category of Visual	Degree of impairment	Visual Acuity with correction	Alternative Definition
Normal	None / Slight	6 / 6 – 6 / 9	Near normal
Low Vision	Moderate	Less than 6 / 18	Moderate low vision
	Severe	6 / 36	Severe low vision
Blindness	Profound	Less than 3 / 60	Profound low vision or Moderate blindness
	Near Total	Less than 1 / 60	Severe or total blindness
	Total	No light perception	Total Blindness

Multi-Sensory Impairment:

When someone is born with combined sight and hearing difficulties the condition is defined as:

Congenital Deaf-Blindness.

When these problems develop later in life the condition is termed:

Acquired Deaf-Blindness.

Where children have severe developmental problems in addition to their deaf-blindness they are known to have:

Multi-Sensory Impairment.

Physical Impairment:

There are a wide range of physical disabilities affecting pupils within the whole ability range.

Some pupils are able to access the curriculum and learn effectively without additional educational provision.

These pupils have a disability but do not have a special educational need. For others, the impact on their education may be severe.

Medical Conditions / Syndromes:

A medical diagnosis does not necessarily mean that pupils have ALN.

It is dependent on the impact the condition has on their educational needs.

In such cases, an individual assessment of the child's and school's needs will be undertaken and, where appropriate, advice sought from other agencies.

Entry Criteria Hearing Impairment	
S.A.	<p>The child's main difficulty is in the area of hearing.</p> <p><i>When the school suspects / observes that a child's hearing is affecting their learning development they should consult with parents in order to refer to their GP and / or seek permission to refer to school nurse and / or the visiting Teacher of the HI</i></p> <p>Mild to moderate hearing loss (Sensory neural or conductive).</p> <p>Classroom audit.</p> <p>Possible amplification.</p>
S.A.P.	<p>Moderate hearing loss causing substantial barrier to learning (sensory neural or long term conductive).</p> <p>Requires amplification.</p>
S.A.P.R.A.	<p>Severe to profound hearing loss causing substantial barriers to learning which will persist throughout their school career (sensory neural).</p> <p>Requires amplification.</p> <p>They require support over and above normal classroom provision.</p>
Evidence provided by the school or the early years setting.	
S.A.	<p>Evidence of difficulties with listening / attention, concentration, understanding and / or responding and possibly mild speech, language and communication difficulties.</p> <p>Evidence provided in conjunction with parents.</p>
S.A.P.	<p>Evidence of a hearing loss that can result in significant speech and language difficulties and access to areas of the curriculum which are not well supported by visual / practical activities.</p>
S.A.P.R.A.	<p>Evidence of severe speech and language difficulties which restrict communication and access to all areas of the curriculum which will persist throughout the child's school career.</p> <p>Information of the involvement of Health professionals.</p> <p>Indication of how allocated funds will be used.</p>

Curriculum and Teaching Methods	
S.A.	<p>Ordinary curriculum with some targeted differentiation. An inclusive teaching approach. Access to individualised multi-sensory programmes according to need.</p>
S.A.P.	<p>Mainstream class with an inclusive teaching approach. Visual and kinaesthetic learning strategies. Language differentiation and delivery of the curriculum. Possibly modification of learning materials. Advice on curriculum modification and access. Specific language and communication skills programmes. Some additional support to access the curriculum</p>
S.A.P.R.A.	<p>Curriculum modifications and individualised programmes sustained over a long time. Differentiation of the curriculum Considerable additional support to access the curriculum A total communication environment or natural oral approach.</p>
Grouping and Support	
S.A	<p>Class based with occasional support. All staff should speak clearly using simple phrases. Ensure the child has understood. Consider the seating arrangements. Adopt visual and kinaesthetic learning strategies.</p>
S.A.P.	<p>Main class and / or small group provision with targeted and sustained additional support. Advice on curriculum modification and access. Specific language and communication skills programmes. Differentiation of the curriculum and specialist support across the curriculum. Some additional support for core subjects with a total communication environment or natural oral approach.</p>
S.A.P.R.A.	<p>Small group and / or class provision for most of the time. Structured classroom management. Differentiation of the curriculum and specialist support in all core subject areas. Considerable additional support for core subjects with a total communication environment or natural oral approach.</p>

Specialised Resources	
S.A.	<p>Audit of learning environment.</p> <p>Amplification equipment (e.g. hearing aids) and daily monitoring.</p> <p>Some individual access to ICT equipment normally available in class and shared with other pupils.</p> <p>Use of allocated ALN funding to provide school based individual / small group support.</p>
S.A.P.	<p>Audit of learning environment.</p> <p>Amplification equipment (e.g. hearing aids and possibly radio microphone systems assessed on individual need).</p> <p>Daily monitoring.</p> <p>Technical support.</p> <p>Individual access to ICT equipment available in class as and when required.</p> <p>Subtitling and visual aids.</p> <p>Use of allocated ALN funding to provide school based individual / small group support.</p>
S.A.P.R.A.	<p>Audit of learning environment.</p> <p>Amplification equipment (e.g. hearing aids and possibly radio microphone systems)</p> <p>Daily monitoring.</p> <p>Technical support. Subtitling and visual aids.</p> <p>ICT resources and other specific resources based on an individual need.</p> <p>Signed interpretation.</p>
Advice and Assessment	
S.A.	<p>Class teacher and ALNCo assess needs consulting occasionally with external agencies.</p> <p>Regular monitoring of effectiveness of provision.</p> <p>Regular monitoring and review of IEP targets with child, parents and specialised staff.</p>
S.A.P.	<p>IEP based on programmes devised by Sensory Service.</p> <p>Ongoing by the TA (following advice given by the Sensory Service).</p> <p>Access to INSET courses and support.</p>

S.A.P.R.A.	<p>Sensory Service provide specialised assessments and advice that lead to a modified IEP Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child, parents and Sensory Service. Review with all agencies providing additional support. Access to INSET courses and support.</p>	
L.A / Other Support Services and Monitoring		
S.A.	<p>Class teacher and ALNCO assess needs, consulting occasionally with external agencies.</p>	
	<p>School:</p> <p>Attendance. Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child and parents and Sensory Service. Review of ALN stage according to criteria. Annual ALN Audit.</p>	<p>Local Authority:</p> <p>Training for ALNCo / Class teacher Discussion in ALN Planning meetings. Access to training. Review of ALN stage according to criteria. Annual ALN Audit.</p>
S.A.P.	<p>Class teacher and ALNCO take account of advice and / or assessment from external agencies when reviewing IEP (AA2)</p>	
	<p>School:</p> <p>Attendance. Regular monitoring of IEP targets in consultation with child, parents and other agencies. Review with all agencies providing additional support. Review of ALN stage according to criteria. Annual ALN Audit.</p>	<p>Local Authority:</p> <p>Support and advice when requested from Sensory Team and /or other agencies. Access to ALN training Review of ALN stage according to criteria. Annual ALN Audit.</p>
S.A.P.R.A.	<p>External agencies provide specialised assessment and advice that leads to modified IEP and / or contribute to the direct support for the pupil.</p>	

	<p>School:</p> <p>Regular monitoring of effectiveness of provision. Regular monitoring and review of targets with IEP in consultation with child and parents and Sensory Service. Evidence regarding the utilisation of funding for the child during the previous year. Advice from any other relevant agencies as appropriate. Annual ALN Audit.</p>	<p>Local Authority:</p> <p>Access to additional training for Manual Communication. Sensory Service, EPS involvement to advise on needs and inform IEP. Health, Social Care and Career based Support Services contribute to IEP when appropriate. Attendance at transition reviews if requested. Review of ALN stage according to criteria and individual needs. Annual ALN Audit. Annual review of SLA. Careers Representative attend Year 9 review.</p>
<p>Entry Criteria Visual Impairment</p>		
<p>S.A.</p>	<p>The child's main difficulty is in the area of vision. The child's difficulties cause some barriers to learning. Visual acuity 6/18-6/24 for distance and near vision good to slightly reduced. <i>When the school suspects / observes that a child's vision is affecting their learning development they should consult with parents in order suggest a vision test, and / or seek permission to refer to school nurse and /or the visiting Teacher of the VI.</i></p>	
<p>S.A.P.</p>	<p>The child's main difficulty is in the area of vision. The child's difficulties cause substantial barriers to learning. Significant to severe visual impairment. Visual acuity 6/36-6/60 and/or severe field loss. There would also be reduced near vision (N18-N24) with possibly nystagmus and / or adverse reaction to glare.</p>	
<p>S.A.P.R.A.</p>	<p>Permanent severe visual impairment which will persist throughout the pupil's school career. Visual acuity 6/60 or less. Pupil has no useful vision for educational purposes.</p>	

Evidence provided by the school or the early years setting.	
S.A.	Evidence provided by school or parent. Classroom audit of strategies and / or intervention. Evidence that visual impairment cannot be corrected by spectacles.
S.A.P.	Evidence provided of long term visual impairment. Vision cannot be corrected by spectacles. Has a significant impact on learning and access to the curriculum.
S.A.P.R.A.	Evidence of a permanent visual impairment which cannot be corrected by spectacles and which is likely to persist throughout the pupil's school career. Indications of how the difficulty has a significant impact on learning and access to the curriculum. Multi agency involvement from an early age. Unable to travel independently.
Curriculum and Teaching Methods	
S.A.	Ordinary curriculum with some targeted differentiation. An inclusive teaching approach. Access to individualised multi-sensory programmes according to need.
S.A.P.	Mainstream class with an inclusive teaching approach. Appropriately differentiated curriculum sustained over time. Kinaesthetic learning strategies. Careful planning of class seating. Specific programmes as advised. Possible enlarging of print and some modification.
S.A.P.R.A.	Curriculum modifications and individualised programmes sustained over a long time. Mainstream placement or Support Centre or a combination of settings. Tactile: Braille, diagrams, tape.
Grouping and Support	
S.A	Class based with occasional support. Consider the seating arrangements. Adopt multi-sensory learning strategies.

S.A.P.	<p>Main class and / or small group provision with targeted and sustained additional support. Advice on curriculum modification and access. Individual support for core subjects. Differentiation of the curriculum and specialist support in all core subject areas.</p>
S.A.P.R.A.	<p>Small group and / or class provision for most of the time. Structured classroom management. Differentiation of the curriculum and specialist support in all core subject areas. Considerable individual support for core subjects with a tactile approach.</p>
Specialised Resources	
S.A.	<p>Some individual access to ICT equipment normally available in class and shared with other pupils. Use of allocated ALN funding to provide school based individual / small group support.</p>
S.A.P.	<p>Individual access to equipment, including ICT that is normally available in class as and when required. ICT and other specific resources and adaptations assessed on an individual level. Low vision aids, sloping desks, lamps etc., as required in order to access the curriculum</p>
S.A.P.R.A.	<p>Individual access to more specialised equipment, including ICT sustained over time. Low vision aids, sloping desks, lamps etc., as required in order to access the curriculum. Typing, Braille technology (embosser, IT, Fuser, thermoform)</p>
Advice and Assessment	
S.A.	<p>Class teacher and ALNCo assess needs consulting occasionally with external agencies</p> <p>Regular monitoring of effectiveness of provision</p> <p>Regular monitoring and review of IEP targets with child parents and Sensory Service.</p>
S.A.P.	<p>Class teacher and ALNCo take advice from Sensory Service and external Agencies when reviewing IEPs</p>

S.A.P.R.A.	<p>Sensory Service provide specialised assessments and advice that lead to a modified IEP</p> <p>Regular monitoring of effectiveness of provision</p> <p>Regular monitoring and review of targets within IEP in consultation with child</p> <p>Parents and Sensory Service</p> <p>Review with all agencies providing additional support.</p> <p>Access to INSET courses and support.</p>
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L.A / Other Support Services and Monitoring

S.A.	Class teacher and ALNCO assess needs, consulting occasionally with external agencies.	
	<p>School:</p> <p>Attendance. Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child and parents and Sensory Service. Review of ALN stage according to criteria. Annual ALN Audit.</p>	<p>Local Authority:</p> <p>Training for ALNCo / Class teacher Discussion in ALN planning meetings. Access to training. Review of ALN stage according to criteria. Annual ALN Audit.</p>
S.A.P.	Class teacher and ALNCO take account of advice and / or assessment from external agencies when reviewing IEP (AA2)	
	<p>School:</p> <p>Attendance. Regular monitoring of IEP targets in consultation with child, parents and other agencies. Review with all agencies providing additional support. Review of ALN stage according to criteria. Annual ALN Audit.</p>	<p>Local Authority:</p> <p>Support and advice when requested from Sensory Team and /or other agencies. Access to training Review of ALN stage according to criteria. Annual ALN Audit.</p>

S.A.P.R.A.	External agencies provide specialised assessment and advice that leads to modified IEP and / or contribute to the direct support for the pupil.	
	<p>School:</p> <p>Regular monitoring of effectiveness of provision. Regular monitoring and review of targets with IEP in consultation with child and parents and Sensory Service. Evidence regarding the utilisation of funding for the child during the previous year. Advice from any other relevant agencies as appropriate. Annual ALN Audit.</p>	<p>Local Authority:</p> <p>Sensory Service, EPS involvement to advise on needs and inform IEP. Health, Social Care and Career based Support Services contribute to IEP when appropriate. Attendance at transition reviews if requested. Review of ALN stage according to criteria and individual needs. Annual ALN Audit. Annual review of SLA. Careers Wales representative attend Year 9 review.</p>

Entry Criteria Physical and / or Medical

S.A.	<p>The child has low level medical or physical needs. The child requires support over and above normal classroom differentiation. The pupil is independent in most activities.</p>
S.A.P.	<p>The child's main presenting difficulty is in the area of medical or physical needs. The difficulties cause substantial barriers to learning and require increased differentiation. Low to moderate level difficulties e.g. toileting or accessing some aspects of Curriculum due to difficulties with mobility. Pupil is independent in most activities.</p>

S.A.P.R.A.	<p>The child's main presenting difficulty is in the area of medical or physical needs.</p> <p>The child has significant physical difficulties with associated health and personal care issues which will persist throughout their school career.</p> <p>In addition to long term physical and other associated areas of difficulty the child has other distinct areas of need.</p> <p>e.g. associated language / communication and learning difficulties affecting their access to the curriculum.</p>
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Evidence provided by the school or the early years setting.	
S.A.	<p>Evidence that despite differentiation, medical and/or physical needs continue to hinder/delay progress.</p> <p>Evidence provided by the school of consultation with parents.</p> <p>Classroom assessment with details of support/intervention.</p>
S.A.P.	<p>Continues to make little or no progress in specific areas despite SA support.</p> <p>Has a significant impact on learning and access to the curriculum.</p> <p>Latest IEP outcomes.</p> <p>Medical reports.</p>
S.A.P.R.A.	<p>Needs are likely to persist for child's school career.</p> <p>SA/SAP documentation in place.</p> <p>Indications as to how the difficulty affects access to the curriculum.</p> <p>EPS involvement.</p> <p>Information of involvement of health professionals.</p> <p>Medical and/or Therapist reports.</p> <p>Multi agency involvement from an early age.</p>
Curriculum and Teaching Methods	
S.A.	<p>Mainstream curriculum with some targeted differentiation.</p> <p>An inclusive teaching approach.</p> <p>Access to individualised multi-sensory programmes according to need.</p>
S.A.P.	<p>Mainstream curriculum with significant and targeted differentiation sustained over time.</p> <p>Appropriately differentiated curriculum.</p> <p>Careful planning of class grouping/seating.</p> <p>An inclusive teaching approach.</p> <p>Incorporation of specific programmes as advised.</p> <p>Pace of teaching/demands on child, to take account of child's possible natural fatigue.</p> <p>Adaptations to curriculum areas e.g. implementing advice from therapists.</p> <p>Modifications by outcomes especially for recording work and practical activities specified in IEP.</p> <p>Social and Communication needs/targets addressed in context of curriculum.</p>
S.A.P.R.A.	<p>Some curriculum modifications and individualised programmes sustained over time.</p> <p>An individually planned curriculum to accommodate the physical/medical language/learning needs of the child.</p> <p>Additional programme for mobility/life skills/social skills/leading to appropriate degrees of independence.</p>

Grouping and Support	
S.A	<p>Class based with occasional support. Inclusive teaching approach. Consider the seating arrangements. Adopt visual and kinaesthetic learning strategies.</p>
S.A.P.	<p>Mainstream class provision for most of the time with targeted and sustained support in class and / or in a small group. Classroom Audit of grouping and seating. Structured classroom management. Inclusive teaching approach.</p>
S.A.P.R.A.	<p>Small group and / or class provision for most of the time. Structured classroom management. Differentiation of the curriculum and specialist support across the curriculum. Considerable additional kinesthetic support across the curriculum.</p>
Specialised Resources	
S.A.	<p>Provision is school based. Audit of learning environment. Some individual access equipment normally available in class and shared with other pupils. Use of allocated ALN funding to provide school based individual/small group support.</p>
S.A.P.	<p>Audit of learning environment. Individual access to normally available equipment as and when required. ICT and other specific resources and adaptations assessed on an individual need. Use of allocated ALN funding to provide school based individual/small group support. Modification of building access, toileting facilities, mobility aids in conjunction with L.A. and external agencies in order to promote independence.</p>

S.A.P.R.A.	<p>Individualised access to more specialist equipment sustained over time. Audit of learning environment. ICT and other specific resources and adaptations assessed on an individual need. Additional modifications for the physical environment and support for mobility around the school. Specialised resources on an individual needs basis as recommended by Support Services (ranging from low tech—high tech).</p>	
<p>Advice and Assessment</p>		
S.A.	<p>Class teacher and ALNCo assess the child’s needs, consulting occasionally with external agencies. Regular monitoring of effectiveness of provision. Regular monitoring and review of IEP targets in consultation with child, (where appropriate) parents, and other involved agencies.</p>	
S.A.P.	<p>Class teacher and ALNCo take advice from external agencies when reviewing IEP. Support and advice as requested from L.A. Access to INSET courses and support. Regular consultation with parents based on programmes devised by therapist or support services. Possible involvement of the Children and Disabilities Team and/or Health agencies.</p>	
S.A.P.R.A.	<p>External agencies provide specialised assessments and advice that lead to modified IEP. Adult support and / or/ guidance needed for all curriculum areas and close supervision in social settings. High level of mobility instruction and help in gaining personal independence. Involvement of EPS. Disabled Children’s Team and / or Health agencies. Evidence regarding the utilization of funding for the child.</p>	
<p>L.A / Other Support Services and Monitoring</p>		
S.A.	<p>Class teacher and ALNCO assess needs, consulting occasionally with external agencies.</p>	
	<p>School: Attendance. Regular monitoring of effectiveness of provision.</p>	<p>Local Authority: Training for ALNCo / Class teacher Discussion in ALN planning meetings.</p>

	<p>Regular monitoring and review of targets within IEP in consultation with child and parents and appropriate external agencies. Review of ALN stage according to criteria. Annual ALN Audit.</p>	<p>Access to training. Review of ALN stage according to criteria. Annual ALN Audit.</p>
S.A.P.	<p>Class teacher and ALNCO take account of advice and / or assessment from external agencies when reviewing IEP</p>	
	<p>School:</p> <p>Attendance. Regular monitoring of IEP targets in consultation with child, parents and other agencies Review with all agencies providing additional support. Review of ALN stage according to criteria. Annual ALN Audit.</p>	<p>Local Authority:</p> <p>Support and advice when requested from Sensory Team and /or other agencies. Access to training Review of ALN stage according to criteria. Annual ALN Audit.</p>
S.A.P.R.A.	<p>External agencies provide specialised assessment and advice that leads to modified IEP and / or contribute to the direct support for the pupil.</p>	
	<p>School:</p> <p>Regular monitoring of effectiveness of provision. Regular monitoring and review of targets with IEP in consultation with child and parents and all other agencies. Evidence regarding the utilisation of funding for the child during the previous year. Advice from any other relevant agencies as appropriate. Annual ALN Audit.</p>	<p>Local Authority:</p> <p>Access to additional and appropriate training. ALN Service, EPS involvement to advise on needs and inform IEP. Health, Social Care and Career based Support. Services contribute to IEP when appropriate. Attendance at transition reviews if requested. Review of ALN stage according to criteria and individual needs. Annual ALN Audit. Annual review of SLA. Careers Wales Representative attend Year 9 review.</p>

APPENDICES

**4. School Action Plus
Resource Assist Form**

5. ALN Planning Sheet

6. ALN Planning Sheet

7. Scoring Matrix



SAPRA

School Action Plus Resource Agreement

This Agreement is for the Local Authority to make

PUPIL DETAILS			
Name		Date of birth	
Home Address			
Sex		Home Language	
Religion:		Looked After Child?	
1st Major Need		2nd Major Need	

CHILD'S PARENT OR RESPONSIBLE PERSON			
Name			
Address			
Tel No.		Relationship to child	

SCHOOL DETAILS	
School:	
Headteacher:	
SENCO:	

OTHER SERVICES WITH INVOLVEMENT		
Agency	Name	Contact Details
101		

provision for a pupil who requires additional support over and above what is expected at School Action Plus. When assessing the child's additional learning needs the Authority takes into consideration the local criteria as defined in the ALN Strategy 2014.

BACKGROUND INFORMATION & ADDITIONAL LEARNING NEEDS	

The school will...	
The LEA will...	

Support Services will:	
------------------------	--

Parents will...	
-----------------	--

<p>SIGNED BY</p>	<p>On behalf of Monmouthshire ALN Services: _____</p> <p>On behalf of the School: _____</p> <p>Parents: _____</p> <p>Dated: _____</p>
----------------------	---

Changes in the register 2014:15		Number who have moved forward a stage on the register	Number who have moved back a stage on the register	Number added to the register	Number removed from the register	SEN Self Evaluation (2014-2015)	
	Number					School :	
	Details of the individuals/ stage/ reason					Budget 2014-15	
						Expenditure	

Use of SEN budget 2014-2015	How was the SEN budget used?	In what way have the pupils benefited from this provision	What was the most effective element of the provision	What are the barriers to maintaining the provision? Training and support 2013-2014

Training and support 2014-2015	What was the effect on the pupils? What was the effect on the Teacher/ Assistant/ Provision?	Did this lead to increasing the school's capacity to address pupils learning difficulties?

What have you learnt in 2014/2015 which will enable you to plan ahead for the next year?	
--	--

2015-2016	£	Use of Budget	Expected Outcomes
Delegated Lump Sum			
SAPRA or STATEMENT (Band Funding)			
SNRB Funding			
ALN Funding from whole school budget			
Total			

SEN Planning 2015 - 2016		School:
Head Teacher		
ALN CO		
Child Protection Governor		
ALN Governor		
LAC Governor		
ALN Officer		

Number of pupils at SA	Number of pupils at SA+	Number of pupils with a SAPRA	Number of pupils with a Statement

Specific Learning Difficulties	Individual Pupils/groups	Provision	Way forward	Behavioural support/LAC pupils	Individual Pupils/groups	Provision	Way forward

Psychology Services	Pupils	Provision	The Way Forward	Inclusion Support (Attendance)	Individual Pupils/Groups	The Way Forward

SEN Matrix Scoring grid

* Leadership

	Outcomes	Leadership	Parents/ Agencies*	Annual Reviews*	Management of Registers*	Implement Advice & Relevant/ Timely Referrals	Structured Intervention	Staffing*	Budget*	SEN Policy*	Inclusive	Data	Schools

Glossary

ALN	Additional Learning Needs
ALNCO	Additional Learning Needs Coordinator
ASD	Autistic Spectrum Disorder
BESD	Behaviour, Emotional and Social Difficulties
CAMHS	Child & Mental Health Services
COMiT	Communication Intervention Team
EAS	Education Achievement Service
EOTAS	Education Other than at School
EP	Educational Psychologist
EPS	Educational Psychology Service
EY	Early Years
EWO	Education Welfare Officer
GEMSS	Gwent Ethnic Minority Support Service
HI	Hearing Impairment
IBP	Individual Behaviour Plan
IDP	Individual Development Plan
IEP	Individual Education Plan
LAC	Looked After Child
MLD	Moderate Learning Difficulties
PMLD	Profound and Multiple Learning Difficulties
PSHE	Personal, Social and Health Education
PRU	Pupil Referral Unit
S	Statement
SA	School Action
SALT	Speech and Language Therapy
SAP	School Action Plus

SAPRA	School Action Plus Resource Assist
SEN	Special Educational Needs
SLCD	Speech, Language & Communication Difficulties
SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulties Service
TA	Teaching Assistant
VI	Visual Impairment

The “Equality Initial Challenge”

Name: Stephanie Hawkins		Please give a brief description of what you are aiming to do.	
Service area: Additional Learning Needs (ALN)			
Date completed: 8 September 2014		Strategic Policy and Procedures (Review 2014) for ALN	
Protected characteristic	Potential Negative impact Please give details	Potential Neutral impact Please give details	Potential Positive Impact Please give details
Age		Involves all children and young people	
Disability			Increased inclusion for all children and young people
Marriage + Civil Partnership		N/A	
Pregnancy and maternity		N/A	
Race		Involves all children and young people	
Religion or Belief		Involves all children and young people	
Sex (was Gender)		Involves all children and young people	
Sexual Orientation		Involves all children and young people	
Transgender		Involves all children and young people	
Welsh Language		Involves all children and young people	

Please give details about any potential negative Impacts .	How do you propose to MITIGATE these negative impacts
➤ <i>none</i>	➤
➤	➤
➤	➤
➤	➤

Signed S Hawkins
Dated 18 September 2014.

Designation Principal Officer ALN

EQUALITY IMPACT ASSESSMENT FORM

What are you impact assessing	Service area
Strategy, Policy and Procedures (Review 2014) for ALN	ALN
Policy author / service lead	Name of assessor and date
Stephanie Hawkins	Stephanie Hawkins

1. What are you proposing to do?

Background November 2012 Estyn, Her Majesty's Inspectorate for Education and Training in Wales reported that the quality of local authority education for children and young people with additional learning needs in Monmouthshire County Council was Unsatisfactory; the number of statements of educational needs was too high and resources were directed towards the statutory assessment process, strategic planning was weak, data was not collected regarding pupil progress and there was a lack of specialist facilities for pupils with ASD, behavioural difficulties and severe learning difficulties, resulting in pupils travelling long distances to attend out of county placement.

In order to address the issues identified, Monmouthshire County Council, Children and Young People's Directorate, engaged in a review of the strategy and policy for pupils with Additional Learning Needs (ALN). ALN is an umbrella term used to describe individuals or groups of learners with a diverse and often complex range of needs. The term encompasses all children and young people with learning needs which are greater than those of the majority of their peers. It includes learners who may require additional support either due to their circumstances or because they have a longer-term disorder or condition. The term ALN is much wider in scope than the term "special educational needs" in order to recognise the diverse and complex needs of learners and to reflect a more holistic approach to meeting the needs of individuals.

2. Are your proposals going to affect any people or groups of people with protected characteristics in a **negative** way? If **YES** please tick appropriate boxes below. No.

Age		Race	
Disability		Religion or Belief	
Gender reassignment		Sex	
Marriage or civil partnership		Sexual Orientation	
Pregnancy and maternity		Welsh Language	

3. Please give details of the negative impact

This strategy review is designed to ensure equality of opportunity to all pupils in Monmouthshire and to direct resources and support where they are most needed in a transparent and robust way. The model has been drawn up in close consultation with Ceredigion Council who have a very similar demographic profile and who were faced with very similar challenges. Eg Low levels of BME population, rural authority etc

Also Ceredigion were highlighted by ESTYN as outstanding in their practice in this particular area

.

4. Did you take any actions to mitigate your proposal? Please give details below including any consultation or engagement.

n/a

5. Please list the data that has been used to develop this proposal? eg Household survey data, Welsh Govt data, ONS data, MCC service user data, Staff personnel data etc..

Thematic analysis of the consultation with

parents,

carers,

children and young people,

Headteachers,

Social Services

Individual sessions with Schools and clusters

SNAP carried an independent survey on our behalf .

A copy of the strategy and all accompanying evidence of consultation has been recorded and is available to share if required.

Signed...S Hawkins

Designation Principal Officer, ALN

Dated 18th September 2014

The “Sustainability Challenge”

Name of the Officer completing “the Sustainability challenge” Stephanie Hawkins		Please give a brief description of the aims proposed policy or service reconfiguration ALN Review	
Name of the Division or service area		Date “Challenge” form completed	
Aspect of sustainability affected	Negative impact Please give details	Neutral impact Please give details	Positive Impact Please give details
PEOPLE			
Ensure that more people have access to healthy food		N/A	
Improve housing quality and provision		N/A	
Reduce ill health and improve healthcare provision		N/A	
Promote independence			To improve levels of independence for children and young people who are supported in schools.
Encourage community		N/A	

participation/action and voluntary work			
Targets socially excluded			To reduce exclusions and increase accessibility of mainstream schools in Monmouthshire.
Help reduce crime and fear of crime		N/A	
Improve access to education and training			Increased inclusion for all learners.
Have a positive impact on people and places in other countries		N/A	
PLANET			
Reduce, reuse and recycle waste and water		N/A	
Reduce carbon dioxide emissions			There will be a reduction in transporting children to out of county placements.
Prevent or reduce pollution of the air, land and water		N/A	
Protect or enhance wildlife habitats (e.g. trees, hedgerows, open spaces)		N/A	
Protect or enhance visual appearance of environment		N/A	

PROFIT			
Protect local shops and services		N/A	
Link local production with local consumption		N/A	
Improve environmental awareness of local businesses		N/A	
Increase employment for local people			Possibility of increased staffing in schools to support CYP in mainstream settings within Monmouthshire.
Preserve and enhance local identity and culture			Children and young people are educated within their own community.
Consider ethical purchasing issues, such as Fairtrade, sustainable timber (FSC logo) etc		N/A	
Increase and improve access to leisure, recreation or cultural facilities			Children and young people are educated within their own community.

What are the potential negative Impacts	Ideas as to how we can look to MITIGATE the negative impacts (include any reasonable adjustments)
---	---

➤	➤
➤	➤
➤	➤
➤	➤

The next steps

- If you have assessed the proposal/s as having a **positive impact please give full details** below

The Strategy, Policies and Procedures aim to increase equal access to education for all children and young people within their own community.

Staff within local mainstream schools will be upskilled to manage the needs of all children and young people within their community.

- If you have assessed the proposal/s as having a **Negative Impact** could you please provide us with details of what you propose to do to mitigate the negative impact:

Signed Stephanie Hawkins

Dated 8 September 2014.



SOCIAL CARE AND HEALTH

CUSTOMER RELATIONS

ANNUAL REPORT FOR CHILDREN'S SOCIAL SERVICES

APRIL 2013 – MARCH 2014

1 Introduction

- 1.1 Representation and complaints procedures in Social Services departments are a statutory requirement. They were introduced under the Children Act 1989 and the Health and Social Care (Community Health and Standards) Act 2003.

New complaints regulations came into force on 1 April 2006 – The Representations Procedure (Children) (Wales) Regulations 2005 and the Social Services Complaints Procedures (Wales) Regulations 2005.

- 1.2 All local authority social services are required to produce an annual report concerning the operation of its representation and complaints procedure.

This report looks at complaints, compliments and comments about our children's social services.

2 Listening to our Service Users

- 2.1 Everyone who makes a complaint about social services has a right to be listened to properly and have their concerns resolved quickly and effectively.

- 2.2 Despite our best intentions, things can go wrong. We recognise this and the representation and complaints procedure provides the opportunity for people to voice their concerns when they are dissatisfied so that the issue can be sorted to their satisfaction wherever possible; make compliments and suggest improvements.

3 Social Services Complaints Procedure

- 3.1 The complaints procedure has three stages:

Stage 1 Local Resolution – The emphasis at this stage is to resolve the complaint locally wherever possible by means of discussion and problem solving

The first step is to talk about the problem with the staff or manager who provides the service locally. The majority of complaints are dealt with in this way and most are concluded without the need for formal investigation.

Stage 2 Formal Consideration - Where initial discussions have not achieved a resolution, complainants have the right to make a formal complaint. Investigations are undertaken and are subject to statutory time limits for completion of the investigation (25 working days). The

complainant receives a full response detailing findings, conclusions and recommendations.

Stage 3 The Independent Panel - If a complainant is not satisfied following a formal investigation they have the right to have their complaint reviewed by an Independent Panel who are wholly independent of the Council. The Panel consists of 3 people who will review the handling of the complaint, the conclusions and recommendations of the investigation and the Council's response.

The panel will prepare a report on their conclusions and recommendations. A copy of the report is sent to the complainant and the Director of Social Care and Health. He will respond to the complainant.

3.2 The Local Government Ombudsman

The Ombudsman provides an external independent service to consider complaints about all local authority services including social services. The Ombudsman is concerned with maladministration causing injustice and will normally require complainants to have used their local council's procedures before accepting a complaint for investigation.

4 Making a complaint

4.1 We have a leaflet for children and young people called "Listen to me" which explains the procedure.

4.2 General advice about the procedure can be found in our complaints leaflet "How to be heard". Alternatively, people can contact the Customer Relations team for help and advice about how to make a complaint.

4.3 Translations of the representation and complaints procedure can be provided on request and we can also arrange interpretation services where required.

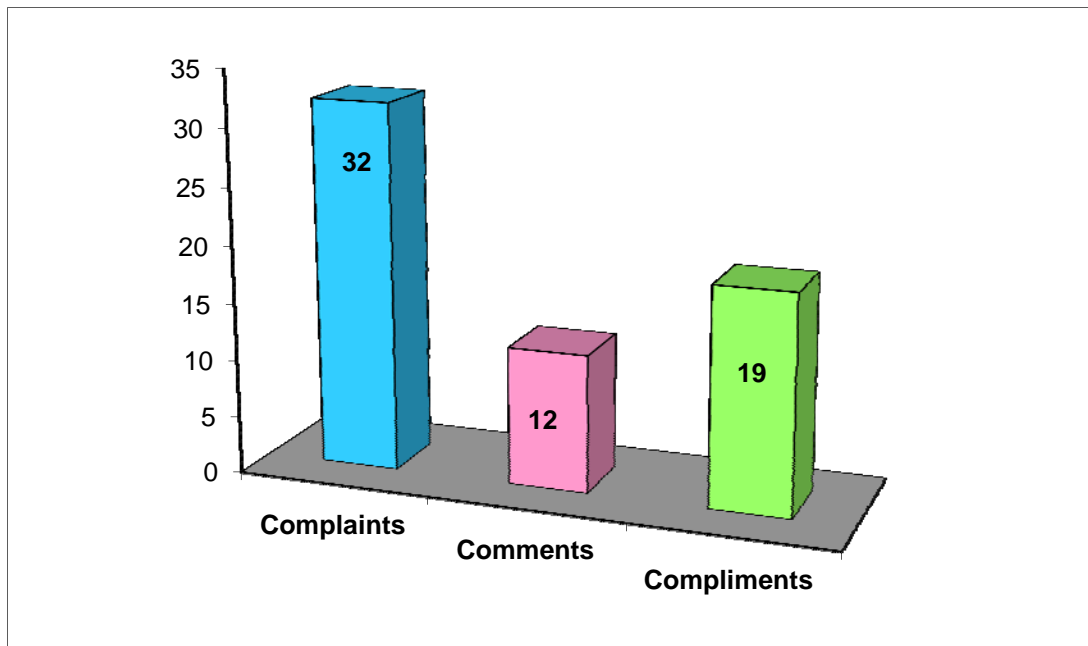
4.4 All children and young people are entitled to and offered an advocate.

4.5 Our aim is to secure a better service for people and we are:

- Accessible and supportive to those with particular needs
- Prompt and responsive with resolution at the earliest possible time
- Operate without prejudice or discrimination

5 How many complaints / comments / compliments were made

Period 1 April 2013 – 31 March 2014



Comments

12 comments were received about Children's Services.

Examples of Comments made:

- *Concern that the Court report hasn't been done in time.*
- *Unhappy with a letter received from Social Services, concerning a referral being made. The person that made the referral is anonymous and he thinks this is wrong.*
- *Don't feel social worker doing enough to help family.*
- *Feels things have gone wrong and doesn't want Social Services involved any more*
- *Appeals for help have been ignored despite having a profoundly disabled son*
- *No initial contact or notification to inform us of an impending visit meant a police officer's time and the social workers time was wasted as we were away on holiday.*
- *Given you have a policy that you inform family members of referrals to Social Services I would like to know why I was never informed of a referral I believe made by School when my son informed his mother's boyfriend was hitting him.*

- *No continuity of care. No support in an emergency. The service could be vastly improved by being positive in supporting families, being available in the case of an emergency, rather than having no-one to call after 5pm. We had 3 social workers in 18 months with huge gaps between visits. My disabled son needed you and you let him down.*

Compliments

19 compliments were received that related to Children's Services.

Compliments about staff in Children's services were received with individual staff named for their support, help and professionalism. All staff were informed of the compliments received about them and a certificate given to them commending their efforts.

Some examples of compliments made:

- *The Placement and Support team received a thank you for an excellent and productive weekend.*
- *Very happy with the service. My social worker was particularly helpful in pointing out other agencies which were relevant and would help me and my family.*
- *All of the contact supervisors have been professional, really supportive, they've made contact relaxed and just lovely for all of us.*
- *We acknowledge the commitment you have made to X and all the children whom you support. Thank you for the extra mile that you have stretched to ensure that X respite opportunities have occurred and been safe and a worthwhile experience for him.*
- *The Children with Disabilities team were thanked "When we first started out on our journey with our grandson X, we really did not know what to expect, or who was who and who did what, but as we got to know the phenomenal team supporting him the importance of the role of Occupational Therapist came shining through. We consider ourselves exceptionally lucky as we have two. Without their continuing support we would not have the access to all the equipment and advice that we do."*
- *Thank you for what you have done for X over the last 3 years.*
- *Thank you for your care and commitment to X evidenced for example by telephoning court on Thursday whilst you were on Annual Leave and by emailing at this time of night. Your efforts are much appreciated.*
- *What a fantastic job you have done as social worker for X.*

- *I just wanted to thank you both so much for all the help and support you have given me and X, I know he will miss you both lots.*

Complaints

32 complaints were received about Children's Services;

The majority of complaints were resolved locally. However, three complaints were referred to stage two of the Social Services complaints procedure for formal investigation.

One complaint progressed to the review stage of the complaints procedure.

6 Stage 1 Complaints

Of the 32 complaints received, 29 were resolved at Stage 1 the local resolution stage.

6.1 The most common aspects of services complained about were:

- Service not provided and/or delayed
- Communication/Information issues
- Quality of service

7 Stage 2 Complaints

7.1 Three complaints went to stage 2 of the complaints procedure.

The first complaint was raised in relation to the behaviour of the complainant's child who they deemed to be out of control and felt that Social Services did not provide them with any advice on dealing with him.

There were a number of elements to the complaint, one part was not upheld, another no finding was made and the third part was upheld.

The second complaint concerned alleged delays in Section 47 safeguarding enquiries being made, alleged delays in strategy meeting being held and alleged delay in production of a report.

Parts of the complaint were upheld as the recommended timescales had not been adhered to.

The third complaint was in regard to a parent alleging that the social worker did not consult nor inform him about his daughter even though he had parental responsibility.

The complaints were not upheld.

8 Stage 3 Complaints

1 complaint progressed to stage 3 the independent review stage.

There were 4 parts to the complaint. The Panel's overall finding was that it did not uphold the complaints. However, we did consider the recommendations of the Independent Complaints Panel and followed through on some of the recommendations made.

9 Ombudsman Complaints

We did not receive any requests for information from the Ombudsman during this period.

10 Complaints made by children and young people

Most complaints concerning Children's Services are from parents/carers. We received **2** complaints directly from young people.

They were resolved at stage one. Both complaints were resolved by providing information or an explanation and where appropriate an apology.

As with previous years, complaints from children and young people have been low in number and show no real pattern or emerging trends in the provision of services or quality of care. The low number of complaints received is consistent with other local authorities across Wales who meet to share good practice and research in relation to children and young people's complaints.

Summary of complaints concerned:

- Alleged breach of confidentiality
- Unhappy with attitude of social worker

11 Analysis of Complaints

The number of complaints received has increased this year. There is no particular trend as to why this has occurred. However, lack of communication and information features in all the complaints made.

Year	Number of complaints	Number of Stage 2's	Number of Stage 3's
2013-2014	32	3	1
2012-2013	17	2	Nil
2011-2012	28	1	Nil
2010-2011	28	2	Nil
2009-2010	16	2	Nil
2008-2009	15	4	1

10.2 Response Timescales

There are statutory requirements established in respect of the timescales for responding to complaints. A full response should be provided in 10 working days for stage 1 complaints and for stage 2 complaints, a full response is required within 25 working days. Where we need to exceed these limits, we will get the service user/carer's agreement.

This table shows the length of time it has taken to respond on complaints:

<u>Timescale</u>	<u>Stage 1</u>	<u>Stage 2</u>
Between 1-10 working days	14 complaints	
11– 25 working days	7 complaints	1 complaint
25+ working days	8 complaints	2 complaint

The majority of complaints dealt with exceeded the timescale set for dealing with stage 1 complaints and a number of them also took more than 25 working days to deal with. This is partly due to staffing issues and also to the complexity of the matter under investigation and the need to consult with others (who may not be available) before concluding matters.

12 Learning from and responding to complaints and comments made

Information from complaints represents an invaluable source of user feedback as it can highlight aspects of service delivery that fall below the standard we wish to achieve.

We recognise that some people do not always want to complain but they may wish to make comments about the service they receive. We ensure that comments are also noted and responded to.

The following are some examples of appropriate action taken on issues raised as a result of a complaint.

- Apologies given where appropriate
- Additional processes put in place to ensure accurate information given
- Clarification of decision making processes when potential services may be needed between teams
- Process reviewed to ensure families are responded to promptly regarding the outcome of any referrals made
- Services reviewed

The most commonly mentioned reasons for making a complaint are that:

- A genuine grievance is recognised and acknowledged
- An apology is provided
- Practical action to remedy an injustice is undertaken

- Where it has been identified as having failed, departmental policy, procedure and practice is reviewed
- Action is pursued against staff and managers

13 Commentary

- 13.1 We are working with the teams to focus on resolving complaints at the local resolution stage. Also to ensure that responses are thorough and that staff work with young people and their families in order to resolve complaints within the prescribed timescales.

Time and effort must be afforded to resolving complaints. Speed of resolution is important as delays can result in complainants exercising their right to go to the Formal consideration stage if they feel their complaints are not being dealt with in a timely manner.

More effort is needed to improve communication with our customers as this issue features in all the complaints.

- 13.2 We will continue to produce action plans to ensure that recommendations arising from complaints investigations are acted upon and lessons learned where appropriate.

- 13.3 The Welsh Government has issued new guidance and regulations to underpin a new social services complaints and representation process. The regulations will be progressed through the National Assembly before the summer recess and they will come into force on 1 August 2014.

A post-consultation working draft document has been issued and they have said that they do not expect it to alter substantially before the final version is formally published in advance of 1 August 2014.

In essence the new procedure focuses on an initial local resolution stage where the majority of complaints will be resolved at this early stage. If they are not, there is a formal stage and if issues are still not resolved there is recourse to the Public Services Ombudsman for Wales.

Briefings on the new process will be given to relevant staff and our complaints policy and procedure will be updated to reflect the changes.

Author: Annette Evans Customer Relations Manager
 Email address: Annetteevans@Monmouthshire.gov.uk
 Tel: 01633 644647

SUBJECT: Performance Report: Attainment of Vulnerable Children
MEETING: Children and Young People Select Committee
DATE: 6th November 2014
DIVISIONS/WARDS AFFECTED: All

1 PURPOSE

- 1.1 To provide members with a report card that looks at the attainment of children that social services work with against the general child population within Monmouthshire.

2 BACKGROUND

- 2.1 This report card for provides a line of sight between our activities and the outcomes and priorities which the council and our partners are committed to.
- 2.2 This report provides members with the baseline information to assess where we are and what progress we are making to demonstrate whether anyone is 'better off' as a result of our work. It groups measures under three headings: How much did we do? (quantity); How well did we do it? (quality); Is anyone better off? (impact).

3 KEY ISSUES

- 3.1 There is a significant gap in attainment between the children receiving social services in Monmouthshire and the all pupil population.
- 3.2 This gap widens as the children progress from Foundation Phase to Key Stage 2 and is most pronounced at Key Stage 3.
- 3.3 Family situations are complex and multi-faceted. Education is a priority for all children and young people known to Children's Services as is, appropriate parenting, suitable accommodation and having their basic needs met. Many families that social services work with often do not have a positive education background themselves and do not see the importance or value of education.
- 3.4 The service works closely with schools, Education Welfare Officers and the CYP Directorate to reinforce the necessity for children to attend education. School is often a safe haven for children, a consistent supportive environment and assists the multi-agency network supporting the child to advise of issues and concerns as they arise.
- 3.5 Appendix 1 contains a broader range of performance measures relating to children's social care. At the end of September 71% of the indicators are showing improvement compared with the position at March 2014. 68% of measures are currently on target. A small number of targets were revised in September 2014 after the release of the national comparisons to ensure that our own aspirations are sufficiently stretching when compared with other authorities. These changes are marked-up in appendix 1. No targets have been lowered.

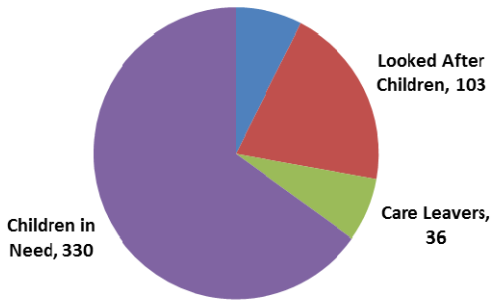
4 RECOMMENDATIONS

- 4.1 Members should use this report and the associated indicators to scrutinise whether services are being delivered in line with expectations and are contributing to the agreed outcomes.
- 4.2 Members should identify any areas of underperformance or concerns that require further investigation.

AUTHOR

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OBA Report Card for Attainment of Vulnerable Children

Council Priority: Vulnerable People		Single Integrated Plan Outcome: Nobody is Left Behind											
<p>Why we focus on this</p>	<p>We want everybody to have the same opportunity to achieve what they wish. Data shows significant differences in attainment between the children social services work with and the wider population of children within Monmouthshire.</p>												
<p>The story behind the Objective</p>	<div style="text-align: center;"> <p>Children's Services: June Caseload</p>  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Children in Need</td> <td>330</td> </tr> <tr> <td>Looked After Children</td> <td>103</td> </tr> <tr> <td>Child Protection</td> <td>38</td> </tr> <tr> <td>Care Leavers</td> <td>36</td> </tr> </tbody> </table> </div> <p>Chart 1: Children's Services caseload June 2014</p>	Category	Count	Children in Need	330	Looked After Children	103	Child Protection	38	Care Leavers	36	<p>In June 2014 the caseload for Children's Services showed we were working with a total of 507 children and young people. The breakdown of the services they receive can be seen in Chart 1 which shows the majority are classed as 'Children in Need'.</p> <p>Monmouthshire's rate of 195 children receiving social services (per 10,000 population aged under 18) is the second lowest in Wales and compares to a rate of 315 (per 10,000 population aged under 18) across the whole of Wales. (Source: Children in Need Census 2013).</p> <p>When a child is assessed, their primary need is identified as the main reason the child needs social services. In 37% of cases in Monmouthshire the child's main need is categorised as 'abuse or neglect'. This is the most common need for the majority of Welsh Authorities although across Wales almost half of all children (49%) had a need for services due primarily to the risk of, or actual, abuse or neglect.</p> <p>The second most prevalent category of need within Monmouthshire is the 'child's disability or illness' which is the primary need in 29% of children. This rate appears to be reasonably high compared with 18% in Wales overall and with just one Welsh authority having a higher proportion of children with a disability as their primary need. The June 2014 caseload reports almost a quarter of all Children's Services cases</p>	
Category	Count												
Children in Need	330												
Looked After Children	103												
Child Protection	38												
Care Leavers	36												

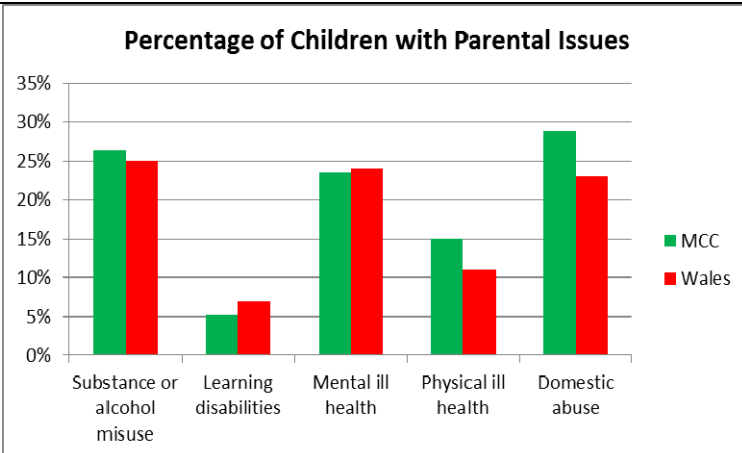


Chart 2: Parenting Issues in MCC and Wales

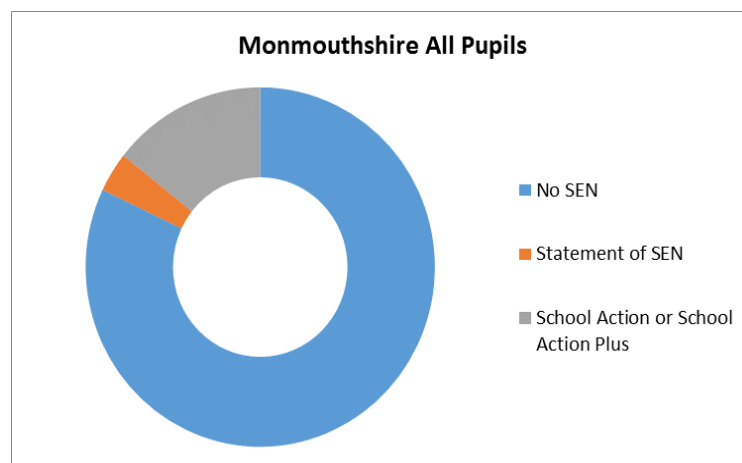


Chart 3: SEN All Monmouthshire Pupils

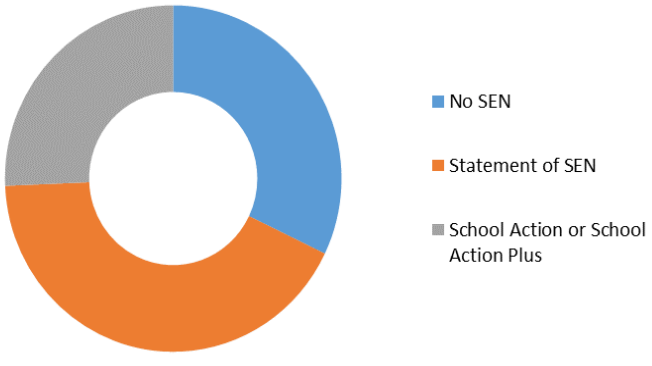
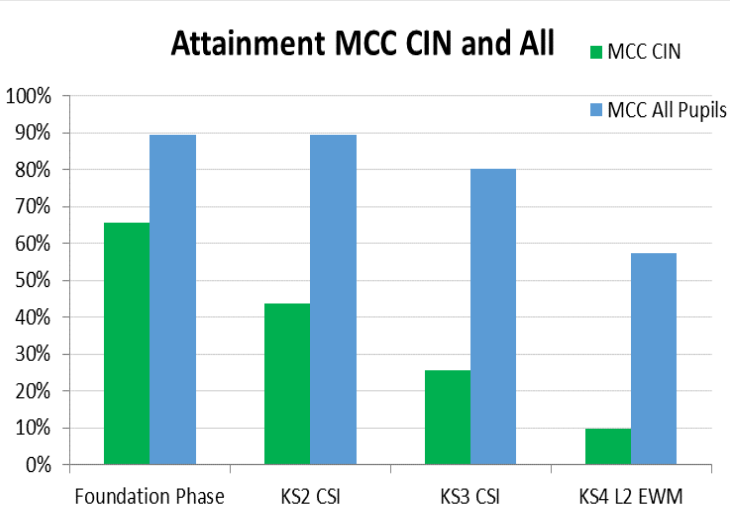
are held by the Children with Disability team.

For each child, further information is recorded on five factors related to the parent's ability to parent. Domestic abuse is the most commonly observed issue affecting parenting capacity within Monmouthshire, present in 29% of cases. Across Wales the most common parenting issue is parental substance or alcohol misuse (25%) which was the second most common parenting issue within Monmouthshire. Chart 2 shows parenting issues within Monmouthshire and Wales.

Pupils are entitled to free school meals if their families receive a range of support payments such as Income Support or Income Based Job Seekers Allowance. 51% of the school age children that Monmouthshire social services are working with are eligible for free school meals. This compares to 12% of all pupils in Monmouthshire being eligible for free school meals. While this rate compares favourably with all pupils in Wales (20%) there are wide variations within Monmouthshire from 3% in Osbaston CIW Primary School to 43% in Deri View Primary School.

A child has special educational needs (SEN) if he or she has learning difficulties which require special educational provision. Pupils with SEN may have statements issued by the Local Authority or may have their needs identified by the school under School Action or School Action Plus. 82% of Monmouthshire pupils have no special educational need compared to 32% of children supported by social services (see Charts 3 and 4).

4% of all pupils in Monmouthshire have a statement of SEN compared to 42% of the children social services work with. This is high compared to all Welsh children supported by social services which is 28% and may reflect the higher proportion of children with disabilities - and more specifically learning disabilities - in the Monmouthshire caseload.

	<p style="text-align: center;">Monmouthshire CIN</p>  <p style="text-align: center;">Chart 4: SEN Monmouthshire Pupils Supported by Social Services</p>	
<p>What progress are we making?</p>	<p style="text-align: center;">Attainment MCC CIN and All</p>  <p style="text-align: center;">Chart 5: Attainment for Monmouthshire children supported by social services against Monmouthshire all pupils</p>	<p>The majority of information used within this report card is derived from the Children in Need Census which is completed by each of the 22 Welsh Authorities for Welsh Government on an annual basis. The most recent data is from 2012-13. Because of the relatively small numbers of children within social services in Monmouthshire in any one school year group, attainment figures can fluctuate. So to generate a more reliable picture, we have combined data for the last 4 years of returns for Monmouthshire and compared to the most recent all Wales data (2012-13). The definition of children in need within the census is all children that social services are working with regardless of whether they are looked after or on the child protection register (from this point on children in need refers to all children receiving social services).</p> <p>The National Curriculum is applied to Foundation Phase and three Key Stages of pupil development. In this section attainment at each of these stages for Monmouthshire Children in Need is presented against the all pupil results for Monmouthshire (see Chart 5).</p> <p>There is a wide educational attainment gap between children in need and all pupils which widens as children progress from the Foundation</p>

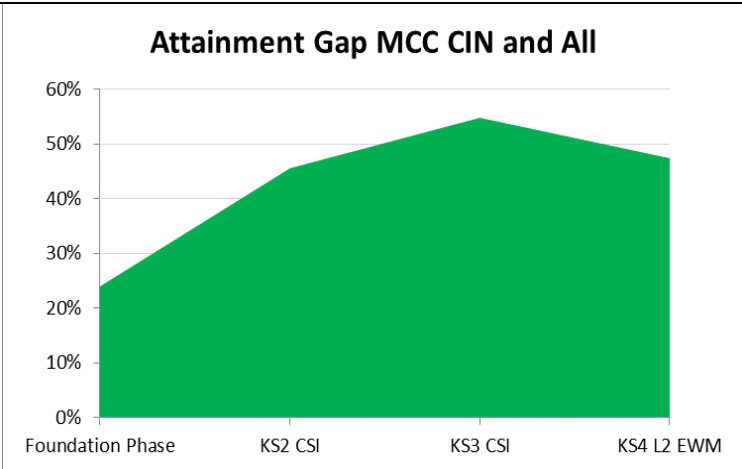


Chart 6: The attainment gap between Monmouthshire Children in Need and all pupils

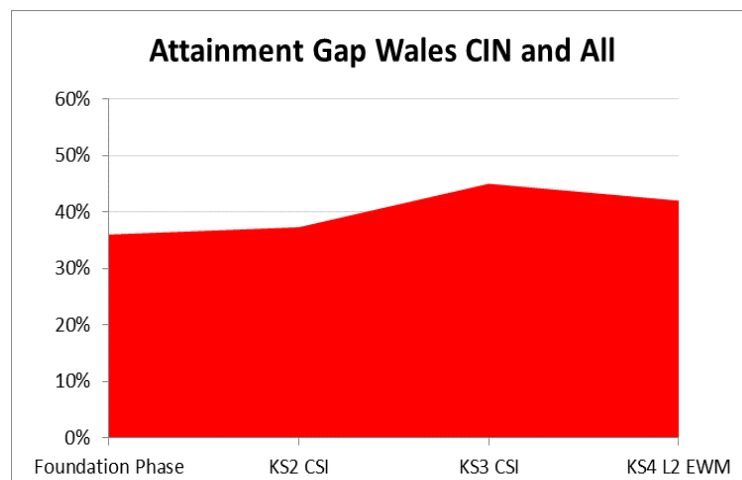


Chart 7: The attainment gap between Wales Children in Need and all pupils

Phase (age 3-7) to Key Stage 2 (age 7-11) and Key Stage 3 (age 11-14), as demonstrated in Chart 6. At the Foundation Phase the difference in the proportion achieving the expected outcome was 24 percentage points. This increases to 46 percentage points for Key Stage 2 and to 55 percentage points for Key Stage 3.

The pattern of an increasing attainment gap as children progress through school is also evident across Wales but attainment gaps are more pronounced at key stage 2 and 3 within Monmouthshire (see Chart 7). The tables below compares Monmouthshire Children in Need with Wales Children in Need at the first three stages. Monmouthshire CIN's attainment is better than average at Foundation Phase but below average in key stage 2 and more so at key stage 3.

	MCC CIN	Wales CIN 2012-13
Attainment at Foundation Phase	66%	47%
Attainment at KS2 CSI	44%	47%
Attainment at KS3 CSI	26%	32%

At Key Stage 4 (age 14-16) attainment is shown using the percentage of pupils aged 15 who achieve the level 2 threshold including a GCSE grade A* to C in English or Welsh first language and Maths. The gap in attainment at this stage between children in need and all pupils can be seen in Chart 8, also added for comparison is the attainment of children eligible for free school meals.

Again Monmouthshire's Children in Need perform under the Welsh average whereas Monmouthshire children eligible for free school meals and all pupils perform above the Welsh average. 10% of Monmouthshire's Children in Need attain at Key Stage 4 level 2 including a GCSE grade A* to C in English or Welsh first language and Maths, compared to 27% of Monmouthshire pupils eligible for free school meals and 57% of all pupils.

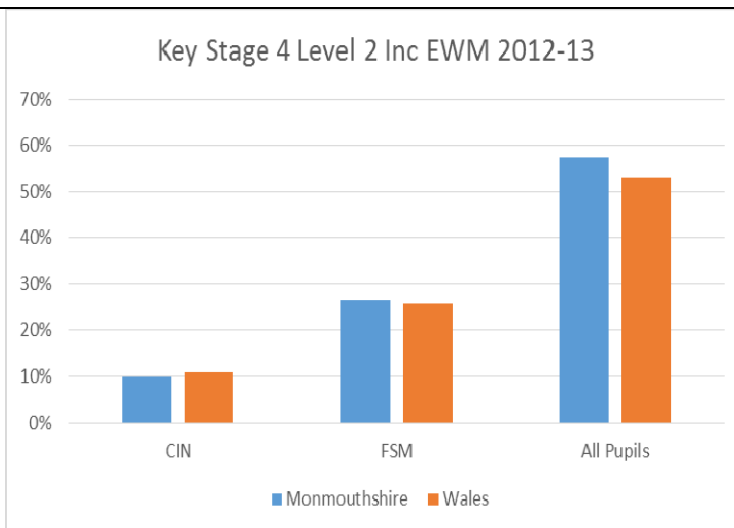


Chart 8: Comparison of Key Stage 4 level 2 threshold including a A* to C in English/Welsh and Maths. Comparing Children in Need, pupils eligible for free school meals and all pupils in Monmouthshire and Wales.

Alongside attainment data, it is important to consider the higher proportion of children with a statement of special educational needs within the Monmouthshire Children in Need cohort. This is apparent when compared both with Welsh Children in Need and Monmouthshire all pupils (see table below).

	% of pupils with a statement of SEN
Monmouthshire CIN (av. 2010-13)	42%
Wales CIN 2012-13	28%
Monmouthshire all pupils	4%

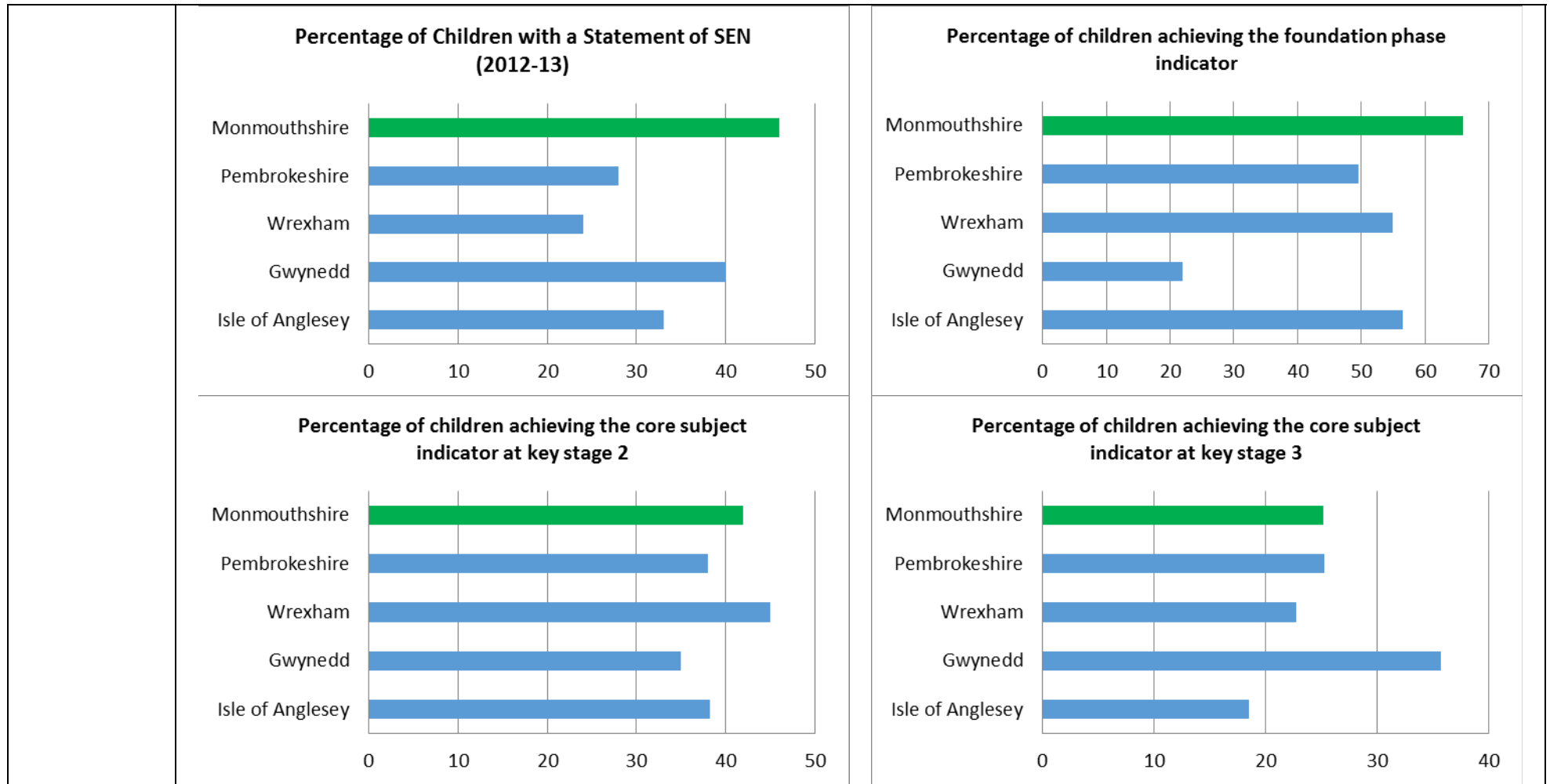
For the last three years, the percentage of pupils in local authority care, and in local schools, aged 15, that leave compulsory education, training or work based learning without an approved external qualification has been zero (EDU/002ii). This is better than the comparable all pupil indicator which is 0.4% for 2013-14 (EDU/002i).

Care leavers engaged in education, training or employment at the age of 19 (SCC/033f) was 58.3% in 2013-14 compared to 56.4% in Wales overall (2012-13). Again, low numbers of 19 year old care leavers in any one year mean this indicator is volatile, when averaging our data over the previous four years, 52.3% of Monmouthshire’s care leavers were engaged in education, training or employment at the age of 19.

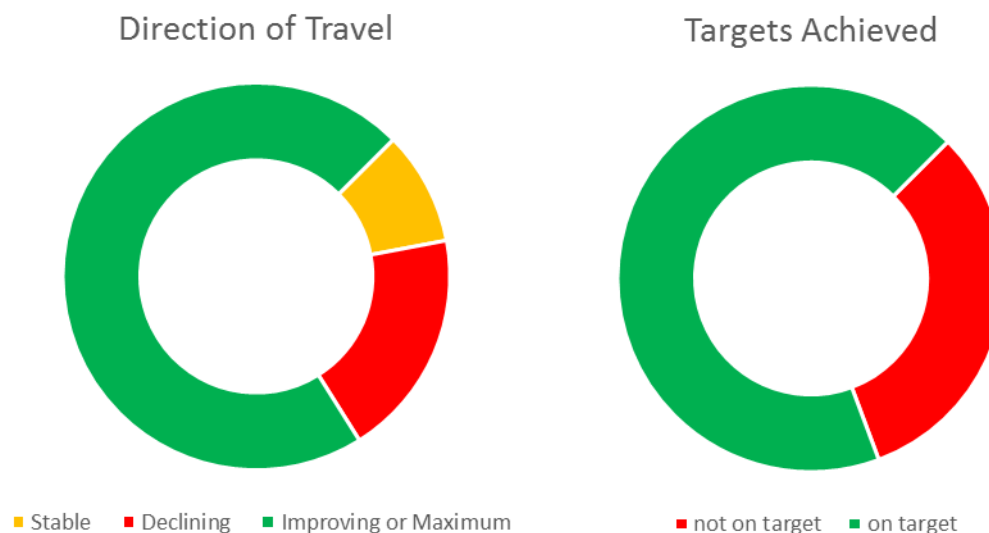
The attainment gap experienced by children who social services work is not unique to Monmouthshire. The reasons are complex and multi-faceted and solutions are likely to require a multi-agency response. Ensuring that nobody is left behind and that people are confident, capable involved are themes within Monmouthshire’s Single Integrated Plan. The Local Service Board is working to identify projects are already achieving success in this area and exploring further opportunities to improve attainment.

<p>Head of Service Comments</p>	<p>Child in Need work that is completed as part of the statutory work in Children’s Service is the only area of provision that requires family consent. Therefore if a family does not wish to engage with us, we have no powers or legislation to enforce this, unless the situation escalates into child protection. In addition the requirements that are complied with for LAC regarding Personal Education Plans (PEPs) do not exist for those open to Children’s Services as a Child in Need and therefore does not give an opportunity to support children and young people in the same way.</p> <p>As noted in the report card family situations are complex and multi-faceted. Education is a priority for all children and young people known to Children’s Services as is, appropriate parenting, suitable accommodation and having their basic needs met. Families that we work with often do not have a positive education background themselves and do not see the importance or value of education. The service works closely with schools, Education Welfare Officers and the CYP Directorate to reinforce the necessity for children to attend education. School is often a safe haven for children, a consistent supportive environment and assists the multi-agency network supporting the child to advise of issues and concerns as they arise.</p> <p>In addition Child in Need plans will reflect the need to attend school and any other tasks relevant to a child and young person’s education. In conjunction with those professionals responsible for supporting those in education, if issues remain or concerns escalate to a higher threshold, then these are pursued as per statutory processes.</p>																																																	
<p>Collaboration/ Partners we are working with</p>	<p>Gwent Police, Education, Youth Offending Service, Action for Children and Aneurin Bevan Health Board.</p>																																																	
<p>What we have spent on this objective</p>	<p>At month 3 Children’s Services was forecast to overspend by £583,000</p>																																																	
<p>How are we performing?</p>	<table border="1"> <thead> <tr> <th data-bbox="398 1082 1218 1142">Performance Indicators</th> <th data-bbox="1218 1082 1382 1142">2011/12 Actual</th> <th data-bbox="1382 1082 1529 1142">2012/13 Actual</th> <th data-bbox="1529 1082 1680 1142">2013/14 Actual</th> <th data-bbox="1680 1082 1827 1142">2014/15 Q1</th> <th data-bbox="1827 1082 1975 1142">2014/15 Target</th> <th data-bbox="1975 1082 2121 1142">Ranking in Wales</th> </tr> </thead> <tbody> <tr> <td data-bbox="398 1142 1218 1182">How Much?</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="398 1182 1218 1222">Total number of children on the caseload</td> <td data-bbox="1218 1182 1382 1222">671</td> <td data-bbox="1382 1182 1529 1222">497</td> <td data-bbox="1529 1182 1680 1222">445</td> <td data-bbox="1680 1182 1827 1222">507</td> <td data-bbox="1827 1182 1975 1222">N/A</td> <td data-bbox="1975 1182 2121 1222">N/A</td> </tr> <tr> <td data-bbox="398 1222 1218 1262">Number of children on the Children with Disabilities caseload</td> <td data-bbox="1218 1222 1382 1262">220</td> <td data-bbox="1382 1222 1529 1262">161</td> <td data-bbox="1529 1222 1680 1262">126</td> <td data-bbox="1680 1222 1827 1262">123</td> <td data-bbox="1827 1222 1975 1262">N/A</td> <td data-bbox="1975 1222 2121 1262">N/A</td> </tr> <tr> <td data-bbox="398 1262 1218 1302">Number of Looked After Children</td> <td data-bbox="1218 1262 1382 1302">106</td> <td data-bbox="1382 1262 1529 1302">101</td> <td data-bbox="1529 1262 1680 1302">103</td> <td data-bbox="1680 1262 1827 1302">103</td> <td data-bbox="1827 1262 1975 1302">N/A</td> <td data-bbox="1975 1262 2121 1302">N/A</td> </tr> <tr> <td data-bbox="398 1302 1218 1342">Number of children on the Child Protection Register</td> <td data-bbox="1218 1302 1382 1342">79</td> <td data-bbox="1382 1302 1529 1342">55</td> <td data-bbox="1529 1302 1680 1342">37</td> <td data-bbox="1680 1302 1827 1342">38</td> <td data-bbox="1827 1302 1975 1342">N/A</td> <td data-bbox="1975 1302 2121 1342">N/A</td> </tr> <tr> <td data-bbox="398 1342 1218 1383">Percentage of Children in Need with a statement of Special</td> <td data-bbox="1218 1342 1382 1383">43.0%</td> <td data-bbox="1382 1342 1529 1383">46.3%</td> <td data-bbox="1529 1342 1680 1383">Not</td> <td data-bbox="1680 1342 1827 1383">N/A</td> <td data-bbox="1827 1342 1975 1383">N/A</td> <td data-bbox="1975 1342 2121 1383">N/A</td> </tr> </tbody> </table>	Performance Indicators	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Q1	2014/15 Target	Ranking in Wales	How Much?							Total number of children on the caseload	671	497	445	507	N/A	N/A	Number of children on the Children with Disabilities caseload	220	161	126	123	N/A	N/A	Number of Looked After Children	106	101	103	103	N/A	N/A	Number of children on the Child Protection Register	79	55	37	38	N/A	N/A	Percentage of Children in Need with a statement of Special	43.0%	46.3%	Not	N/A	N/A	N/A
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	Educational Needs			Published			
	Percentage of Children in Need eligible for Free School Meals	51.2%	56.7%	Not Published	N/A	N/A	N/A
	How Well?						
	Percentage of children in need achieving the foundation phase indicator at Foundation Phase	53%	79%	Not Published	N/A	N/A	N/A
	Percentage of children in need achieving the core subject indicator at Key Stage 2	48%	15%	Not Published	N/A	N/A	N/A
	Percentage of children in need achieving the core subject indicator at Key Stage 3	25%	24%	Not Published	N/A	N/A	N/A
	Percentage of children in need achieving Key Stage 4 (Level 2 threshold including a GCSE grade A* - C in English or Welsh first language and mathematics)	11%	8%	Not Published	N/A	N/A	N/A
	Is anyone better off?						
	Percentage of all pupils in local authority schools, aged 15, that leave compulsory education, training or work based learning without an approved external qualification (EDU/002i)	0.1%	0.1%	0.4%	N/A	0%	=16 th
	Percentage of pupils in local authority care, and in local schools, aged 15, that leave compulsory education, training or work based learning without an approved external qualification (EDU/002ii)	0%	0%	0%	N/A	0%	=1 st
	Percentage of young people formerly looked after with whom the authority is in contact, who are known to be engaged in education, training or employment at the age of 19 (SCC/033f)	62.5%	25.0	58.3	N/A	66.7%	10 th
How do we compare with other areas	The below comparisons show the most recent 2012-13 children in need data, attainment data is averaged over the last 4 years to remove annual fluctuations in data:						



Appendix 1 – Key Children’s Services Indicators, Quarter 2 Update



Ref	Description	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Q2	2013/14 Wales Av	Direction of travel	Target Met	Target 2014/15
SCC/011(b) (NSI)	The percentage of initial assessments that were completed during the year where there is evidence that the child has been seen alone by the Social Worker.	25.5% 173/679	22.4% 81/362	33.2% 93/280	46.9%	37.5%	Improved	✓	≥37.5% >48%
SCC/033(d) (NSI)	The percentage of young people formerly looked after with whom the authority is in contact at the age of 19.	88.9% 16/18	88.9% 8/9	92.3% 12/13	88.9%	93.4%	Declined	✗	100%
SCC/041(a) (NSI)	The percentage of eligible, relevant and former relevant children that have pathway plans as required	Not submitted 2011/12	68.4% 54/79	73.3% 44/60	100%	89.2%	Improved	✓	90% 98%

Ref	Description	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Q2	2013/14 Wales Av	Direction of travel	Target Met	Target 2014/15
SCC/001(a) (PAM)	The percentage of first placements of looked after children during the year that began with a care plan in place	100% 60/60	Not submitted 2012/13	83.0% 44/53	100%	90.9%	Improved	✓	100%
SCC/011(a) (PAM)	The percentage of initial assessments that were completed during the year where there is evidence that the child has been seen by the Social Worker	97.2% 660/679	85.6% 310/362	95.7% 268/280	96.0%	78.9%	Improved	✓	>95%
SCC/025 (PAM)	The percentage of statutory visits to looked after children due in the year that took place in accordance with regulations.	84.7%	66.9%	65.3%	79.5%	85.3%	Improved	✗	>90.6%
SCC/045 (PAM)	The percentage of reviews of looked after children, children on the Child Protection Register and children in need carried out in line with the statutory timetable	61.5%	59.5%	86.1%	96.4%	89.6%	Improved	✓	>94%

Ref	Description	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Quarter 2	2013/14 Wales Av	Direction of travel	Target Met	Target 2014/15
SCC/001(b)	For those children looked after whose second review (due at 4 months) was due in the year, the percentage with a plan for permanence at the due date	100%	100%	100%	100%	93.4%	At Maximum	✓	100%
SCC/006	The percentage of referrals during the year on which a decision was made within 1 working day	96.7% 704/728	93.9% 399/425	99.0% 411/415	99.1%	96.3%	Stable	✓	99%
SCC/010	The percentage of referrals that are re-referrals within 12 months	20.2% 147/728	16.2% 69/425	13.3% 55/415	14.5%	22.2%	-	✓	12-30%
SCC/013(a)i	The percentage of open cases of children with an allocated social worker - on the child protection register	100%	100%	100%	100%	99.9%	At Maximum	✓	100%
SCC/013(a)ii	The percentage of open cases of children with an allocated social worker -children looked after	100%	100%	100%	100%	95.2%	At Maximum	✓	100%

Ref	Description	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Quarter 2	2013/14 Wales Av	Direction of travel	Target Met	Target 2014/15
SCC/013(a)iii	The percentage of open cases of children with an allocated social worker - children in need	87.3%	82.0%	79.0%	79.3%	76.4%	Improved	✓	>75%
SCC/014	The percentage of initial child protection conferences due in the year which were held within 15 working days of the strategy discussion	92.4% 97/105	84.8% 56/66	93.4% 57/61	74.3%	89.9%	Declined	✗	>93.4%
SCC/015	The percentage of initial core group meetings due in the year which were held within 10 working days of the initial child protection conference	88.9% 72/81	34.0% 16/47	96.2% 51/53	100%	90%	Improved	✓	>96.2%
SCC/016	The percentage of reviews of child in need plans carried out in accordance with the statutory timetable.	30.2% 189/626	19.5% 89/456	57.5% 104/181	90.4%	78.8%	Improved	✓	80% 86%
SCC/021	The percentage of looked after children reviews carried out within statutory timescales during the year	100% 282/282	100% 296/296	99.6% 284/285	100%	95.9%	Improved	✓	100%
SCC/034	The percentage of child protection reviews carried out within statutory timescales during the year	99.1% 230/232	90.5% 181/200	93.9% 155/165	98%	98.1%	Improved	✗	100%
SCC/042(a)	The percentage of initial assessments completed within 7 working days	77% 523/679	76.5% 277/362	76.4% 214/280	69.1%	71.9%	Declined	✗	80%
SCC/042(b)	The average time taken to complete initial assessments that took longer than 7 working days to complete	47 7362/156	20 1643/84	20 1298/66	21	19	Declined	✗	<20
SCC/043(a)	The percentage of required core assessments completed within 35 working days	72.7% 117/161	81.3% 74/91	86.7% 78/90	86.8%	81.2%	Stable	✓	>86.7%
SCC/043(b)	The average time taken to complete those required core assessments that took longer than 35 days	72 3181/44	78 1326/17	66 794/12	61	58	Improved	✗	55