



Complete Agenda

Democratic Services
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Meeting

EDUCATION AND ECONOMY SCRUTINY COMMITTEE

Date and Time

10.00 am, TUESDAY, 17TH APRIL, 2018

***NOTE: A BRIEFING MEETING WILL BE HELD FOR MEMBERS ONLY AT 9.30AM
IN YSTAFELL GWYRFAI**

Location

Siambwr Hywel Dda, Council Offices, Caernarfon, Gwynedd, LL55 1SH

*** NOTE**

This meeting will be webcast

<http://www.gwynedd.public-i.tv/core/portal/home>

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(DISTRIBUTED 10/04/18)

EDUCATION AND ECONOMY SCRUTINY COMMITTEE

MEMBERSHIP (18)

Plaid Cymru (10)

Councillors

Menna Baines
Aled Ll. Evans
Judith Mary Humphreys
Huw Gruffydd Wyn Jones
Paul John Rowlinson

Steve Collings
E. Selwyn Griffiths
Nia Wyn Jeffreys
Olaf Cai Larsen
Cemlyn Rees Williams

Independent (5)

Councillors

Freya Hannah Bentham
Keith Jones
Elfed Powell Roberts

Elwyn Jones
Beth Lawton

Llais Gwynedd (2)

Councillors

Alwyn Gruffydd

Gareth Williams

Gwynedd United Independents (1)

Councillor
Dewi Owen

Ex-officio Members

Chair and Vice-Chair of the Council

Other Invited Members

Councillor Gareth Thomas (items 5-7)

CO-OPTED MEMBERS:

With a vote on education matters only

Anest Gray Frazer	Church in Wales
Rita Price	The Catholic Church
Dylan Davies	Meirionnydd Parent/Governors' Representative
Karen Vaughan Jones	Dwyfor Parent/Governors' Representative
[vacant seat]	Arfon Parent/Governors' Representative

Without a Vote

Dilwyn Elis Hughes	UCAC
David Healey	Teachers Unions (ATL)

A G E N D A

1. APOLOGIES

To receive any apologies for absence.

2. DECLARATION OF PERSONAL INTEREST

To receive any declarations of personal interest.

3. URGENT BUSINESS

To note any items that are a matter of urgency in the view of the Chairman for consideration.

4. MINUTES

5 - 8

The Chairman shall propose that the minutes of the previous meeting of this committee held on 23rd January, 2018 be signed as a true record (attached).

5. GWYNEDD FOUNDATION PHASE OUTCOMES

9 - 21

To consider the report of the Cabinet Member for Education (attached).

*10.10am – 10.55am

6. ADDITIONAL LEARNING NEEDS AND INCLUSION

22 - 55

To consider the report of the Cabinet Member for Education (attached).

*10.55am – 11.40am

7. PRINCIPLES OF AN EDUCATION SYSTEM WHICH ARE FIT FOR PURPOSE

56 - 61

To consider the report of the Cabinet Member for Education (attached).

*11.40am – 12.25pm

*estimated times

EDUCATION AND ECONOMY SCRUTINY COMMITTEE 23/01/18

Present: Councillor Beth Lawton - Chair
Councillor Nia Jeffreys - Vice-chair

Councillors: Freya Bentham, Steve Collings, Aled Evans, Alwyn Gruffydd, Judith Humphreys, Elwyn Jones, Cai Larsen, Dewi Owen, Paul Rowlinson, Cemlyn Williams and Gareth Williams.

Co-opted Members: Rita Price (Catholic Church), Dylan Davies (Meirionnydd Parent Governors Representative) and Dilwyn Elis Hughes (UCAC).

Officers present:

Vera Jones (Members' Manager - Democratic Services) and Eirian Roberts (Member Support Officer).

Present for item 5 below:

Councillor Dyfrig Siencyn (Council Leader)
Iwan Trefor Jones (Corporate Director)
Sioned Williams (Head of Economy and Community Department)
Sian Lloyd Roberts (Senior Executive Officer)

Present for item 6 below:

Councillor Craig ab Iago (Cabinet Member for Housing, Leisure and Culture)
Sioned Williams (Head of Economy and Community Department)
Catrin Thomas (Senior Manager Community Learning)
Nia Morris (Youth Service Manager)

Present for items 7 and 8 below:

Councillor Gareth Thomas (Cabinet Member for Education)
Garem Jackson (Head of Education)
Debbie Anne Jones (Area Education Officer)

1. APOLOGIES

Councillors Menna Baines, Selwyn Griffiths, Huw Wyn Jones and Keith Jones; Anest Gray Frazer (Church in Wales) and David Healey (Teachers Unions).

2. DECLARATION OF PERSONAL INTEREST

No declarations of personal interest were received from any members present.

3. URGENT ITEMS

The Chair noted that she had received a request from Councillor Alwyn Gruffydd to raise an urgent item relating to transport. Councillor Alwyn Gruffydd expressed his concern that it appeared that children in the county had been travelling on buses without any kind of insurance cover. The Chair explained, having received legal advice, that she could not allow the matter to be discussed at this meeting. Therefore, she would raise the matter at the informal session with the members to be held after this meeting to see whether or not this was a matter to be scrutinised.

4. MINUTES

The Chair signed the minutes of the previous meeting of this committee held on 13 December, 2017, as a true record.

5. NORTH WALES GROWTH DEAL BID - PROGRESS REPORT

Submitted - the report of the Council Leader noting the progress with the development of the North Wales Growth Deal Bid, and identifying some matters which required consideration.

The Leader and the Director expanded on the content of the report, and also responded to questions / observations from the members.

The Chair summarised the main conclusions of the discussion as follows:-

- All members were encouraged to attend the Growth Deal Scheme workshop on 15 February to understand the field and what the projects were, and to also consider the need for more sessions.
- There was general support for the ambition of ensuring economic growth across north Wales, but it would be a significant challenge.
- There was a clear message of support for the Growth Scheme in mid Wales also, especially in relation to the Meirionnydd area, and there was a need for strong input and collaboration with that project, and collaboration with Ceredigion and Powys also at the same time, given also the importance of securing projects across Gwynedd.
- There was a need to secure the status of the Welsh language in this work and to use the North Wales Growth Board as a driver to promote it.
- A clear message to learn from past lessons and to ensure that best use was made of resources; and when challenging schemes, a need for those schemes to be thoroughly challenged.
- There was a need to develop the element of challenge and scrutiny in relation to Gwynedd to ensure a clear understanding of the arrangements and to consider how members could have general input in the proposed projects and influence them in good time.
- This committee should receive regular feedback.

6. REMODELLING THE YOUTH SERVICE

Submitted – the report of the Cabinet Member for Housing, Leisure and Culture outlining the steps taken to identify the preferred option for Remodelling the Youth Service and inviting the scrutiny committee's observations on the plan to submit them to the Cabinet on 13 March, 2018.

The Cabinet Member and officers expanded on the content of the report, and also responded to questions / observations from the members.

During the discussion, there was considerable emphasis on the fact that the four options outlined in the report involved cutting/reducing the annual grant given to the Urdd, Young Farmers', the Guides and the Scouts, and that these organisations would be supported in a different way.

Proposed and seconded - a motion not to cut grant for the voluntary organisations on the grounds that they did excellent work in their communities.

In response, it was explained to the members:-

- That such a recommendation would lead to much less being available for the young people of Gwynedd as it would involve asking the Cabinet to create a different option to that of the four options already under consideration that would retain the £76,000 element for voluntary organisations, but would reduce the budget for the rest of the Youth Service.
- There were a number of other voluntary organisations in the county, such as rugby clubs, that did not receive any grants from the Council.

A vote was taken on the proposal. Six members voted in favour and six members against. No casting vote was taken. There was not a majority in favour, therefore the committee did not have a recommendation to submit to the Cabinet Member.

The Chair summarised the main conclusions of the discussion as follows:-

- It was acknowledged that the situation was very difficult for everyone, as the budget had already been cut and no one liked change. However, the status quo was not an option.
- The scrutiny work had shown that there was a differing opinion among committee members in terms of whether the preferred option for remodelling the Youth Service was fair to all young people in Gwynedd, offered value for money, and was sustainable in future, and this was because of concern regarding the effect of the budget cut on young people.
- The number of respondents to the questionnaire was very positive and showed that there was a lot of interest in the field.
- The committee supported the idea of looking to establish clubs in the community and to assist those clubs to set-up. Also, that the committee sent a strong message to the Department to contact the community councils to see how they could be assisted to hold activities and projects on behalf of the Youth Service.
- There was concern regarding the impact on those young people who live in deprived areas, specifically in terms of accessing the service, and concerns also regarding the impact on the language.

7. POST-16 EDUCATION PROVISION PROJECT

Submitted - the report of the Cabinet Member for Education inviting observations or questions from members of the scrutiny committee on a draft brief for commissioning a consultant to undertake an independent assessment of the current post-16 education provision in Gwynedd.

The Cabinet Member and officers expanded on the content of the report, and also responded to questions / observations from the members.

The main conclusions of the discussion were as follows:-

- The work of assessing the language medium of the courses should get to the root of the situation, rather than depend on the figures that the organisations will provide.
- The assessment was expected to consider that the performance baseline for A Level was different to the GCSE performance baseline.
- There was a need for the assessment to look at the evidence that young people selected subjects that do not involve travelling between sites during the day because of convenience.
- It was agreed to submit the report on the findings of the research to this committee in September (subject to delivering the work within the original set timetable) to understand the current situation before identifying a way forward.

8. POSSIBLE SCRUTINY INVESTIGATION INTO THE IMPACT OF NEW BUILDING DEVELOPMENTS FOR SCHOOLS ON THE QUALITY OF EDUCATION

Submitted – the report of the Chairman asking the committee to adopt the principle of holding an investigation into the "impact of new building developments for schools on the quality of education" and identify five members to be part of the investigation.

RESOLVED

- (a) To support the principle of undertaking an investigation into the "impact of new building developments for schools on the quality of education".**
- (b) To identify Councillors Steve Collings, Cai Larsen and Paul Rowlinson to be part of the investigation and to contact all committee members to see who else would be interested.**

9. 2017/18 SCRUTINY FORWARD WORK PROGRAMME

Submitted - the scrutiny work programme, as it currently stood.

The work programme was accepted with the updates noted in bold print as below:-

17 April 2018	Annual Report of the Education Service (or Special Education) The Foundation Phase Report Healthy Living Centres - scrutinising the agreement
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The meeting commenced at 10.00 am and concluded at 1.20 pm

CHAIRMAN

Agenda Item 5

Meeting	Education and Economy Scrutiny Committee
Date	19 April 2018
Title	Gwynedd Foundation Phase Outcomes
Author	Garem Jackson, Head of Education
Cabinet Member	Councillor Gareth Thomas
Purpose	The purpose of this report is to present the Foundation Phase results.

Context

The percentage of pupils of statutory school age entitled to free school meals has remained consistently low in Gwynedd over the last five years in comparison with the rest of Wales. In accordance with the all Wales schools improvement framework, these pupils are expected to achieve well regarding Foundation Phase indicator compared to Wales.

	2013	2014	2015	2016	2017
Gwynedd	13.7%	12.9%	13.3%	13.0%	12.4%
Wales	19.5%	19.1%	18.8%	18.4%	17.8%
Gwynedd Position (1=%PYD isaf)	5	4	4	4	4

The following table indicates that Gwynedd performs substantially lower than expected and although Wales and the area have made progress last year, a reduction has occurred in Gwynedd results, and although the reduction, 0.2% is a very slight reduction, it had a negative impact on the County's position nationally.

	2015	2016	2017
Gwynedd	86.8%	86.8%	86.6%
Wales	86.8%	87.0%	87.3%
Position (expected = 4/22 LEAs)	11	14	15

During 2016-2017, substantial input was given (as in the regions other counties) to try and improve the Foundation Phase's performance. Training was presented to ensure that the schools prepare challenging activities in the Foundation Phase areas and every school received guidance on Assessment at the Foundation Phase.

Gwynedd's performance compared to the remaining North Wales authorities is highlighted below. Only performance in Welsh and Personal Development meets the expectation taking into account the numbers of learners entitled to free school meals.

	Position
Foundation Phase Indicator	3
Language – Welsh D5+	5
<i>Language – Welsh D6+</i>	1
Mathematical Development	3
Mathematical Development D6+	3
Personal Development D5+	2
<i>Personal Development D6+</i>	1

Several complex factors impact pupils performance and there is no simple solution.

Following discussions with a cross-section of Gwynedd headteachers, and feedback from a questionnaire disseminated (10 responses were received), these were the main factors that emerged as regards the obstacles faced by schools and the strategies they implement to try and surmount them.

Teaching through the medium of Welsh

Pupils language	2015	2016	2017
% Welsh in the home	64.6	66.4	64.0

Over the past 3 years, a reduction has occurred in the percentage of pupils where Welsh is spoken at home.

Gwynedd FPI Performance	2012	2013	2014	2015	2016	2017
% Pupils who achieved the FPI (Full cohort)	83.0	82.8	85.2	86.8	86.8	86.6
% Pupils who achieved Welsh Cohort	87.6	86.9	89.4	88.4	88.7	88.3
% Pupils who achieved English Cohort	47.4	63.6	64.3	77.8	52.2	57.9
% Pupils who achieved the FPI (Without including the English Cohort)	83.6	83.2	85.9	87.0	87.4	87.1

Acquiring Language

There is no definite answer to how much time learning a new language should take. Learning a new language is dependent on very many elements such as;

- age-group
- ability or talent to learn a new language
- motivation to learn
- how similar is the language to the first language
- if the language is a minority language
- how many hours in a day
- week and years they come into contact with the language
- context of the lessons
- quality of teachers
- resources
- opportunities to practice
- parents attitude.

It is often recommended, that at least between 600 and 10,000 hours are required, with 1000 being optimistically suggested as a possibility.

Difficulties where assessment is held through the medium of Welsh:

It is apparent:

- That Gwynedd Language Policy, (different from the other Counties), is firm in that the pupils must be assessed through Welsh at the Foundation Phase, despite the difficulties that arise. It could therefore be argued that the policy places the Schools at a disadvantage and puts additional pressure compared to many schools in other Counties, where there is the option to assess through Welsh or English.
- That over a third of the County's pupils do not speak Welsh, and for many English is an additional language.

- That the majority of the pupils are assessed through the medium of Welsh although it is a second and sometimes a third language for them. It therefore poses a considerable challenge for Gwynedd schools to ensure that outcomes/standards in Welsh at the Foundation Phase, are high.
- Sometimes, that all staff members do not adhere to the school's language policy and turn to English with non-Welsh pupils. This leads to inconsistency.
- That 'small' schools results are hugely impacted by cohort number and does not truly reflect the work that is done there. e.g. 5 y2 pupils equivalent to 20% each. Therefore, if one pupil did not reach the target, the FPI would be 80%.
- That children for whom Welsh is a second language require much more time to reach the expected outcome, and that children who are latecomers require much more support to reach the expected outcomes.
- That assistants are no longer used, as in the past, to target intervention groups due to lack of funding.
- That the schools do not receive outside support for Welsh until KS2. Y3 latecomers and on, can attend the Language Centre during their first term at the school, if there is room. Sometimes, if there is room, some schools can make an offer for their Y2 pupils to attend, but that is subject to the school's location within the County. This has a positive impact.
- KS2 pupils then receive after care on their return to school. It is felt that it would be of huge benefit if this crucial service was available to target FP pupils as well as the Junior department, or that at least they are supported by an external officer during the period prior to Y3. A unit's suitability would of course depend on the maturity of the individual pupil to attend.
- Where there is a 4 year old class, that the senior pupils have an important role to develop the younger pupils language skills, however, where there is a class of the same age, with the majority non-Welsh speakers, it is a very high, daily challenge. There is also little time available to reach the expected standards.
- Where pupils have very intensive ALN, it is very difficult for them to have a positive impact on end of FP language results.
- Lack of consistency in assessing NEWBES- Schools include NEWBES assessments in their data and this sometimes has a negative impact on their end of stage results and on the LEA's results;
- Schools assess latecomers (Arrive at the school on or after January 1st) in Welsh and they also perhaps previously in an English education system. According to the Welsh Government, the schools are entitled to assess them through the language that best reflects ability. However, if the option is to assess them through English – but the language in which the child is taught is Welsh, does the child receive the required education so that he/she achieves the objective? However, if the teaching is through the medium of English, this then undermines/impairs the language spoken by the rest of the class.
- Examples have been seen of overseas families returning home to see their families for about two months and then returning to school. However, nothing can change this, it has a negative impact on overall outcomes, but especially on the development of Welsh.
- The Schools have no impact over the pupils use of Welsh outside the school.
- That non-Welsh speaking parents more often than not are supportive of the development of Welsh, especially due to their understanding of the County's Language policy expectations. However, some schools have more work than others to gain their collaboration. This involves much investment in time and staff.
- The need to target Welsh in the pre-school establishments as well – e.g. Cynllun Croesi'r Bont. (Estyn approves the plan).
- The need to promote further collaboration between the pre-school establishments and the schools.

Implemented Strategies for Improvement

Seen:

- That staff's commitment to develop successful strategies, have had a positive impact on the outcomes over the years.
- Where there are enough Welsh speaking pupils/enough staff available to support groups and individuals, that teaching through the medium of Welsh is not a problem for the schools.

- That pupils immersion in Welsh is a huge success.
- Effective use of schemes such as Aled Afal/ Tric a Chlic/ Trugs, to develop pupils skills and ensure effective establishment of language patterns.
- That schools regularly assess and track the pupils development, with for instance, eg 'assessment and setting the next target pages' in pupils books, so that the pupil and staff are aware of the next steps and expectations.
- That use was made of staff specialization to share information and good practice not only at their own school but externally. This certainly adds to the success of teaching and learning.
- That the staff purposefully jointly plan across classes/school, using structures and plans that motivate the pupils and ensures progression from one year to the next.
- That the schools commitment to the Language Charter's success promotes pupils and parents commitment to the development of Welsh. Hopefully, it will have a further impact on future outcomes.
- Close collaboration between the schools and the parents to ensure the pupils educational development and ensure support. e.g. parents evenings on e.g. Tric a chlic/ reading cafe/ lead the parents towards Welsh classes/share Language Charter materials. Schools see the advantage of being able to fall back on the County's Language policy.
- With the Welsh Government's emphasis on ensuring that every County's 'Welsh Strategy' is ambitious, that the remaining schools in Wales, in future, will have to make further moves along the language continuum. When that occurs, schools in Gwynedd will be in a very strong position, as they are already at the upper end of the language continuum.

Next possible steps:

- Consistency of entry to Language Centre for the Foundation Phase.
- An additional language centre to meet the need.
- Peripatetic officer to support new FP pupils to Welsh/Welsh and English before and after attending centre.
- Officer's support to target absences.
- Appropriate and timely additional support for the ALN pupils and the borderline pupils.
- County support for NEWBES parents so that they have an opportunity to learn both languages and thus support the pupils/school's work.
- Ensure consistent appropriate use of Government's instructions in NEWBES and Latecomers assessment.

Difficulties where assessment is through English:

Seen:

- High percentage of pupils with 'English as an additional language' and no County provision to target their needs whilst at the Foundation Phase. KS2 is a constant success.
- Lack of time to establish the new language prior to the assessment phase.
- Inadequate number of Assistants to target daily language requirements at the school.
- When there is a linguistic lack, it is sometimes difficult to ensure that there are not also additional educational needs. Timely specialist support required to ensure effective appropriate provision.

Implemented Strategies for Improvement

Seen:

- Schools internal strategies in place regularly, that target needs as well as possible.
- Collaborate with similar schools, to observe good practice and moderation.
- Use Assistants to support the pupils language needs but this has an impact on FP pedagogy as there is insufficient staff to target and supervise.
- Prepare additional internal support when pupils return following lengthy periods of absences.

- Parir parents with other parents of the same language but who possess good English skills. This develops the parents language skills and their ability to collaborate with the schools and assist their children.

Next possible steps:

- Provide additional support at the school for EAL pupils.
- EAL services' timely co-operation.

Social Deterioration/low baseline

Difficulties:

- More and more children arrive at the Nursery and Reception classes with weak basic and social skills. A great deal of time spent working with the children to develop these expected skills that were common a few years ago.
- A high percentage of pupils attend school lacking the expected toileting and self-care skills, unable to use a knife and fork properly, and with little ability to socialize and converse.
- A higher percentage of children with lack of engagement requirements, and this impairs the flow of the class, the teaching and learning.
- A high percentage have no recognition of letters or numbers, no idea how to use a pencil, or how to handle a book.
- More children possess very weak oracy and listening skills, and many have difficulty in sitting, listening, focussing and learning.
- Many of the pupils know how to play with an ipad and mobile phone games but no idea how to sing and recite simple nursery rhymes and songs.
- More social problems/conflict/quarrelling between parents/ quarrelling in the homes, that has a negative impact on the children and their relationship with others at the school.
- Social services have more input than previously due to social difficulties.
- Some parents have a negative mindset towards education. Much more social problems/conflict/quarrelling between parents/quarrelling at home/that has a negative impact on the children and on their relationship with others at the school.
- More parents possess weak parenting skills.

Implemented Strategies for Improvement

Seen:

- Much time invested in improving the expected basic requirements, at times at the expense of the requirements of the rest of the class and curriculum requirements.
- Staff spend time providing nurturing structures/activities to undo the negative impacts that impair individuals behaviour.
- Strategies such as nurturing Groups, Circle time sessions, / Caleb Time / Ysgol Dina / friends /drop in sessions – voice concern / Talk About/ calming down areas - continuous modelling/staff make positive comments/reward systems/home –school contact, implemented.
- Spend much time and human resources to develop a positive relationship with parents, to ensure effective co-operation. Activities held such as 'fun for the family', Welsh lessons, family Signature, Numicon evenings, and often grant funding has to be used to fund this. This of course implies that less is directly invested on the pupils.
- However, schools note that it is pleasing to notice a positive change in parents co-operation when time, effort and resources is invested in them.

Next possible steps:

- Earlier intervention occurs through co-operation between the Health and Education Services to train parents on schools expected requirements.
- Provide support for schools to deal with parents who pose problems. This often places much pressure on staff and is time consuming.
- Support for schools who have several 'English as additional language' parents to have an active role in their child's education.
- Continuity for ABC centre for Nursery and Reception classes.

Additional Educational Needs

Gwynedd FPI Performance	2012	2013	2014	2015	2016	2017
% Pupils who achieved the FPI (full Cohort)	83.0	82.8	85.2	86.8	86.8	86.6
% Pupils who achieved the FPI (Not including R/SA+/SA) pupils	94.2	94.2	95.0	97.3	96.5	96.3
% Pupils who achieved FPI (R/SA+/SA only)	51.3	51.5	53.0	57.9	57.3	57.5
% Pupils who achieved the FPI (SA only)	64.2	61.7	68.1	71.4	68.3	71.9

Difficulties

Seen:

- An increasing number of ALN pupils at the schools, and although the schools are wholly inclusive, these requirements have an impact on FP results.
- Although additional support is provided to support ALN pupils, (by the Education Department, Health Department, or the school), and although the children make good/expected progress against their baseline and personal targets, this progress, more often than not, is insufficient to impact the expected outcomes.
- Due to the complex needs of the referral process, LEA ALN Department do not intervene early enough and often, the crucial early years go by without the pupils receiving the additional required support. The schools must deal as effectively as possible with the difficulties and outcomes, until additional support is available. This can place much strain on staff and other pupils.
- Although the process has accelerated since Gwynedd and Mon ALN Strategy was adopted, due to a lack of units for pupils in the Reception Year, several pupils may for a period be in the mainstream class without the appropriate level of support to meet their requirements.
- Concern as the Staff and Parents feel frustrated due to the increasing gap between the performance of the pupils and their peers when awaiting additional support.
- Pupils at the schools have a broad spectrum of intensive needs. At times, even with a 1 to 1 assistant's support, these needs have a negative impact on the class effective running, on the teaching, the learning and thus impacts the rest of the pupils and the outcomes.
- Concern that many 1 to 1 assistants have not received specialist training therefore they lack the ready skills to support the pupils from the outset.
- Schools express concern about ineffective targeting for borderline pupils and that investing more regular support for these pupils would have a positive impact on FP results.
- Although schools purposefully target, because the support staff often support the intensive ALN pupils, they are unable to target the borderline pupils as frequently as they would like.
- That a reduction in schools budget has led to a reduction in the number of FP assistants in general. The schools cannot maintain the level of additional support to target specific groups. Due to lack of funding and staff, provision varies from school to school.

- Some schools require a specialized centre to support FP pupils who have more intensive specific needs e.g. behavioural difficulties, / speech impairment, where they can receive short-term specialist support, followed by after-care support on their return to school. This would not only ensure specialist provision, but also enable the schools to further target the borderline pupils.
- Concern that there is an 'ABC' centre for pre-school pupils, there is however, no follow-up to this service for FP pupils.
- Although there is purposeful planning, it is felt that a specialist officer needs to provide more practical support in the classroom. This would have a greater impact. The advisory teachers who directly worked with the pupils are sorely missed.
- That the requirements of pupils 'who come and go' have a negative impact on class requirements and that additional support is required to target those needs. Much time and resources invested but inconsistency in their length of stay at the school.
- Concern about lack of support for pupils for whom 'English is an additional language'. At times, it is difficult to discover whether additional needs or lack of language understanding cause difficulty.

Implemented strategies to surmount.

Seen:

- That the strategies implemented, - detailed targeting/ regular support, ensures that over 50% of the ALN pupils achieve the expected outcome and they also perform above their target.
- That several effective programmes are used throughout the schools such as: Black Sheep, activities from the book 'Language Builder – Elklan', Restart, Tric a Chlic, Numicon Programme, SAFMEDS, Headsprout, Various Reading and comprehension, Talk About, Might Moe, Anger management, Ffrindiau Ffeind, Access to the nurture groups, activities that stem from the Boxall scheme.
- That schools target the pupils requirements from the Nursery class upwards, (this is inconsistent in every school) planning beforehand to ensure support within the school, investigate to obtain new ideas, and willing to adapt as required.
- That there are robust procedures to identify individuals needs at an early stage and provide supportive robust interventions and strategies.
- That there are electronic systems to track every pupil's progress and this allows staff to identify and respond to any underperformance.
- Where there is finance in reserve/grants available, it is used by the schools to employ additional staff to target specific groups of pupils daily. There is however, huge concern as this funding is reducing. Where funding is not available, the schools are often reliant on volunteers, and this does not always meet the need.
- As regards 'more able and gifted' pupils, that there are robust and purposeful strategies in place for them, and because of the nature of the pupils, they can work more independently, respond to challenges, and achieve the higher outcomes.
- That schools plan extended experiences and opportunities and are willing to adapt teaching methods/structures to achieve the higher outcomes.
- That GwE challenges schools results. The schools must ensure that they have robust evidence that clearly shows why the pupil cannot achieve the expected outcomes. Likewise, Headteachers challenge their staff to ensure that their assessment is robust, and that their support structures meet the need.
- That a great deal of time and human resources are invested to support the pupils who 'come and go', but frequently, the support that the schools can provide is inadequate to ensure that pupils achieve the expected outcomes within the available time. This then impacts the school FPI and County. County support to target individuals would be hugely beneficial.

Next possible steps

- Reduce County ALN structure to ensure more timely specialist support.

- A 'Bank' of County specialist assistants to support ALN pupils at the schools who have received appropriate training.
- The county provides an officer to target the 'borderline' pupils regularly, and thus have a positive impact on the outcomes.
- Establish specialist centres for specific difficulties and after care service within schools to follow.
- County officer to provide timely/regular support and for a specific period, the 'come and go' pupils.

Staffing

Difficulties:

Seen:

- That the schools most valuable resource to raise standards at the Foundation Phase is the good/excellent and permanent staff, who effectively collaborate to plan, prepare and ensure follow-up and consistency. This has a positive impact on the expected outcomes and higher. It is however, observed, that a lack of funding leads to staff having fewer opportunities to attend training, visit good practices to other schools, and that this important to ensure improved standards. Teachers and assistants have very high expectations.
- That Headteachers have to be very creative when facing cuts in order to retain experienced staff and thus ensure standards. This often puts additional pressure on individuals.
- Lack of staff and funding to support additional projects that would have a positive impact on outcomes.
- At the start of the Foundation Phase, the staff: pupil ratio was 1:8 in the Nursery and Reception class, and 1: 15 in Y 1 and 2. By now, due to lack of funding, the ratios are not as good. Some schools see this as very difficult especially when they try to continue to comply with FP pedagogy.
- Following cuts, that a school must discover funding to fund the best practice. Not being able to maintain the previous provision standards gives cause for concern. This is very frustrating for them.
- In some Y1 and Y2 classes, there are 30 pupils with 1 teacher/1 Assistant. Prepared zones are seen within the class/school/in the outside area, however, as the class does not open to these outside areas, it is felt that all the areas cannot be put to best use, to enrich and extend experiences. There are not enough supervisory staff.
- Lack of funding over the years has had an obvious impact on reduction in Assistant numbers at the schools. This implies that needs/groups cannot be targeted as effectively.
- Lack of specialization amongst 1 to 1 assistants can impair running of the classroom when they lack the effective and necessary skills to work with the pupils. This leads to lack of fair play for the child in their care and to the rest of the class.
- When new staff in schools and/or new strategies are implemented, this can take time to bed down, and sometimes, patience is required before changes are seen.
- Difficulty to obtain supply teachers during staff absences. Schools tend to use well-known supply teachers as their work is good, are experienced, familiar with the children and school arrangements. There is greater consistency and less impairment on running of the classroom. However, these teachers are not always available and there is a reliance on less experienced/able. It is seen that there is a need to ensure a professional development pathway for supply teachers as with other teachers so as to ensure consistency.
- That this also applies when assistants are absent and it is very difficult to fill this gap. This of course impacts pupil groups targeting strategies and classroom arrangements.
- An inadequate number of County FP courses have recently been held for teachers and assistants. Require more stimulating courses.
- Concern as to lack of specific training for non-Welsh speaking teachers and assistants in the County. (Despite recent progress through Regional Collaboration with GwE)
- Concern that the messages shared are not always consistent.

Implemented Strategies for Improvement

Seen:

- Effective collaboration between staff/Headteacher/senior management team creating an effective team that ensures that everybody is proficient in requirements and that specialization and information are shared.
- Appropriate planning by a teacher to address all pupils requirements. Track progress to challenge pupils and support lower ability pupils.
- That best possible use is made of available human resources to support pupil groups.
- Provide creative and enriching experiences for the pupils.
- Assistants and staff closely collaborate to provide the best possible education for all pupils.
- Thorough classroom arrangements and a pleasant environment and ethos.
- FP staff have a robust understanding of FP pedagogy.
- Staff ensure that FP pupils receive engaging and stimulating experiences indoors and outdoors.
- That non-specialist headteachers attend appropriate training, dependent on their staff's specialization to ensure that they are aware of the requirements and spend time observing in the classes. This leads to effective collaboration.
- That staff receive appropriate development to ensure successful teaching and learning and that the good practices are shared with the remaining staff.
- Schools develop pupils to become more independent when there is no additional staff available. This enables more pupils to achieve the higher outcomes in the personal development aspect.
- That investment in targeting purposeful training for staff ensures support of the highest standard (when use, feedback, evaluation and impact assessment is made of the training) and that the entire staff are aware of the requirements.
- Not many staff changes and this ensures consistency.
- Where there were Non-Welsh speaking staff, that schools invest in external training and co-operate with schools who have similar needs.
- Schools collaborate to share ideas and good practice due to lack of funding to appropriately target training.
- Staff jointly discuss/ shadow one another to develop specific skills.

Next possible steps:

- Safeguard funding to fund staff:pupils ratios at the Foundation Phase to enable them to consistently effectively target.
- Provide purposeful training for class and 1 to 1 assistants.
- Provide appropriate professional development for Supply Teachers.
- Provide purposeful training for Non-Welsh speaking staff.
- Provide a bank of staff who have received appropriate training.

Free School Meals

FPI Performance Gwynedd	2012	2013	2014	2015	2016	2017
% Pupils who achieved the FPI (Full Cohort)	83.0	82.8	85.2	86.8	86.8	86.6
% Pupils who achieved the FPI (Not including FSM pupils)	85.3	85.3	87.9	88.7	88.6	89.0

% Pupils who achieved the FPI (FSM only)	70.9	70.2	71.0	75.4	76.5	74.0
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Difficulties:

Seen:

- Fluctuation from school to schools with an over-lap between the ALN pupils, borderline and FSM pupils at some schools, and examples of higher outcomes in others.
- Lack of additional staff to target the pupils needs regularly and consistently, impacts the outcomes.
- Pupils requirements depend from time to time on their social background and this then impacts the required intervention. Concern as to why there is no staff with appropriate expertise available to adequately meet these requirements.
- At small schools, where there are often fewer FSM pupils, there is no additional funding through grants to invest in strategies that may impact all pupils standards.

Implemented Strategies for Improvement

Seen:

- Schools invest grant funding to ensure effective targeting to enable FSM pupils to reach their personal targets and as seen, over 70% of them are consistent and achieve the expected outcomes.
- Schools have high and challenging expectations and provide experiences so that the child has the best opportunity to achieve his full potential.
- Robust strategies implemented that ensure an improvement in low baseline, e.g. Dyfal donc/ Aled Afal/ Big Numbers.
- Where there are high numbers of FSM pupils, grants are provided that enable schools to implement several strategies or employ e.g. additional Assistant to develop the Basic Skills. These strategies impact the entire school and not only the FSM pupils.

Next possible steps

- Practical support when there is no funding available in schools – for staff/parents.
- Opportunities to visit good practice schools to share ideas and develop practical strategies.

Comparison Boys/Girls

FPI Performance Gwynedd	2012	2013	2014	2015	2016	2017
% Boys	78.5	78.2	80.6	81.6	82.0	83.0
% Girls	87.5	87.3	89.8	92.1	91.7	91.0

Difficulties:

Seen:

- At small schools, small numbers in the cohort makes it difficult to evaluate the difference.
- Examples of lack of purposeful planning to target specific needs of Boys/girls and need to further develop the aspects/needs.
- That the pupils often perform in accordance with their ability in the specific fields but that the schools have to continue to target to justify the results.

- When schools target boys requirements, the girls benefit as well. Consequently, the difference in the outcomes persists.

Implemented Strategies for Improvement

Seen:

- Much investment made over the past few years in strategies that are effective with boys and girls, e.g. Pie Corbett methods/iaith ar daith/ various areas to promote free writing/use of IT.
- Effective strategies as observed in the above table.
- That FP arrangements in particular address the boys requirements, and that there is an effective balance between the focus work and the continual provision.
- Purposeful targeting implemented to ensure support when required.
- Appropriate strategies and challenge in place.
- Pupils have the freedom to select their personal challenge. This often appeals to the boys.
- Schools ensure that themes are targeted to ensure all pupils interest and that they are part of the planning.
- Areas in place that attract the entire cohort.

Next Possible Steps:

- Continue to target within SDP/class requirements/individual pupils to ensure consistent provision.
- Hold courses when effective new strategies become apparent.
- Promote good practice and enable staff to visit.

Assessment methods

Difficulties:

Seen:

- That past messages have been inconsistent and that this has had a negative impact on schools outcomes.
- Assessment structures vary from school to school – Incerts/professional view, that has possibly led to inconsistency.
- Possibly, that teachers assess too rigidly due to excessive expectations/challenging. It is observed that FP moderation across the County, regionally and within the school ‘family’ would assist in this respect.
- The need for more guidance for next year with a change in the outcomes.
- Concern that the entire staff do not receive assessment training, especially as Assistants have such a crucial role in the process.
- That all supply teachers do not understand FP assessment requirements. This is essential especially during long-term absences.

Implemented Strategies for Improvement

Seen:

- That Headteachers are confident in their Y2 teachers ability to assess pupils in accordance with FP requirements. They challenge their judgements to ensure robustness. Teachers stand their ground due to their sound understanding of the requirements.
- Collaboration and joint reliance between the headteachers/senior management team/FP departments.
- Headteachers have received training in assessment at the FP and that this has enabled them to challenge the results.
- FP requirements a prominent feature of the schools development Plans.
- Teachers and assistants co-operate to assess. Team work crucial to ensure full assessment and consistent judgement.

- GwE challenges schools to ensure effectiveness of their assessment methods and that Schools must have firm evidence to support their judgements.
- Where required, Headteachers ensure appropriate training for their staff to ensure consistency.
- That staff as well as the Headteacher are accountable for the data and thus must ensure that there are firm strategies to address identified needs.
- That there is an acknowledgement by GwE when there is an underlying 'story' behind some pupils lower results.
- Regular assessment by schools and provide the Headteacher and their colleagues with regular feedback.
- Schools use Incerts to track development of pupils and target groups, to plan and set the next targets and identify gaps that require targeting. Schools use various internal assessment plans as well as Incerts.
- An emphasis placed on data analysis and purposeful use of it to target pupils. This provides input to the schools development plan and appropriate plans are established for effective targeting.
- GwE Training has been of benefit to confirm staff's understanding of assessment requirements, and to ensure that they bring their professional views to bear on final judgement instead of relying only on Incerts.
- Consistency where informal moderation has been established at the Foundation Phase.

Possible implementation measures

- Ensure that Gwe level of challenge is consistent throughout the schools.
- Promote moderation across the FP to ensure consistency.
- Ensure appropriate training and assessment for the entire County staff including supply staff and assistants.

Conclusion

Main recommendations:

- **Develop plans to promote the Welsh language in the pre-school establishments.**
- **Ensure a long-term improvement plan through GwE clearly focussing on improving Foundation phase outcomes. This plan to be divided into the 6 outcomes.**
- **Promote Foundation Phase moderation within and outside the County.**
- **Seek to safeguard the staff ratios at the Foundation Phase.**
- **Review and adapt the ALN provision at a school level for the Foundation Phase, so as to ensure timely and purposeful support and targeting from the Nursery class up to Year 2.**
- **ALNandl service training programme to specifically focus on foundation phase pupils.**
- **Review provision for pupils where English is an Additional Language.**
- **Further develop appropriate training for all staff members who work at the foundation phase.**

The Headteachers stated that they understood that financial constraints had been placed on the LEA as had been imposed on them, and that this impacted on what could be achieved.

Agenda Item 6

Meeting	Education and Economy Scrutiny Committee
Date	17/04/2018
Title	Additional Learning Needs and Inclusion - report on the new service for children and young people which has come into force since September 2018.
Author	Einir Thomas, Additional Learning Needs Manager.
Cabinet Member	Councillor Gareth Thomas
Report Purpose	Outline of the additional learning needs and inclusion service so far and the main successes and areas that need to be further developed to ensure effective and efficient service in partnership of the education authorities of Gwynedd County Council and the Isle of Anglesey County Council.

Additional Learning Needs and Inclusion Report

1. Introduction

This report sets out the Vision that led to the adoption of the New Additional Learning Needs and Inclusion Service for Gwynedd Council and Isle of Anglesey County Council which has been operational since 1st September 2017. A brief description of every service within the Integrated Team is shown as well as the procedure for accessing the services.

2. Context

The proposed ALN legislation emphasises the need to place the pupil at the centre of every decision related to his/her education, aspirations and needs. This is done through the use of methods that focus on the individual in order to create a 'One-page Profile' and Individual Development Plan (IDP). It is important to identify the following:

- What do others like and admire about the individual?
- What is important to the individual?
- What is important to support the individual?

So as to promote the principles, the staff of each service have created their own One-page Profile which is available to the rest of the service's staff and to schools.

3. The Vision

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

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

The results we seek to achieve through the Strategy include:

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

4. The Rationale

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

- promote the development of schools as inclusive locations;
- reduce the effect of ALN on outcomes for children and young people by improving skills and attainments;
- provide an appropriate high-quality education for children and young people with ALN;
- locate high-quality services locally;
- consider individual aspirations and needs, and that each child and young person is central to the service and intervention provided for him/her;
- ensure skills of the highest quality within the central workforce and schools' workforce so as to improve the full ownership and inclusion of ALN within the school of both counties;
- contribute to improving the quality of life and wellbeing by enriching the educational provision delivered;
- reduce the cohort of children needing additional intervention because of ALN by improving inclusion within the education provision;
- Strengthen links and accountability for ALN across all strata of the provision model.

5. Whole-school Action

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

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

6. Whole-school Expectations

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

6.1 ALN and Inclusion Link Governor

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

6.2 Headteacher (ALN&I Contact Person at every school)

The leadership of the school's Headteacher (or member of the Senior Management Team) in the ALN and Inclusion field is essential in order to cascade the mind-set, ownership and communication surrounding ALN and Inclusion to the remainder of the school's staff.

6.3 School/Cluster ALN and Inclusion Co-ordinator

The School/Cluster ALN and Inclusion Co-ordinator has a key role within the school, with strategic input. He/she is accountable to the school's Governing Body and Headteacher, and receives further guidance from the ALN and Inclusion Area Quality Service.

6.4 Class/Subject Teachers

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

6.5 Assistants and Learning Facilitators

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

6.6 Communicating with Homes/Parents' Partnership

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

7. The Integrated Team

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

We focus more on language disorders, autism and behaviour support on the basis that these conditions require a more specialised intervention. There is a significant shift in the support for specific additional learning needs with more emphasis on schools to provide this provision themselves with the advisory support of the Integrated Team.

The Specialist Service has been divided into two sections, i.e.:

- the Additional Learning Needs Services
- the Inclusion Services.



8. Access to Services

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

9. Criteria

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

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

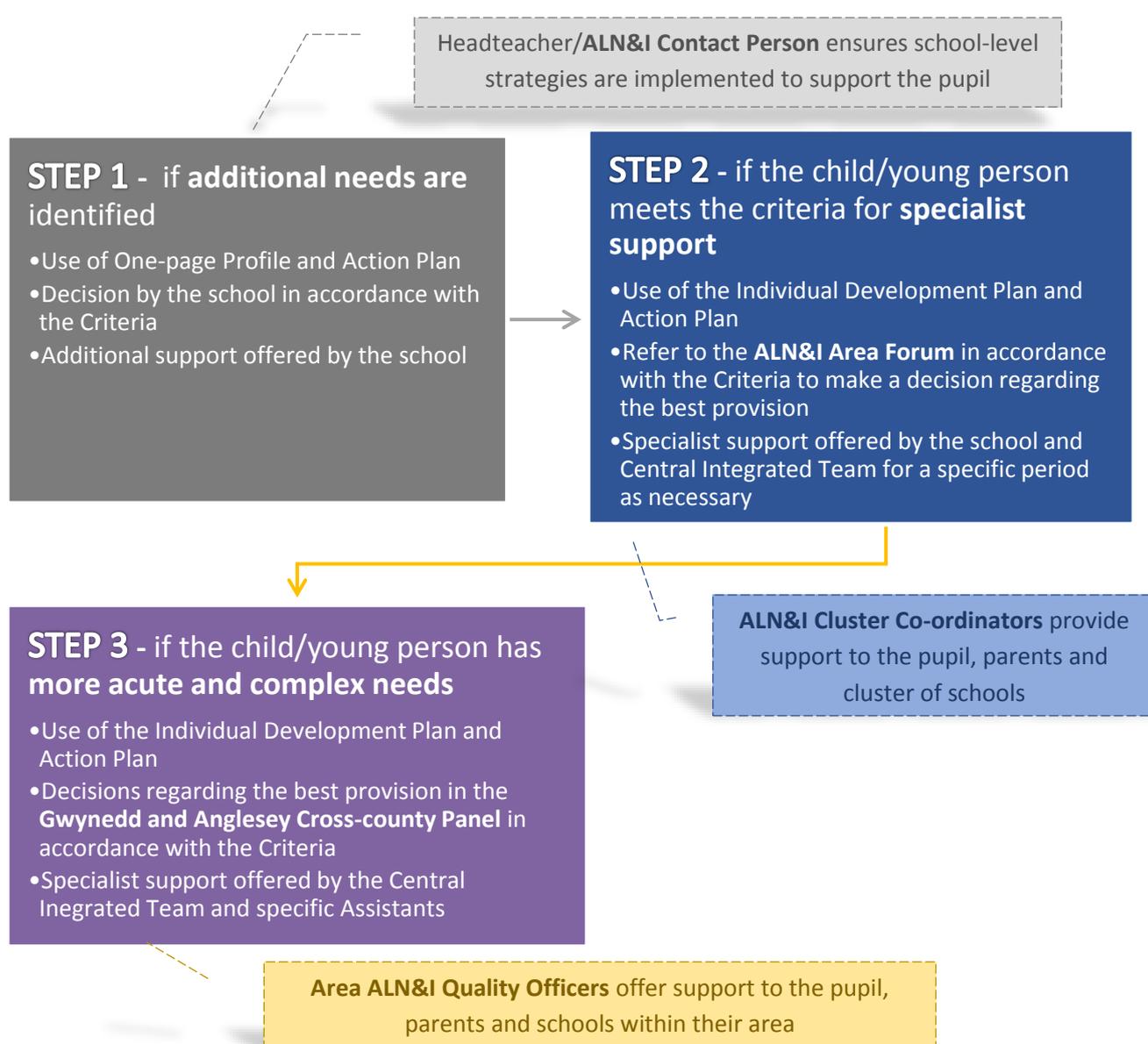
The Individual Development Plans (IDP), by adopting the new legislation, will replace SEN statements (Statutory) and non-statutory Individual Education Plans (IEP). Every child or young person with ALN has the right to receive the same statutory plan – namely the IDP.

11. ALN and Inclusion Forums, and Cross-county Panel (Moderation)

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

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

12. Support Path



13. Governance

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

They are responsible for:

- managing and implementing a strategic vision in the Inclusion and Additional Learning Needs field in its entirety
- managing the Inclusion/Additional Learning Needs budget
- challenging schools in both fields, ensuring consistency and the highest standard of practice by the schools and central services
- regularly visiting schools as part of a proactive procedure and reporting on strengths and areas that need attention.

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

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

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

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

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

14. Educational Psychology Service

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

- ensure the best possible educational outcomes for individuals aged between 0 and 19
- provide a high-quality service that is in-keeping with the standards of the Health and Care Professions Council (HCPC)
- work in an effective strategic manner to promote whole-school development in the way in which ALN and Inclusion is targeted.

The Service provides a range of services including:

- training on a school, regional and county level on subjects that are involved with interventions, methods of monitoring and assessing progress, methods of mapping whole-school provision and individual-centred planning
- close collaboration with ALN Quality Officers and ALN&I Co-ordinators within schools
- therapeutic intervention on group or individual level
- consultation with parents and key staff within the school at individual or group level to promote change and development

- input by the Designated Senior Educational Psychologist for the Integrated Service in all areas including strategic planning, training, and consultation within the field.
- Psychological and Strategic input within Area Forums.

Educational Psychology Service Business Plan Priorities and Outcomes:

<i>Ref</i>	<i>Priorities</i>	<i>Outcome</i>
1	Develop the Team's capacity to report on effectiveness and efficiency in a quantifiable way	<ul style="list-style-type: none"> • That the Team can report back regularly on the type of work accomplished, the yardsticks used, and the efficiency of the work.
2	Develop a training strategy	<ul style="list-style-type: none"> • Information available to users. • Training planned and provided in a cohesive way. • Income generated.
3	Develop clarity regarding the Team's role and the service that can be provided, especially in the field of Inclusion and behavioural/emotional needs	<ul style="list-style-type: none"> • A positive impact on the outcomes achieved by vulnerable individuals in schools. • Co-operation on a strategic level with other services, and with agencies outside education, in compliance with the Gwynedd and Anglesey ALN Strategy.
4	Develop a fit-for-purpose Model for the Team's dissemination	<ul style="list-style-type: none"> • Effective use of resources and specialisations within the Team. • The Team collaborating effectively within the Integrated Team.
5	That the Team provides a more appropriate service for the early years sector	<ul style="list-style-type: none"> • Better results achieved for very young children who have ALN due to specialist early intervention.

15. Safeguarding Policy and Guidelines

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

16. Training Strategy

It has to be ensured that the workforce of the Integrated Team includes specific expertise related to every field and that this expertise is updated regularly, ensuring that the correct evidence-based interventions are used. Every specialist team will plan a comprehensive Training Programme for the workforce and the parents under the guidance of the specific Senior Educational Psychologists.

17. Data and Electronic Systems

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

18. The Administrative Team

As the Special Educational Needs Joint-committee (SENJC) has come to an end on 31 August 2017, the entire administrative provision has been restructured, changing the focus from administration of the statements system to supporting Individual Development Plans.

The service has a Data Development Officer; this enables the service to gauge the effect of interventions more effectively.

The Additional Learning Needs Service

19. Communication and Interaction Service

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

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

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

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

Communication and Interaction Service Business Plan Priorities and Outcomes:

	<i>Priorities</i>	<i>Outcome</i>
1	Define appropriate yardsticks to indicate the efficiency of the service	<ul style="list-style-type: none"> • Co-operation with the LA in developing appropriate data systems. • Plan the use of data gathered in the IDP to measure efficiency. • Create/order other yardsticks as required. • Prepare a questionnaire of parents'/schools' views.
2	Plan, and create specialist training on Autism/Language Disorders	<ul style="list-style-type: none"> • Appropriate training provided for schools (entire staff). • Record requests for training via the Forum. • Trial use of the WLGA Training Pack in 10 schools across Gwynedd and Anglesey.
3	Early Years Work: Continue to develop a more effective partnership between nursery groups, nursery classes and ABC Units	<ul style="list-style-type: none"> • Plan transfer of cases from the ABC Service to the Communication and Interaction Service in the Early Years Panel. • Senior Assistants within the Service identify cases during the Summer Term to facilitate transfer into the mainstream. • Co-operate with Flying Start to scrutinise future cases and share good practice.
4	Ensure better consistency of skills across the Service	<ul style="list-style-type: none"> • Identify appropriate training in the ASD and Language Disorders fields (e.g. WLGA Training Pack). • Have procedures in place to ensure that Team members share good practice. • Make arrangements to shadow SALT and receive training from them on their role.
5	Continue to improve access into and out of the Service	<ul style="list-style-type: none"> • Further evolve the Forum – develop Area Forums in collaboration with other services (e.g. the Behaviour Support Service). • Establish new parts of the service in accordance with the development of the ALN&I Strategy. • Bring use of the IDP into the Forum as an admission form instead of the interim referral form.

		<ul style="list-style-type: none"> • Ensure use of Criteria for accessing and leaving the service. • Improve parents' contact and opinions within the Forum by ensuring that they have provided input into the IDP.
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20. Specific Learning Needs Service

The Specific Learning Needs Service refers specifically to:

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

Some pupils have significant developmental difficulties with fine and gross motor skills, and co-ordination. This is described as Developmental Co-ordination Disorder or Dyspraxia in some cases.

The Specific Learning Needs Service seeks to enrich literacy and numeracy skills and respond in a graduated way when difficulties impair development in these fields. This is done by adapting working models to target in a more inclusive manner.

The team:

- places a clear focus on developing whole-school skills for variety in learning methods
- makes sure that the learning environment is as friendly as possible towards Specific Learning Difficulties
- ensures that clear processes and approaches exist to identify specific and non-specific difficulties in a timely manner
- ensures that the parents are a key part of any intervention offered.

21. Sensory Impairment Service

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

The team:

- provides a structured service which meets the needs of sensory-impaired pupils aged between 0 and 19 in early years provision, primary schools, secondary schools and special schools, ensuring that they reach their full potential
- offers a variety of suitable support, provision and resources to meet the individual needs, which are in-keeping with the requirements of the National Sensory Impairment Partnership (NatSIP).

Visual Impairment Service Business Plan Priorities and Outcomes:

<i>Ref.</i>	<i>Priorities</i>	<i>Outcome</i>
1	Define appropriate yardsticks to indicate the efficiency of the service	<ul style="list-style-type: none"> • The team able to report on the children's progress and the effectiveness of the service, planning use of the team's resources effectively. • The team able to track and prioritise equipment for relevant individuals.
2	Plan, and create Visual Impairment specialist training for schools' staff	<ul style="list-style-type: none"> • Contribute towards the integrated team's training programme provision. • Improve skills, share information, raise standards.

3	Further Development: Early Years Work	<ul style="list-style-type: none"> • Achieve better results for very young children with a Visual Impairment, due to specialist early intervention.
4	Continue to improve access into and out of the Service	<ul style="list-style-type: none"> • The Service reaches the correct cases. • Facilitate use of criteria for accessing and leaving. • Forum's decisions clear and correspond to criteria for accessing and leaving. • Use of technology promotes independence, develops skills and raises pupils' standards.

Hearing Impairment Service Business Plan Priorities and Outcomes:

<i>Ref.</i>	<i>Priorities</i>	<i>Outcome</i>
1	Define appropriate yardsticks to indicate the efficiency of the service.	<ul style="list-style-type: none"> • The team able to report on the children's progress and service's effectiveness, planning use of the team's resources effectively.
2	Plan, and create Hearing Impairment specialist training for schools' staff	<ul style="list-style-type: none"> • Contribute towards the integrated team's training programme provision. • Improve skills, share information, raise standards.
3	Further Development: Early Years Work	<ul style="list-style-type: none"> • Achieve better results for very young children with a Hearing Impairment, due to specialist early intervention.
4	Continue to improve access into and out of the Service	<ul style="list-style-type: none"> • The Service reaches the correct cases. • Facilitate use of criteria for accessing and leaving. • Forum's decisions clear and correspond to criteria for accessing and leaving.

22. Medical and Physical Service

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

The team provides:

- specialist guidance for schools on how to address medical needs within a school environment
- guidance on adapting the curriculum, co-ordinating information and developing inclusive attitudes
- risk assessments in the fields of manual handling and challenging behaviour, in co-operation with the Educational Psychology team and specialist teachers.

Medical and Physical Service Business Plan Priorities and Outcomes:

<i>Ref.</i>	<i>Priorities</i>	<i>Outcome</i>
1	Define appropriate yardsticks to indicate the efficiency of the service	<ul style="list-style-type: none"> • The team able to report on the children's progress and effectiveness of the service, planning use of the team's resources effectively.
2	Plan, and prepare specialist training in Physical/Medical Needs for schools' staff	<ul style="list-style-type: none"> • Contribute towards the integrated team's training programme provision. • Improve skills, share information, raise standards. • Schools able to take greater responsibility for medical needs.
3	Further Development: Early Years Work	<ul style="list-style-type: none"> • Achieve better results for very young children who have medical/physical needs, due to specialist early intervention.

4	Continue to improve access into and out of the Service	<ul style="list-style-type: none"> • The Service reaches the correct cases. • Facilitate use of criteria for accessing and leaving. • Forum's decisions clear and correspond to criteria for accessing and leaving.

The Inclusion Services

23. Behaviour Support Service

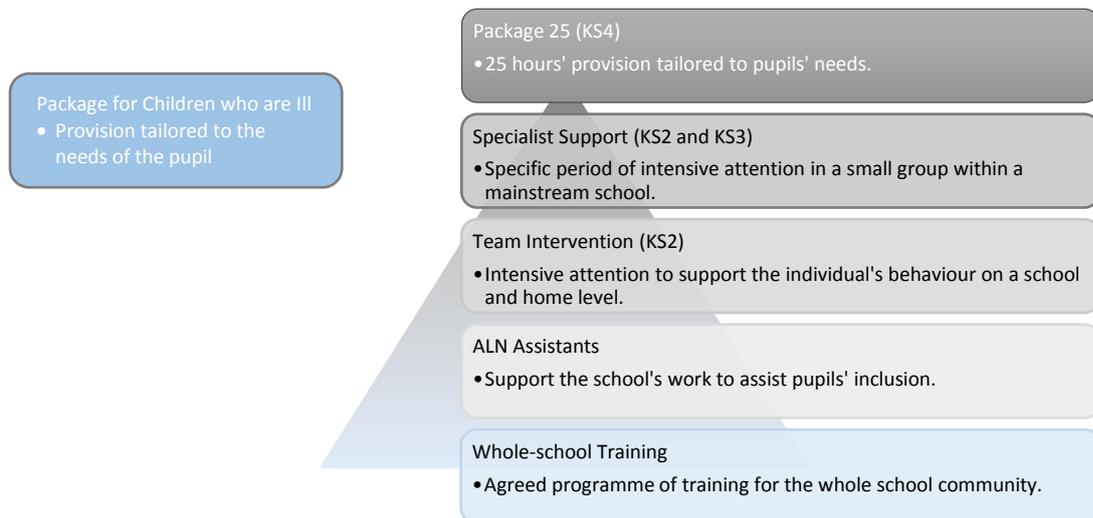
The Behaviour Support Service seeks a positive change in the behaviour of young people who experience behavioural, emotional and social development difficulties. The aim is to improve behaviour and reduce the risk of exclusion from school.

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

The team:

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

Overview of the Behaviour Support Provision



Behaviour Support Service Business Plan Priorities and Outcomes:

Ref.	Early Intervention Team Priorities and the KS2 and KS3 provision	Outcome
1	Establish a robust and fit-for-purpose self-evaluation system against Estyn standards	<ul style="list-style-type: none"> Identify development priorities within the Business Plan for 2018-19.
2	Ensure appropriate provision for KS2 and KS3 pupils	<ul style="list-style-type: none"> Ensure that every learner makes progress against the admission baseline and that relevant learners' targets comply with the national yardsticks. Sustaining motivation increases the attendance %.
3	Establish robust tracking, monitoring and reporting systems within the service	<ul style="list-style-type: none"> Relevant learners' targets comply with the national yardsticks. All learners meet the admission baseline.
4	Improve the quality of learning and teaching across the provision	<ul style="list-style-type: none"> The majority of lessons good or better. All learners meet the admission baseline.

24. Education Welfare Service

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

The team:

- investigates the reasons for absence from school
- offers information and guidelines
- provides advice for families on other specialist support services and refers to appropriate services as required
- warns, fines and prosecutes in accordance with the agreed procedure.

Education Welfare Service Business Plan Priorities and Outcomes:

Ref.	Priorities	Outcome
1	Primary School Attendance: <ul style="list-style-type: none"> Maintain the attendance % in Gwynedd primary schools. Improve the attendance % on Anglesey. 	<ul style="list-style-type: none"> Primary Target: Gwynedd and Anglesey: All schools to be in quartile 1 and 2. All schools receive current data on a monthly basis. The response process to absences consistent across Gwynedd and Anglesey. AEO/CA receive current data.
2	Secondary School Attendance: <ul style="list-style-type: none"> Maintain the attendance % in Gwynedd secondary schools. Improve the attendance % on Anglesey. 	<ul style="list-style-type: none"> Secondary Target: Gwynedd and Anglesey: All schools to be in quartile 1 and 2. All schools receive current data on a monthly basis. The response process to absences consistent across Gwynedd and Anglesey. AEO/CA receive current data.
3	Target attendance in the following schools: Gwynedd: Anglesey:	<ul style="list-style-type: none"> A reduction in the schools in quartile 3 and 4. The response process to absences consistent across Gwynedd and Anglesey. AEO/CA receive current data.
4	Establish a new system within Special Schools.	<ul style="list-style-type: none"> An improvement in attendance at special schools. All schools receive current data on a monthly basis. The response process to absences consistent across Gwynedd and Anglesey. AEO/CA receive current data.

25. Safeguarding Service

The Senior Safeguarding Children Officer is available to provide advice and guidance on child protection and safeguarding issues as regards pupils and staff and complex cases.

Child protection Level 2 training is held for designated persons, designated governors and chairpersons to ensure that they are aware of signs of abuse and can appropriately respond to cases of FGM, forced marriage, sexual exploitation, modern slavery, radicalisation, etc.

Those who have received Level 2 will receive a Level 1 pack to cascade with staff.

Training packs will be annually adapted to reflect changes in the field.

The Senior Safeguarding Children Officer will complete regular audits in the field and discuss implementation methods to improve practice across both counties.

In September 2017, a 'Safeguarding Pack' was distributed to Gwynedd and Anglesey schools. The pack contains several elements:

- The child protection process
- Templates for meetings and reports
- Safeguarding Policies
- Estyn requirements.

26. Counselling Service

The Counselling Service is an independent service that works with schools in Gwynedd and Anglesey to support young people who have social and emotional problems to achieve their full potential. The aim is to provide support for these young people's complex emotional needs and thus improve their educational attainment.

The team offers the following:

- A regular place and time to talk about and discuss their concerns or difficulties.
- Help for young people to discuss their feelings and look at how perhaps they wish things to be different, through talking and using various counselling models.
- Involvement with developmental matters, problem solving, improving relationships, making choices, coping with changes, nurturing insight and understanding, growing as an individual.
- Support and assistance for our children and young people, through providing qualified trained counsellors who work within the code of ethics and recognised code of practice of the British Association for Counselling and Psychotherapy.

Counselling Service Business Plan Priorities and Outcomes:

<i>Ref.</i>	<i>Priorities</i>	<i>Outcome</i>
1	Develop the service model to fully utilise available resources and try to reduce waiting lists	<ul style="list-style-type: none">• Gain timely and appropriate access to the service.• Fully utilise the available resources.
2	Provide training for and develop team members to maintain the service's quality and professionalism	<ul style="list-style-type: none">• Maintain the service's quality and professionalism.• Ensure that staff possess a high level of skills.
3	Raise the service's profile and information about the counselling field	<ul style="list-style-type: none">• Share information and collaborate with partners.
4	Review service processes to facilitate the process of reporting to the Welsh Government and to make better use of data to monitor and share information	<ul style="list-style-type: none">• Facilitate the process of reporting to the Government and monitoring.

27. English as an Additional Language Service

The English as an Additional Language (EAL) Service supports children and young people for whom English is an additional language to achieve their full potential. The aim is to provide prompt and effective support for Gwynedd and Anglesey schools to surmount any problem that may arise due to Welsh and/or English not being the pupil's first language.

The team:

- responds promptly and consistently to schools' requests for support
- provides the most appropriate support for pupils
- conducts initial assessments on 'newcomers' in primary and secondary schools
- establishes positive links with families
- presents a range of sustainable strategies to support pupils
- supports teachers to differentiate for EAL pupils including joint learning and modelling good practices
- raises awareness of equality, culture, language and diversity issues in schools
- makes referrals to appropriate services as required.

English as an Additional Language Service Business Plan Priorities and Outcomes:

<i>Ref.</i>	<i>Priorities</i>	<i>Outcome</i>
1	Establish an Admissions Forum for the Service	<ul style="list-style-type: none"> • Consistent implementation across both counties. • Clear criteria in place. • Improve EAL learners' performance.
2	Establish new arrangements to support schools through the specialist teachers and assistants	<ul style="list-style-type: none"> • Consistent implementation across both counties. • Clear expectations regarding the service and the schools. • Improve EAL learners' performance.
3	Prepare and implement a training scheme for schools in Gwynedd and Anglesey	<ul style="list-style-type: none"> • Over time, a reduction in the number of referrals to the Forum.

Summary Report on the Performance of the Inclusion Service

28. Attendance

The attendance figures reported in 2016-17 are positive, with Gwynedd and Anglesey performing above the Wales average in most indicators. The attendance percentage of Anglesey Primary Schools is below the national mean of 0.1%. There is only a 1.3% difference between lowest and highest absence in the primary sector with a 2.2% difference in the secondary sector.

	Primary %	National Position	Secondary %	National Position
Gwynedd	95.3	3	95.2	1
Anglesey	94.8	10	94.6	5

The service has focused on standardising practice and exchanging good practice.

The procedure of identifying schools that need additional support has commenced and joint-visits are going ahead.

The service continues to prosecute parents on the basis of children's lack of attendance, and numbers are increasing. However, there has been a general reduction in the use of Fixed Penalty Notices.

Attendance data is available through ONE. Data is set against quartiles and is used to target support.

Aspects that have worked

- Data is used to highlight schools that require attention and highlight the service's work priorities.
- Prosecution takes place much earlier than usual. Families in the primary sector are prosecuted, using the Anglesey pattern.
- Pairing officers from different areas has led to sharing good practices.
- The service's capacity has been shared during periods of leave.

Aspects that require attention

- A lack of clarity in terms of the service's role has led to a lack of capacity.
- Schools' expectations of the service are variable.
- There is a lack of clarity to the staffing investment on Anglesey.
- The workload of Anglesey and Arfon appears unequal.

Priorities for 2018-19

- Agree on a staffing structure for the future.
- Review the Primary and Secondary Self-evaluation system.
- Define the role of welfare officers much more clearly for the team and for schools.

The table below reflects recent research into the Welfare Officer to Children ratio in every authority.

	Staff Total	Pupil Population	No. of Children to EWOs
Anglesey	5.1	9,699	1902
Caerphilly	13	28,419	2186
Swansea	15	35,809	2387
Torfaen	6	15,017	2503
Gwynedd	6.2	17,061	2752
Flint	8	23,554	2944
Denbigh	5	15,660	3132
Conwy	5	15,870	3174
Vale of Glamorgan	5.5	22,381	4069
Cardiff	39.8	54,129	1360

29. Elective Home Education

The numbers choosing to educate their children at home are increasing nationally and, to a lesser extent, for us as authorities. The service has reviewed procedures in response to new national guidelines. Every application is now processed through the Education Welfare Service with an electronic register in ONE.

The data shown below is based on information in ONE.

Gwynedd Total Numbers	49
Gwynedd New since September 2017	6
Anglesey Total Numbers	39
Anglesey New since September 2017	17

The charity 'Rhwyd Arall' supports parents where uncertainty or a lack of understanding surround the implications of home education. 'Rhwyd Arall' was established following close collaboration with the Inclusion section over the last two years.

The welfare service will visit parents that have agreed to annual visits. We will also arrange to meet parents who have chosen home education during the Summer term, once in each area.

There is a questionnaire for every parent at the start of the process where they are asked if they felt pressure from the school to educate their children at home. Thus far there hasn't been a negative response to this question.

Priorities 18/19

- Support groups for parents that choose to educate their children at home. (This is good practice in Anglesey)
- Continue to pay attention to harvesting and ensuring integrity of data
- Regularly report on progress to education management teams

30. Home Education for Children who are Unwell

There are 25 pupils being educated at home due to illness. The area distribution is shown below.

		%
Arfon	9	36%
Meirion	6	24%
Dwyfor	3	12%
Anglesey	7	28%
	25	

This number is substantially lower than the figure for the same time last year where 36 pupils were reported as being home educated in Gwynedd alone. The reduction is due to a much stricter moderation in access to the service, and a change in CAMHS policy that favours supporting pupils back into education.

The majority of hours for these pupils are provided by Package 25 officers. However, the service pays for supply teachers in situations where it isn't practical to have an officer visit the pupil in a timely manner.

31. EOTAS

EOTAS figures for 17/18 in both authorities are likely to be lower than the national average. In Gwynedd, there are 37 pupils on this register, compared to 38 in the previous year. In Anglesey, there are 29 pupils on the register, compared to 40 in the previous year. Although it is difficult to be specific, we anticipate that this will be approximately 2.2 of every thousand children in Gwynedd and 2.5 of every thousand children in Anglesey, which is substantially lower than the national average of 3 in every thousand children.

Although we were able to reduce the list substantially, we did have to make use of an additional resource to handle pupils that were not in education since some time in Anglesey. Most of those that were on the summer term list have been able to return to school or are within Package 25 provision, however there are 14 receiving home education from Package 25 Officers, home tutors or a combination of both.

With over half of these pupils in year 11, we foresee that we will be able to cope with the rest using the available resources from September 2018 on.

The pupils have access to a wide range of subject through the referral unit. However, the nature of the children's needs mean that they are given a limited choice of subjects.

Priorities 18/19

- Close the "Anglesey Legacy" list and provide education to these pupils through Package 25 Officers only
- Ensure that every pupil is given access to a wide range of provisions

32. Managed Moves / Transfers

The managed move policy has been revised and discussed in the strategy groups. By now there is a definitive clause regarding transferring allocation per head and funding will follow the child if the new location is a success.

As well as a managed move policy, the service has formed a transfer per head allocation policy that has challenges regarding inclusion. Both policies were discussed and accepted in the secondary strategy groups.

Both policies will support ensuring that pupils transfer promptly from one school to another and ensure that Managed Moves is favoured as the way to move pupils where there are inclusion issues.

33. Safeguarding

The Safeguarding Officer has been working in Gwynedd and Anglesey schools since October 2017.

The officer's calendar shows that they are operating in Anglesey 3 of every 5 days, although it is important to note that they are not physically on Anglesey for the equivalent of 3 days in every week. A high number of safeguarding visits are held on Anglesey, 15 compared to only 2 in Gwynedd.

Anglesey arranges visits before every Estyn visit to a school.

The visits are reducing the capacity of the officer to train and offer timely support to schools.

What has worked

- Providing level 1 & 2 training
- Introducing the Safeguarding Package
- Provide specialist and timely support to schools
- Represent both department in investigation meetings

What needs attention

- Lack of balance in time between Gwynedd and Anglesey.
- Lack of capacity to complete administrative work
- Quality of school visit reports
- Lack of clarity regarding safeguarding responsibilities

Priorities 18/19

- Agree on work programme
- Revise the Primary and Secondary Self-assessment procedure

34. ACE Training

With sponsorship from Families First and children's services in Gwynedd and Anglesey, schools were given a special opportunity to receive training on ACEs. Training on ACEs (Adverse Childhood Experiences), is an interesting scheme highlighting the long term effects of experiences early in the lives of children.

ACEs are something that the government is keen for schools to cultivate an understanding of in all staff as it matches the focus on welfare in the new curriculum.

The training was jointly planned so that schools:

- encourage understanding of ACEs
- are able to offer whole school training in the subject (no more than 30 minutes)

Mr Andrew Bennett (independent trainer) provided the course. Andrew had already worked with a wide range of services in Anglesey and in order to provide continuity he was asked to provide the training in schools.

13 schools on Anglesey and 36 schools in Gwynedd were able to take up the opportunity. Feedback on the training was positive.

35. Children in Care

The service has harmonized the CIC grant this year for Gwynedd and Anglesey. As part of the local plans, every Secondary School has started the Schools that Nurture scheme, whilst six primary schools (three in each authority) have received a grant to establish new Nursery Groups. Questionnaires have also been distributed through children's services to over 45 children (30 Gwynedd /15 Anglesey).

As part of the scheme we authorized spending of £35,000 on additional individual provision for children in care with £23,000 agreed in Gwynedd and £12,000 in Anglesey. Schools have invested in a wide range of non-statutory provision.

The behaviour forum reports that 40% of referred pupils are children in care, compared to 15% in Gwynedd.

What has worked

- Strategic parenting schemes
- Used the full funding
- Strategic working relationship with GwE

What needs attention

- Lack of input from education liaison officers
- Responsibility for CIC standard of education
- Lack of practical contact point for both authorities with GwE

Priorities 18/19

- Revise the CIC Education Liaison Officer
- Revise the strategic use of CIC grant to behaviour.

For the next financial year, recommend that responsibility for this grant is returned to individual authorities, but that we continue with the Nurture scheme.

36. English as an Additional Language

The service has provided 2 entry forums, this is the first time this service has been given priority since establishing the service. The service supports 21 different languages.

138 pupils were referred to the two forums. The area distribution is shown below.

	Number	%	Primary	% Primary	Secondary	% Secondary
Arfon	100	72%	57	57%	43	43%
Dwyfor	14	10%	10	71%	4	29%
Anglesey	20	14%	13	65%	7	35%
Meirion	4	3%	1	25%	3	75%

Most of the service is provided in Arfon (72%). The primary sector claims 59% of the service in total.

Service is provided to 19 schools. Only 5 of these are Secondary Schools.

The service has highlighted clear intervention packages that are available to every school.

An A to D scale is used to measure progress. We will report in detail on progress percentages in the summer forum.

What has worked

- Establish a clear forum order for receiving referrals.
- Highlight work packages / support the service can provide.

What needs attention

- Some schools not aware of the service and so don't refer.
- Lack of opportunities for training in schools.

- Lack of financial certainty.

Priorities 18/19

- Revise the need for the service
- Look into alternative models of provision.
- Ensure sustainable funding for the future

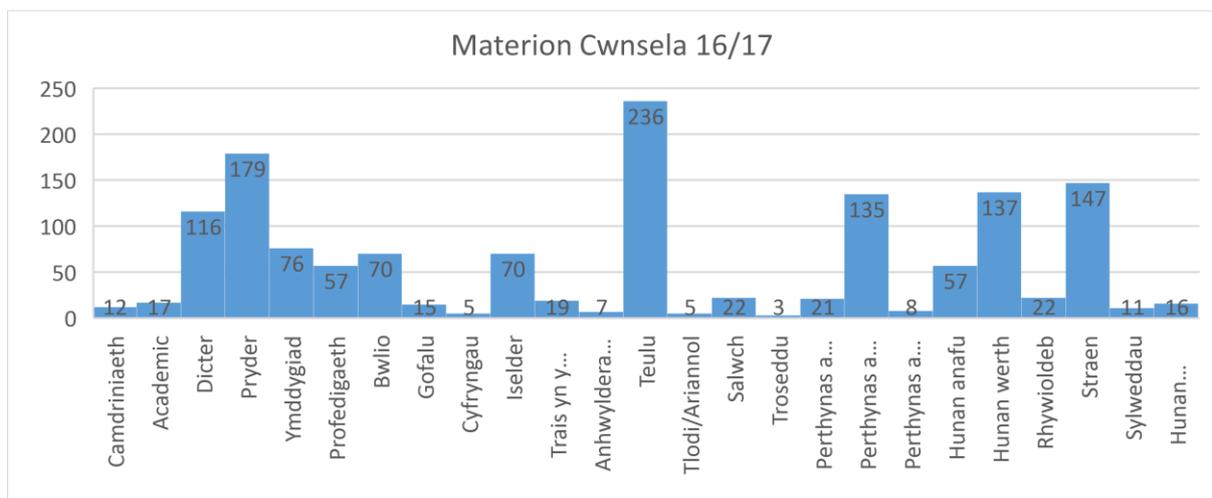
37. Counselling

The counselling service supports 376 pupils in the Secondary sector.

The number of primary referrals continues to rise with 18 new referrals this year.

This is a confidential service, however data is collected on the types of issues young people discuss during the sessions. A scale is used to measure the effect of the service. This is reported on annually.

		%
Arfon	153	41%
Dwyfor	74	20%
Meirion	47	13%
Anglesey	102	27%
	376	



The service has a waiting list of close to 100 at present, and this is a cause for concern.

We will look at a moderation model for the service, with the procedure in Conwy used as a model we will scrutinize amongst many others.

What has worked

- The counselling team feel they are a part of the inclusion service.
- Schools regularly refer to the service and do so correctly
- Primary schools have started referring correctly.

What needs attention

- Waiting lists in most schools
- Lack of prioritization of cases

- Lack of link up with CAMHS Service

Data Disclosure Event

During this term, the service was responsible for accidentally releasing confidential data to a member of the public. The case has been referred on to the Information Commissioner and the member of staff has been disciplined.

38. Behaviour

Early Intervention

The primary behaviour forum discusses children's behavioural needs every term. The behaviour forum has been active for two years in Gwynedd. We have only held two behaviour forums in Anglesey thus far, with the most recent two weeks ago.

The purpose of the forum is to discuss the early intervention team's response, and ensure that the provision provided is actioned and effective.

The team is able to offer a wide range of packages through the specialist teachers, advanced outreach surgeries, a psychology team and a wide range of other agencies including children's services, Gyda'n Gilydd and Team Around the Family.

The Quality Officers respond to concerns regarding a lack of response from individual schools or lack of standards in the available provision.

The number of pupils that are at risk for the behaviour forum are highlighted below.

		%
Arfon	149	52%
Meirion	47	16%
Dwyfor	54	19%
Anglesey	37	13%
	287	

Recent appointments have ensured an adequate staffing level for the early intervention teams for both authorities. There is now a Specialist Teacher and Senior Outreach Assistant in Anglesey, although the Teacher has been off sick for the first term.

The Senior Intervention Teacher has provided supervision / supply for the period of illness.

Over 40% of pupils referred to the behaviour forum in Anglesey are children in care.

39. MAPA

The early intervention team has trained 101 staff in MAPA, basic training in controlling real or possible aggressive behaviour. This training is acknowledged as suitable training before needing to restrain. 65 staff in Gwynedd schools and 36 staff in Anglesey have been able to take up the training.

6 of the team are now trained to be trainers. Training is available through the behaviour forum.

The reasonable force policy has been adapted in response to the training and this will be shared with schools in Gwynedd and Anglesey before the end of the term through the policies hub.

40. CA2/3 Centres (Llechan Lân)

CA2/3 and Package 25 provision was registered as a portfolio of referral unit in December 2017. The provision will be revised within 18 months.

The centre in Tŷ'r Ysgol Moelwyn has been open since January 2018. The Holyhead and Penygroes centres will open after Easter.

Staff have received thorough training, with specific attention to the following areas.

There are 4 pupils in Tŷ'r Ysgol y Moelwyn with 2 to begin in the other two centres after Easter.

Each pupil has been observed in the mainstream provision before moving to the centre. Specific plans will be in place for returning to school when the pupils are ready.

What has worked

- The service has standard specific locations that mean the provision for at risk learners in Gwynedd and Anglesey has improved substantially.
- Pupil referral/entry, revision and progress tracking system are in place
- Pupil attendance percentage (UCD) is 100% and engagement data suggests a significant improvement.
- Pupils state that they feel happy, safe and are making progress.
- Staff have been appointed and each has a job description, and has completed an initial training programme, meaning they are much more confident in their work.
- Referral procedure follows recommendation of the behaviour forum ensuring order and accountability in the entry process
- Baseline measurement procedure for pupil achievement is in place in order to track progress.

What needs attention

- Ensure that every school and community are aware of the referral/entry procedures/processes.
- Further empowerment to the baseline measure and learner progress
- Procedures to reintegrate pupils to the mainstream.
- Appoint long term staff when the Brynffynnon inquiry is terminated
- Quality monitor visits (learner lessons and work)

Priorities 18/19

- Ensure the Estyn provision is ready
- Ensure Self Appraisal is complete by the end of the academic year
- Ensure each pupil achieves his or her potential.

41. Package 25

P25 has been active in both counties since September 2018, with an increasing number referred from schools for this education package. There are 54 pupils on the current list, with 20 in Anglesey and 34 in Gwynedd. There are 13 pupils on this package due to illness.

P25 staff offer a provision that is tailored for the individual pupil, with a high number, nearly all, studying core subjects and various other suitable qualifications.

Staff are confident in their work and have undertaken a specific training programme in order to further improve the provision in various 'pop up' centres across both counties.

Despite success in the provision, it is important to note that it is under considerable strain. The numbers this year have been high, and as a result it has not been possible to offer the necessary statutory 25 hours in each case.

In response to this, we have offered to designate a maximum number of learners the service is able to provide for. If demand was higher than this number, additional staff would be needed with the cost coming from the schools budget in the following year. We will need to consult with schools on this.

What has worked

- Safety procedures and clear and understandable processes are recognised for each centre
- Pupils feel happy and safe
- Number of specific exclusions are very low (6 days only)
- Attendance percentage shows progress against previous data for learners in both counties.
- Clear entry and referral process in place with improves understanding of what is offered.

What needs attention

- High numbers make it difficult to satisfy needs of every pupil
- Further empowerment to the baseline measure and learner progress
- Appoint long term staff and ensure further training programme
- Quality monitor visits (learner lessons and work)

Priorities 18/19

- Ensure the Estyn provision is ready
- Ensure Self Appraisal is complete by the end of the academic year
- Ensure budget allows the service to satisfy the needs of an increasing number of learners (staffing levels)
- Ensure each pupil achieves his or her potential.

42. Exclusions

42.1 Secondary

Level of specific exclusions compares favourably with the previous year.

	Specific Exclusions 17/18	Specific Exclusions 16/17
Gwynedd	72	156
Anglesey	24	

During the academic year there has only been 1 permanent exclusion recorded in Gwynedd with Anglesey reporting 0 permanent exclusions.

42.2 Primary

Level of specific exclusions is a little higher than the previous year.

	Specific Exclusions 17/18	Specific Exclusions 16/17
Gwynedd	35	93
Anglesey	7	

No permanent exclusions recorded in primary schools in Gwynedd and Anglesey. However, it is important to note that 3 schools in the Bangor area have begun the process, but ended it when the parent chose to move their child.

There is substantial work in order to reduce the numbers of permanent exclusions. The service is put in a difficult position where it has to consider the statistical effect of exclusion against the view of the Headteacher, wishes of parents and most importantly the welfare of the pupil.

What has worked

- Establishing an electronic procedure to collect data on exclusions
- Primary behaviour forum focussing on action before exclusion
- Timely reaction in the service has reduced the number of permanent exclusions significantly

What needs attention

- Lack of continuity between schools excluding specifically or permanently

Priorities 18/19

- Consult and introduce guidance for schools on when it is reasonable to exclude
- Research into the authority's powers where schools are excluding without good reason
- Review permanent and specific exclusion targets to be realistic

43. Nurture Principles

The inclusion service has established a partnership with the Nurture Group Network. This means that we are living Nurture values in every aspect of our work, including school action, early intervention team, school provisions, CA2/3 centres and Package 25.

As part of this partnership, we have prioritised the Children in Care scheme funds this year in order to establish more Nurture groups and to ensure that every secondary school develops to be Schools that Nurture.

In order to ensure this innovative scheme continues, we have established a management subgroup for Nurture that includes representation from the schools and the Nurture Network. The Senior Inclusion Psychologist is coordinating the scheme, ensuring that the schools reach their target of being schools that nurture.

Priorities 18/19

- Establish a long term nurture scheme that is sustainable without the children in care grant
- Ensure Self Appraisal is complete by the end of the academic year

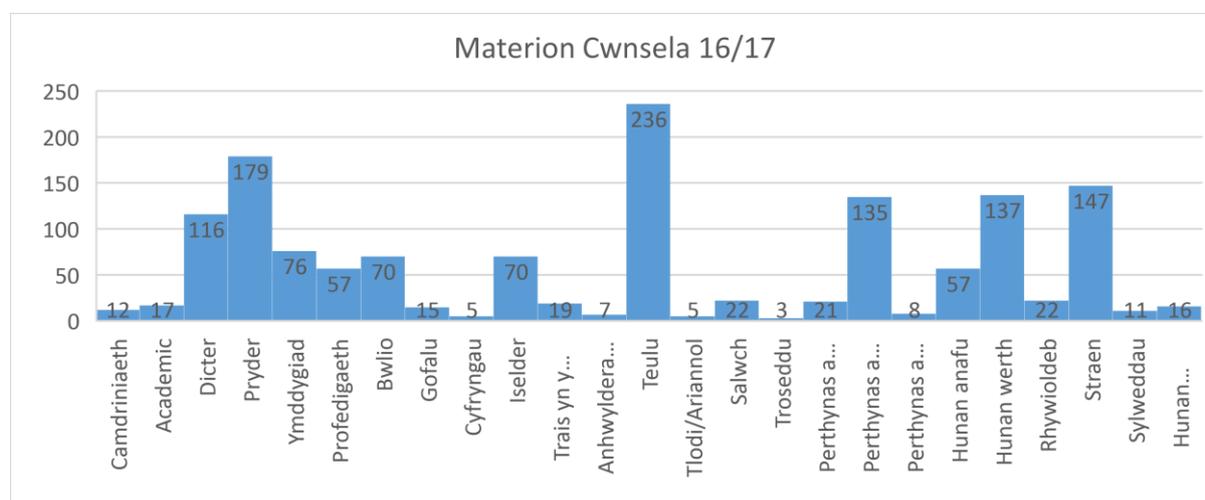
44. Brief Report on Performance of the Additional Learning Needs Service

The Service has been active since September 2017, and has by now held 2 ALN Forums.

From the table below, we can see that the Service has offered provision to 353 pupils in Anglesey and Gwynedd. This has proved challenging to some Services, although comparing with the November and February Forum Table, we can see that there is a reduction in the number of applications to the Forum. One concern from Margaret Davies, Estyn was that the Services would be overwhelmed with applications, but we can see that this isn't currently happening.

(See individual report for each service)

ALN Forums



November Forum

Service	Gwynedd	Anglesey	Total
Specific ALN	43	79	122
Communication and Interaction	54	59	113
Physical/Medical	6	4	10
Hearing Impairment	10	6	16
Sight Impairment	0	1	1
New	2	0	2

3*** Panel	7	0	7
Moderation Panel	5	4	9
Quality Officer	24	2	26
Behaviour	4	2	6
County total	155	157	312

February Forum

Services	Gwynedd	Anglesey	Total
Specific ALN	8	11	19
Communication and Interaction	9	8	17
Physical/Medical	1	0	1
Sight Impairment	1	0	1
New	0	1	1
Quality Officer	6	1	7
Behaviour	0	2	2
County total	25	23	48

45. Main Priority for the Service

45.1 Measure

Under the leadership of the Chief Psychologist, it was decided that the Services would all use the TOMS measure, alongside specialist testing. Training has been provided and this measure will be used from hereon in.

45.2 Training

The ALN Service is setting out to map training that each Service could offer to schools.

45.3 Grading

On 21/3/18 a workshop will establish criteria for grading schools by the Service, and this will feed into an ALN Grading Summary led by Quality Officers.

45.4 PLASC

Quality Officers prioritize training for schools and members of the Service on how to allocate a PLASC code for pupils.

45.5 Prepare for New Legislation

Ensure that every school in Anglesey and Gwynedd have a current ALN and CH Provision Map with clear criteria for entering and leaving every provision offered by the school.

Ensure that every school uses a Person Focussed Method in meetings with parents in a confident and quantitative way.

Ensure that every new Coordinator receives IAP training and Person Focussed Method.

46. Communication and Interaction Service

Senior teacher Specialist	Specialist teachers	Senior Specialist Assistants (Level 4)	Assistants Specialist (Level 3)	Assistant (Level 2)
0.8	6.2	4	9	1

1 Communication and Interaction Centre (Coed Mawr)

4 Language Disorder Centres (Dolbadarn, Bro Hedd Wyn, Cymerau, Llandegfan)

Summary:-

The Communication and Interaction Service supports schools to enrich language, communication and interaction skills by offering a graded service when there are issues do to delay, disorder or autism impairing on development in these areas.

The team supports 450 pupils

The service offers 5 levels of intervention according to individual needs:-

- Specialist teachers - assessment of needs and training
- Senior Specialist Assistants (Autism) - support to implement suitable strategies.
- Specialist assistant (Language) - Support to achieve targets /hold groups.
- Language Disorder Centres - specialist location for Foundation Stage children with language disorders
- Communication and Interaction Centre - specialist location for Foundation Stage children with interaction issues.

Causes are discussed regularly every 6 weeks in are meetings.

Successes:-

New team members are inducted and trained and working in their areas to support schools.

Area meetings established - to go with ALN and Inclusion strategy. Multiagency meeting to discuss progress and suitability of support for pupils and schools in the area. Meetings include the Education Psychologist, Speech and Language Therapy Quality Officer, members of the ALN and Inclusion teams.

Work with Language and Speech Therapists and the process of combining both teams to create one Service.

Have established and opened 2 new Centres since September - one Communication and Interaction in Bangor and one Language Disorder in Llandegfan. The service now has 5 specialist centres.

37 children currently in a specialist centre - 7 have left in the previous two terms, with the intention of integrating another 9 back into the mainstream after Easter.

Service members have received TOMS (Therapy Outcome Measures) training in order to monitor individual progress and plan suitable provision.

Database has been established and information is updated daily as needed. Database is used to track progress and to prioritize staff resources.

What needs to be prioritized:-

Criteria need to be revised (entry and closure) according to use of TOMs. Need to revise criteria for different levels of support in the service (now that we are merging with the Speech and Language Therapy service).

The process of trialling 'triage' with Speech and Language Therapist in Dwyfor - in order to prioritize intervention and categorize need.

Improve performance monitoring arrangements.

Create new training alongside Speech and Language Therapists

What will have been achieved by July 2018:-

Hope to achieve what we have prioritized by July 2018.

47. Service = Specific ALN

Senior Teacher	Specialist teachers	Specialist Assistants (level 3) 32.5 hours
0.9	3.4	3.0

Summary

The team – following a new structure - currently supporting 132 pupils. Number of applications received thus far has been challenging.

Successes –

Team has established role of assistants in the service. New assistants have been induced and supported / trained by the team's teachers.

The service is structuring the process of supporting pupils according to individual need.

Collate / create central resources in the service.

The service looks at use of standard and non-standard assessments in the service.

Service members have attended TOMS training - to record measures before and after input from service.

What needs to be prioritized-

Ensure understanding of what type of service the Specific ALN can offer

Entry criteria into the service

Leaving criteria from the service- support / recommendations for pupils where there is no evidence of progress following specialist input from the service.

Service database is active.

Area or service meetings to discuss pupils - include educational psychologist and Quality Officers.

React as a service to the need according to number of applications rather than geographically - so there is consistency in team member workloads.

Regular development leadership from Chief Psychologist.

What will have been achieved by July 2018

Clarity on the Service in schools

Revised criteria.

48. Service = Physical/Medical

Senior Teacher	Specialist teachers	Specialist Assistants (level 4) 32.5 hours	Child risk assessor – movement and handling
0.9	1.0	1.0	1.0

Summary

The team in its new structure currently supports approximately 175 pupils. Schools / health have begun the process of applying for service through the Forum system since September 2017.

Successes –

Team has appointed a new assistant and risk assessor in the service. New assistant has been induced and supported / trained by the team teacher.

Risk Assessor following a course to qualify as ‘movement and handling risk assessor’ in London 26/2/8-02/03/18

New service database is being established and used to record data and forum applications

Risk assessment database established.

Senior Teacher has started working with health specialist to structure support for pupils.

What needs to be prioritized-

Establish a partnership with the Local Health Board

Develop to use TOMS in order to assess and create measures.

Service meetings to discuss pupils – include education psychologists, Quality Officers, representative from health sector.

What will have been achieved by July 2018

Current database y the service-

Revised Criteria.

Meetings with Health Service established to discuss cases every half term.

49. Hearing Impairment

Senior Teacher	Specialist teachers	Senior Specialist Assistant (level 4)	Specialist Assistants (level 3) 30 hours
0.9	1.1	1.0	1.0

Summary

The team currently supports over 200 pupils (A & B), as well as 30 pupils that have received a consultation and are or on our list of 'school / health to contact in case of concern - or decline in hearing' .

Application received from health department to discuss in the Forum

Monthly clinics - multiagency health/education to discuss individual cases.

Service intervention bases on Natsip assessments - Gwynedd and Anglesey Service part of national benchmarking and has been greatly modified.

Standard /non-standard assessments are used regularly in the service to assess the whole child

Service a part of Wales wide HOSS – Heads of Sensory Service to share good practice.

Service a member of CHWSG - 'Children's Hearing Service Working Group'-

Successes

Team has established role of assistants in the service. New assistants have been induced and supported / trained by team teachers.

Service is structuring the process of supporting pupils according to individual need / service capacity - Natsip intervention modified according to current capacity– significant reduction in interventions.

New service database has been established and used to record wide ranging data on each pupil and new forum applications

Service members have attended TOMS training - to record measures before and after input from service.

2 x teachers have qualified this year as OLT – ‘Hearing Impairment’ course trainers

Service assistants are currently following OLT ‘Hearing Impairment’ course led by teachers.

Working with NDCS voluntary agencies – bus visit arranged to Ysgol Parc y Bont and Ysgol David Hughes next month - opportunity for pupils to come together for specialist workshops and opportunity for 45 pupils in each school to receive ‘awareness of deafness’ session tailored to their needs.

What needs to be prioritized-

Look at service input in special schools

Refine service entry criteria - referrals from health to the service and the three layers of intervention.

Assess the service against ‘**quality standards 2015/16**’ – Natsip/ NDCS/ BATOD.

Cascade OLT training to Hearing Impaired pupils’ assistants across Gwynedd and Anglesey.

50. Service = Sight Impairment

Senior Teacher	Specialist teachers	Senior Specialist Assistant (level 4)
0.9	2.6	2.0

Summary

The team currently supports 155 mainstream pupils.

Application received from health department to discuss in the Forum

Service intervention bases on Natsip assessments - Gwynedd and Anglesey Service part of national benchmarking.

Standard /non-standard assessments are used regularly in the service to assess the child.

Service a part of Wales wide HOSS – Heads of Sensory Service to share good practice.

Service has invested greatly in new technology - in the process of establishing service centre - Hub - to adapt for pupils centrally - trialling the new system - with 2 schools - Y Faenol - Primary and Friars School - Secondary.

Successes –

Service is structuring the process of supporting pupils according to individual need / service capacity - Natsip intervention modified according to current capacity mainstream schools and special schools

New service database has been established and used to record wide ranging data on each pupil and new forum applications

Service members have attended TOMS training - to record measures before and after input from service.

2 x teachers in process of following OLT – ‘Sight Impairment’ trainer course

Establish process for applications to service and for specialist equipment for pupils

Service establishing North Wales subgroup of WAVIE (Welsh Association for VI Educators) - Working with Sarah Hughes, All Wales group Chari, to share good practice.

What needs to be prioritized

Response to requirements of special schools in both Education Authorities

Establish service centre to adapt work / Braille for pupils with sight Impairment centrally.

Assess the need for a mobility officer service for the team.

Improve contact with health department - share reports - opportunities for multiagency sharing to discuss cases.

OLT training for service assistants CJ and AH

What will have been achieved by July 2018

Referral system through Forums established

New process of brailing centre/adapting work trialled with two schools.

Service specialist teachers qualified as OLT Sight Impairment trainers.

Agenda Item 7

Meeting	Education and Economy Scrutiny Committee
Date	19 April 2018
Title	Principles of an Education System which are Fit for Purpose
Author	Garem Jackson, Head of Education
Cabinet Member	Councillor Gareth Thomas
Purpose	The purpose of this report is to seek the opinion of the Education and Economy Scrutiny Committee on the proposed education principles which will be a basis for realizing the Education Departments vision and develop a system to ensure high quality education for children and young people in Gwynedd.

1. BACKGROUND

- 1.1 A report was presented to the Cabinet on 12 July 2016 seeking consent to consult with Governors and schools about the suitability of the agreed principles to underpin an education system which is fit for purpose.
- 1.2 Due to the increasing and deep concerns of the Cabinet and the Services Scrutiny Committee (at the time) following a report by the Primary Federation and consultations with schools, several issues in the report to Cabinet were noted regarding the situation relating to Leadership; namely:
- a large number of our secondary and primary schools are too small to be able to provide time for headteachers, senior managers and middle managers to lead effectively;
 - the conflicting requirements of many primary headteachers where they also have a significant commitment to teaching classes alongside their management and leadership functions;
 - difficulties in recruiting senior management leaders and middle managers in secondary schools;
 - difficulties in recruiting headteachers for primary schools;
 - a lack of applicants from outside the local authority area.
- 1.3 A series of 18 drop-in sessions were held across Gwynedd between 7 November and 14 December 2016 to engage with parents, staff, governors and the wider community on the process of developing new principles for Gwynedd schools.
- 1.4 The drop-in session held across Gwynedd were successful, with 335 questionnaires completed during the consultation process.
- 1.5 The discussion relating to the development of principles for an education system which are fit for purpose is taking place within the context of the 21st Century Schools Programme and the School Effectiveness Framework. The vision for education and training is based on six main objectives:
- Provide the best possible learning experiences for all learners within the County, ensuring an exciting and broad curriculum, as well as the extra-curricular curriculum, that motivates them

to learn and comprehend, which leads to improved standards, making the best possible use of Information Technology;

- Promote and support the physical health and emotional well-being of children and young people, ensuring that the principal education and training establishments in the County are key players when planning and introducing integrated services for children, young people and their families;
- Prepare young people for the workplace, ensuring that they are equipped with the correct kind of skills for employment, especially within the local economy;
- Create an excellent learning environment for children, young people and teachers within the County, principally through improving facilities and buildings, and ensuring that schools are structured to respond to the change in contemporary teaching and learning process practices, especially when using Information Technology;
- Develop educational establishments of the correct type (primary and secondary) so that they provide a focal point for public and community-based services where appropriate;
- Strengthen the Welsh Language as an educational and social medium, and to enable children and young people to gain access to bilingual education and training.

2. PROPOSED PRINCIPLES

2.1 Secondary

In considering sustainable models for secondary education, planning will be based on a structure which includes options (e.g. multi-site options) which facilitate partnership working by more secondary schools.

It is essential that the structure for secondary schools enables the provision of a broad curriculum and promotes consistency in high quality teaching and learning across all the County's schools.

The non-contact time of senior management and middle managers is very infrequent and increasingly teachers have to teach a second and third subject which may be outside of their area of expertise.

To address the requirements, the following characteristics will be adopted:

- leadership arrangements with headteachers responsible ideally for an increasing number of learners;
- appropriate consideration of the options for post 16 education provision;
- ensure sufficient time for staff to lead at all levels;
- departments and directorates which are viable and durable;
- a broad and rich curriculum;
- a collaborative self-improvement system established across schools;
- a strategic system and effective governance;
- leadership based on the number of learners.

2.2 Primary

The proposed education system for primary schools has been assessed on general principles, namely leadership arrangements providing 80% non-contact time for the headteacher and attempting to ensure that schools provide classes of no more than two year groups.

These goals would address the biggest challenge facing the primary sector, headteachers with insufficient time to lead and teachers in very small schools who have to teach a wide range of children of different ages and abilities in the same class.

In some cases, teachers in small primary schools teach three or four year groups in one class and it is difficult to ensure that the work meets the needs of all pupils due to the wide range of ability which may exist across four learning years.

2.3 Sessions associated with Principles of an Education System which are Fit for Purpose

A series of drop-in sessions were held (18 in total) across Gwynedd between 7 November and 14 December to engage with parents, staff, governors and the wider community as part of a process to develop new principles for Gwynedd schools.

Detailed analysis of the principles that were consulted upon, and the results of the consultation can be seen in the Appendix.

Below, gives details of three principles that were consulted upon:

- (i) Non-contact time for head teachers: 98% of respondents agreed that enough time needed to be found to enable headteachers to deliver their management responsibilities. A high number of responses noted the importance of reducing the administrative burden to enable teachers to concentrate on the delivery of education and the need to consider joint working to improve education in the County. Many comments related to the need to collaborate to reduce the duplication of activities, lower work pressures and provide opportunities to share expertise and good practice.
- (ii) The age range in a class: In addition, around 70% agreed with the principle that no more than two age ranges should be taught in one class. There were many comments noting the difficulties associated with the necessity of educating children of more than two age ranges although it was also important to consider the practical context.
- (iii) Secondary school management: When considering whether secondary heads should be responsible for around 900 pupils, most respondents disagreed with the principle, although it may be the case that this reflected a perception that the principle refers to one school of 900 pupils instead of considering different management options. In addition, many responses were received expressing strong support for children being educated by subject specialists. It is necessary therefore, to consider collaborative working models which would offer opportunities to strengthen the system, including horizontal leadership models.

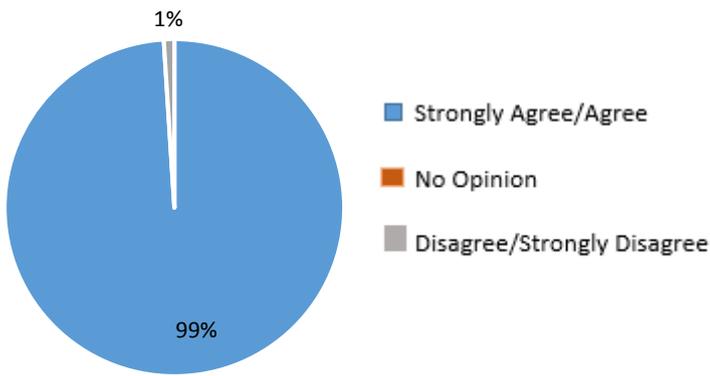
2.4 Based on the results of the consultation, and the Education Departments vision, the opinion of the members of the Education and Economy Scrutiny Committee is sought on the following principles which are considered a foundation for the education system in Gwynedd in the future:

- A viable system of **secondary schools**
- Two age groups within the same classroom **in the primary sector**
- About **80% non-contact time for** head teachers to enable them to concentrate on management issues in the **primary sector**

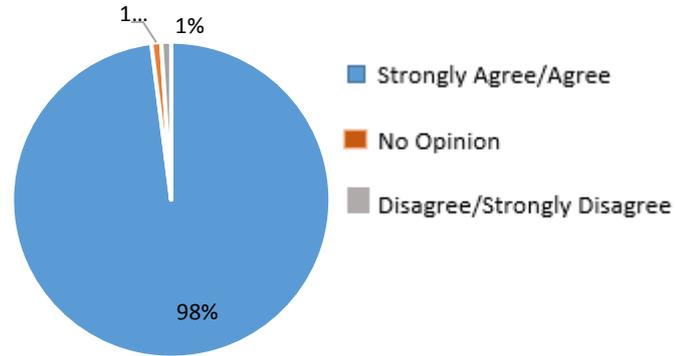
APPENDIX 1:

The results of the Consultation on the Principles of an Education System which are Fit for Purpose

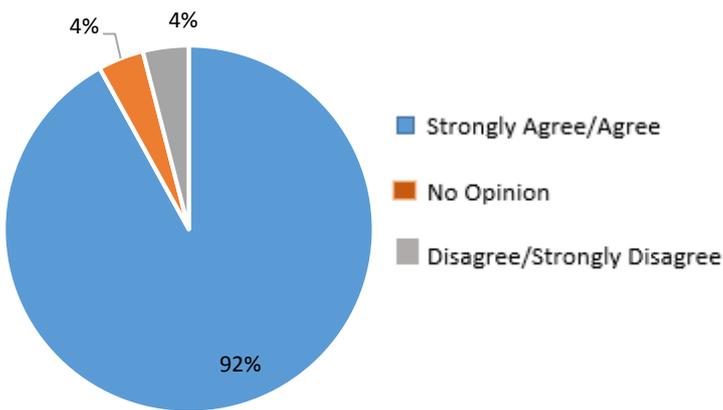
i. It's important to plan for the future of education in Gwynedd



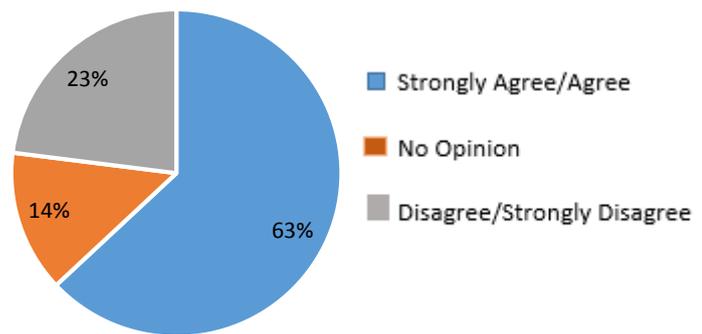
ii. It's important to allow sufficient time for Head teachers to manage and lead to ensure the best education for pupils



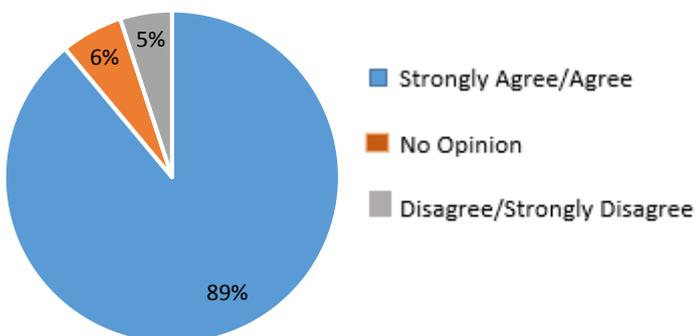
iii. Leaders of individual schools should work together to improve education across the county



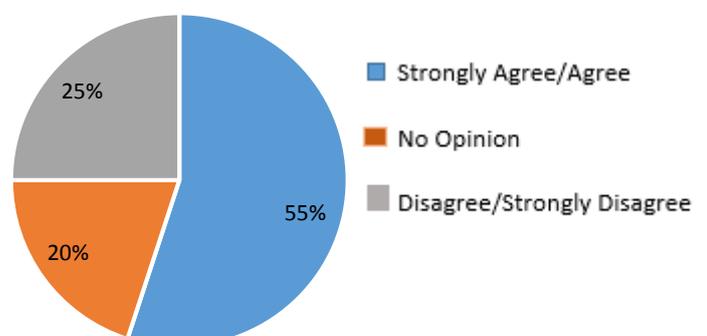
iv. When numbers in neighbouring schools are small, management teams (e.g. head teachers and deputies) should be shared to ensure survival of both schools



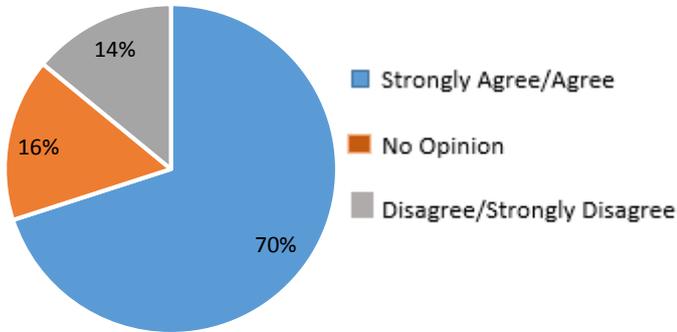
v. Head teachers should focus on children's education not on administrative work



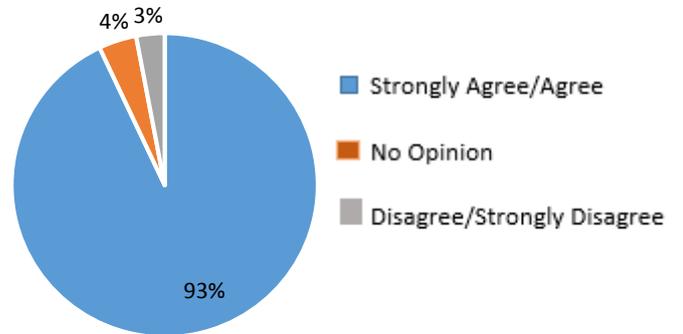
vi. Class sizes should be consistent across the county



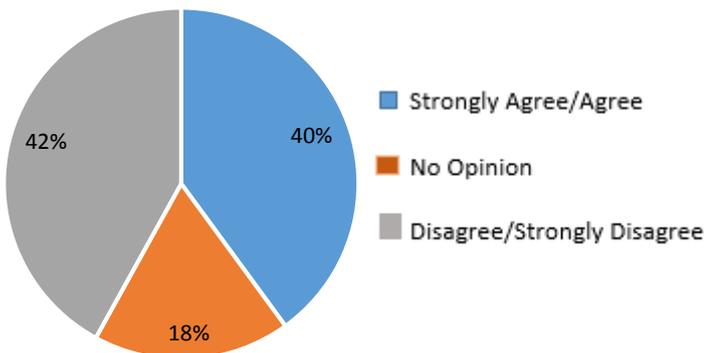
vii. No more than two age groups should be taught together in one class



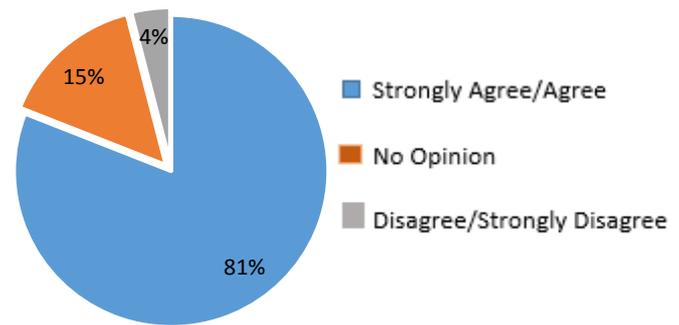
viii. It's important that pupils in our secondary schools are taught by subject specialists



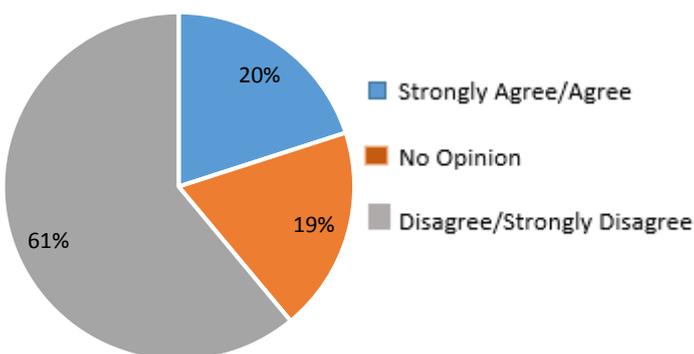
ix. Two neighbouring small schools should be amalgamated to create one larger school



x. Governors need local support to assist them to lead schools



xi. Gwynedd head teachers should be in charge of more than one school



xii. Secondary head teachers should be in charge of approx. 900 pupils

