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For all enquiries relating to this agenda please contact Sharon Hughes  
(Tel: 01443 864281 Email: [hughesj@caerphilly.gov.uk](mailto:hughesj@caerphilly.gov.uk))

**Date: 23rd June 2021**

Dear Sir/Madam,

A meeting of the **Education Scrutiny Committee** will be held via Microsoft Teams on **Tuesday, 29th June, 2021 at 5.30 pm** to consider the matters contained in the following agenda. Councillors and the public wishing to speak on any item can do so by making a request to the Chair. You are also welcome to use Welsh at the meeting, both these requests require a minimum notice period of 3 working days.

This meeting will be recorded and made available to view via the Council's website, except for discussions involving confidential or exempt items. Therefore the images/audio of those individuals speaking will be publicly available to all via the recording on the Council website at [www.caerphilly.gov.uk](http://www.caerphilly.gov.uk)

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Christina Harrhy', enclosed in a large, loopy oval shape.

**Christina Harrhy**  
CHIEF EXECUTIVE

## A G E N D A

- |   | Pages                             |  |
|---|-----------------------------------|--|
| 1 | To receive apologies for absence. |  |
| 2 | Declarations of Interest.         |  |

Councillors and Officers are reminded of their personal responsibility to declare any personal and/or prejudicial interest(s) in respect of any item of business on this agenda in accordance with the Local Government Act 2000, the Council's Constitution and the Code of Conduct for both Councillors and Officers.

A greener place Man gwyrddach



To approve and sign the following minutes: -

- |   |  |        |
|---|--|--------|
| 3 | Education Scrutiny Committee held on 17th May 2021.  | 1 - 4  |
| 4 | Consideration of any matter referred to this Committee in accordance with the call-in procedure. |        |
| 5 | Education Scrutiny Committee Forward Work Programme.   | 5 - 14 |
| 6 | To receive and consider the following Cabinet Reports*: -  |        |
|   | 1. Investment at Virginia Park/ 2nd Satellite at St Cenydd for Trinity Fields – 9th June 2021;   |        |
|   | 2. Youth Service Removal from Lease and Use of Crumlin Institute – 9th June 2021.                |        |

*\*If a member of the Scrutiny Committee wishes for any of the above Cabinet reports to be brought forward for review at the meeting please contact Sharon Hughes, 01443 864281, by 10.00 a.m. on Monday, 28th June 2021.*

To receive and consider the following Scrutiny reports: -

- |    |  |           |
|----|--|-----------|
| 7  | Inclusion Compendium.                    | 15 - 260  |
| 8  | NEETS Strategy.                          | 261 - 308 |
| 9  | SLA Agreements.                          | 309 - 346 |
| 10 | New Curriculum for Wales Implementation. | 347 - 354 |

#### **Circulation:**

**Councillors** Mrs E.M. Aldworth, C. Andrews (Vice Chair), P.J. Bevan, A. Collis, W. David, A. Farina-Childs, Ms J. Gale, D.T. Hardacre, D. Havard, M.P. James, Mrs B. A. Jones, B. Miles, Mrs G.D. Oliver, Mrs T. Parry (Chair), J.E. Roberts and J. Simmonds

#### **Co-opted Members:**

**Cardiff ROC Archdiocesan Commission for Education Representative** (with voting rights on educational matters)  
Mr M. Western

**Parent Governor Representatives** (with voting rights on educational matters) G. James (Parent Governor Representative) and Tracy Millington (Parent Governor Representative)

**Outside Body Representatives** (without voting rights)  
Mrs J. Havard (NEU) and Mrs P. Ireland (NEU)

**Caerphilly Governors Association** (without voting rights)  
Mr D Davies

And Appropriate Officers

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# Agenda Item 3



## EDUCATION SCRUTINY COMMITTEE

### MINUTES OF THE REMOTE MEETING HELD VIA MICROSOFT TEAMS ON MONDAY, 17TH MAY 2021 AT 5.30PM

#### PRESENT:

Councillor T. Parry - Chair  
Councillor C. Andrews - Vice-Chair

#### Councillors:

E. M. Aldworth, A. Collis, A. Farina-Childs, Ms J. Gale, D. Havard, M. P. James, B. Miles, J. Roberts and J. Simmonds.

Councillor R. Whiting (Cabinet Member for Learning and Leisure).

#### Together with:

Officers: R. Edmunds (Corporate Director for Education and Corporate Services), K. Cole (Chief Education Officer), S. Richards (Head of Education, Planning and Strategy), P. Warren (Strategic Lead for School Improvement), P. O'Neill (Senior Youth Service Manager), C. Forbes-Thompson (Scrutiny Manager), S. Hughes (Committee Services Officer) and M. Harris (Committee Services Support Officer).

#### Also present:

Co-opted Members: Mr M. Western (Cardiff ROC Archdiocesan Commission for Education Representative), Mrs T. Millington (Parent Governor Representative), Mr G. James (Parent Governor Representative) and Mr D. Davies (Caerphilly Governors Association).

## RECORDING ARRANGEMENTS

The Chairperson reminded those present that the meeting was being recorded and would be made available to view via the Council's website, except for discussions involving confidential or exempt items. [Click here to view.](#)

### 1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors P. J. Bevan, W. David, D. T. Hardacre and Mrs G. D. Oliver. Apologies were also received from Mr D. Davies (Caerphilly Governors Association) and Mrs P. Ireland (NEU).

### 2. DECLARATIONS OF INTEREST

There were no declarations of interest received at the commencement or during the course of the meeting.

**3. MINUTES – 22ND MARCH 2021**

RESOLVED that the minutes of the Education Scrutiny Committee meeting held on 22nd March 2021 (minute nos 1- 9) be approved as a correct record and signed by the Chair.

**4. MINUTES – 25TH MARCH 2021**

RESOLVED that the minutes of the special meeting of the Education Scrutiny Committee held on 25th March 2021 (minute nos 1- 6) be approved as a correct record and signed by the Chair.

**5. CONSIDERATION OF ANY MATTER REFERRED TO THE SCRUTINY COMMITTEE IN ACCORDANCE WITH THE CALL-IN PROCEDURE**

There had been no matters referred to the Scrutiny Committee in accordance with the call-in procedure.

**6. EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME**

The Scrutiny Manager presented the report which outlined details of the Education Scrutiny Committee Forward Work Programme for the period May 2021 to March 2022 and included all reports that were identified at the Education Scrutiny Committee meeting held on 22nd March 2021. Members were asked to consider the Forward Work Programme, alongside the Cabinet Forward Work Programme, prior to publication on the Council's website.

The Head of Education, Planning and Strategy highlighted further reports to be added to the Education Scrutiny Committee Forward Work Programme for the meeting to be held on 29th June 2021 and proposed that the Caerphilly County Borough Welsh Library Standards report be presented to the Scrutiny Committee as an information item.

Following consideration of the report and subject to the amendments proposed, it was moved and seconded that the recommendations be approved. By way of Microsoft Forms voting this was unanimously agreed.

RESOLVED that the Education Scrutiny Committee Forward Work Programme be published on the Councils' website.

**7. CABINET REPORTS**

None of the Cabinet reports listed on the agenda had been called forward for discussion at the meeting.

**REPORTS OF OFFICERS**

Consideration was given to the following reports.

**8. DIRECTORATE PERFORMANCE ASSESSMENT SIX MONTH UPDATE 2020**

The Cabinet Member for Learning and Leisure introduced the report to present the Scrutiny Committee with the new Education Directorate Performance Assessment (DPA) which is part of the Council's new Performance Framework. Members were informed that the DPA

provides information and analysis for the 6-month period April – November 2020 and forms part of the overall Council 'self-assessment' activity, of which members are invited to discuss, challenge and scrutinise the information in the DPA.

Points of clarification were sought on the priority to raise standards of attainment in relation to the number of pupils achieving no qualifications which has risen from 0.9% in 2017-18 to 1.7% in 2018-19. The Strategic Lead for School Improvement advised the Scrutiny Committee on how this data is being addressed. Points of clarification were also sought on the priority to reduce the impact of poverty on attainment for both vocational and non-vocational qualifications to provide equity of opportunity. The Youth Service Manager provided an overview on the qualifications delivered by the Youth Service.

A Member raised a number of concerns in relation to school performance data and comparisons on previous years. Clarification was sought on what Officers intend to do to improve this significantly over the next two or three years. The Chief Education Officer confirmed that there will be centre determined grades for 2021 and Members were reassured that processes were put in place. Members were advised that 2019 saw an improvement in the results but they were not satisfactory and the two years of data that followed will make it a more difficult job for those involved with school improvement. Members were further advised that Officers continue to meet with secondary schools and primary schools where there is a level of concern. Officers also work with the Education Achievement Service (EAS) to have overviews of visits that have been undertaken by Challenge Advisors. It was highlighted that in terms of the expected results for this year, they appear to be in line with last year. The Scrutiny Committee was reminded that the data is not used for accountability purposes, but Members were reassured that things are going in the right direction. The Officer drew attention to the information report from EAS which outlines how they have challenged and supported schools during this period. Members were informed that the current evidence, the 2019 data and the inspection outcomes up to March 2020 informs that schools are making progress and are on track to continue to improve. Members were also updated on the current NEET figures.

A discussion ensued on the types of vocational or other qualifications and Members agreed to the suggestion of a report to the Scrutiny Committee on this topic. The Corporate Director for Education and Corporate Services highlighted how it had been apparent through the course of the conversation the passion that exists across the Scrutiny Committee and to make sure there is good provision in place for children not following traditional pathways. With reference to the suggested report to the Scrutiny Committee it was advised that it be a single item on the agenda in order to discuss and challenge in more detail.

Members discussed, challenged and scrutinised the information contained within the report.

The meeting closed at 6.25 pm.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 29th June 2021 they were signed by the Chair.

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CHAIR

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## **EDUCATION SCRUTINY COMMITTEE – 29TH JUNE 2021**

**SUBJECT: EDUCATION SCRUTINY COMMITTEE FORWARD WORK  
PROGRAMME**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND  
CORPORATE SERVICES**

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### **1. PURPOSE OF REPORT**

1.1 To report the Education Scrutiny Committee Forward Work Programme.

### **2. SUMMARY**

2.1 Forward Work Programmes are essential to ensure that Scrutiny Committee agendas reflect the strategic issues facing the Council and other priorities raised by Members, the public or stakeholder.

### **3. RECOMMENDATIONS**

3.1 That Members consider any changes and agree the final forward work programme prior to publication.

### **4. REASONS FOR THE RECOMMENDATIONS**

4.1 To improve the operation of scrutiny.

### **5. THE REPORT**

5.1 The Education Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee meeting on Monday 17<sup>th</sup> May 2021. The work programme outlines the reports planned for the period June 2021 to March 2022.

5.2 The forward Work Programme is made up of reports identified by officers and members. Members are asked to consider the work programme alongside the cabinet work programme and suggest any changes before it is published on the

council website. Scrutiny committee will review this work programme at every meeting going forward alongside any changes to the cabinet work programme or report requests.

- 5.3 The Education Scrutiny Committee Forward Work Programme is attached at Appendix 1, which presents the current status as at 7<sup>th</sup> June 2021. The Cabinet Work Programme is attached at Appendix 2. A copy of the prioritisation flowchart is attached at appendix 3 to assist the scrutiny committee to determine what items should be added to the forward work programme.

#### 5.4 **Conclusion**

The work programme is for consideration and amendment by the scrutiny committee prior to publication on the council website.

### 6. **ASSUMPTIONS**

- 6.1 No assumptions are necessary.

### 7. **SUMMARY OF INTEGRATED IMPACT ASSESSMENT**

- 7.1 As this report is for information only an Integrated Impact Assessment is not necessary.

### 8. **FINANCIAL IMPLICATIONS**

- 8.1 There are no specific financial implications arising as a result of this report.

### 9. **PERSONNEL IMPLICATIONS**

- 9.1 There are no specific personnel implications arising as a result of this report.

### 10. **CONSULTATIONS**

- 10.1 There are no consultation responses that have not been included in this report.

### 11. **STATUTORY POWER**

- 11.1 The Local Government Act 2000.

Author: Mark Jacques, Scrutiny Officer jacqum@carphilly.gov.uk

Consultees: Richard Edmunds, Corporate Director for Education and Corporate Services  
Keri Cole, Chief Education Officer  
Robert Tranter, Head of Legal Services/ Monitoring Officer  
Lisa Lane, Head of Democratic Services and Deputy Monitoring Officer,

Legal Services  
Councillor Teresa Parry Chair Education Scrutiny Committee  
Councillor Carol Andrews, Vice Chair Education Scrutiny Committee

Appendices:

- Appendix 1 Education Scrutiny Committee Forward Work Programme
- Appendix 2 Cabinet Forward Work Programme
- Appendix 3 Forward Work Programme Prioritisation Flowchart

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Forward Work Programme - Education

APPENDIX 1

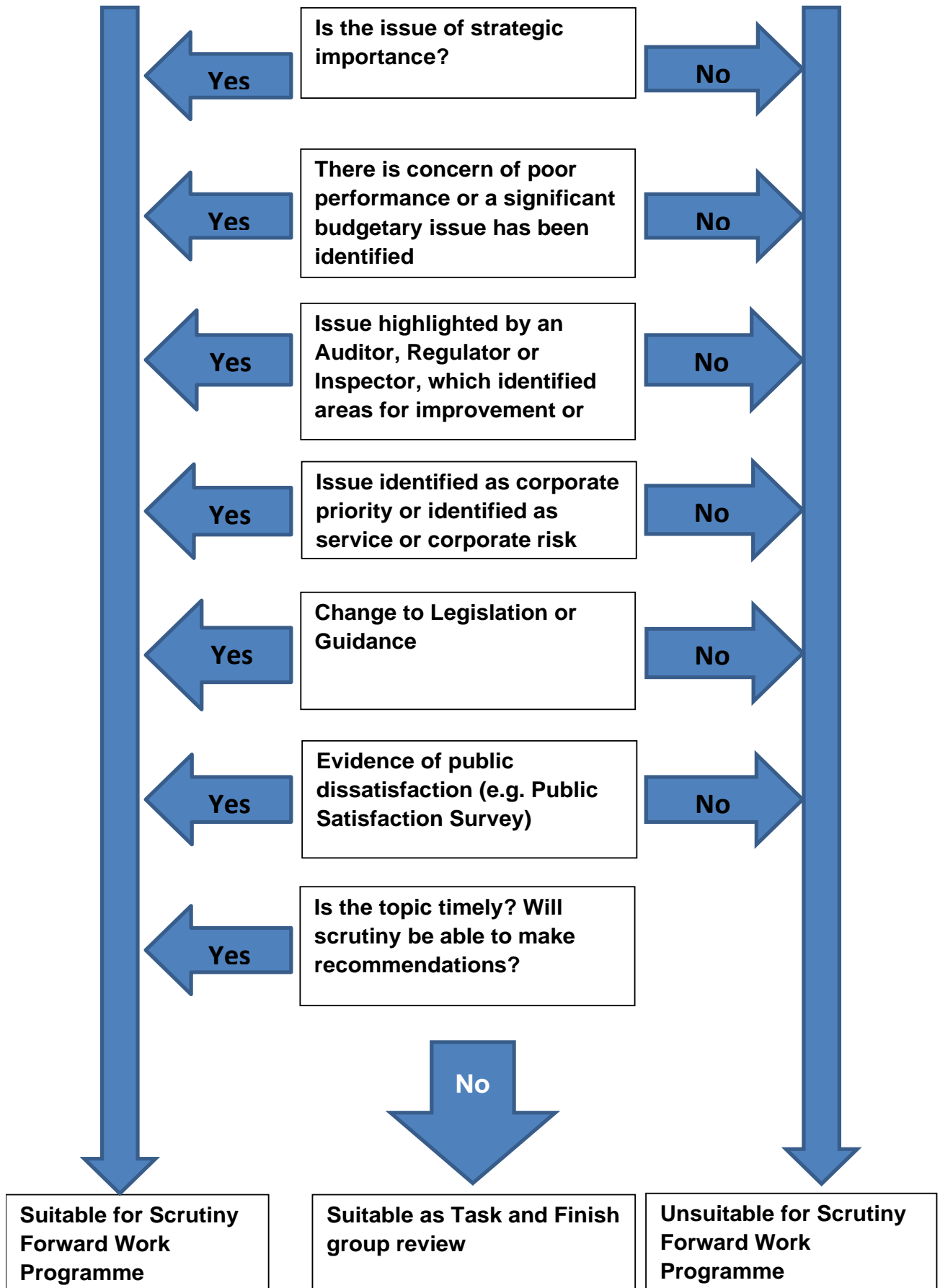
Date	Title	Key Issues	Author	Cabinet Member
29/06/21 17:30	Inclusion Strategy	To seek approval associated with well-being, behaviour and exclusion for schools.	Cole, Keri;	Cllr. Whiting, Ross;
29/06/21 17:30	NEETs Strategy	To update Cabinet on the identification and engagement of young people at risk of NEET – issues and methodology. To identify the key actions necessary to reduce the number of NEET young people in the County Borough	Warren, Paul;	Cllr. Whiting, Ross;
29/06/21 17:30	SLA Agreements		Southcombe, Jane;	Cllr. Whiting, Ross;
29/06/21 17:30	New Curriculum	An update on the curriculum for Wales (2022) framework Progress of schools' pre-pandemic and the impact of Covid-19 Engagement in Professional Learning Next Steps - Supporting schools to realise the vision for 2022.	Cole, Keri;	Cllr. Whiting, Ross;
29/06/21 17:30	Information - Caerphilly County Borough Council Annual Welsh Government Standards Assessment 2019/20	The report will provide an update on the 3rd year of the framework including: 12 core entitlements 16 Quality Indicators Ranking table Case Studies Strategic Narrative	Richards, Sue;	Cllr. Whiting, Ross;
29/06/21 17:30	Information - Grants report		Southcombe, Jane;	Cllr. Whiting, Ross;
29/06/21 17:30	Information - Financial report		Southcombe, Jane;	Cllr. Whiting, Ross;
21/09/21 17:30	Directorate Performance Assessment ((incl FP/KS3)		Edmunds, Richard (Ed);	Cllr. Whiting, Ross;
21/09/21 17:30	21st Century Schools – Band B Programme Update	To update Cabinet on the progress of the 21st Century Schools Band B programme.- Phase 1 & 2.	West, Andrea;	Cllr. Whiting, Ross;
21/09/21 17:30	Return to school		Cole, Keri;	Cllr. Whiting, Ross;
21/09/21 17:30	ALN Update		Cole, Keri;	Cllr. Whiting, Ross;
02/11/21 17:30	21st Century Schools – Band B Update - Phase 2: Consultation	For Members to give their views on any proposals subject to consultation as statutory consultees prescribed by the School Organisation Code 2018	West, Andrea;	Cllr. Whiting, Ross;
02/11/21 17:30	Additional Support		Ellis, Sarah;	Cllr. Whiting, Ross;
02/11/21 17:30	Youth Service Pilot Update		Warren, Paul;	Cllr. Whiting, Ross;
10/01/22 17:30	21st Century Schools – Band B - Phase 2: Consultation Report / Statutory Notice	For Members to consider the contents of 21st Century Schools consultation report prior to determination to proceed to Statutory Notice by Cabinet in December 2021.	West, Andrea;	Cllr. Whiting, Ross;
10/01/22 17:30	Self Evaluation Update		Warren, Paul;	Cllr. Whiting, Ross;
15/02/22 17:30	Directorate Performance Assessment (incl KS4/5)		Edmunds, Richard (Ed);	Cllr. Whiting, Ross;
15/02/22 17:30	EAS Business Plan 2022-2023		Cole, Keri;	Cllr. Whiting, Ross;
15/02/22 17:30	Information - WESP Annual report		Mutch, Sarah;	Cllr. Whiting, Ross;
29/03/22 17:30	Information - Education Capital Programme 2022/2023	To ensure Members are updated in relation to proposed spend.	West, Andrea;	Cllr. Whiting, Ross;
29/03/22 17:30	Information - Proposed Admission Arrangements 2023/24	Scrutiny members are asked to consider the proposed arrangements and provide any relevant comments as part of the consultation process.	Strathdee, Emma J.;	Cllr. Whiting, Ross;

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23/06/2021 10:30	Regeneration Board Project Update	To seek approval for the allocation of up to £107k Regeneration Project Board Development Fund and note the allocation of Licence to Innovate Funding for Coffi Vista, Caerphilly. To consider the allocation of additional funding for the Regeneration Project Board	Kyte, Rhian;	Cllr. Marsden, Philippa;
23/06/2021 10:30	Financial Sustainability Assessment 2020/21 – Caerphilly County Borough Council	To present the Audit Wales report on the findings of the 2020/21 Financial Sustainability Assessment for Caerphilly CBC. Presenting Officer – Gareth Jones (Audit Wales).	Harris, Stephen R;	Cllr. Stenner, Eluned;
23/06/2021 10:30	Provisional Capital Outturn for 2020/21	To provide Cabinet with details of the provisional capital outturn for the 2020/21 financial year prior to the annual external audit of the accounts by Audit Wales.	Harris, Stephen R;	Cllr. Stenner, Eluned;
23/06/2021 10:30	Delivering Good Governance – Caerphilly County Borough Council	To present the Audit Wales report on the findings of the Delivering Good Governance review for Caerphilly CBC. Presenting Officer – Gareth Jones (Audit Wales).	Harris, Stephen R;	Cllr. Stenner, Eluned;
23/06/2021 10:30	Solar Farm Proposal	To seek approval to allocate funds to progress the project in accordance with the agreed next steps.	Camp, Victoria; Williams, Mark S;	Cllr. Marsden, Philippa;
23/06/2021 10:30	C-19 Prevention and Response Plan	Cabinet are asked to endorse the Gwent Covid 19 multi-agency Prevention and Response Plan.	Hartshorn, Robert;	Cllr. George, Nigel;
07/07/2021 10:30	Social Value Policy	To seek approval of the Social Value Policy and the adoption of the Themes, Outcomes and Measures Framework.	Evans, Ian;	Cllr. Gordon, Colin J;
07/07/2021 10:30	Provisional Revenue Outturn for 2020/21	To provide Cabinet with details of the provisional revenue budget outturn for the 2020/21 financial year prior to the annual external audit of the accounts by Audit Wales.	Harris, Stephen R;	Cllr. Stenner, Eluned;
07/07/2021 10:30	House Naming Charges	To consider the introduction of a nominal charge for house naming service.	Kyte, Rhian;	Cllr. Marsden, Philippa;

07/07/2021 10:30	Kickstart Scheme	To outline the key elements of the Department of Work and Pensions (DWP) Kickstart scheme and seek approval to engage with the scheme.	Kyte, Rhian; Williams, Mark S;	Cllr. Marsden, Philippa;
07/07/2021 10:30	Home Office Asylum Dispersal Scheme	To highlight to members the key aspects of becoming an asylum dispersal area and to seek associated approval.	Richards, Sue; Peters, Kathryn;	Cllr. Stenner, Eluned;
07/07/2021 10:30	New Community facility at Ty Sign	Cabinet are asked to consider whether to provide in principle support for a proposal received from Agape Community Church, Ty Sign to build a new community resource centre on land at Holly Road, Tŷ Sign which is in the ownership of the Housing Revenue Account.	Hartshorn, Robert;	Cllr. Stenner, Eluned;
21/07/2021 10:30	Inclusion Strategy	To seek approval associated with well-being, behaviour and exclusion for schools.	Cole, Keri;	Cllr. Whiting, Ross;
21/07/2021 10:30	Proposals for the operation of the Community Empowerment Fund	To seek approval of the fund criteria and grant management of the community empowerment fund	Richards, Sue; Peters, Kathryn;	Cllr. Stenner, Eluned;
21/07/2021 10:30	NEETS Strategy	To update Cabinet on the identification and engagement of young people at risk of NEET – issues and methodology. To identify the key actions necessary to reduce the number of NEET young people in the County Borough	Warren, Paul;	Cllr. Whiting, Ross;

**Scrutiny Committee Forward Work Programme Prioritisation**



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## EDUCATION SCRUTINY COMMITTEE – 29TH JUNE 2021

**SUBJECT: INCLUSION COMPENDIUM**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND  
CORPORATE SERVICES**

### 1. PURPOSE OF REPORT

- 1.1 To consult with Members on the new Inclusion Compendium, that is the strategy for inclusion and the associated documentation and guidance, and seek their views prior to consideration of Cabinet.

### 2. SUMMARY

- 2.1 This report introduces the new Inclusion Strategy which is attached at Appendix 1. The Inclusion Compendium has been developed in consultation with Local Authority (LA) staff, schools, parents and carers and children.
- 2.2 The Inclusion Strategy defines the LA's approach to wellbeing and relationships and emphasises the importance of wellbeing at every level of a system around children, building a sense of belonging, safety and agency.
- 2.3 The Inclusion Strategy explores the roles and responsibilities of schools, and the key partnerships with the Education Achievement Service (EAS), local and regional services, schools, child care settings and other educational settings, emphasising the importance of working together to understand and support the needs of all children and the commitment to those who are most vulnerable. It also outlines a clear approach to monitoring and evaluation.
- 2.4 The Inclusion Strategy aligns with the national and local developments, and the EAS Business Plan, and is informed by Estyn (reviews and inspection reports) and Welsh Government statistical releases (Appendix 2).
- 2.5 Underpinning the Inclusion Strategy is a suite of documents (attached in Appendices 3 – 9) which can be viewed as stand-alone documents or as part of the compendium as a whole. These include a summary for Members and Governors, guidance for schools / education providers to support the ongoing developing of appropriate graduated systems and interventions related to wellbeing and behaviour, exclusions

guidance, policy and practice guidance, pupil voice, information for parents and children and a self- evaluation tool.

### **3. RECOMMENDATIONS**

- 3.1 That Members note the content of the report and provide their views as part of the consultation process.

### **4. REASONS FOR THE RECOMMENDATIONS**

- 4.1 To ensure that Members' views can be considered and reflected in the report for Cabinet.

### **5. THE REPORT**

- 5.1 The new Inclusion Compendium is a suit of documents underpinned by the Inclusion Strategy. This explains the LA approach to developing wellbeing, relationships and support for inclusive opportunities for all learners.

- 5.2 The LA has a high level of ambition in regard to keeping learners at the heart of approaches to improving wellbeing and learning opportunities, and reducing the level of exclusion from schools and educational provisions. The Inclusion Strategy sets out in more detail plans to support schools to further develop and inclusive ethos with a whole school / LA approach to wellbeing at its centre.

- 5.3 The Inclusion Strategy also outlines how we will know if we are making a difference to children, through a range of evaluation both at school and LA level.

- 5.4 The approach fits coherently with the LA responsibilities linked to the Additional Learning Needs (ALN) and Tribunal Act (2018) and the Social Services and Wellbeing Act as well as the Child and Adolescent Mental Health (CAMHS) transformation agenda.

- 5.5 The compendium comprises:

- The Inclusion Strategy
- Executive summary
- Information leaflets for parents and children
- Self-evaluation framework
- Wellbeing and relationships toolkit
- Exclusions guidance
- Examples of policy and practice and children's voice

- 5.6 Toolkits provide detailed guidance to support schools in implementing and managing approaches that will support learners to remain within mainstream school wherever possible and aligns with the expectations of the ALN Act that schools / providers must develop appropriate provision to meet the needs of all learners.

- 5.7 Separate guidance linked to exclusions supports a robust approach to reducing exclusions over time as a result of implementing more rigorous systems and



processes, developing the roles and responsibilities of services, developing coherent practices across schools, and implementing good practice. The Lead for Inclusion and ALN will chair a termly steering group with schools to review and revise processes and evaluate practice.

- 5.8 In order to embed this way of working LA officers will work with schools in cluster groups to identify their needs and support them to ensure that their focus links to relationships and wellbeing as a whole school approach.
- 5.9 Schools and providers will be supported to evaluate their approach and the impact on children using a range of qualitative and quantitative information.
- 5.10 The compendium documents will be added to and amended over time to reflect new information and additional examples of good practice.
- 5.11 Reports regarding the impact of this approach will be provided to Scrutiny annually.
- 5.12 In conclusion the LA is committed and ambitious in its approach to supporting children. This new Inclusion compendium brings together the principles and values underpinning this ambition and keeps the child firmly at the centre. The approach reinforces the need for partnership working and a proactive approach to supporting all children, ensuring they are included and can achieve. The compendium provides information for children, parents and carers and a range of advice and guidance for schools.
- 5.13 This inclusive approach will continue to develop the excellent working relationships between the LA and schools and support the focus on continuing to improve attendance and reduce exclusions.

## **6. ASSUMPTIONS**

- 6.1 No assumptions have been felt to be necessary in this report.

## **7 SUMMARY OF INTEGRATED IMPACT ASSESSMENT**

- 7.1 The approach being developed keeps children at the centre, promotes equality of opportunity, and reinforces the importance of partnership working between all those who support children.
- 7.2 The information gathered and reviewed as part of the Integrated Impact Assessment and through the consultation process supports the benefits of developing the approach to supporting children in this way.
- 7.3 Therefore, Members are asked to consider this Integrated Impact Assessment (Appendix 10) alongside this Scrutiny Report in support of progressing to implementation from the Autumn Term 2021.

## **8. FINANCIAL IMPLICATIONS**

- 8.1 The purpose of this report is to consider the new approach to Inclusion and wellbeing. There is no suggestion that additional resources will be required to support the

implementation of the Inclusion Compendium. Schools, provisions and the LA will need to work together to ensure the most effective use of school resources, additional support and where necessary align with Education Other than at School (EOTAS) capabilities to support all pupils.

## **9. PERSONNEL IMPLICATIONS**

9.1 There are no specific staffing implications linked to this approach.

## **10. CONSULTATIONS**

10.1 The report reflects the views of the consultees based on consultations undertaken to date.

## **11. STATUTORY POWER**

11.1 Education Act 1996  
Equality Act 2010  
United Nations Convention on The Rights Of The Child  
Inclusion and Pupil Support Guidance Welsh Government 2016  
Additional Learning Needs and Tribunal Act (2018)  
Framework on embedding a whole school approach to emotional and mental wellbeing (2021)

Author: Sarah Ellis Lead for Inclusion and ALN (elliss@caerphilly.gov.uk)

### Consultees:

Consultees: Christina Harray, Chief Executive  
Richard Edmunds, Corporate Director, Education and Corporate Services  
Dave Street, Corporate Director Social Services  
Keri Cole, Chief Education Officer  
Rob Tranter, Head of Legal Services  
Steve Harris, Head of Corporate Finance  
Lynne Donovan, Head of People Services  
Lisa Downey, HR Service Manager  
Sue Richards, Head of Education Planning & Strategy  
Sarah Mutch, Early Years Manager  
Jane Southcombe, Finance Manager  
Paul Warren, Lead for School Improvement  
Councillor Teresa Parry, Chair Education for Life Scrutiny Committee  
Councillor Carol Andrews, Vice Chair Education for Life Scrutiny Committee  
Councillor Ross Whiting, Cabinet Member for Learning and Leisure  
Anwen Cullinane, Senior Policy Officer (Equalities & Welsh Language)  
Ros Roberts, Performance Management  
Kath Beaven – Lead for wellbeing and Equity (EAS)  
Debbie Hartevelde – Managing Director (EAS)

### Inclusion compendium Consultees:

Rebecca Collins – Head Teacher St Cenydd Comprehensive  
Lee Jarvis – Head Teacher St Martins Comprehensive  
Stephen Diehl – Head Teacher Bedwas Comprehensive

Helen Harding – Acting Head Teacher Lewis Girls  
Jason Hicks – Head Teacher Islwyn High School  
Chris Parry – Head Teacher Lewis School Pengam  
Jane Wilkie – Head Teacher Blackwood Comprehensive  
Nerys Davies – Heolddu Comprehensive  
Richard Owen – Idris Davies School  
Andrew Thompson – Head Teacher Newbridge Comprehensive  
John Kendall – Head Teacher Risca Comprehensive  
Matthew Webb – Head Teacher Ysgol Gyfyn Cwm Rhymney  
Ian Elliott – Head Teacher Trinity Fields School and Resource Centre  
Chris Aplin – Teacher in charge (The Leaning Centre)  
Mark Jones – Head Teacher Plasyfelin Primary  
Craig George – Head Teacher Rhiw Sir Dafydd Primary  
Kath Matthews – Head Teacher Ysgol Gynradd Gymraeg Cwm Derwen  
Lisa Greenhalgh – Head Teacher Llancaeath Primary  
Lisa Jones – Head Teacher Greenhill Primary  
Ceri Evans – Senior Management Team representative Idris Davies School  
Victoria Jenkins-Delf – Head Teacher Bedwas Infant School  
Sophie Goodliffe – Head Teacher Tynywern Primary  
Susan Martin – Head Teacher Deri Primary  
Lindsey Pritchard – Head Teacher Markham Primary  
Karen Davies – Head Teacher Blackwood Primary  
Sarah-Jane Waters – Head Teacher Tynewydd Primary  
Gareth Rees – Head Teacher Cwm Ifor Primary  
Kate Bennett – Head Teacher Panside Primary  
Sarah Edmunds – Head Teacher Ysgol Ifor Bach  
Sample of primary and secondary pupils form EOTAS provisions  
Parent Network  
Governor Network  
Liz Gregory – Clinical Lead - Psychology ABUHB  
Gemma Burns – CAMHS lead for Whole School Approach to mental health  
ABUHB  
Kolade Gamel - Assistant General Manager (interim) Families and Therapies  
Division.  
Tracey Pead – Regional ALN Transformation Lead  
Unions

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**Cyfarwyddwr Addysg a Gwasanaethau Corfforaethol**

**Directorate of Education and Corporate Services**

# **Inclusion Strategy**

**The Local Authority approach to  
developing wellbeing and relationships  
and creating opportunity for all**

**2020 -2023**



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## 1. Introduction

The Local Authority (LA) is committed to ensuring that all learners have equality of opportunity, and recognise the rights of all children to receive high quality education, no matter where that education may be delivered (as set out in the United Nations Convention on the Rights of the Child (Article 28)).

Research identifies several factors that are essential when considering positive outcomes for children. Of critical importance is their wellbeing and securing parental engagement. As identified by Estyn (Community Schools: families and communities at the heart of school life (2020)) schools that best support disadvantaged and vulnerable children place the wellbeing of every child at the heart of their work. Schools also recognise parental and community engagement as integral to improving the wellbeing and achievement of children. Estyn have identified that where schools develop in this way there is a strong focus on providing a safe and nurturing environment where children and staff feel secure.

Estyn (report above), Healthy and Happy (2019) and Knowing your children - supporting children with adverse childhood experiences (2020) reinforce that strong partnerships are integral to improving the wellbeing and achievement of all children. The LAs approach to inclusion is building on the existing partnerships with schools, providers, families and other agencies to ensure that partnership work is placed front and centre in supporting the wellbeing of children. As outlined within this strategy and the associated guidance the LA is committed to supporting a whole school approach to wellbeing and ensuring that children and parents / carers have their voices heard.

Education in Wales: Our National Mission (2017-21) also refers to the role of strong and inclusive schools where the commitment to excellence and wellbeing is an enabler to curriculum reform.

The LA recognises that in schools that support their vulnerable and disadvantaged children successfully, staff track the wellbeing of individual children carefully. This helps schools to quickly identify individuals or groups of children that need additional support, to help them address barriers to their engagement in school.

Inspection reports for schools in Caerphilly over the last four years acknowledge the central focus on wellbeing and the systems of tracking and monitoring.

Estyn 'Effective school support for disadvantaged and vulnerable pupils' (2020) recognises that *leaders in effective schools realise that they cannot work in isolation to support vulnerable and disadvantaged pupils. The most successful schools know their community well and work closely with other agencies and services that will benefit their pupils and their families.*

This strategy focuses on a partnership approach that aligns clearly with this. The LA is engaged in partnership working at many levels to ensure a collegiate and collaborative approach to supporting wellbeing and understanding the needs of vulnerable learners.

The Office of the Police and Crime Commissioner for Gwent 'Understanding The Triggers' (2021) report focuses on the link between vulnerability, criminality and exploitation. Although this focuses on a small sample there are key lessons for education within the report such as the need to adopt an early intervention and prevention approach when working with vulnerable children and the importance of joint working and information sharing.

There is a strong focus on implementing inclusive, multi-agency practice and working together to promote inclusion and wellbeing, thus developing whole school and LA approaches which in turn improve attendance and reduce exclusions for all children.

The LA's focus in supporting schools in keeping with our 'Shared Ambitions' includes:

- work with the consortia to continue support the development of highly effective leaders and high quality teaching and learning within the schools system;
- a focus on embedding systems to support improved attendance and reduced exclusions;
- supporting building capacity around wellbeing;
- identification and enhanced understanding of vulnerability;
- understanding the need for environments and individuals within them to feel nurtured, empowered, safe and trusted;
- effective tracking and monitoring systems.

This strategy provides definitions for inclusion and wellbeing and the underpinning principles and values of the approach. The principles are consistent with the Welsh Government approach to reshaping the Additional Learning Needs (ALN) agenda in terms of person-centred practice. The aim is to support the further development of our collective vision of inclusion and wellbeing as being central to underpinning a high quality education, promoting good attendance and minimising the use of exclusion wherever possible.

In realising our collective commitment towards disadvantaged and vulnerable groups of learners, there must continue to be a focus upon what is important for the individual, and what will work best for them. In this regard the voice of the child is vital. Accompanying this Strategy is a separate policy into practice document which includes the voice of the child.

It is important to recognise and learn that expectations should not be compromised as much as possible by the advent of a pandemic. However it is clear that this had a significant impact on the organisation of the LA services, the teaching and learning environment and the emotional responses to the circumstances both in terms of children, parents and carers and teachers. Moving forward is critical but understanding individual and school circumstances is important when considering the capacity to develop and respond.



## **2. Context**

This strategy supports the aims and objectives identified in wider Local Authority strategies including the Corporate Plan (2018-2023) the EAS Business Plan, Caerphilly Council Wellbeing Objectives 2018-2023 and Shared Ambitions Strategy (2019 – 2022).

### **Wellbeing**

There has been significant focus from the House Of Commons Health and Social Care Committee (report on the first thousand days) from Welsh Government, Public Health Wales (Aces, Together for Mental Health) and Estyn (Healthy and Happy report), for a number of years on ensuring a collective focus on improving children's wellbeing.

Locally in Gwent there is a significant focus on children's wellbeing and mental health particularly in relation to the Whole School Approach (WSA), early help and enhanced support, CAMHS in-reach project and EAS strategy for wellbeing and equity. Caerphilly makes a significant contribution to the WSA agenda at both a national and regional level.

### **Behaviour / relationships**

There is a range of policy and guidance documentation from the Welsh Government including: Practical approaches to Behaviour Management in the Classroom (2010), Exclusion from schools and Pupil Referral Units (2015) The Children Act 1989 and The Social Services and Wellbeing act (2014), Successful Futures (Donaldson 2015), New Curriculum for Wales 2022 and Challenging Bullying: Rights, Respect Equality statutory guidance (2019), and Welsh Government statistical releases which have informed this strategy.

Welsh Government has also issued a range of legislation and guidance which requires local authorities, schools, and other educational settings to:

- promote equality of opportunity for different groups of learners;
- review their policies and practice to ensure they do not discriminate against particular groups of learners, including those with characteristics protected by the Equalities Act 2010;
- pro-actively promote equality in relation to disability, race, gender, religious belief and sexuality;
- ensure the needs of vulnerable groups including those with additional learning needs are identified and met in a timely fashion;
- adopt person centered approaches;
- have a systematic approach to the prevention of bullying and agreed interventions and procedures for responding to and monitoring incidents of bullying when they do occur.

## **Exclusions**

In July 2018 the 'House of Commons Education Committee report Forgotten Children: alternative provision and scandal of ever increasing exclusions', made a number of recommendations and was followed by the Timpson review in 2019, similarly making recommendations highlighting that every child, regardless of their characteristics, needs or the type of school they attend, deserves a high-quality education that allows them to flourish.

As a Local Authority (LA) we expect schools to have well trained staff and appropriate systems in place to manage the impact of compromised wellbeing and the resultant social emotional and behavioural difficulties. However it is essential that teachers and other school staff are equipped with the right tools, capability and capacity to deliver, and provide support where children need it.

Working with partners the Samaritans produced a report considering all the issues linked to exclusion. This highlights that exclusion is far more than the act of removing a child from school. Exclusion from school is linked to a much wider set of recurring inequalities, circumstances and consequences. These include social isolation, mental health issues, being stuck in a cycle of poverty, and poor outcomes. A key theme emerging is the need to shift the focus from firefighting to prevention across schools in Wales.

Research shows that those children who are not accessing education due to exclusion and those who are not attending school or having their needs met in school are more likely to be not in Education, Employment or Training (NEET), develop severe mental health problems, require involvement from the Youth Justice Service and may go to prison. Reducing exclusion from schools and other education settings by ensuring all education settings are inclusive and able to meet the needs of all children is the clear ambition of the LA.

### **3. The Inclusion compendium**

The Local Authority's Inclusion compendium provides a comprehensive suite of documents underpinned by this Inclusion Strategy. The strategy is aligned with the strategic direction of the Education Directorate and other linked strategies and policies. The LA recognises that there are number of factors to consider in further developing a truly inclusive ethos across schools and education providers and has taken into account the direction of travel for Welsh Government (curriculum reform, ALN reform, CAMHS transformation, support for vulnerable learners), thematic reviews by Estyn (as identified), research, school inspections, case studies, stakeholder views and the voice of the child in developing this approach.



The compendium comprises an executive summary for members, information leaflets for children and parents / carers, comprehensive guidance for schools and other settings and examples of policy and practice including case studies reflecting the voice of the child, and support for self-evaluation.

#### 4. Aims

The strategy aims to:

- Review and further develop a holistic LA education approach to inclusion, wellbeing, behaviour and relationships;
- support and empower schools to further develop their coherent whole school approach to wellbeing, relationships and behaviour;
- support schools to reduce exclusions and improve attendance;
- provide a framework for associated guidance;
- promote effective partnerships and cluster working;
- support effective working between schools and other education providers to share good practice.

#### 5. Definitions

##### **Inclusion**

Inclusion focuses on the right to include all people irrespective of race, gender, ability, disability, medical or any other need.

Inclusion in education aims to ensure the participation of learners in the curriculum and the wider community, to enable the highest achievements and attainments of all and promotes a sense of belonging. This ethos will impact on the cultures, policies and practice of every establishment and service, and promote the learning and participation of vulnerable children, young people and adults. The outcomes associated with inclusion are key to ensuring equality of opportunity.

Children will be educated in mainstream schools wherever possible, in line with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act

2018 (and the proceeding SEN legislation and guidance).

### **Equality**

Equality is the elimination of unlawful discrimination, harassment, victimisation and any other unlawful conduct. It is also the advancement of equality of opportunity and fostering of good relations to tackle prejudice and promote understanding. Caerphilly County Borough Council is committed to upholding and promoting equality as outlined in The Equality Act 2010.

The Education Directorate is committed to actively promoting equality of opportunity for all learners. In order to ensure accessibility for all, reasonable adjustments may be required to support individual learners and will be linked to the schools equality plans.

### **Equity**

Equity means fairness and justice and brings with it the recognition that not everyone starts from the same place and therefore adjustments need to be made to address any imbalances. This involves an ongoing process of identifying and overcoming intentional and unintentional barriers arising from bias or systemic structures.

### **Diversity**

Diversity refers to groups of social differences such as race/ethnicity, class, gender, sexual-orientation, gender preferences, country of origin, dis/ability, cultural, political, religious, or other group affiliations.

### **Wellbeing**

There are many definitions of wellbeing from that of the WHO, the Social Services and Wellbeing Act, the National Excellence Framework and the Wellbeing of Future Generations Act.

For the purpose of this strategy the focus is upon emotional health, developing positive relationships, healthy behaviour and developing knowledge and skills (Appendix 1).

## **6. Philosophy, principles and values – a framework for inclusion and wellbeing**

An inclusive society will seek to ensure that the potential of every individual is fully developed by addressing their needs in a holistic way in order to achieve better outcomes for all. Inclusion involves celebrating, not just tolerating, diversity and the creative use of resources to support all children to learn effectively. The LA is committed to the principles of inclusive education and its responsibilities to implement this across all relevant service areas and activities.

**“Inclusion requires active involvement from all concerned. It places the onus on schools to adapt their organization and their ways of responding to the needs of all children and young people and to value their development in all areas.”**

(Inclusion and Pupil Support, WG 2015)

The Local Authority (LA) considers that inclusion is a fundamental principle that underpins all our practice and procedures and is committed to an effective and inclusive education system in which all children are:

- valued equally;
- treated with respect;
- able to participate in processes which affect them and have the right to have their voices heard;
- given equality of opportunity;
- given opportunities to achieve and are supported to progress holistically in accordance with their individual learning needs;
- given access to environments that nurture, empower, are safe and promote trust.

All children should have access to an appropriate and high quality education, which will inspire them to participate in lifelong learning. In order to achieve this the Local Authority (LA), schools, early years and other educational settings will:

- work collaboratively to promote equality of opportunity for different groups of learners and make all necessary or reasonable adjustments to enable participation for all;
- review policies and practices to ensure they actively support the engagement of all learners including the most vulnerable and do not discriminate against particular groups of learners;
- pro-actively promote equality in all areas in relation to all protected characteristics under current UK and Welsh Government legislation on Equalities, Welsh Language and Human Rights;
- provide a curriculum which promotes equality and diversity and which develops the four core purposes of the Curriculum for Wales.

As identified positive relationships between children in education settings, teachers, youth workers and parents / carers are key to developing safe and healthy schools where children are able to achieve and there should be clear mechanisms and structures which support these positive relationships. Schools and other education settings should have an inclusive ethos and culture that fosters resilience and promotes wellbeing of all.

## **7. Vulnerable learners**

Children may be seen as vulnerable for a number of reasons. In accordance with Estyn, vulnerable children may be defined as those who may be more likely to experience emotional, social, and developmental barriers to learning. This may be as a result of their life experiences and disadvantage. This includes children with additional needs, children looked after, those at risk of exclusion, young carers, young offenders and those adversely affected by the pandemic as an example. The role of the LA is to ensure that schools and providers are supported to identify the vulnerable learners in a broader context and that there are clear links for support for schools from EAS and LA officers. It is often the most vulnerable learners for whom education other than at school (EOTAS) is considered. The LA has a clear EOTAS policy which aligns with the principles outlined in this Strategy.

### **a. Additional Learning Needs**

The LA has an ALN Policy (Appendix 2) which defines Caerphilly Local Authority's (LAs) approach, objectives and plans (within the context of current legislative changes) to support schools to meet the needs of children with additional learning needs (ALN) to overcome barriers and challenges to enable them to reach their full potential.

The principles underpinning the additional learning needs system are to support the creation of a fully inclusive, person centered education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enable them to participate in, benefit from, and enjoy learning.

Caerphilly LA will include the participation of children and young people in decisions which affect them, which ultimately may contribute to better outcomes for them.

### **b. Children Looked After**

The LA has a policy for children looked after (CLA) which outlines the LA approach, supports the development of schools policies, implementation and monitoring of a consistent approach, working in partnership with children's services and the EAS. (Appendix 3)

## **8. Wellbeing**

Welsh Government defines a Healthy School as one which "Actively promotes the physical, mental and social health of its community through positive action by such means as policy, strategic planning and staff development, with regard to its curriculum, ethos, physical environment and community relations."

Relationships between children and adults are critical. Those who know children well are best placed to identify wellbeing concerns, build resilience and deliver low-level therapeutic input.

In schools and other settings, relationships with adults such as teachers, teaching assistants and youth workers, are key to developing safe and healthy provisions where children are able to achieve and there should be clear mechanisms and structures which support positive relationships.

Schools and other education settings should strive to have an inclusive culture that fosters schools ability to provide protective factors that develop resilience and promote wellbeing.

The LA, working together with partners, aims to support schools to develop a coherent whole school approach to wellbeing, focusing on the Welsh Government 'whole school approach' and to develop a coherent whole education approach to wellbeing across a range of dimensions. School to school working will be essential in sharing good practice.

These aims are consistent with the recommendations outlined in Estyn's (2019) report: Healthy and happy: school impact on pupils' health and wellbeing and with the 'Mind Over Matter' (2018) report.

Feeling safe in school is fundamental and schools work to promote wellbeing will be closely aligned with their active approach to bullying prevention and the LA's bullying prevention policy which shares core principals with the Inclusion Strategy.

At the heart of the approach for wellbeing is the principle that positive and respectful relationships are the foundation upon which all strategies rest (staff, children and parents / carers and Local Authority (LA) and third sector agencies). The elements which promote healthy relationships are:

- Support for staff wellbeing;
- Building resilience in organisations;
- Parental engagement;
- The voice of the child;
- Strong and effective communication;
- Ongoing skills, development and training.

Implementation of this approach will be supported through:

- Effective screening activities that support schools to identify children in need;
- Activities that support whole-school approaches;
- Activities to support schools to implement wellbeing approaches;
- Implementation and evaluation.

Different schools might identify development at different levels. The Local Authority (LA) response can then reflect the specific identified need(s) of that school, in relation to whether a universal, targeted or specialist intervention is required.

*a. Emotional wellbeing*

The LA, working with partners aims to further empower schools to develop a whole-school approach appropriate to their setting. This will enable schools to: identify children who are vulnerable and offer targeted support where possible and know when and where to refer more significant concerns. The approach reinforces the need for early intervention and support for a range of universal, targeted and specialist emotional wellbeing initiatives (see toolkit).

*b. Physical wellbeing*

Currently, every school within Caerphilly is signed up to the Healthy School scheme and is actively engaging. Schools implementing a whole-school approach to wellbeing will be encouraged to apply for the National Quality Award for promoting health and wellbeing through the Welsh Network of Healthy School Scheme.

The Healthy Schools Team supports schools by implementing a range of health initiatives, such as:

- Whole school approach in delivering Relationships and Sexuality Education and Substance Use and Misuse Education within the curriculum;
- Designed 2 Smile tooth brushing scheme delivered in foundation phase;

- Supporting uptake of the annual flu immunisation programme;
- Daily Mile or alternative activity based programme;
- Active travel to and from school;
- Eco Schools / Forest Schools;
- E-bug hygiene programme;
- Signpost schools to use the services listed; Police Liaison Scheme, School Nursing Service, NSPCC, Spectrum Cymru, Gwent Ngage, Tenovus Cancer Care, Young Minds, Fearless Crime Stoppers, EYST and Samaritans.

The Sport Development Team run a number of programmes and projects that impact on the promotion of wellbeing (e.g., Positive futures, walking football/netball, school sports programmes and the daily mile), in addition to sports clubs, which are held in local leisure centres over the school holiday periods (such as half-term football clubs).

Alongside the department's programmes, the team deliver on multi agency projects where services come together to deliver additional programmes such as the Caerphilly 10k, Park Runs, Healthy Schools & Safer Caerphilly. These projects & programmes have a direct impact on the promotion of wellbeing.

### *c. Staff wellbeing*

Research has found psychological wellbeing to be the most powerful and reliable predictor of performance and staff turnover. Therefore, it is important that we consider staff wellbeing in addition to children's wellbeing. In support of this, Caerphilly EPS can provide a whole-school wellbeing training package for school staff, which is accompanied by a 39-week wellbeing programme, for which the educational psychologist can support staff to identify their wellbeing targets and tailor the wellbeing initiatives from the programme to meet the needs of the school.

- Council wellbeing group

The Council is committed to supporting the wellbeing of its staff and has a multi- directorate group responsible for promoting wellbeing.

- Managing ill health

Caerphilly County Borough Council recognises that a proactive approach to health, wellbeing and safety will make a significant contribution to an employee's health and wellbeing and has clear processes in place.

- Care First

Caerphilly CBC employees are able to access Care First advice, information and counselling service. The Care First helpline is available 24 hours a day, 365 days of the year. This service is completely independent and confidential. Counsellors can help with work-related issues or personal problems and all the counsellors are members of, and accredited to, the BACP (British Association for Counselling and Psychotherapy), with significant experience in a supervised clinical setting. The highly trained professional information specialists can provide comprehensive answers and assistance on a wide range of issues which affect daily life.



## 9. Relationships and Behaviour

In seeking to support the development of appropriate relationships and behaviour the LA recognises that developing effective practice is essential. All those working with children need to have a developed understanding of why behaviour is causing concern. This will include understanding the underlying causes or triggers for challenging behaviour including emotional, social difficulties, trauma, neuro developmental needs and difficulty accessing the curriculum as a result of learning difficulties.

The Local Authority (LA) promotes working in partnership with schools and education settings and others to improve outcomes for children. Supporting the schools approach to relationships and behaviour involves:

- ensuring appropriate school policies are put in place and are embedded into practice;
- securing positive behaviour through effective teaching and learning environments in which there is a positive ethos and supportive relationships between staff and children;
- providing an emotionally secure, caring, safe, supportive and secure learning environment which promotes positive and purposeful learning, and positive relationships, where all individuals are accorded respect and dignity and where all children are able to learn self-control, self-discipline and personal accountability;
- preparing children to contribute to, and cope with, the demands of a rapidly changing world and go on to become responsible, independent and caring young people who will make a positive contribution to society;
- providing a framework to establish a coordinated, consistent approach to developing positive behaviour and reducing exclusions;
- developing a consistent approach to identifying behaviour that is causing concern and to respond in an appropriate and consistent manner (e.g. use of behaviour scripts, restorative conversations and a graduated response that seeks to support the young person's ability to change their behaviour);
- creating an ethos that promotes de-escalation and supports positive behaviour;
- ensuring there is a rigorous process of monitoring and evaluating progress;
- developing programmes to help develop all children's emotional and social wellbeing. This should be integrated into all aspects of the curriculum;
- implementing a range of initiatives to support children's emotional and social skills at a group and individual level (e.g. SEAL, ELSA, ) and using data effectively to inform practice;
- ensuring there are effective training programmes available to schools;
- developing the continuum of specialist support and provision to meet the range of identified need in the Local Authority (LA);
- sharing good practice across the Local Authority (LA).

## 10. Exclusions

The LA approach to exclusions focuses on the commitment to work together to promote inclusion and wellbeing and reduce exclusions for all children. The aim is to implement strong inclusive, multi-agency practice working towards a situation where fixed term exclusions are considered in the context of a proactive approach and permanent exclusions are only ever used as the very last resort.

The decision to issue an exclusion of any sort rests with schools. However in considering the use of exclusion the LA and schools will work together to develop a more consistent approach. When considering fixed term exclusions schools must be clear about why they are using this and whether this is having any impact. Where schools are regularly issuing fixed term exclusions or several fixed term exclusions for individual children, the school and LA would work together to consider whether this is having the intended impact and consider alternative approaches. Schools are expected to use permanent exclusion as a last resort and, whilst taking due regard of the needs of other children they should use every reasonable means to support and intervene with children thus preventing exclusions of any kind. It is clear that children who are permanently excluded from school have great difficulty in returning to mainstream education and rarely fulfil their educational potential. These children are also likely to be at risk of becoming involved in crime, antisocial behaviour and other activities that may cause them to be at risk.

Most children will have their needs met in mainstream settings and in nearly all cases disengagement with learning, individual needs and challenging behaviour are addressed and resolved in mainstream school. However there is also a clear understanding by the LA that at a given time a level of intervention may be required to support schools and individuals to ensure that this happens effectively.

In realizing our collective commitment towards this vulnerable group of learners, there must be a focus upon what is important to and for the individual, and what will work best for them. In this regard children's voice is vital. The principles here are consistent with the Welsh Government approach to reshaping the Additional Learning Needs (ALN) agenda in terms of person centered practice.

Schools should ensure they are compliant with legislation and guidance (for example exclusions, equalities and discrimination, additional learning needs, safeguarding and children looked after) when considering whether to issue an exclusion. Exclusion should be considered the 'last resort'.

Essential in developing the whole LA and school approach is leadership. The vision and culture of the LA and its schools drives the belief that all children can develop and improve with the right support, consistently communicated to staff, children and parents / carers, and that school leaders will both enable and hold staff to account to achieve this.

The most effective and ambitious schools are those that are open to influence, welcome challenge, are reflective and self-evaluative, are keen to share their good practices with others, work collaboratively to support, and benefit from, the work of other schools and agencies and are actively seeking to learn from best practice elsewhere.

A focus that adopts and implements a consistent approach is important across schools. Underpinning principles are to ensure that approaches are viewed in the context of restorative and rights respecting methods. Schools will have a clear focus upon understanding ACES, trauma and attachment, embedding the whole school approach to mental health, excellent approaches to supporting learners with additional learning needs (ALN) and commitment to developing and delivering a curriculum that embodies principles of learning skills for life.

Where a young person begins to present with patterns of absence or behaviour in their education setting which are giving rise for concern, staff teams should be well supported to confidently identify the next steps to be taken through their whole school/setting policies, systems and processes.

The Head Teacher and Senior Leadership Team should ensure that all staff are aware of the importance of early intervention and of using a strengths based approach to be taken to gain a full understanding of both the reasons for the young person's absence or behaviour and the range of interventions that can be used to support them (see toolkit).

Schools should have well embedded universal systems in place to meet the needs of all learners, (irrespective of whether there are any specific circumstances) and a repertoire of interventions to support a range of need. The use of relevant individual plans as working documents is critical in documenting identified needs and provision that schools / settings put in place to respond to needs, to enable developments to be tracked, and to inform next steps.

## **11. Partnerships**

Working in partnership is critical in ensuring inclusion across the LA, schools and education settings. The LA will promote existing and new partnerships within the LA and between LA and health, social care, voluntary agencies and stakeholders.

It is everyone's responsibility to ensure that:

- all learners are safe, healthy, achieving, nurtured, active, respected, responsible and included;
- learners are at the centre of all decisions;
- learners are challenged and supported to achieve success in their learning;
- the achievements of all learners are recognised and celebrated;
- the views of learners and parents / carers are sought about decision which affect them;
- appropriate support and intervention is available and based on assessment of need;
- transitions are carefully planned and supported;
- children are supported to attend mainstream schools, in line with the requirements of the Additional Learning Needs and Education Tribunal for (Wales) Act (2018);
- inclusion and equality is promoted in daily interactions with learners, thus ensuring an ethos of achievement, empowerment and engagement to promote self-esteem, wellbeing and a sense of belonging;
- the needs of learners are identified and met;

- staff understand their role and responsibility in relation to the requirements of The Equality Act 2010;
- all learners are supported to express their views and are encouraged to be involved in making decisions about their learning;
- parents / carers are encouraged to play an active part in relation to their child's education and are effectively consulted.

Existing partnerships include:

a. Health and Social Care

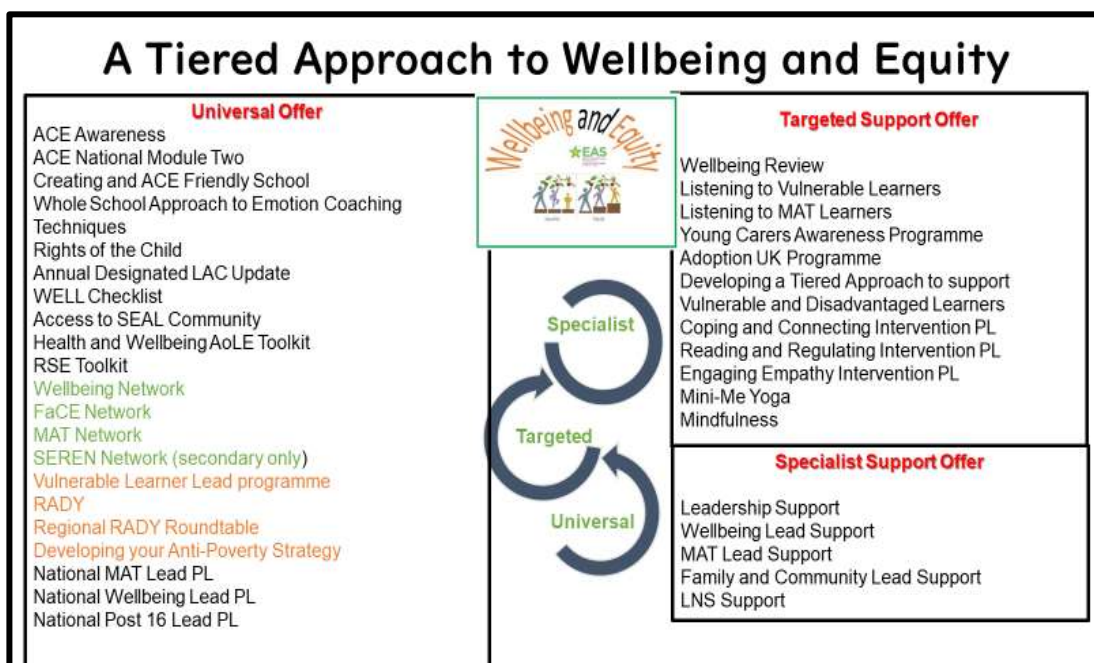
The Local Authority (LA) works in partnership with Health, Social Care and Youth Offending Service in relation to several regional groups; these include:

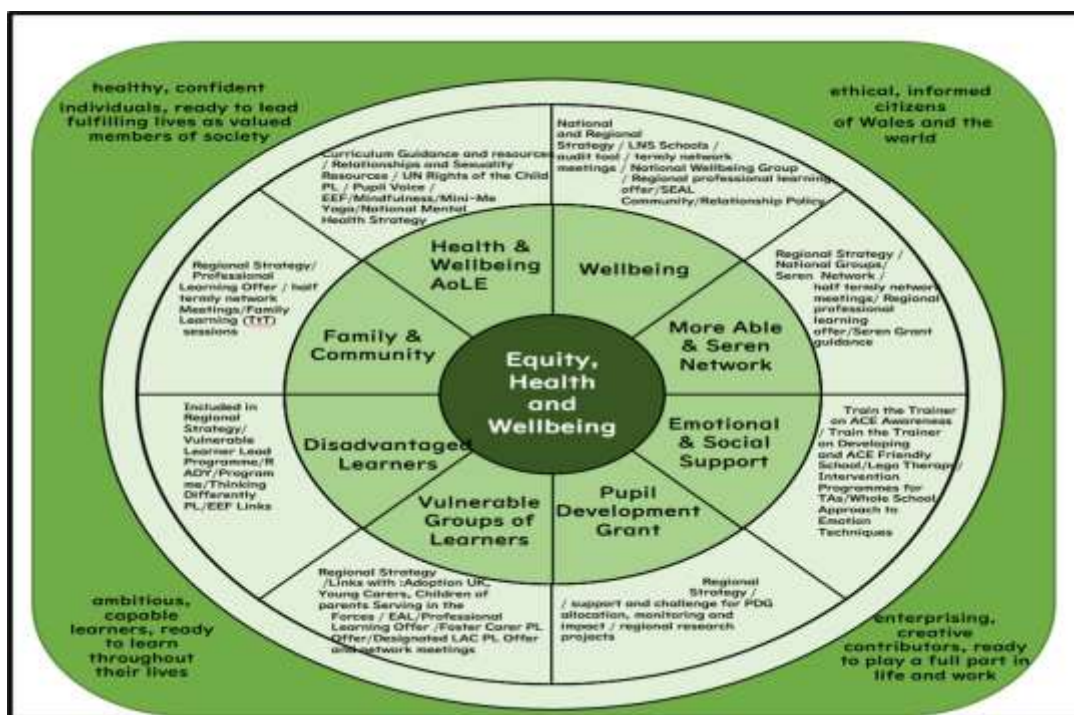
- Trauma Stress Wales Children and Young People (CYP) work stream. This group aims to develop and pilot an integrated trauma pathway and outcome measurement for CYP; develop training resources; and deliver specialist, evidence-based psychological therapies and supervision to support the implementation of the integrated trauma pathway.
- Together for Children and Young People (T4CYP) Early Help and Enhanced Support work stream. This group aims to facilitate a whole system and whole school approach to meet the mental health needs of the 'missing middle' and represents a cultural shift in thinking about specialist services. The group has developed a framework to ensure that children and parents/carers have easy access to expertise and co-produced innovations from a NEST of people, experiences and environments that feel Nurturing, Empowering, Safe and Trusted.
- CAMHS Transformation Steering Group. This was set up to facilitate a multi-agency model which has a focus on early intervention and prevention. This aims to embed specialist clinical expertise alongside frontline childcare staff and within communities, to enable frontline staff to 'hold on' to children and their families, in order to embed stability and consistency in children's lives. This model is consistent with the proposed step-change to CAMHS that was set out in the Mind Over Matter report, which advocates for a whole system approach to address the 'hidden burden' of mental health problems. The aim is to ensure sustainability by meeting families' needs at an early stage to prevent Health, Social Care or Education needs from escalating by ensuring effective early intervention and support.
- Gwent Partnership Board: Integrated and multi-agency safeguarding, early intervention and prevention arrangements. The purpose of the Partnership Board is to provide a governance structure for the development and implementation of integrated, multi-agency and all age safeguarding, early intervention and prevention arrangements in Gwent.
- The Education and Social Care Directorates work closely together to safeguard children and ensure that the critical importance of collaboration and partnership is understood and embedded across the organisation.

b. Education Achievement Service (EAS) - Wellbeing and Equity Strategy

The EAS Wellbeing and Equity Strategy has been established to support all schools across the region in the development of their own strategy to support all learners and all members of the workforce. This strategy outlines the national and regional picture and is supported by a Wellbeing Directory/Toolkit (available on Hwb).

The diagrams below illustrate the tiered approach and how the EAS will work in close collaboration with Local Authorities and partners to realise the wellbeing goals for the region.





The EAS supports schools and clusters to build capacity to provide high quality support and resources to ensure all children have equal access and that those requiring support, receive appropriate provision. This is achieved by:

- supporting schools to ensure effective use is made of all grant spend;
- implementing network meetings for school-based Family and Community Engagement Officers;
- providing professional learning opportunities that focus on trauma informed practice and the effect that Adverse Childhood Experiences (ACEs) have on learner's wellbeing;
- working in partnership with Local Authorities to deliver national policy in line with the Equity and Wellbeing agenda;
- working with key partners to support schools and clusters to improve the provision for Equity and Wellbeing at all levels;
- delivering a professional learning offer that uses the Excellence in Teaching and Leadership Framework as a tool to improve outcomes for all learners;
- the development of a Wellbeing Directory/Toolkit of resources and case studies in collaboration with Local Authorities that will be hosted on the Hwb platform;
- the development of a 'Wellbeing Walk Audit' that will enable schools to evaluate current provision and identify priorities for improvement linked to the wellbeing agenda;
- developing the role of the Learning Network Schools in supporting, coaching and guiding schools in the delivery and evaluation of the Professional Learning Offers.

### c. Youth Service

The efficacy of the youth work relationship with young people is well known and a key focus of youth service support links to support for young people to develop their health, wellbeing and resilience, and provision of targeted intervention for young people that have/are experiencing Adverse Childhood Experiences.

The Youth Service has an Equality, Inclusion & Diversity Policy which aligns with this strategy. Youth Work and Teaching approaches are complementary and in particular, Youth Work provides broad engagement opportunities that promote both educational and social inclusion. The Youth Service ethos lies within the vision and opening statement of the Policy which is *for young people to have fun, feel valued and listened to, and to learn, achieve and aspire to do well now and in the future.*

The Youth Service provides services for young people that are designed for them, their interests and needs. The Youth Service aims to help young people to understand who they are, how they relate to others, and support them through experiences that enhance their personal and social development. The youth work relationship, in particular, can provide for more informal opportunities for involvement in activity that promotes wellbeing, including for those who may have experienced trauma as a result of Adverse Childhood Experiences. Though for any and all young people, Youth Work can be particularly effective in engaging those with vulnerabilities and specific strands of the Youth Service focus on support for:

- those that require low level mental health/wellbeing support;
- vulnerable young people of school age who are at risk of becoming NEET at the point of leaving formal education;
- LGBTQ+ young people;
- those at risk of becoming homeless;
- those that are vulnerable in a family context.

Broader involvement opportunities that promote inclusion are with the service's Junior and Youth Forums, its information services, its EOTAS activity, its community safety and community involvement teams and the via the Targeted Youth and Family Engagement Project.

### d. Healthy Schools

The Healthy Schools team:

- supports schools in developing a whole school approach to supporting mental and emotional health and wellbeing (children staff, parents / carers and local community);
- ensures relevant policies are in place, which consider mental emotion health and wellbeing (MEHWB) considerations and school provision;
- provides opportunities for school staff to access a range of training that can support MEHWB within their setting;
- helps schools to set up and actively deliver a range of health initiatives that support MEHWB issues across the school (children, staff, parents / carers and local community);

- supports schools to deliver a full PSE curriculum to all year groups that includes a range of MEHWP education;
- reviews and promote new curriculum resources that support PSE topics;
- supports and develop the children's voice within the school. Ensuring schools have a range of committees in place for children to be actively involved with;
- develops positive links with internal and external partners that can directly support the MEHWP of children and staff;
- provides professional advice to schools on how they can directly support MEHWP within their school;
- supports schools in providing opportunities to develop MEHWP of their parents / carers, families and local communities;
- encourages schools to promote a positive attitude towards staff wellbeing, as well as providing a range of options to support;
- ensures the school environment (classrooms, staff room and outdoor grounds) supports and promotes MEHWP.

#### e. Education Welfare Service

The Education Welfare Service is a specialised support service that work closely with families and schools to improve pupil attendance, which in turn supports wellbeing and attainment. This includes:

- Support for schools in re-engaging reluctant learners and their families;
- Specific focus on vulnerable groups, including FSM pupils, those at risk of becoming NEET and Children Missing in Education;
- Supporting schools in producing monitoring and tracking of those pupils with poor attendance;
- Additional monitoring and scrutiny of processes where children may require a licence for performance in the creative arts industry;
- Additional monitoring and scrutiny of processes where children may be in employment;
- Targeted work with families where relationships with the school have deteriorated;
- Participation in multi-agency approaches to meet the needs of the learner;
- Delivery of training to key school staff to share best practice and introduce new initiatives.

## **12. Monitoring, evaluation and review**

In seeking to further develop unified and consistent approaches, respond flexibly in times of crisis such as a pandemic, learn from good practice and understand what we need to do differently we must review whether we are making a difference. There are a range of measures that we may consider as evidence to support evaluation. It is critical that the LA, schools and education settings, partners and stakeholders work together to measure impact using an appropriate suite of indicators.



From an LA perspective this involves:

- ensuring clear systems and processes are in place;
- promoting early intervention;
- appropriate identification of vulnerable groups;
- ensuring needs of learners are met;
- appropriate use of resources;
- evaluating LA services (delivery and impact) via the SIP;
- links to School Causing concern (SCC) meetings as appropriate;
- partnership meetings with EAS as appropriate
- links to review meetings (within LA or with schools);
- evaluation of stakeholder feedback;
- holding schools to account;
- reporting to Education Scrutiny;
- review meetings with Estyn.

From a schools and staff perspective this includes:

- ensuring a consistent and graduated whole school approach to inclusion, wellbeing and behaviour;
- delivering an inclusive curriculum, responding to the national agenda and children's needs;
- identifying further areas for development through evaluation, review and monitoring of the SDP;
- use of School Health research Network (SHRN) data
- expressing and demonstrating competence in and confidence responding to children' needs;
- reporting increased personal and social wellbeing in work.

From the children's perspective this involves:

- reporting they feel safe in school;
- reporting increased personal and social wellbeing in school ;
- demonstrating increased engagement;
- improved outcomes;
- showing changes in behaviour towards others.

From a data perspective this will show:

- attainment is maintained or improved;
- exclusions are reduced;
- attendance is improved.

### **13. Training**

The LA will work with partners to provide training and professional learning linked to wellbeing, additional learning needs, behaviour and the exclusion process. This is available to Governors, teachers, TA's and other school / setting staff as appropriate.

The offer will include opportunities to collaborate across clusters and the region, shadowing, learning from research based practice, and access to formal training events.

#### **14. Appendices**

- Appendix 1 – wellbeing definitions
- Appendix 2 – Additional Learning Needs Policy
- Appendix 3 – Children Looked After Policy
- Appendix 4 – Document hyperlinks (Equalities Act, Children Cct, Wellbeing of Future Generations, Inclusion and Pupil Support, Hwb, Additional Learning Needs and Education Tribunal for (Wales) Act (2018), Welsh Language Measure, School Effectiveness Framework )



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## Inclusion Strategy Appendix 1

### Wellbeing Definitions

The WHO (World Health Organisation) define mental health as a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community (WHO, 2012).

In the Social Services and Wellbeing (Wales) Act (National Assembly for Wales, 2014, p.115), “wellbeing means wellbeing in relation to any of the following—

- physical and mental health and emotional wellbeing
- protection from abuse and neglect
- education, training and recreation
- domestic, family and personal relationships
- contribution made to society
- securing rights and entitlements
- social and economic wellbeing
- suitability of living accommodation
- physical, intellectual, emotional, social and behavioural development
- “welfare” as that word is interpreted for the purposes of the Children Act 1989”.

The NEF (2009; National Accounts of Wellbeing) advocate that wellbeing is made up of emotional, physical, and social components; these include -

- Feeling positive (more often than negative)
- Feeling satisfied with life, enjoying life
- Vitality: having energy, feeling well rested, feeling healthy, being physically active
- Self-esteem – feeling good about yourself
- Feeling optimistic about the future
- Resilience – being able to deal with life’s difficulties
- Having control over your day to day life
- Feeling free to do what you want and having the time to do it
- Feeling a sense of achievement in things that you do
- Being able to make use of your abilities
- Enjoying what you do in life
- Having opportunities to learn
- Feeling that what you do in life is valuable and worthwhile
- Feeling valued by others
- Having supportive relationships with family and friends
- Trusting other people in your social circle and neighbourhood

- Being treated fairly and respectfully by others
- Feeling that you belong

# Additional Learning Needs (ALN) Policy

2020 - 2022

## **Contents**

- 1. Executive summary**
- 2. Local Authority Strategy and Policy links**
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## **1. Executive Summary**

The ALN Policy defines Caerphilly Local Authority's approach, objectives and plans (within the context of current legislative changes) to support schools to meet the needs of children and young people with additional learning needs (ALN) to overcome barriers and challenges to enable them to reach their full potential.

The policy sets out the National context for meeting the needs of all learners, as outlined by the Education in Wales: Our National Mission Action Plan 2017-21 and the Additional Learning Needs and Education Tribunal (Wales) Act. Both the plan and the Act advocate the need to work in partnership to ensure that all learners are inspired, motivated and supported to reach their potential and that every learner has access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning. The duties placed on Local Authorities by the Act and the new Additional Learning Needs Code, (due in 2021) are highlighted.

The local context demonstrates how Caerphilly's ALN policy is supported by the aims and objectives identified in wider local authority strategies. The holistic view that Caerphilly Local Authority (LA) has taken to understand how key issues in children's early years, such as poverty and exposure to ACES, can affect attainment is outlined. Within this context, the LA focus is on: improving the provision and outcomes for vulnerable groups of learners; early intervention; reducing the rates of exclusions (as these impact upon pupil attainment and outcomes); securing excellence in learner well-being; and ensuring that the LA is fully compliant with the Additional Learning Needs and Tribunal Act 2018 (implementation date September 2021).

Definitions of ALN and Disability are provided. The principles underpinning the ALN system are discussed and the importance of including children and young people in decisions which affect them are highlighted, as this can contribute to better outcomes for them.

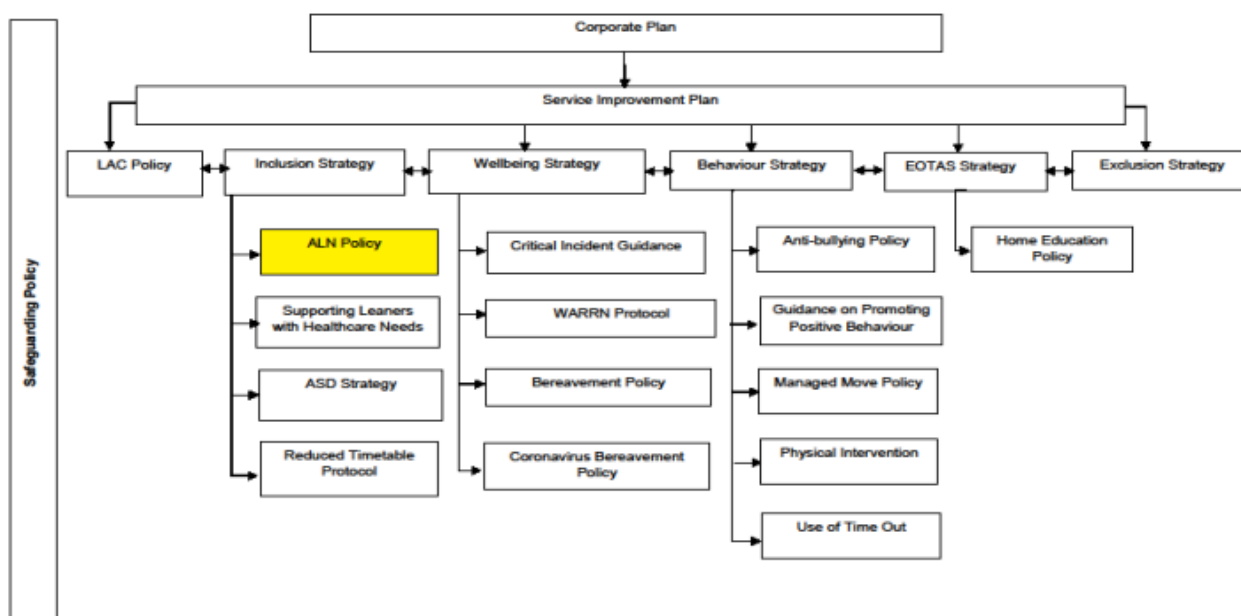
The key partnerships with the Education Achievement Service (EAS), local and regional services, schools and other educational settings are set out to emphasise the importance in facilitating high quality support and provision and developing the knowledge and skills of school staff to effectively support children with additional learning needs.

The roles and responsibilities of schools and early years settings (including the governing body, senior leadership team, additional learning needs coordinator and teachers) and the local authority with respect to the duty outlined in the Additional Learning Needs Act and Code to: identify whether a child or young person has

additional learning needs, prepare, maintain and transfer an IDP, Partnership/Dispute resolution, Safeguarding and Monitoring, Evaluation and Review are highlighted.

Finally, the range of training to support pupils with additional learning needs that the local authority and its key partners can provide to schools is outlined and a full set of supporting appendices is provided.

## 2. Local Authority Strategy and Policy Links



## 3. Context

### National Context

All learners must be supported to be emotionally and physically ready to learn in a safe and supportive environment. Equity requires that we ensure that the system, at settings, local and national level takes account of and responds to the unique challenges that present themselves to individuals or groups of learners. We will strengthen partnership working to improve the early childhood experiences of children and ensure a widespread understanding of the importance of the first thousand days in a child's life. Our twenty-first century curriculum will help schools focus effectively

on learner well-being, equity and excellence. Each learner must be respected and challenged to achieve the best that they are capable of, including our most able learners, while being supported to overcome barriers that inhibit their learning. Children and young people who have strong relationships and a positive sense of self – and who can understand and manage their own health and emotions – are in a better position to reach their full potential in the future.

Working in partnership, we are determined that no challenge should prevent any learner from reaching their potential, including those learners who experience several Adverse Childhood Experiences (ACEs).

*(Education in Wales: Our National Mission Action Plan 2017 – 21)*

The Additional Learning Needs and Education Tribunal (Wales) Bill was passed by the National Assembly for Wales on 12 December 2017 and became an Act on 24 January 2018 after receiving Royal Assent.

There is a clear duty on local authorities to favour education at mainstream maintained schools

- The power of local authorities to secure additional learning provision (ALP) at independent schools will be limited.

The Welsh Government is committed to ensure that all learners are inspired, motivated and supported to reach their potential. Every learner should have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.

The Act places a range of duties on the local authorities in relation to additional learning needs (ALN) which can be grouped as follows;

- Specific duties in relation to individual learners (usually those in their area) such as duties to maintain individual development plans (IDPs) for some learners (including learners who are dual registered and those with more complex needs).
- General duties – to support the functioning and effectiveness of the additional learning needs system – including the duty to provide information and advice and the duty to keep additional learning provision under review.
- Local authorities will be directly responsible for meeting the needs of children and young people with the most complex and/or severe needs, those who do

not attend a maintained school or further education providers in Wales (including those below school age).

- To have due regard to the United National Convention on the Rights of the Child (UNCRC) and United Nations Convention on the Rights of Persons with a child or young person. (It provides guidance on actions local authorities and NHS bodies might consider taking when discharging these duties).

The new additional learning needs Code will be in place from 2021. This will impose a duty on local authorities, early years setting, schools, providers and further education providers to determine whether children and young people aged 0-25 have additional learning needs (ALN), which calls for additional learning provision (ALP). Once a school or setting has decided that a child has additional learning needs (ALN), it must prepare an Individual Development Plan (IDP) for that child. Where emerging needs are identified particularly in very young children this does not necessarily require an identification of an additional learning need but may require early intervention.

The Code will set out the general principles underpinning the additional learning needs system which are reflected in the 2018 Act.

- A rights-based approach where the views, wishes and feelings of the child or the child's parent(s) / carers are central to the planning and provision of support; and the child, child's parent are enabled to participate as fully as possible in the decision making process.
- Early identification intervention and effective transition planning where needs are identified and provision put in place at the earliest opportunity, and transitions are planned in advance.
- Collaboration where all those involved in planning and providing support to children and young people with additional learning needs (ALN) should work in the best interests of the child or young person.
- Inclusive education where children and young people are supported to participate fully in mainstream education, wherever feasible, and a whole setting approach is taken to meeting the needs of learners with additional learning needs (ALN).
- A bilingual system where all reasonable steps are taken to deliver additional learning provision (ALP) in Welsh for children and young people who require support through the medium of Welsh, with scope for increasing the delivery of additional learning provision (ALP) in Welsh over time

In following the additional learning needs legislation and guidance the Local Authority will also be mindful of other relevant legislation and guidance such as the United

Nations Convention on the Rights of the Child, The Social Services and Wellbeing Act and The Equalities Act.

### Local Context

This policy is supported by the aims and objectives identified in wider local authority strategies including the CCBC Service Improvement Plan (2020), Corporate Plan (2018-2023) Education Achievement Service (EAS) Business Plan (2017 – 2020), Caerphilly Council Well-being Objectives 2018-2023, Shared Ambitions Strategy (2019 – 2022), Inclusion Strategy, Wellbeing Strategy, Education Other than at School (EOTAS) strategy and Not in education, employment or training (NEETS) strategy.

Objectives that relate to this includes to:

- Raise the standards of attainment.
- Support those who are not able to follow a traditional attainment path.
- Improve the learning environment.
- Improve skills for a digital age.
- Support learning that enables young and adult employment opportunities.
- Safeguard all children and young people in order to create a climate for learning, particularly for those most vulnerable.

Caerphilly Local Authority (LA) takes a holistic view of education such as understanding issues in children's early years and aspects like poverty and how they can affect attainment. Much has been done to develop a multi-agency approach and learn from relevant research, such as work on 'Adverse Childhood Experiences (ACES).

The Local Authority will be looking at how it can help those who are more vulnerable and unable to access a traditional pathway, as well as provide learning for young people and support for adults, whether that is to provide more skills or opportunities into employment. This objective is about preventing longer term problems for future generations that are associated with low skills and lack of learning opportunities.

**(Caerphilly County Borough Council – Corporate Plan 2018 – 2023)**

The Local Authority is committed to the delivery of statutory education for children and young people, alongside providing support and guidance to families to provide opportunities for those children and young people to achieve within their schools and communities. It provides opportunities for adults and young people to improve their life chances by gaining qualifications and supports them into sustainable employment.

The education directorate will focus on:

- Improving the provision and outcomes for vulnerable groups of learners
- Early intervention
- Reducing the rates of exclusions, therefore impacting upon pupil attainment and outcomes
- Securing excellence in learner well-being
- Ensuring that the Local Authority is fully compliant with the Additional Learning Needs and Tribunal Act 2018 (implementation date September 2021).

Exceptionally it is recognised that for a small minority of children and young people with severe and complex needs, alternative provision arrangements will need to be identified. Within the Local Authority (LA) there is a continuum of specialist provision that includes Trinity Fields School and Resource Centre (main school and satellite provision), which is an additional learning needs centre of excellence, and specialist resource bases attached to mainstream schools. These facilities are appropriately resourced to meet the needs of children and young people with more significant additional learning needs including those that are educated through the medium of Welsh.

Caerphilly County Borough Council believes that for the majority of children and young people the best place to undertake their education is in their local mainstream school. It is recognised that schools have to respond to a diverse range of pupil need and they may require help and support from other agencies, including the Local Authority. There will be a small but significant group of children and young people who may be unable to be educated in school at a given point in their life. Where a child is not electively home educated, a key priority for the Local Authority is returning these children to school as soon as they are able to do so; therefore Education Otherwise Than At School (EOTAS) provision is not to be considered as a long term solution. The Local Authority education other than at school strategy and associated policies and guidance provide further detail regarding the approach taken by the Local Authority in this area.

*(A full list of specialist provision within the Caerphilly Borough is attached – Appendix 1)*

## **4. Definitions**

### **Additional learning needs**

A child/young person is said to have 'additional support needs' if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age. Children might need extra help to be able to take part in school or get the most from their education.

Key questions:

- Does the child have significantly greater difficulty in learning than the majority of others of the same age?
- Does the child have a disability (within the meaning of the Equality Act 2010) which prevents or hinders the child from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained school or mainstream further education providers?

In the early years providers will focus on early intervention to support emerging needs thus supporting children where possible to have their needs met in mainstream alongside their peers. In some instances it may be appropriate for a child in the early years to have an individual education plan. In nearly all case the maintained school will be responsible for deciding whether a child has additional learning needs (ALN) and for preparing and maintaining an Individual Development Plan (IDP).

Identifying whether a child may have additional learning needs (ALN) and the subsequent decision as to whether the child has additional learning needs and if so, what those additional learning needs are, needs to be based on evidence; this evidence might come from staff within the early years setting, school or further education provider, other services which have been involved with the child or young person, it might also come from the child, their parents or the young person themselves.

## **Disability**

According to legislation, children and young people are considered to be disabled if they are

*“blind, deaf or dumb or suffer[s] from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. Section 17 (11), Children Act 1989.*

*A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. Section 1(1), Disability Discrimination Act 1995.”<sup>3</sup>*

## **5. Principles and Aims**

The principles underpinning the additional learning needs system are to support the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enable them to participate in, benefit from, and enjoy learning.

Caerphilly LA will include the participation of children and young people in decisions which affect them, which ultimately may contribute to better outcomes for them.

This will ensure that:

- Families are supported with their child's development
- Practitioners supporting children and young people with additional learning needs having a better understanding of the child or young person, including who they are and what are important to them.
- Increased expectations of children and young people based on an understanding of the child or young person's strengths and potential.
- The development of personalised learning based on the identification of targets that build on the strengths of children and young people with additional learning needs.
- More effective planning and delivery of ALP which supports children and young people to work towards achieving positive outcomes based on their ambitions and aspirations.
- The empowerment of children and young people through celebrating their achievements and abilities and focusing upon the possibilities, rather than the problems they face.

The LA objective is to achieve high quality support and provision by working in partnership with the Education Achievement Service (EAS), local and regional services and school and other educational settings. The LA is committed to supporting schools and other educational settings to raise attainments and achievements, celebrating progress towards realistic goals which are motivating and jointly developed with children and young people.

The Local Authority in collaboration with the Education Achievement Service (EAS) will provide a range of training and professional development programmes and information sharing forums for schools and other agencies in order to maintain and develop knowledge and skills to effectively support children and young people with additional learning needs (ALN). Further details can be found in section 10.

The aim is to ensure that the Local Authority:

- Incorporates processes and practice that adheres to the stipulations set out in the additional learning needs code of practice and the additional learning needs Act.
- Works together to deliver the best outcomes for children with additional learning needs.
- Support schools and settings to develop an inclusive and highly skilled universal provision.



- Support schools and settings to improve educational and inclusion opportunities.
- Attempts to raise achievement and attainment by removing barriers to learning.
- Ensures early identification and intervention for children and young people who have additional learning needs and establish coordinated approaches across services and settings that work.
- Increases physical and curricular access for all children and young people with additional learning needs.
- Promotes inclusive education in all educational and early years settings and colleges.
- Develop a fair and equitable system for providing resources and support to schools and settings to meet an array of additional learning needs.
- Builds on existing expertise and enhance the professional development of all staff working with children and young people with additional learning needs.

## **6. Roles and Responsibilities**

### Person Centred Practice

Person centred practice puts the child, child's parents or young person at the centre of decisions. The Local Authority, schools and settings will use a range of resources to gather relevant information and to inform actions to support learners with an additional learning need.

The Local Authority has developed person centred templates in readiness for the move to Individual Development Plans.

### **Identifying additional learning needs and additional learning provision**

Additional learning needs processes will be based on the premise that:

- the views, wishes and feelings of the child and the child's parent or the young person are central to the process
- the child and the child's parent or the young person should be enabled to participate as fully as possible in decisions
- appropriate information and support is provided to enable participation in decision making

Local Authority and school / settings paperwork will reflect person centred approaches and information collated through person centred reviews forms the focus of decisions about additional learning needs.

## **Schools and early years settings**

Schools and early years settings are responsible for operating in accordance with legislation and adhering to the additional learning needs Code, recognising and respond to the diverse needs of their learners, while also offering a continuum of support and services to match those needs.

When it is brought to the attention of, or appears to, a maintained early years setting or school that one of its pupils (who does not have an Individual Development Plan (IDP) or Education Health Care (EHC) Plan) may have additional learning needs, these settings must follow the process outlined below: (different arrangements apply if pupils are dual registered, looked after, detained, an English resident without an EHC plan):

- Obtain child (or parents) consent to discuss / make a decision about whether the child has additional learning needs
- Prepare an Individual Development Plan when the school considers the child has additional learning needs

Where the setting has determined that the child has additional learning needs which calls for Additional Learning Provision (ALP) and it would not be reasonable for the setting to secure, they can refer the matter to the Local Authority responsible for the child or young person for consideration.

### *The Governing Body*

The governing body must have regard to relevant guidance in the additional learning needs Code when exercising functions under Part 2 of the additional learning needs Act. The governing body with the Senior Leadership Team (SLT) will maintain Individual Development Plans and ensure appropriate Additional Learning Provision for learners with Additional Learning Needs.

### *Senior Leadership Team*

The SLT will advise, support and challenge the systems and processes to identify and meet the needs of the learners. The SLT and Governors will work strategically to ensure the education setting is meeting its responsibilities under the additional learning needs Act, the additional learning needs Code and Equality Act 2010.

### *Additional Learning Needs Coordinator (ALNCo)*

The additional learning needs coordinator, at a strategic level, ensures the needs of all learners with additional learning needs are met within the education setting. The additional learning needs coordinator will either form part of the Senior Leadership Team or have a clear line of communication to the SLT in accordance with the additional learning needs Code. The additional learning needs coordinator has responsibility for deploying and supporting staff and will be involved in decisions

around budgets and resources to plan appropriate provision. The additional learning needs coordinator will ensure IDPs and other associated records are maintained and kept up to date and will have regard to the views, wishes and feelings of the child, the child's parent or the young person.

The additional learning needs coordinator will secure relevant services that will support the learner's ALP as required and this may involve liaising with specialist external services.

The additional learning needs coordinator must prepare and review information required to be published by the governing body pursuant to the additional learning needs Code.

### *Teachers*

Teachers are responsible for the day-to-day process of supporting every learner with additional learning needs. The class teacher will work closely with the additional learning needs coordinator to assess the child and to track child's progress in order to provide a differentiated learning programme. The class teacher will also make effective use of teaching assistants deployed to support learners.

### **Local Authority**

Where it appears to the LA that a child or young person may have additional learning needs the LA **will** decide whether the child or young person has additional learning needs unless:

- an IDP is already being maintained for the
- the LA has previously decided the issue and is satisfied that the child's needs have not changed materially since that decision and there is no new information which materially affects that decision
- the LA is satisfied that the question of whether or not the child has additional learning needs is being decided by a governing body
- the child is a young person who does not consent to the decision being made

If the LA decides that a child or young person has additional learning needs the LA **will**:

- prepare and maintain an IDP
- or
- prepare an IDP and direct a governing body to maintain it
- or
- direct the governing body to prepare and maintain the plan.

Following such a direction the governing body **must** prepare and/or maintain the plan unless the young person does not give consent.

The circumstances in which the LA duty to maintain an IDP ceases;

In the case of an IDP maintained by the LA for a child or young person, the local authority's duty to maintain the IDP ceases to apply in the following circumstances:

- the LA decides that the child or young person no longer has additional learning needs and that decision has not been successfully challenged
- in the case of a young person, the young person no longer consents to the IDP being maintained or, in the case of a child becoming a young person, does not consent to the IDP being maintained
- the LA ceases to be responsible for the child (provided the child is not looked after) or young person - that is, if the child or young person ceases to be in the area of the Caerphilly Borough.
- in the case of a child who is looked after by Caerphilly LA, the person ceases to be a looked after child (for whatever reason, including because the child has become a young person) and the LA is not responsible for the person (i.e. the child is not in its area). Where another LA is responsible for the child or young person, the duty to maintain the IDP transfers to that LA.
- in the case of a child or young person who is a registered pupil at a maintained school in Wales, the LA will direct the school to maintain the plan;
- in the case of a young person who is enrolled as a student at an FEI in Wales, the FEI agrees to a request from the LA to become responsible for maintaining the IDP or the Welsh Ministers have determined that the FEI should maintain the plan;
- the child or young person becomes subject to a detention
- in the case of a young person, the young person attains the age of 25, in which case the duty to maintain the IDP will cease at the end of the academic year in which the person attains that age;
- in the case of a young person who is neither a registered pupil at a maintained school in Wales nor enrolled as a student at an FEI in Wales, the LA decides that it is no longer necessary to maintain the IDP to meet the young person's reasonable needs for education or training.

*Transferring an IDP:*

Where a child or young person with an IDP maintained by a school transfers to another maintained school in Wales or to an FEI in Wales, responsibility for maintaining their IDP will usually transfer at the same time. Similarly, where a child or young person with an IDP maintained by Caerphilly LA moves to another local authority's area, responsibility for maintaining the IDP will normally transfer between the local authorities.

Where a child or young person with additional learning needs becomes the responsibility of Caerphilly LA, that the LA will maintain the IDP if immediately before the child or young person became its responsibility, an IDP was being maintained for the child or young person by another local authority.

The LA will provide children, young people and others with information and advice about additional learning needs and the new system, and ensure that it is accessible for all who need it.

#### *Decision making process:*

Currently the LA use multi-agency panels to moderate decisions in a consistent and robust manner.

Evidence based decisions include;

- Whether to proceed with the full statutory assessment of additional learning needs.
- Whether to issue / amend Statements of Special Educational Needs.
- Whether to provide additional resources / provisions at School Action Plus.
- Whether a child requires access to a specialist placement (both in/out of the Caerphilly Borough).
- To allocate Additional Learning Needs Specialist Transport. Edibility criteria can be found in Caerphilly County Borough Council transport Policy.

The decisions are based on the written information received according to the criteria for Statutory Assessment / School Action Plus.

In the context of the reform Caerphilly LA are revising processes and practices. This includes developing a fair and consistent approach in the form of an additional learning needs Assessment Matrix which would support the,

- Effective identification of additional learning needs need
- Effective identification of interventions / provision appropriate to meet the identified need
- The identification of who has the duty to maintain the IDP
- Compliance of the additional learning needs and Tribunal Act 2018

This proposal will apply to all children and young people aged 3-19 on roll at Local Authority and grant maintained schools and pupil referral units. The system will be

flexible and support learners' needs at all significant transition points. The matrix would link robust identification of need to targeted provision/interventions which would support for children and young people and demonstrate a more efficient and effective use of resources.

The purpose of the matrix is not to categorise or diagnose, but to identify the barriers to learning a child may be experiencing.

The LA is working with colleagues across the South East Wales Consortia (SEWC) region to develop this is a regional approach allowing for consistency and coherence.

## **7. Partnership / Dispute Resolution**

The LA is committed to working in partnership with parents /carers and values the contribution they can make to enable children and young people with additional learning needs achieve their potential. A parent independent partnership service is currently provided by SNAP Cymru.

SNAP Cymru aim is to ensure families have access to information, advice and guidance in relation to the Additional Learning Needs of their children and young people so they can make appropriate, informed decisions. SNAP Cymru make sure that the views and wishes of children and young people are listened to and taken into consideration and that, along with parent's views, can inform and influence the development of local additional learning needs policy and practice. This service also has in place processes for avoiding and resolving disagreements (Dispute Resolution).

The LA also provides information and advice about additional learning needs and the additional learning needs system. The information and advice is provided in an impartial manner.

In addition to working with parents / carers and SNAP, effective collaboration will be secured through active involvement with;

- LA teams
  - The Educational Psychology Service
  - Advisory teacher team
  - Outreach Teacher – Special School
  - Early years manager and associated services
  - CLA coordinator
  - Safeguarding coordinator
  - Head of provision for vulnerable learners
  - Youth service
- Education Achievement Service
- Gwent-wide Sensory and Communication Support Service (SenCom).

- Careers Wales
- Local Health Board
- Social Services

## **8. Safeguarding children**

Children and young people with ALN may be more vulnerable to issues such as bullying, emotional, sexual and physical abuse and neglect. All those working with children must be alert to these issues and their responsibilities in accordance with the Wales Safeguarding Procedures and Safeguarding in Education guidance.

## **9. Monitoring, Evaluation and Review**

The LA has a statutory duty to ensure the quality of educational provision, and as part of this to ensure that the needs of individual children / young people are met.

In carrying out its responsibilities towards children with additional learning needs the LA will monitor how effectively schools and governing bodies fulfil their duties via:

- the Monitor, Challenge, Intervention and Support process undertaken by the Education Achievement Service (EAS) including scrutiny of school development plans in relation to ALN
- schools causing concern meetings
- progress against Estyn recommendations
- regular review of individual service areas, provision and the effective use of its resources through the evaluation of Service Improvement Plans and against service standards and national and local performance indicators and curriculum planning.
- Impact evaluation of specialist staff visits
- Self evaluation
- use of relevant data

Through regular analysis of data the LA will:

- track vulnerable learners;
- monitor and evaluate the impact of interventions for an individual child, groups of children and at school level;
- monitor and evaluate the impact of additional funding, both delegated and centrally held, on outcomes for children with ALN;
- target additional funding appropriately, and identify future funding needs;
- monitor trends and identify emerging areas of need.

The LA will collate and share information in line with General Data Protection Regulation (GDPR) (2018).

The LA will keep Additional Learning Needs provision under review and will link their activity to action linked wider strategic duties including:

- The Schools Standards and Organisation (Wales) Act 2013
- The Social Services and Well-being (Wales) Act 2014
- The Well-being of Future Generations (Wales) Act 2015

## **10. Training**

*Support / Training for Schools:*

The LA has developed a range of training / resources which have been designed to support schools including;

- Regional (South East Wales Consortia - SEWC) and local ALN transformation and reform events
- Additional learning needs training
- NQT training
- Assessment Matrix Tool
- Caerphilly Autistic Spectrum Service (CASS) training
- Training and intervention is provided by the Teams within Learning, Education and Inclusion (e.g., EPS, Advisory and Specialist Teaching Teams).
- EAS (Education Achievement Service) professional learning offer focuses on the 'universal provision' for vulnerable groups of learners in the eight area
- awareness of other training opportunities through signposting schools to relevant training opportunities. These include Communication and Intervention Service (ComIT), Gwent Education Minority Ethnic Service (GEMS), Child and Adolescent Mental Health Service



## **Appendices**

Appendix 1 – List of Specialist Provision within the Caerphilly Borough

Appendix 2 – List of Additional Learning Needs Service within Caerphilly LA /  
Directory of contacts

## 1. Appendix 1 – List of Specialist Provision within the Caerphilly Borough

### Primary Education

School	Address	Specialist Resource Base
Cefn Fforest Primary School	Cefn Fforest Avenue Blackwood NP12 3JX	Complex Learning Difficulties (KS 1 & 2)
Coed y Brain Primary School	School Street Llanbradach CF83 3LD	Speech, Language and Communication Difficulties (KS 1 & 2)
Cwmcarn Primary School	Newport Road Cwmcarn NP11 7HL	Complex Learning Difficulties (KS2)
Greenhill Primary School	Penywrldod Gelligaer CF82 8EU	Social and Communication Difficulties (KS 1 & 2)
Pantside Primary School	Old Pant Road Newbridge NP11 5DE	Social and Communication Difficulties (KS 1 & 2)
Pontllanfraith Primary School	Penmaen Road Pontllanfraith NP12 2DN	Autistic Spectrum Disorder (KS 1 & 2)
St James Primary School	Pen-Y-Cae Caerphilly CF83 3GT	Complex Learning Difficulties (KS 1 & 2)
Tir-y-berth Primary School	New Road Tir-y-berth CF82 8AU	Speech, Language and Communication Difficulties (KS 1 & 2)
Ty Sign Primary School	Elm Drive Risca NP11 6HJ	Emotional, Behavioural and Social Difficulties (KS 1 & 2)
Tyn-y-Wern Primary School	Heol yr Ysgol Trethomas CF83 8FL	Nurture Class (Rec/Y1) Social Inclusion (Y3/4)

Ynysddu Primary School	High Street Ynysddu Street Ynysddu NP11 7JH	Nurture Class (Rec/Y1) Social Inclusion (Y3/4)
Ysgol Gymraeg Cwm Derwen	Beech Grove Oakdale NP12 0JL	Complex Learning Difficulties (KS 1 & 2)

### Secondary Education

School	Address	Specialist Resource Base
Islwyn High School	Waterloo Oakdale NP12 0NU	Complex Learning Needs (KS 3 & 4)
Risca Comprehensive Community School	Pontymason Lane Risca NP11 6YY	Autistic Spectrum Disorder (KS 3 & 4)
St Cenydd Community Comprehensive School	St Cenydd Road Trecenydd CF83 2RP	Speech, Language and Communication Difficulties / Sensory and Physical Difficulties (KS 3 & 4)

### Pupil Referral Unit & Special Schools

<b>School</b>	<b>Address</b>	<b>Specialist Resource Base</b>
Glan Y Nant Learning Centre	Hanbury Street Pengam NP12 3XP	PRU – Emotional, Behavioural and Social Difficulties (KS 2, 3 & 4)
Trinity Fields School & Resource Centre (Main Site)	Caerphilly Road Ystrad Mynach CF82 7XW	Severe, Profound and Complex Learning Difficulties and Outreach Centre
St Cenydd Community Comprehensive School (Satellite Class)	St Cenydd Road Trecenydd CF83 2RP	Severe, Profound and Complex Learning Difficulties and Outreach Centre
Cwm Ifor Primary School (Satellite Class)	Heol Aneurin Caerphilly CF83 2PG	Severe, Profound and Complex Learning Difficulties and Outreach Centre
Deri Primary School (Satellite Class)	Glynmarch Street Deri CF81 9HZ	Severe, Profound and Complex Learning Difficulties and Outreach Centre

**2. Appendix 2 – List of Additional Learning Needs Services within  
Caerphilly LA**

<b>Service</b>	<b>Email</b>	<b>Contact number</b>
Additional Support Service		01443 866612
Advisory / Specialist Teacher Service	leiadmin@caerphilly.gov.uk	01443 866603
Behaviour Support Service	leiadmin@caerphilly.gov.uk	01443 866603
Education other than at School	learner.referral@caerphilly.gov.uk	01443 866709
Educational Psychology Service	leiadmin@caerphilly.gov.uk	01443 866603
Education Safeguarding	educationchildrenfirst@caerphilly.gov.uk	01443 866686
Education Welfare Service	educationwelfare@caerphilly.gov.uk	
School Admissions		
Statutory Assessment Team	leistatutoryteam@caerphilly.gov.uk	01443 866610 / 866683 / 866639
Information Service		



### 3. Appendix 3 – Advisory Teacher Team Quality Assurance Meetings

Schools to forward the following prior to the meeting:

- ALN / SEN Policy
- SEN register
- Provision Map
- School Readiness Survey Action Plan
- Sample IEPs/IDPs and One Page Profiles

ATT to look at recent ESTYN inspection reports prior to cluster meeting where available.

ATT to take PLASC data to school cluster meeting.

Questions	Comments	Date/Evidence	Actions (School/LA)
<p>Are there effective systems including whole school screening and identification procedures for identifying pupils with ALN at the earliest possible opportunities?</p> <ul style="list-style-type: none"> <li>• Methods used</li> <li>• At which ages?</li> <li>• How is the information disseminated to key members of staff?</li> </ul>			
<ul style="list-style-type: none"> <li>• How do you categorise ALN for PLASC?</li> <li>• Who completes PLASC data? (If different people how do you coordinate?)</li> <li>• How frequently do you review and amend PLASC categories?</li> </ul>			
<ul style="list-style-type: none"> <li>• Please list assessments used including in school/external?</li> </ul>			

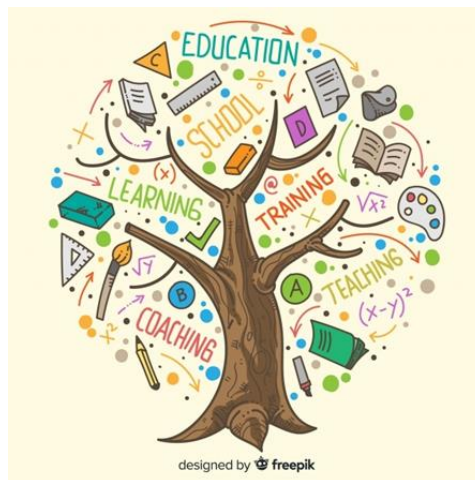
<ul style="list-style-type: none"> <li>• How frequently are pupils assessed / screened?</li> <li>• What criteria are used for provision? (Entry / exit criteria)</li> </ul>			
<p>How do assessments inform planning for provision? Does school adapt programmes of study for all pupils with ALN? If so, how?</p> <ul style="list-style-type: none"> <li>• Materials / resources</li> <li>• Frequency / duration</li> <li>• Review and evaluation</li> </ul> <p>Is there an audit of resources (human and physical)? If so, how frequently does this occur?</p>			
<p>Pupil voice Are pupils actively involved via the PCP process?</p> <ul style="list-style-type: none"> <li>• One Page Profile</li> <li>• Frequency of review</li> <li>• Are pupils actively involved in developing targets to meet outcomes?</li> </ul>			
<p>Tracking Does the school effectively track provision for pupils from all ALN groups and monitor/review the outcome of the tracking?</p> <ul style="list-style-type: none"> <li>• Method/resources used to track</li> <li>• Frequency of monitoring / review</li> <li>• How does the progress the pupils make influence and inform future curricula planning?</li> </ul>			
<p>Training</p> <ul style="list-style-type: none"> <li>• List training received this academic year</li> <li>• Evaluate impact of training received</li> <li>• Identify further training needs</li> </ul>			
Risks			



<p>Please identify barriers to meeting the needs of learners with ALN</p> <ul style="list-style-type: none"><li>• Training</li><li>• Resources</li><li>• Time</li><li>• Curriculum demands</li><li>• ALN Act Reform</li></ul>			
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# Policy for Children Looked After

August 2020



*Shared ambitions  
Opening doors, removing  
barriers.*

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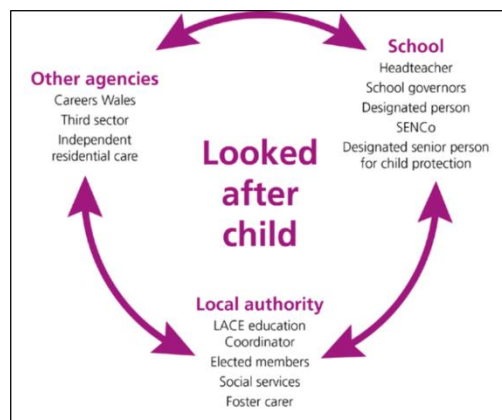
## Background Information

### National Drivers

This policy has been written with reference to statutory guidance from Welsh Assembly Government. It has been written to closely reflect the guidance of the roles and responsibilities in the document ‘Making a difference - A guide for the designated person for looked after children in schools’ Welsh Gov 2017.

*“The Welsh Government has a national mission to ensure that all our children and young people have an equal opportunity to reach the highest standards. Underpinning this is a belief that someone’s ability to benefit from education should not be determined by their personal circumstances and a drive to reduce inequalities and remove barriers to education.”*

‘Making a difference - A guide for the designated person for looked after children in schools’ Welsh Gov 2017.



This policy also reflects the practice and guidance on the exercise of social services functions and partnership arrangements in relation to Part 6 (looked after and accommodated children) of the Social Services and Well-being (Wales) Act 2014.

## Local Drivers

Children who are looked after are those with whom the local authority has involvement in terms of their care, whether they remain living with parents or in a care setting.

Welsh Government issued guidance to all Local Authorities to reduce the number of children looked after, only when it is safe to do so. Caerphilly Children Services have specified strategic principles in order to support children and young people and to prevent the need for them to become looked after, if it is safe to do so. Those principles, are as follows-

- Children thrive best within their families
- Children's Services support families to stay together
- Social Workers manage risk with confidence
- 'Private family arrangements' should be explored first
- If a child must be Looked After, then consideration will be given to:
  - In-house foster carers
  - In county IFA's
  - Out of county IFA's
  - Residential

Caerphilly will no longer use the terms "LAC" in reference to a child for whom Caerphilly is the corporate parent. The Local Authority will use the acronym CLA, to refer to a child who is looked after or make reference to 'Our Children' when discussing or referring to children of who we are the corporate parents.

### Aims:

Caerphilly Directorate of Education and Lifelong Learning believes that all our children and young people are entitled to an equal opportunity to reach their academic and personal potential. We believe that someone's ability to benefit from education should not be determined by their personal circumstances. We are committed to reduce inequalities and remove barriers to education. Inclusivity and equality is at the heart of our agenda.

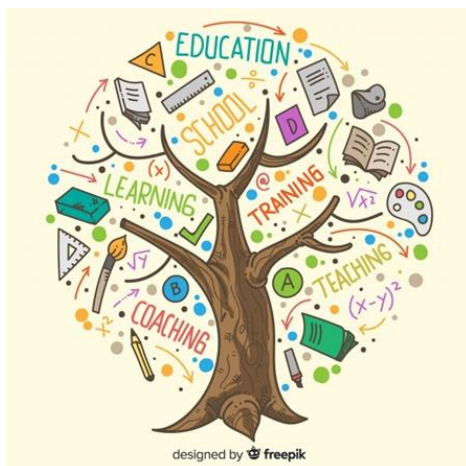
## CLA Education Team aims:

- To support our children who are looked after and give them equal access to opportunities in order to allow them to achieve their potential and to enjoy learning.
- To support schools to fulfil their role as corporate parent.
- To promote and support the education of all children who are looked after in Caerphilly schools.
- To ensure that all school policies and procedures are inclusive of and followed for children who are looked after.
- To ensure that all work with children who are looked after is person centred and establishes what matters to the child when considering their needs at school.

## Document aims:

This document aims to ensure consistent practice across Caerphilly by setting out the minimum expectations of each role of those who have the greatest responsibility for the education of Children who are Looked After. These roles include;

- The Governing Body.
- The Head Teacher.
- The Designated Person for children who looked after.
- The Child in Care Education Coordinator.



*Shared ambitions  
Opening doors, removing  
barriers.*

## Roles and Responsibilities

### The Governing Body

1. The Governing Body **must** delegate a member of staff who takes lead responsibility to promote the education and achievement of all CLA. The Designated Person for CLA should stay in role for at least 12 months to ensure there is consistency in support provided.
2. The Governing Body **must** ensure that local authority is notified of the name of the Designated Person for CLA.
3. The Governing Body **must** ensure that Designated Person for CLA attends relevant training for their role. (Annual Training for Designated Person for CLA is currently provided by EAS.)
4. The Governing Body **must** ensure that training is undertaken by a newly appointed Designated Person for CLA as soon as reasonably practical.
5. The Governing Body **should** work alongside the head teacher to establish a school Child who is looked after policy.
6. The Governing Body **should** ensure that the school policy for children who are looked after is regularly monitored and updated.

### Head Teachers

- Head teachers should be instrumental in allowing the Governing Body to fulfil its duties regarding the appointment and training of newly appointed Designated Person for CLA.
- Head teachers should work with the local authority to ensure that the Designated Person for CLA is allowed sufficient time to attend training and statutory child looked after reviews. Head teachers are responsible for ensuring that this is reflected in the School Policy for Children who are looked after.

### Designated Person for Children who are Looked After

The Designated Person for CLA should take a lead role and be a champion for CLA in their school. They must work with governing body to develop the School Policy for CLA and be instrumental in its implementation.

The Designated Person for CLA will

- ensure that they have up to date knowledge of the care system and the impact being a looked after can have on a pupils educational outcomes.

- promote high aspirations for children who are looked after.
- ensure that the wider school team shares their high expectations of all children who are looked after
- monitor and track learning outcomes for all children who are looked after.
- ensure that there is a high quality Personal Education Plan (PEP) for each pupil who is looked after.
- look for opportunities and projects which will increase the aspirations of children who are looked after, including promoting CLA engagement in after-school clubs, school council or additional revision session where appropriate.
- empower school staff to contribute to the teaching and wider school experiences of children who are looked after.
- play a key role in conversations and discussions with children who are looked after, ensuring regular opportunities for dialogue.
- monitor and address the well-being needs of 'children who are looked after'.
- ensure the register of CLA in their school is kept up to date.
- ensure relevant information is current, accurate and accessible. For example;
  1. Details of Social worker,
  2. Details of foster carer
  3. Permissions
  4. Guidance for the child who is looked allowed contact with other adults.
  5. Transport contact details (if relevant)
- ensure a culture of positive professional collaboration is fostered. Where communication difficulties arise with social workers or foster carers, contact is made with the CLA Education Coordinator.
- share information promptly between Social Workers, Local Authority, Independent Reviewing Officer and foster carers.
- manage and coordinate transitions with effective planning.
- ensure that there are positive links between carer and the school through implementation of a Home School Agreement, where appropriate.
- report on educational progress of all children who are looked after to the Governing Body on a termly basis.
- refer a child who is looked after for school based counselling if required or provide the pupil with a safe place, if appropriate
- ensure that Looked After Children, along with all children are listened to and have equal opportunity for pastoral support in school
- ensure the child's educational needs are identified in consultation with his/her teacher(s) in order to address them by setting realistic challenges and academic targets.
- ensure the school is represented at the Looked After Children's Reviews and/or the schools consultation document is completed and returned to the Independent Reviewing Officer
- ensure any issues arising that might threaten the school placement are addressed without delay. All steps should be taken to prevent exclusion, including referral to appropriate agencies.



# Children who are Looked After Education Coordinator

The CLA Education Coordinator is supported by Education and Well-being Link Workers who work directly with identified CLA pupils in schools.

The CLA Education Coordinator, with support from the Education and Well-being Link Workers, is responsible for;

- Promoting the education of all CLA children educated within the local authority.
- Notifying counterparts in other authorities when a CLA placement crosses into another county. This will ensure the needs of the CLA are effectively met.
- Monitoring the attendance, exclusion, progress, attainment and well-being of CLA pupils across the authority.
- Collating and analysing performance information for CLA on an individual and collective basis.
- Maintaining an up to date and accurate list of CLA pupils who are placed in education provision by other authorities.
- Maintaining an up to date an accurate list of designated person for children who are looked after in all schools in all authorities.
- Liaising with Social Workers, Designated Person for CLA in Schools, CLA Education Coordinators in other Local Authorities with regards to CLA educational provision.
- Developing and promote ways of engaging CLA pupils and obtaining their views on their education.
- Promoting the individual needs, requirements and opinions of CLA and ensures that they are considered and prioritised when places are made available for them on interventions and programmes.
- Working as an intermediary between social services, schools and other educational professionals.
- Liaising with agencies and services to ensure timely support and access to services.
- Providing support and challenge to local authorities relating to admissions processes.
- Providing support and challenge to local authorities relating to exclusions.
- Working with schools to minimise impact of a disruptive home life by arranging 'catch up' sessions, one-to-one support or other targeted support.
- Sharing good practice with designated person for CLA, Governors and Corporate Parent panels.
- Ensuring high quality PEPs and IDPs are in place for all children who are looked after.

- Providing support and guidance for schools to ensure High quality PEPs and IDPS.
- Working closely with EAS with regards to PDG allocation for CLA.
- Attending CLA, PEP and IDP reviews as appropriate.

Natalie Christoffersen

Child Looked After (CLA) Education Coordinator

[chrisnl@caerphilly.gov.uk](mailto:chrisnl@caerphilly.gov.uk)

01443 866643

## Implementation

### School policy Guidance for Children who are Looked After

Governing bodies should, with the head teacher, establish the policy for looked after children for the school and regularly monitor the policy and its implementation in the school.

The policy must comply with the requirement:

- to designate a member of staff with responsibility for promoting the achievement of Children who are looked after.
- to ensure that the designated person for children who are looked after undertakes appropriate training.

Further minimum expectations of the policy is that it should;-

- Give clear guidance on admissions arrangements for CLA
- State the schools arrangements for the collection and monitoring of attendance, assessment and achievement data for all CLA on role. (Individual or collective basis) – and state how this is shared with the Local Authority.
- Reflect a commitment to closing the gaps in subject's knowledge and education of CLA.
- Promote CLA engagement in the wider school life, such as extra curricular activities, after school clubs, school council, and eco council for example.
- Identify opportunities to improve the well-being of children who are looked after through strategies such as school based counselling or identifying safe spaces if required.
- State the arrangements for monitoring Personal Education Plans (PEPS).
- Allocate sufficient time for the school to be represented at children who is looked after reviews.
- Demonstrate a shared understanding that exclusions are a last resort and identify the schools commitment to explore and exhaust alternative practices to excluding children who are looked after.
- Identify arrangements for transferring of existing plans (PEPs, IDP) and supporting a child who is looked after when a school move is the result of a either a placement move or natural leaving point.

The school Prospectus should make reference to the School CLA Policy and the name of the designated Lead teacher.

A model policy for schools is provided in *Appendix 1*

## **Working together to Prevent Exclusion.**

The past experiences of children who are looked after and children who were previously looked after can impact on their behaviour. It is important to remember this when considering how best to support the child or young person with their learning and the design and application of school's behaviour policies.

Pupils who are separate from their families (for what ever reason) will have emotional and behavioural responses to that separation. Schools should be especially sensitive to exclusion issues where looked after children are concerned.

All steps should be taken to prevent exclusion, including the implementation of pastoral support, referral for behaviour support, involvement of EWO.

The designated person for children who are looked after should make referrals to support services as appropriate.

The designated person for children who are looked after should notify the local authority immediately of any issues arising that might threaten the school placement.

# Education Transitions For Children who are Looked After

Transition can cause high levels of anxiety and fear. Schools should make every reasonable effort to address this by ensuring carefully planned and timely transition programmes for CLA.

The designated person for children who are looked after must play a key role in preparing children for transitions.

The designated person is fundamental to helping looked-after children make a smooth transition to their next school or college. This includes arrangements to: achieve speedy transfer of the looked-after child's school records to a new school; ensure the child's PEP is up to date; and that the local authority responsible for looking after the child has the most recent version of the PEP.

## Transition from Primary School to Secondary School

The designated person for children who are looked after should;

- ensure CLA are given opportunities to visit their secondary school
- arrange for the CLA to meet key support staff in their new placement.
- ensure the CLA views and activities are recorded on the PEP.

It may be beneficial to consider all or some of the following points during transition work with CLA pupils.

- Create a primary school memories book
- Provide pupils with an information pack about their secondary school
- Create a list of questions about your secondary school
- How to organise yourself.
- What equipment you need at school.
- Timetabling and the School day
- Lunch arrangements

- Getting to school independently
- Homework help
- Making new friends and how to be a good friend
- Who to ask for help?
- Teasing and sarcasm
- Bullying

In addition, an Intervention Pack called 'Moving Up' developed by Neath Port Talbot Council may be a useful tool to facilitate further intervention work.

### **Transition From Secondary School to Post 16 Provision**

- The designated person for children who are looked after should be instrumental in transition preparation from Year 9 when pupils make their GCSE options.
- Destination wishes should be recorded on PEP.
- The designated person for children who are looked after ensure carers advice is available to help them make informed options about their futures.
- Progression Routes explained to them and the required qualifications.
- The designated person for children who are looked after help the YP identify realistic and appropriate Post learning opportunities – through careers wales.
- Ensure access to opportunities to like jobs fairs, educational providers
- The designated person for children who are looked after Arrange a PEP meeting with the POST 16 learning provider to introduce the LAC and their carer to Key point of contact for at post 16 provider and discuss any transition arrangements that are required.
- Post 16 provider should provide visits prior to placement commencing.

### **Transition to a new school place as a result of a move of carer/placement**

If a child who is looked after moves school as a result of a placement change. The designated person for Children who are looked after should ensure that the child's PEP is up to date and it should be transferred to the new school, along with of the child's school records promptly.

## Monitoring and Evaluation

### Personal Education Plans (PEPs)

Personal Education Plans (PEPs) form an integral part of the child's overall Part 6 care and support plan. The PEP is a record of the child's education and training. It should describe what needs to happen to help them to fulfil their full potential.

The designated person for CLA **must** monitor and complete high quality PEPs.

The minimum requirement is for schools to complete the relevant section of attainment and work with the child who is looked after to help them complete the sections which reflect pupil voice.

Where additional documents are available (one page profile, Individual Development Plan (IDP), Individual Behaviour Plan (IBP)) these should be available with the PEP.

The designated person for children who are looked after;

- **Must** ensure PEPs are complete and available prior to CLA reviews and other relevant meetings.

Blank PEPs and Further Guidance is available form Child who is Looked After Education team.

Additional PEP Guidance is available in the [PEP Completion Guidance document](#).

## Pupil Deprivation Grant (PDG)

The purpose of the Pupil Development Grant funding is to make a lasting impact on outcomes for looked after children or formally looked after children. Overall administration and coordination of the grant resides with EAS, the Education Consortia for South East Wales.

### EAS Vision & Objectives:

The main priority for EAS is to support Local Authorities & Schools to raise the **educational attainments, achievements and engagement** of children who are looked after/formerly looked after across the region by delivering a joined up partnership approach programme that will be:

- Reaching and Accessible to learners
- Engaging & Motivating
- Child/Young Person centred
- Flexible & tailored in terms of support and provision
- Focused on transition and progression
- Driven by joined up regional partnership and collaboration whilst addressing local needs.

### PDG Guidance:

In 2019/20 the grant will continue to be held centrally via the regional education consortia with the support of the regional LACE coordinator. Most of the funding will be implemented via the cluster model to build capacity and to provide bespoke interventions, both of which need to be based on evidence and impact.

#### PDG must be used to support:

- Cluster projects must address: raising attainment , improve attendance , reduce exclusions , enhanced curriculum opportunities , support social and emotional development;
- additional interventions/projects to the cluster that are not already available through other funding sources;
- Professional Learning opportunities to develop partnerships across the region with EAS, schools, Social Care and other agencies;

Cannot be used:



- where there is evidence of it being used to sustain permanent and/or statutory roles in respect of a school's core activity e.g. Designated LAC teacher;
- used to replace existing services or entitlement for pupils e.g. ALN delegated funding;

#### Rationale for process of approving grant plans:

- To quality assure that all grant plans sampled demonstrate a positive impact on learner progress and / or outcomes and /or wellbeing will be evidenced.
- To ensure that grant plans are making effective use of evidence-based research when planning and making choices for interventions and activities e.g. Sutton Trust, Education Endowment Foundation Reports and/or international research.
- To ensure LA and regional services align appropriately to provide individual support and guidance to schools and settings.

#### Expectations:

- All schools and settings will have draft plans uploaded to the Hwb by Wednesday 1<sup>st</sup> April.
- All schools on the schools causing concern register and a selection of primary and special school plans will be signed-off by a Professional Panel consisting of EAS representatives, LA representatives and Headteacher representatives.
- All schools to share their grant plan feedback with Governing Bodies/Management Committees.

### Eligibility of Learners:

Eligible learners aged 3-15 who are:

1. **Currently Looked After**
2. **Formerly Looked after that includes - Adoption Order / Special Guardianship Order/Child Arrangement Order/Residence Order**

The grant is applicable for those learners whose originating home authority is within the EAS region. However if educated in maintained settings outside of Wales the individual bursary could be applied for based on evidence and assessment via the LACE coordinator of the home authority. **Guidance form Welsh Government states** - it will be possible for the regional consortia to develop and implement interventions which have a beneficial impact on **all** children, but the expectation is that they will have a greater potential benefit on children who are or were looked after.

### Evaluation & Measuring Impact

There is an expectation that clusters and schools will monitor and evaluate the impact of the grant on the educational attainment / wellbeing of the pupils it is supporting. The needs of the cluster / school / individual pupil must be at the centre of any bid and consideration needs to be given as to how the impact can be measured, shared and presented.

## MODEL SCHOOL POLICY

(INSET SCHOOL NAME) School believes that in partnership with Caerphilly County Borough Council, as Corporate Parents we have a duty to safeguard and promote the education of Looked After Children.

This Policy sets out how school will support the education of Looked After Children at (Inset School Name) School

### **AIM:**

To provide a safe and secure environment, where there is belief in the abilities and potential of all children.

To support our children who are looked after and give them equal access to every opportunity to achieve their potential and to enjoy learning.

To fulfil our schools' role as corporate parent, to promote and support the education of children who are looked after (pupils looked after by Caerphilly County Borough Council and/or other authorities).

To ensure that all school policies and procedures are inclusive of and followed for children who are looked after.

To ensure that all work with looked after children is person centred and establishes what matters to the child when considering their needs at school.

### **The Governing Body will:**

- delegate a member of staff who takes lead responsibility to promote the education and achievement of all CLA. The Designated Person for CLA should stay in role for at least 12 months to ensure there is consistency in support provided.
- ensure that local authority is notified of the name of the Designated Person for CLA.
- ensure that Designated Person for CLA attends relevant training for their role. (Annual Training for designated Person for CLA is currently provided by EAS.)
- ensure that training is undertaken by a newly appointed Designated Person for CLA as soon as reasonably practical.

- work alongside the head teacher to establish a school Child who is looked after policy.
- ensure that the school policy for Children Looked After is regularly monitored and updated.

### **The Headteacher will:**

- be instrumental in allowing the Governing Body to fulfil its duties regarding the appointment and training of newly appointed Designated Person for CLA.
- work with the local authority to ensure that the Designated Person for CLA is allowed sufficient time to attend training and statutory reviews for all Children who are looked after.

### **The Designated Teacher will:**

- ensure that they have up to date knowledge of the care system and the impact being a looked after can have on a pupils educational outcomes.
- promote high aspirations for children who are looked after.
- ensure that the wider school team shares their high expectations of all children who are looked after
- monitor and track learning outcomes for all children who are looked after.
- ensure that there is a high quality Personal Education Plan (PEP) for each pupil who is looked after.
- look for opportunities and projects which will increase the aspirations of children who are looked after, including promoting CLA engagement in after-school clubs, school council or additional revision session where appropriate.
- empower school staff to contribute to the teaching and wider school experiences of children who are looked after.
- play a key role in conversations and discussions with children who are looked after, ensuring regular opportunities for dialogue.
- monitor and address the well-being needs of children who are looked after.
- ensure the register of CLA in their school is kept up to date.
- ensure relevant information is current, accurate and accessible. For example;
  1. Details of Social worker,
  2. Details of foster carer
  3. Permissions
  4. Guidance for the child who is looked allowed contact with other adults.
  5. Transport contact details (if relevant)
- ensure a culture of positive professional collaboration is fostered. Where communication difficulties arise with social workers or foster carers, contact is made with the CLA Education Coordinator.
- share information promptly between Social Workers, Local Authority, Independent Reviewing Officer and foster carers.
- manage and coordinate transitions with effective planning.
- ensure that there are positive links between carer and the school through implementation of a Home School Agreement, where appropriate.
- report on educational progress of all children who are looked after to the Governing Body on a termly basis.
- refer a child who is looked after for school based counselling if required or provide the pupil with a safe place, if appropriate

- ensure that Looked After Children, along with all children are listened to and have equal opportunity for pastoral support in school
- ensure the child’s educational needs are identified in consultation with his/her teacher(s) in order to address them by setting realistic challenges and academic targets.
- ensure the school is represented at the Looked After Children’s Reviews and/or the schools consultation document is completed and returned to the Independent Reviewing Officer
- ensure any issues arising that might threaten the school placement are addressed without delay. All steps should be taken to prevent exclusion, including referral to appropriate agencies.

**School staff will:**

- aim to ensure that the planning, delivery and assessment of lessons impacts on the academic attainment and progress of children who are looked after.
- develop a classroom curriculum that both engages and motivates pupils to learn.
- support the wellbeing of children who are looked after through the PSE curriculum and through high quality pastoral support.
- ensure that targets in Personal Education Plans are both aspirational and realistic targets and progress against these targets is tracked appropriately.
- provide appropriate evidence to demonstrate progress against the targets stated in Personal Education Plans.

In respect of admissions for children who are looked after, this is in line with Caerphilly’s Schools Admissions Policy. For further Information access the policy via

<https://www.caerphilly.gov.uk/CaerphillyDocs/Schools/StartingSchoolBooklet.aspx>

**Current Roles and Responsibilities:**

Designated Person for CLA is.....

Designated School Governor is.....

Date.....

Date for review (Annually).....

Inclusion Strategy Appendix 4 – hyperlinks to cited documents

[United Nations Convention on the Rights of the Child \(1989\)](#)

[Estyn Thematic Review \(2020\). Community Schools: Families and Communities at the Heart of School Life](#)

[Estyn \(2019\) Thematic Report: Healthy and Happy: School Impact on Pupils' Health and Wellbeing](#)

[Welsh Government \(2021\). Framework on Embedding a Whole School Approach to Emotional and Mental Wellbeing](#)

[Estyn Thematic Report \(2020\). Knowing Your Children - Supporting Pupils with Adverse Childhood Experiences](#)

[Welsh Government \(2020\). Education in Wales: Our National Mission](#)

[Estyn Thematic Report \(2020\). 'Effective School Support for Disadvantaged and Vulnerable Pupils' – Case Studies of Good Practice](#)

[Welsh Government \(2018\). Additional Learning Needs and Education Tribunal \(Wales\) Act](#)

[DfE \(2010\). The Equality Act](#)

[Welsh Government \(2015\). Inclusion and Pupil Support](#)

[Welsh Government \(2020\). Practical Approaches to Behaviour Management in the Classroom. A Handbook for Classroom Teachers in Primary Schools](#)

[Welsh Government \(2015\). Exclusion from schools and Pupil Referral Units](#)

[DfE \(1989\). The Children Act](#)

[The Social Services and Wellbeing act \(2014\)](#)

[Successful Futures \(Donaldson 2015\)](#)

[Rights, Respect, Equality Statutory Guidance for Governing Bodies of Maintained Schools \(2019\).](#)

[New Curriculum for Wales 2022](#)

[Welsh Government \(2019\). Challenging Bullying: Rights, Respect Equality: Statutory Guidance for Governing Bodies of Maintained Schools](#)

[House of Commons Education Committee report \(2018\). 'Forgotten Children: Alternative Provision and Scandal of Ever Increasing Exclusions'](#)

[Dfe \(2019\). Timpson Review of School Exclusion](#)

[National Assembly for Wales \(2018\). Mind Over Matter. A Report on the Step Change Needed in Emotional and Mental Health Support for Children and Young People in Wales](#)

[National Quality Award for Promoting Health and Wellbeing Through the Welsh Network of Healthy School Schemes](#)

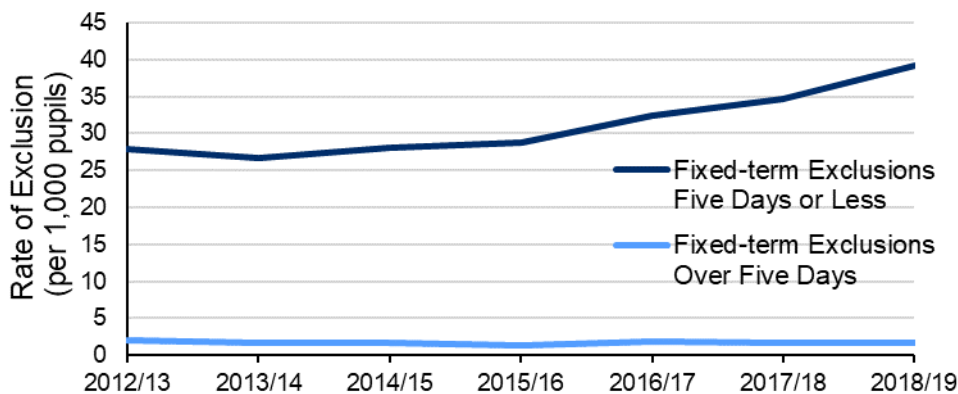
[Together for Children and Young People \(T4CYP\) Early Help and Enhanced Support work stream](#)

## Permanent and fixed-term exclusions from schools: September 2018 to August 2019

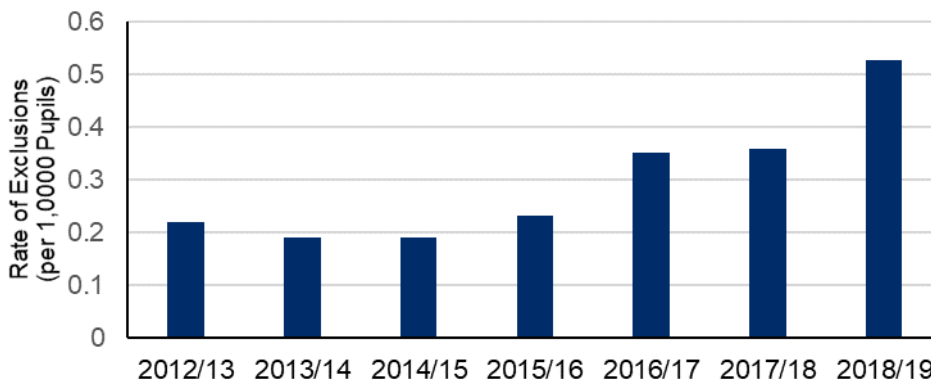
21 October 2020  
SFR 183/2020

This release covers all permanent and fixed term exclusions from maintained schools in Wales from September 2018 to August 2019. Although the period covered by this release is before the start of the coronavirus (Covid-19) pandemic, the data was collected during March and April 2020. Due to the pandemic the data collection from pupil referral units (PRUs) was not completed so this release only covers maintained schools.

**Chart 1: Rate of fixed term exclusions 5 days or less and over 5 days in maintained schools**



**Chart 2: Rate of Permanent Exclusions in Maintained Schools**



### Key Points – Maintained Schools

- The rate of permanent exclusions has increased slightly (0.5 per 1,000 pupils) in 2018/19, compared to 0.4 per 1,000 pupils in 2017/18.
- The rate of fixed term exclusions (Over 5 Days) has remained the same in 2018/19 (1.7 exclusions per 1,000 pupils).
- The rate of fixed term exclusions (5 Days or Less) has increased in 2018/19 to 39.1 per 1,000 pupils.

### About this release

This release reports on all pupils in maintained primary, middle, secondary and special schools in Wales. School exclusions can either be permanent or for a fixed term. See definitions for more detail.

We welcome feedback on the new format of this Statistical First Release.

### Accompanying this release

Detailed tables

Technical notes and Key quality information

## Types of School 2018/19

Special schools had the highest rate of fixed-term exclusions of 5 days or less, and also the highest rate of fixed-term exclusions over 5 days, whereas primary schools had the lowest.

Secondary schools had the highest rate of permanent exclusions.

### Free School Meal (FSM) eligibility

The rate of exclusions is consistently (at least 3 times) higher for those entitled to FSM than not entitled to FSM for fixed term exclusions (5 days or less), fixed term exclusions (over 5 days) and permanent exclusions in the period 2012/13 to 2018/19.

### Special Educational Needs (SEN) provision

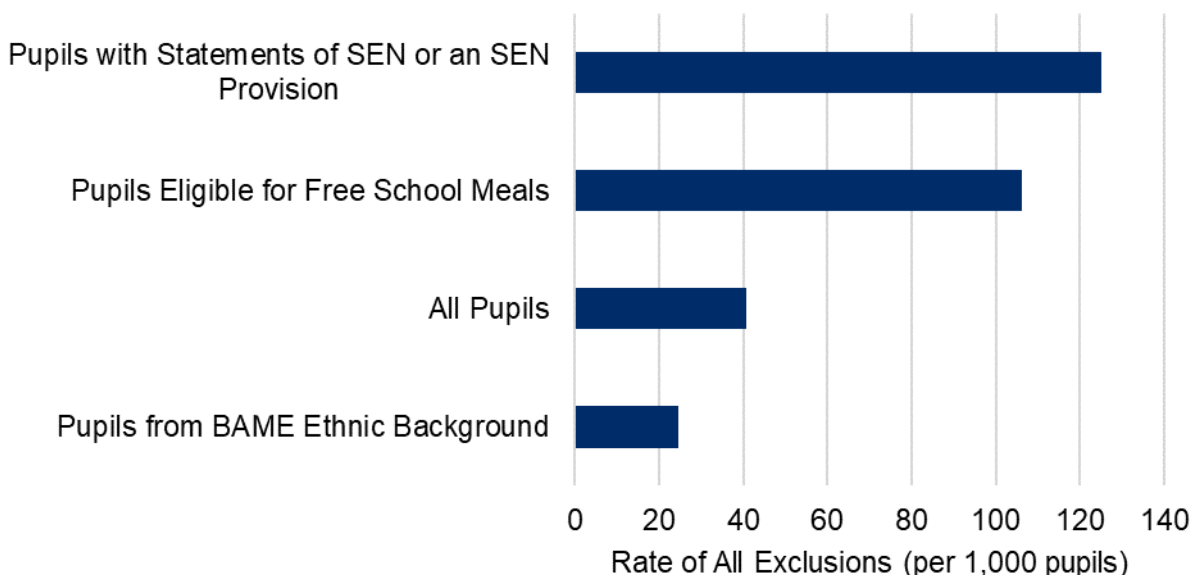
School Action Plus pupils had the highest rate of exclusions out of those pupils with SEN for every year and every type of exclusion.

Overall, pupils with special educational needs have higher rates of exclusions than those without.

### Ethnic Background

For pupils with a stated ethnic background, those with a “White” ethnic background have the highest rate of fixed term exclusions (5 days or less), whilst pupils with a Chinese or Chinese British background have the lowest rates of exclusion.

**Chart 3: Rate of all exclusions by pupil characteristics**

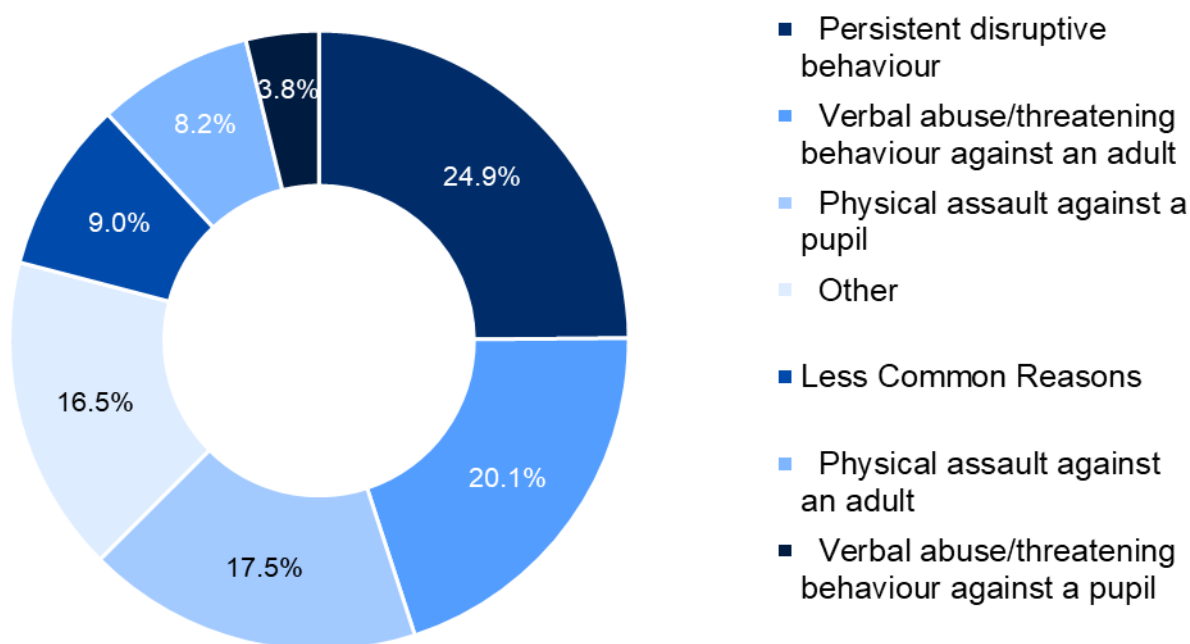


(a) BAME - Black Asian and Minority Ethnic



## Reasons for Exclusions

**Chart 4: Percentage of exclusions from maintained schools by exclusion reason, 2018/19**



The most common reason given for all exclusions in 2018/19 was 'persistent disruptive behaviour'.

'Persistent disruptive behaviour' was the most common reason given for fixed-term exclusions (5 days or less) at 25.3% of all fixed term exclusions (5 days or less).

'Persistent disruptive behaviour' was also the most common reason for fixed term exclusions of 5 days or more accounting for 19.6% of all fixed term exclusions of 5 days or more.

The most common reasons for permanent exclusions were 'physical assault against a pupil' (25.6%).

## Definitions

### Types of exclusion and other definitions

A permanent exclusion refers to a pupil who is excluded and their name removed from the school register. This pupil would then be educated at another school or via some other form of provision.

A fixed-term exclusion refers to a pupil who is excluded from a school but remains on the register of that school because they are expected to return when the exclusion period is completed.

A managed move is an arrangement whereby parents of pupils in danger of exclusion agree with schools and local authorities that it is in the best interests of their child that they be removed from the roll of the current school and placed in another educational establishment. Data for managed moves are not currently available.

### Further details

This release is available at:

<https://gov.wales/permanent-and-fixed-term-exclusions-schools>

England publish exclusions data for state-funded primary, secondary and special schools in the statistical release entitled '[Permanent and fixed-period exclusions in England: 2017 to 2018](#)'.

Scotland publish exclusions data for maintained primary, secondary and special schools biennially in the statistical bulletin '[Summary statistics for schools in Scotland](#)'.

Northern Ireland publish the [number of pupils expelled or suspended from primary, post-primary and special schools](#).

### Next update

September 2021 (provisional)

The next update will include a report covering the 2019/20 academic year. It is likely that this data will be impacted by the coronavirus pandemic.

### We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to [school.stats@gov.wales](mailto:school.stats@gov.wales)

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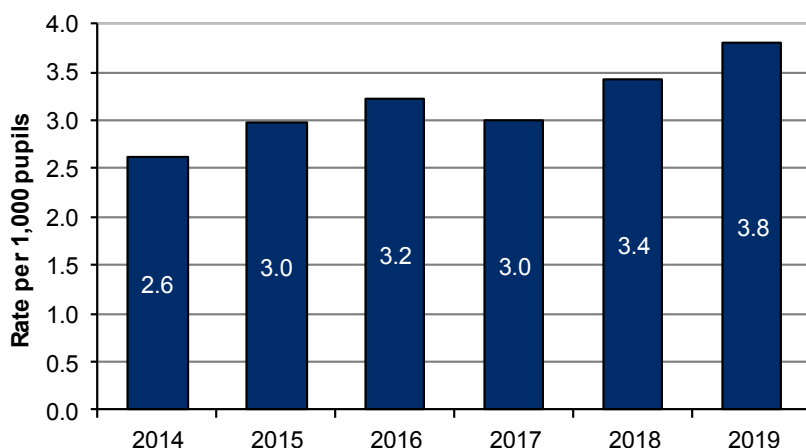


## Pupils educated other than at school, 2018/19

1 August 2019  
SFR 58/2019

This annual Statistical First Release reports on the number of pupils receiving education outside of school funded by Welsh local authorities and the number of pupils receiving elective home education in Wales. The information relates to the number of pupils receiving these forms of education during a census week in January for the academic years 2013/14 to 2018/19. During the 2018/19 academic year the census week was 14th to 18th January 2019.

**Chart 1: Rate per 1,000 pupils who are Educated Other Than At School (EOTAS), 2013/14 – 2018/19**



The rate of EOTAS pupils receiving their main education other than at school increased in 2018/19 over the year to 3.8 per 1,000 pupils. This is the highest rate since 2009/10.

**EOTAS pupils** are pupils who receive education outside of school funded by Welsh local authorities.

- **2,286** the number of EOTAS pupils.
- **1,784** the number of EOTAS pupils receiving their main education other than at school ([Table 1](#)).
- **3.8** out of 1,000 pupils in Wales received their main education other than at school ([Table 2](#)).

### Pupil referral

**units** were the most used type of EOTAS education ([Table 7](#)).

**7 out of 10** pupils whose main education is other than at school were **boys** ([Table 3](#)).

### About this release

This release covers data on individual pupils receiving education outside of school, including Pupil Referral Units, and includes data by age, gender and the type of provision.

Data are shown for Wales and at local authority/consortium level.

### In this release

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#### Pupils whose main education is other than at school by:

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[Special educational need \(SEN\) Provision](#) 8

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## **Introduction**

The EOTAS Census covers pupils who are placed by Local Authorities (LAs) in Pupil Referral Units (PRUs) or other forms of alternative provision referred to as 'Educated Other Than At School (EOTAS)'. It is equivalent of the Pupil Level Annual School Census (PLASC) for children educated other than at school.

The overriding criterion for inclusion in the EOTAS census is that it is for pupils for whom a Welsh LA has a financial responsibility and if not included in this census collection would not be picked up via PLASC. However, some pupils may legitimately be included in the EOTAS census and also on a school PLASC (for maintained primary, secondary and special schools).

The collection focuses on children receiving education funded by the LA other than at school as defined in Section 19(1) of the Education Act 1996 i.e. those children of compulsory school age who, by reason of illness, exclusion or otherwise may not for any period receive suitable education.

### **Pupil Referral Units (PRUs)**

Section 19 (1) of the Education Act 1996 requires LAs to make arrangements for the provision of suitable education at schools or otherwise for children of compulsory school age who, for whatever reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless suitable arrangements are made for them. Section 19 (2) states that any school established to provide education for such children and which is not a county [community] or special school, shall be known as a "Pupil Referral Unit".

### **Category of provision**

The pupil will either be placed in a PRU or another form of EOTAS provision. The categories are:

- Pupil Referral Unit
- Further education college
- Maintained primary, middle, secondary or special school
- Non-maintained special school
- Individual tuition and tuition at pupils' homes or at hospital
- Youth Gateway
- Work related education
- Training providers
- Voluntary organisations
- Brought in private sector provision
- Independent schools
- Pupil attending provision not maintained by the authority, or outside of the authority, for which the authority pays fees
- Awaiting provision or not currently in provision
- Other

**Table 1: Number of pupils educated other than at school, by local authority, 2018/19**

Local Authority	EOTAS pupils whose main education is outside of school and who		Total	EOTAS pupils who	
	are not on roll at a maintained school	have subsidiary enrolment status at a maintained school		have main or current enrolment status at a maintained school	All pupils receiving EOTAS provision
Isle of Anglesey	13	0	13	0	13
Gwynedd	40	0	40	0	40
Conwy	72	0	72	0	72
Denbighshire	87	0	87	58	145
Flintshire	80	41	121	6	127
Wrexham	17	45	62	*	*
Powys	53	6	59	*	*
Ceredigion	*	*	13	12	25
Pembrokeshire	14	109	123	13	136
Carmarthenshire	6	66	72	25	97
Swansea	59	93	152	22	174
Neath Port Talbot	*	*	45	*	*
Bridgend	0	69	69	10	79
The Vale of Glamorgan	37	77	114	23	137
Rhondda Cynon Taf	71	122	193	14	207
Merthyr Tydfil	8	65	73	25	98
Caerphilly	83	30	113	128	241
Blaenau Gwent	*	0	*	0	*
Torfaen	*	0	*	19	*
Monmouthshire	*	*	14	7	21
Newport	88	16	104	49	153
Cardiff	215	10	225	86	311
Wales:					
2018/19	1,027	757	1,784	502	2,286
2017/18	1,008	601	1,609	579	2,188
2016/17	892	510	1,402	570	1,972
2015/16	909	603	1,512	602	2,114
2014/15	909	478	1,387	770	2,157
2013/14	958	267	1,225	1,142	2,367

Sources: EOTAS Pupil Census, Welsh Government  
Pupil Level Annual School Census, Welsh Government

### Key points for 2018/19

- 2,286** the number of EOTAS pupils, down 3% since 2013/14.
- 1,784** the number of EOTAS pupils receiving their main education other than at school, up 46% since 2013/14.
- 78%** the percentage of EOTAS pupils receiving their main education other than at school, up from 52% in 2013/14.

- In 2018/19, 2,286 pupils were reported to be receiving education other than at school funded by their local authority during the census week (14th to 18th January 2019). In this statistical release such pupils will be referred to as 'EOTAS pupils'.
- Not all EOTAS pupils receive their education solely outside of the maintained school environment. In fact, many of them are still on roll at maintained schools. Of the 2,286 EOTAS pupils:
  - 1,027 EOTAS pupils were not on roll at a maintained school in the January 2019 Pupil-Level Annual School Census (PLASC), so they only received education 'other than at school';
  - 757 EOTAS pupils had 'subsidiary' enrolment status in maintained schools in the January 2019 PLASC, meaning that their main education was 'other than at school'; and;
  - 502 EOTAS pupils had 'main' or 'current' enrolment status in maintained schools in the January 2019 PLASC, which means that their main education was in a maintained school.
- This breakdown can be seen in the following diagram. The circle on the left represents the EOTAS pupils who were on roll at a maintained school, while the circle on the right shows the EOTAS pupils whose main education was other than at school. The section where the circles overlap shows the number of EOTAS pupils whose main education was other than at school and had 'subsidiary' enrolment status in a maintained school.



- Since pupils with 'main' or 'current' enrolment status in the January 2019 PLASC are included in the Schools' Census publication, the main focus of this statistical release will be on the EOTAS pupils whose main education is other than at school – the 1,784 pupils represented by the circle on the right.

**Table 2: Pupils whose main education is other than at school, by local authority, 2013/14-2018/19 (a)**

	Number						Rate (a)					
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Isle of Anglesey	23	23	20	40	29	13	2.4	2.4	2.1	4.1	3.0	1.3
Gwynedd	31	29	69	38	33	40	1.8	1.7	4.0	2.2	1.9	2.4
Conwy	75	70	55	63	64	72	4.7	4.4	3.4	4.0	4.0	4.5
Denbighshire	66	45	62	75	98	87	4.2	2.8	3.9	4.8	6.2	5.5
Flintshire	137	145	119	95	111	121	5.7	6.1	5.0	4.0	4.7	5.2
Wrexham	59	47	41	36	56	62	3.0	2.4	2.1	1.8	2.9	3.2
Powys	59	58	59	52	62	59	3.2	3.2	3.3	2.9	3.6	3.4
Ceredigion	16	15	31	15	*	*	1.7	1.6	3.2	1.6	*	*
Pembrokeshire	8	10	18	30	33	123	0.4	0.6	1.0	1.7	1.9	7.1
Carmarthenshire	30	50	72	59	68	72	1.1	1.8	2.6	2.2	2.5	2.6
Swansea	128	178	168	140	169	152	3.6	5.0	4.7	3.9	4.7	4.2
Neath Port Talbot	92	80	76	56	42	45	4.4	3.9	3.6	2.7	2.0	2.1
Bridgend	29	39	45	30	51	69	1.3	1.7	2.0	1.3	2.2	3.0
The Vale of Glamorgan	96	80	108	103	116	114	4.4	3.6	4.8	4.6	5.1	5.0
Rhondda Cynon Taf	87	102	160	149	176	193	2.2	2.6	4.1	3.8	4.5	5.0
Merthyr Tydfil	0	3	40	29	48	73	0.0	0.3	4.6	3.3	5.4	8.0
Caerphilly	16	142	70	30	59	113	0.6	4.9	2.4	1.1	2.1	4.0
Blaenau Gwent	43	33	43	57	*	*	4.5	3.5	4.6	6.1	*	*
Torfaen	20	26	24	14	40	17	1.3	1.7	1.6	0.9	2.7	1.1
Monmouthshire	6	5	*	12	22	14	0.5	0.4	*	1.0	1.9	1.2
Newport	67	68	87	96	88	104	2.7	2.7	3.4	3.8	3.4	3.9
Cardiff	137	139	133	183	227	225	2.6	2.6	2.5	3.4	4.1	4.1
Wales	1,225	1,387	1,512	1,402	1,609	1,784	2.6	3.0	3.2	3.0	3.4	3.8

Sources: EOTAS Pupil Census, Welsh Government School Census, Welsh Government

(a) Rate per 1,000 pupils. Full- and part-time pupils in maintained nursery, primary, secondary and special schools and pupils whose main education is other than at school as in the January School Census and EOTAS Pupil Census.

## Key points in 2018/19

**3.8** out of every 1,000 pupils received their main education other than at school.



The rate of pupils whose main education is other than at school increased during 2018/19.



**Merthyr Tydfil** had the highest rate of pupils whose main education is other than at school.

- In 2018/19, 3.8 out of every 1,000 pupils in Wales received their main education other than at school, which is up from 3.4 out of every 1,000 in 2017/18 and 2.6 out of every 1,000 in 2013/14.
- **Cardiff, Rhondda Cynon Taf** and **Swansea** had the highest numbers of EOTAS pupils in 2018/19, but **Merthyr Tydfil** had the highest rate of EOTAS pupils in 2018/19 at 8.0 per 1,000 pupils.
- **Pembrokeshire** had a rate of 7.1 per 1,000 pupils, up from 1.9 in 2017/18. This is due to an increase in the number of pupils being recorded as subsidiary enrolment at a maintained school, as opposed to being recorded as main or current enrolment status.



**Table 3: Pupils whose main education is other than at school, by age and gender, 2013/14 - 2018/19 (a)**

	Number						Rate (a)					
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
<b>Gender</b>												
Boys	858	990	1,060	979	1,139	1,253	3.6	4.2	4.4	4.1	4.8	5.2
Girls	367	397	452	423	470	531	1.6	1.7	2.0	1.8	2.0	2.3
Pupils	1,225	1,387	1,512	1,402	1,609	1,784	2.6	3.0	3.2	3.0	3.4	3.8
<b>Age (b)</b>												
19 or over	0	*	0	0	*	*	0.0	*	0.0	0.0	*	*
18	23	25	18	22	27	13	14.9	17.6	12.2	19.9	24.1	13.3
17	36	47	49	56	28	48	2.9	3.7	4.1	4.9	2.6	4.7
16	65	75	80	59	73	56	4.1	4.9	5.5	4.4	5.8	4.8
15	546	609	718	596	705	815	15.8	18.2	22.2	18.9	23.0	25.9
14	213	262	243	211	266	281	6.4	8.1	7.6	6.8	8.4	8.8
13	120	132	150	148	151	177	3.7	4.1	4.9	4.7	4.7	5.4
12	68	83	90	69	103	111	2.1	2.7	2.8	2.1	3.1	3.3
11	40	48	42	52	51	72	1.3	1.5	1.3	1.6	1.5	2.1
10	32	19	35	47	50	67	1.0	0.6	1.1	1.4	1.5	1.9
9	18	29	21	44	47	44	0.6	0.9	0.6	1.3	1.3	1.3
8	22	17	15	36	34	20	0.7	0.5	0.4	1.0	1.0	0.6
7	9	10	19	15	17	29	0.3	0.3	0.5	0.4	0.5	0.8
6	7	10	7	18	22	21	0.2	0.3	0.2	0.5	0.6	0.6
5	9	*	7	9	*	*	0.3	*	0.2	0.2	*	*
Under 5	17	14	18	20	17	20	0.2	0.2	0.2	0.3	0.2	0.3
<b>Total</b>	<b>1,225</b>	<b>1,387</b>	<b>1,512</b>	<b>1,402</b>	<b>1,609</b>	<b>1,784</b>	<b>2.6</b>	<b>3.0</b>	<b>3.2</b>	<b>3.0</b>	<b>3.4</b>	<b>3.8</b>

Sources: EOTAS Pupil Census, Welsh Government School Census, Welsh Government

(a) Rate per 1,000 pupils. Full- and part-time pupils in maintained nursery, primary, secondary and special schools and pupils whose main education is other than at school as in the January School Census and EOTAS Pupil Census.

(b) Age as on 31 August at the start of the academic year.

### Key points in 2018/19

For pupils whose main education is other than at school:

- 7 in every 10 pupils were boys.
- 6 in every 10 were aged 14 or 15.
- Pupils aged 15 had the highest rate of EOTAS pupils of all pupils of compulsory school age.

- Since 2013/14 there have been more boys whose main education is other than at school than girls and this continues to be the case in 2018/19. Around 7 in every 10 pupils whose main education is other than at school were boys.
- The rate of boys whose main education is other than school has increased from 4.8 out of 1,000 in 2017/18 to 5.2 in 2018/19. The rate of girls has increased from 2.0 out of 1,000 in 2017/18 to 2.3 in 2018/19.
- 15 year olds had the highest rate of pupils receiving their main education other than at school overall in 2018/19, with almost 26 in every 1,000 pupils of this age educated other than at school.
- The rate of pupils aged 11-15 whose main education is other than at school increases as the pupils' ages increase. In 2018/19, 2.1 out of every 1,000 pupils aged 11 received their main education other than at school and as pupils' ages increase, this rate also increases, to 25.9 out of every 1,000 pupils at age 15.

**Table 4: Pupils whose main education is other than at school, by special educational need (SEN) provision, 2013/14 - 2018/19 (a)**

SEN provision	Number of pupils						Percentage of pupils (a)					
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Statement of SEN	424	463	472	468	545	583	34.6	33.4	31.2	33.4	33.9	32.7
School Action Plus	594	645	705	694	729	862	48.5	46.5	46.6	49.5	45.3	48.3
School Action	41	87	123	79	122	126	3.3	6.3	8.1	5.6	7.6	7.1
No SEN	166	192	212	161	213	213	13.6	13.8	14.0	11.5	13.2	11.9
<b>Total</b>	<b>1,225</b>	<b>1,387</b>	<b>1,512</b>	<b>1,402</b>	<b>1,609</b>	<b>1,784</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Sources: EOTAS Pupil Census, Welsh Government

(a) Percentage of pupils whose main education is other than at school.

**88.1%** of pupils whose main education is other than at school in 2018/19 have special educational needs.

- In 2018/19 the percentage of pupils whose main education is other than at school with special educational needs increased compared to 2017/18.
- Since 2013/14, School Action Plus has been the most common SEN provision for pupils whose main education is other than at school.

**Table 5: Pupils whose main education is other than at school, by free school meal (FSM) entitlement, 2013/14-2018/19 (a)**

Free school meal entitlement	Number of pupils						Percentage of pupils (a)					
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Entitled to FSM	407	484	629	462	632	649	33.2	34.9	41.6	33.0	39.3	36.4
Not entitled to FSM	818	903	883	940	977	1,135	66.8	65.1	58.4	67.0	60.7	63.6
<b>Total</b>	<b>1,225</b>	<b>1,387</b>	<b>1,512</b>	<b>1,402</b>	<b>1,609</b>	<b>1,784</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Sources: EOTAS Pupil Census, Welsh Government

(a) Percentage of pupils whose main education is other than at school.

### Key points

Of pupils whose main education is other than at school;

- Around 7 out of 20 pupils were entitled to free school meals.

- 36.4 per cent of pupils whose main education is other than at school were entitled to free school meals in 2018/19.
- The percentage of pupils whose main education is other than at school who were entitled to free school meals decreased in 2018/19, but remained higher than the 33 per cent seen in 2016/17.

**Table 6: Pupils aged 5 and over whose main education is other than at school, by ethnic background, 2013/14-2018/19 (a)**

Ethnic background	Number of pupils						Rate (a)					
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
<b>White</b>	<b>1,106</b>	<b>1,263</b>	<b>1,402</b>	<b>1,291</b>	<b>1,463</b>	<b>1,638</b>	<b>3.0</b>	<b>3.5</b>	<b>3.9</b>	<b>3.5</b>	<b>4.0</b>	<b>4.5</b>
White - British	1,075	1,225	1,371	1,262	1,430	1,579	3.0	3.5	3.9	3.6	4.1	4.5
Any other white background	31	38	31	29	33	59	3.4	3.7	2.8	2.4	2.6	4.4
Mixed	25	32	32	34	45	46	2.7	3.2	3.0	3.0	3.8	3.6
Asian	*	7	10	8	11	11	*	0.8	1.1	0.9	1.1	1.1
Black	*	*	*	*	*	7	*	*	*	*	*	1.9
Chinese or Chinese British	*	0	0	0	0	0	*	0.0	0.0	0.0	0.0	0.0
Any other ethnic group	5	*	*	*	*	6	1.2	*	*	*	*	1.1
<b>Total with valid category</b>	<b>1,143</b>	<b>1,307</b>	<b>1,450</b>	<b>1,344</b>	<b>1,529</b>	<b>1,708</b>	<b>2.9</b>	<b>3.3</b>	<b>3.7</b>	<b>3.4</b>	<b>3.9</b>	<b>4.3</b>
Unknown or not stated	65	66	44	38	63	56	25.9	29.1	20.7	19.3	31.6	23.8
<b>All pupils</b>	<b>1,208</b>	<b>1,373</b>	<b>1,494</b>	<b>1,382</b>	<b>1,592</b>	<b>1,764</b>	<b>3.1</b>	<b>3.5</b>	<b>3.8</b>	<b>3.5</b>	<b>4.0</b>	<b>4.4</b>

Sources: EOTAS Pupil Census, Welsh Government

(a) Rate per 1,000 pupils of this ethnic minority. Full- and part-time pupils in maintained nursery, primary, secondary and special schools and pupils whose main education is other than at school as in the January School Census and EOTAS Pupil Census.

(b) Age as at 31st August at the start of the academic year.

(c) "." means data item is not applicable

(d) This table represents pupils aged 5 and over only.

- 4.5 out of 1,000 pupils with a “White” ethnic background are receiving their main education other than at school.
- In 2018/19, the number of pupils with a “White” or “Mixed” ethnic background being educated other than at school is the highest it has been since 2013/14.

**Table 7: Pupils whose main education is other than at school, by educational provision, 2018/19**

Since pupils may attend more than one educational provision in a week, some pupils may be counted against more than one provision. That is why the number of enrolments is higher than the number of pupils whose main education is other than at school (1,784 pupils) in Table 1.

Educational provision	Number of enrolments	Percentage of enrolments	Average number of hours a pupil is scheduled to attend in a week
Pupil referral unit (a)	820	43.5	23.3
Further education college	209	11.1	24.7
Maintained school	92	4.9	10.6
Non-maintained special school	68	3.6	25.2
Individual tuition	265	14.0	11.8
Youth Gateway	0	0.0	.
Work-related education	15	0.8	15.7
Training provider	38	2.0	22.0
Voluntary organisation	0	0.0	.
Bought in private sector provision	18	1.0	20.8
Independent school	270	14.3	25.0
Provision not maintained by, or is outside of, authority	17	0.9	22.6
Awaiting provision or not currently in provision	28	1.5	.
Other	47	2.5	20.8
<b>Total</b>	<b>1,887</b>	<b>100.0</b>	<b>21.0</b>

Sources: EOTAS Pupil Census, Welsh Government

(a) The pupils who are enrolled at a PRU but have zero hours of provision recorded are excluded from this table.

"." data item is not applicable.

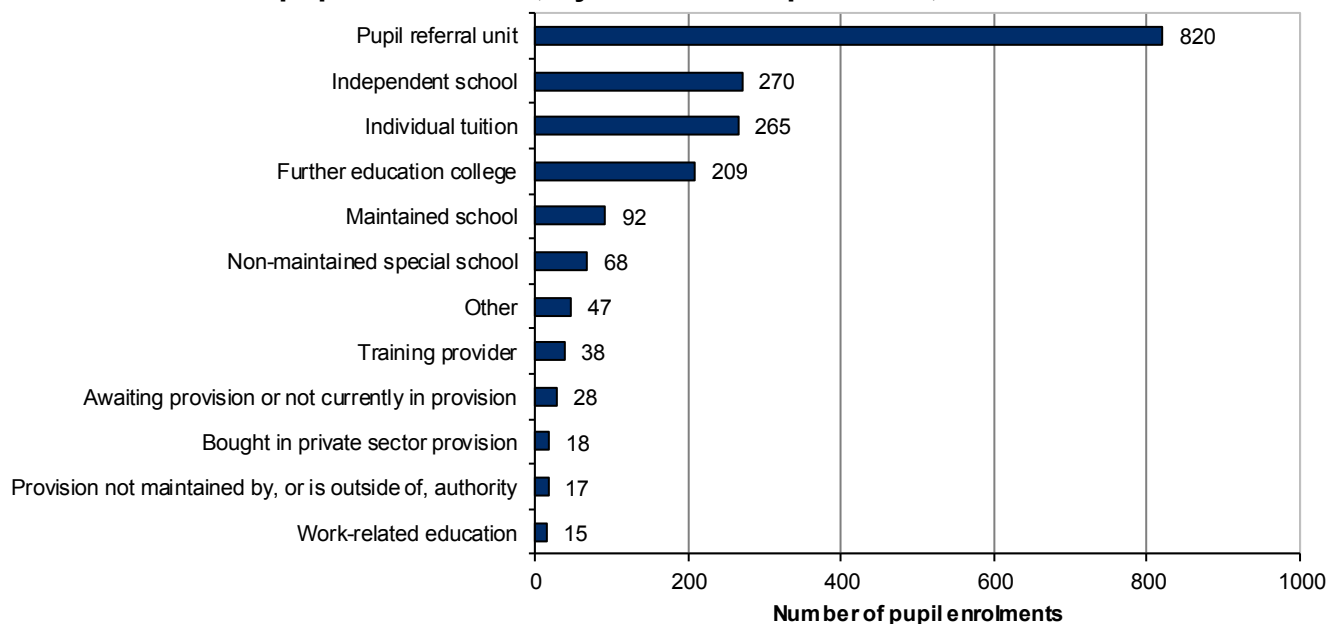
## Key points

Pupils whose main education is other than at school:

- **43.5%** - Percentage of pupil enrolments were at pupil referral units.
- **28** - Number of pupils not receiving educational provision during the census week.

- In 2018/19 there were 820 enrolments at pupil referral units, which accounted for 43.5 per cent of all EOTAS educational enrolments. Pupil referral units were used much more frequently to educate EOTAS pupils than other provisions.
- Independent Schools were the next most frequent educational provision, accounting for 14.3 per cent of EOTAS educational enrolments. Individual tuition accounted for 14 per cent while further education made up 11.1 per cent of EOTAS provision
- Although the EOTAS data collection refers to pupils educated other than at school, in some circumstances EOTAS pupils are placed into a maintained school as part of their provision. 92 pupils received EOTAS education in a maintained school.
- The average number of hours of education provided to pupils whose main education is outside of school was 21.0 hours during the census week. Pupils enrolled at non-maintained special schools received the highest average number of hours of provision during the census week, with an average of 25.2 hours provided per pupil.

**Chart 2: Number of pupil enrolments, by educational provision, 2018/19**



**Chart 3: Percentage of pupil enrolments, by educational provision, 2013/14 - 2018/19**

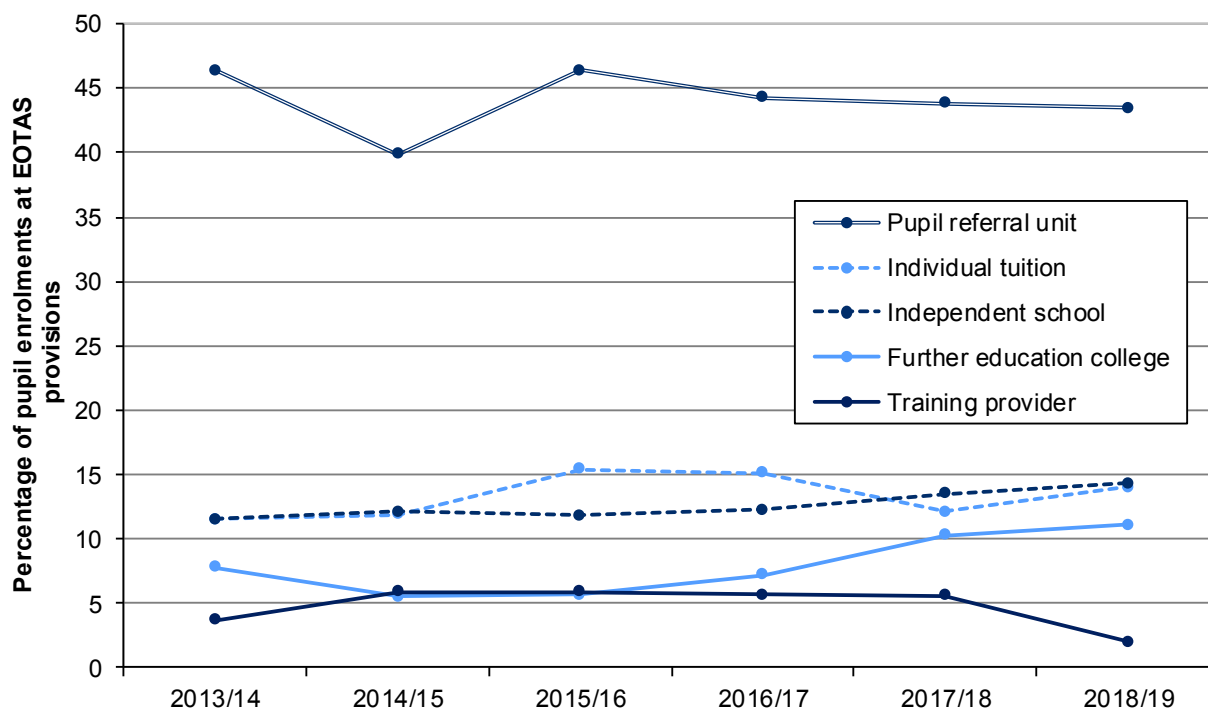


Chart 3 shows how the percentages of pupil enrolments in EOTAS provision have changed since 2013/14.

- Pupil referral units have been the most frequently-used EOTAS provision since 2013/14. Their usage peaked in 2015/16. Pupil referral unit usage decreased slightly during 2018/19.
- In 2018/19 the use of both individual tuition and independent schools as EOTAS provision increased. Independent Schools were the second most used provision for EOTAS pupils during 2018/19.
- In 2018/19, the use of further education colleges increased whilst remaining the fourth most used EOTAS provision. Training providers were the fifth most frequent provision, but the number of enrolments at training providers dropped by 60 per cent from 2017/18.

**Table 8: Number of pupils attending pupil referral units in Wales, by age, 2018/19**

Age (a)	Pupils who are registered at a single PRU (b)			Pupils who are dually registered at a PRU (c)		
	Boys	Girls	Pupils	Boys	Girls	Pupils
19 or over	0	0	0	0	0	0
18	0	0	0	0	0	0
17	0	0	0	0	0	0
16	*	*	6	0	0	0
15	248	121	369	*	*	13
14	110	51	161	41	21	62
13	61	27	88	33	10	43
12	52	9	61	*	*	23
11	*	*	39	11	0	11
10	*	*	35	*	*	16
9	*	*	29	15	0	15
8	16	0	16	18	0	18
7	*	*	19	11	0	11
6	*	*	13	*	0	*
5	*	*	6	*	0	*
Under 5	*	*	15	0	0	0
<b>Total</b>	<b>630</b>	<b>227</b>	<b>857</b>	<b>180</b>	<b>41</b>	<b>221</b>

Sources: EOTAS Pupil Census, Welsh Government  
Pupil Level Annual School Census, Welsh Government

(a) Age as at 31 August 2018.

(b) Figures relate to pupils educated at only one PRU and include pupils receiving other EOTAS provisions or being recorded as having 'subsidiary' enrolment status at a maintained or special school in the 2018/19 Pupil-Level Annual School Census (PLASC), but exclude those with 'main' or 'current' enrolment in a maintained or special school in PLASC.

(c) Figures relate to pupils educated at more than one PRU or educated at a PRU while having 'main' or 'current' enrolment status at a maintained or special school in the 2018/19 PLASC.

## Key points

EOTAS pupils registered at Pupil Referral Units (PRUs):

- 857 pupils were registered at one PRU only.
- 221 pupils were dually registered at a PRU.

- During the 2018/19 census week 857 EOTAS pupils were registered at a single pupil referral unit (PRU). Nearly three quarters of these pupils were boys.
- The number of pupils registered at PRUs increases with each age group from age 11 up to age 15.
- 221 pupils were dually registered at a PRU during the 2018/19 census week. This means that they were either attending more than one PRU or were on roll at one PRU but receiving their main education in a maintained school.

**Table 9: Number of pupils attending pupil referral units in Wales, by local authority, 2018/19**

Local Authority (a)	Pupils who are registered at a single PRU (b)			Pupils who are dually registered at a PRU (c)		
	Boys	Girls	Pupils	Boys	Girls	Pupils
Isle of Anglesey	*	0	*	0	0	0
Gwynedd	0	0	0	0	0	0
Conwy	35	20	55	0	0	0
Denbighshire	*	*	11	50	6	56
Flintshire	76	27	103	5	0	5
Wrexham	36	22	58	*	0	*
Powys	17	5	22	*	0	*
Ceredigion	*	*	8	*	*	12
Pembrokeshire	79	24	103	*	*	8
Carmarthenshire	40	26	66	*	*	6
Swansea	89	22	111	*	*	12
Neath Port Talbot	0	0	0	0	0	0
Bridgend	7	17	24	*	*	10
The Vale of Glamorgan	57	12	69	0	*	*
Rhondda Cynon Taf	82	16	98	*	*	10
Merthyr Tydfil	*	*	17	10	0	10
Caerphilly	*	*	13	*	*	12
Blaenau Gwent	0	0	0	0	0	0
Torfaen	*	0	*	*	*	10
Monmouthshire	5	6	11	*	*	*
Newport	43	10	53	38	9	47
Cardiff	21	11	32	8	8	16
Wales	630	227	857	180	41	221

Sources: EOTAS Pupil Census, Welsh Government  
Pupil Level Annual School Census, Welsh Government

(a) Refers to the local authority in which pupils attended PRUs, not the local authority funding the provision.

(b) Figures relate to pupils educated at only one PRU and include pupils receiving other EOTAS provisions or being recorded as having 'subsidiary' enrolment status at a maintained or special school in the 2018/19 Pupil-Level Annual School Census (PLASC), but exclude those with 'main' or 'current' enrolment in a maintained or special school in PLASC.

(c) Figures relate to pupils educated at more than one PRU or educated at a PRU while having 'main' or 'current' enrolment status at a maintained or special school in the 2018/19 PLASC.

- Swansea had the most pupils registered at only one pupil referral unit (111 pupils).
- Gwynedd, Neath Port Talbot and Blaenau Gwent had no pupils on roll at a pupil referral unit during the 2018/19 census week.
- Denbighshire had the most dually registered pupils at a pupil referral unit (56 pupils).

**Table 10: Number of pupils of compulsory school age educated at home, by local authority, 2013/14-2018/19 (a)**

	Number						Rate (b)					
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Isle of Anglesey	23	21	23	36	37	12	3.1	2.8	3.0	4.7	4.7	1.5
Gwynedd	69	55	64	53	45	65	5.0	4.0	4.6	3.8	3.2	4.6
Conwy	40	62	108	76	101	116	3.2	5.0	8.6	6.1	8.0	9.1
Denbighshire	58	55	47	51	65	80	4.7	4.4	3.8	4.0	5.1	6.2
Flintshire	39	46	59	71	63	94	2.1	2.5	3.1	3.8	3.3	4.9
Wrexham	20	30	47	72	68	85	1.3	1.9	3.0	4.5	4.2	5.2
Powys	120	112	122	133	131	156	8.0	7.6	8.4	9.1	9.0	10.7
Ceredigion	112	111	113	139	151	171	14.7	14.9	15.0	18.4	19.6	21.9
Pembrokeshire	92	106	123	132	195	182	6.5	7.6	8.9	9.5	13.8	12.8
Carmarthenshire	122	160	209	..	..	284	5.7	7.4	9.6	..	..	12.7
Swansea	81	104	128	153	157	137	2.9	3.7	4.5	5.4	5.4	4.7
Neath Port Talbot	34	58	91	117	147	177	2.0	3.5	5.4	6.9	8.5	10.1
Bridgend	43	67	74	88	103	128	2.5	3.9	4.2	4.9	5.8	7.0
The Vale of Glamorgan	30	35	32	33	45	68	1.8	2.1	1.9	1.9	2.6	3.8
Rhondda Cynon Taf	55	63	83	118	119	146	1.9	2.1	2.8	3.9	3.9	4.7
Merthyr Tydfil	13	17	20	31	42	43	1.8	2.4	2.8	4.3	5.8	5.8
Caerphilly	31	29	42	61	78	62	1.4	1.3	1.9	2.7	3.4	2.7
Blaenau Gwent	19	14	15	30	51	71	2.4	1.8	2.0	4.0	6.7	9.2
Torfaen	32	36	50	51	67	70	2.7	3.0	4.2	4.2	5.5	5.7
Monmouthshire	24	27	31	49	52	60	2.6	2.9	3.3	5.2	5.5	6.4
Newport	26	33	36	42	59	92	1.4	1.7	1.8	2.1	2.9	4.4
Cardiff	142	158	165	188	188	218	3.5	3.9	4.0	4.4	4.3	5.0
Wales	1,225	1,399	1,682	1,724	1,964	2,517	3.4	3.8	4.6	4.9	5.5	6.6

Sources: EOTAS Pupil Census, Welsh Government

(a) Data relate to pupils aged 5 to 15 on 31 August before the start of the academic year. Where local authorities do not know a pupil's age they were asked to provide an estimate.

(b) Rate per 1,000 pupils aged 5-15 on 31 August before the start of the academic year. The denominator includes pupils whose main education is other than at school, pupils who had 'main' or 'current' enrolment status in the January PLASC and pupils who are known to be electively home educated.

".." means that the data item is not available.

## Key points

- The number of children (pupils) whose parents have elected to educate them at home has been rising for the past 6 years.
- 2,517 pupils were electively home educated in 2018/19.
- Ceredigion had the highest rate of elective home educated pupils in 2018/19.

- In the 2018/19 academic year 2,517 children were known to be electively home educated in Wales. This means that the parents of these pupils decided to educate their children at home instead of sending them to school.
- The rate of elective home educated pupils increased in 2018/19 to 6.6 out of 1,000, from 5.5 out of 1,000 in 2017/18. The rate increased in all local authorities with the exceptions of Isle of Anglesey, Pembrokeshire, Swansea and Caerphilly.
- In 2013/14, 3.4 out of 1,000 pupils were electively home educated. The rate has increased each year since then.
- Isle of Anglesey had the lowest rate of electively home educated children (1.5 per 1,000 pupils) while Ceredigion had the highest rate (21.9 per 1,000 pupils). Ceredigion has consistently reported the highest rate of electively home educated children since 2013/14.



- As parents notify their local authority that they are home educating their children on a voluntary basis (unless they have withdrawn their child from school), these data may not include all electively home educated children.

## Notes

### Context

#### Policy/operational

Local authorities are required to provide suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them.

In practice, local authorities respond to that duty in widely varying ways, relating to their individual circumstances, such as their geography, socio-economic situation and educational policies. In September 2015 the Welsh Government established an Educated Other Than At School (EOTAS) Task and Finish Group, chaired by former Estyn Chief Inspector Ann Keane. The EOTAS Task and Finish Group developed the framework, with engagement from the sector, as a response to reports by Estyn, the Children's Commissioner for Wales and the University of Edinburgh.

The "[Education otherwise than at school \(EOTAS\) Framework for Action](#)" was last updated on 3 January 2018.

### Key quality information

This section provides information about the quality of the statistics in this release in five areas: Relevance, accuracy, timeliness and punctuality, accessibility and clarity, and comparability and coherence.

### National Statistics status

The [United Kingdom Statistics Authority](#) has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the [Code of Practice for Statistics](#).

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality and public value.

All official statistics should comply with all aspects of the Code of Practice for Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate.

It is Welsh Government's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics

status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

The continued designation of these statistics as National Statistics was confirmed in 2010 following a [compliance check by the Office for Statistics Regulation](#). These statistics last underwent a [full assessment](#) against the Code of Practice in 2010.

### **Data source and coverage**

The EOTAS Pupil Census is carried out annually and collects data on pupils educated other than at school from local authorities electronically via a secure website. The collection is carried out by the school statistics team in Knowledge and Analytical Services within the Welsh Government.

The information in this Statistical First Release relates to pupils receiving local authority-funded education outside of the mainstream school environment during a census week each January and the number of pupils of compulsory school age (aged 5 to 15 on 31 August before the start of the academic year) known by local authorities to be electively home educated. For the 2018/19 academic year the census week was 14 to 18 January 2019.

In 2018/19, data were received on 2,286 pupils receiving education other than at school from all 22 local authorities in Wales. Of the 2,286 pupils receiving EOTAS provision, 502 were recorded in the January 2019 Pupil-Level Annual School Census as having 'main' or 'current' enrolment status in maintained primary, secondary or special schools and were therefore considered to be receiving their main education in a maintained school. The remaining 1,784 pupils were considered to be receiving their main education other than at school. The focus of this Statistical First Release is on pupils mainly educated other than at school, but to give a complete picture it was necessary to include all pupils receiving EOTAS provision in [Table 1](#), [Table 8](#) and [Table 9](#).

Local authorities reported that in 2018/19, 2,626 pupils were known to be electively home educated. Of these pupils, 109 were known to not be of compulsory school age so they were excluded from the figures contained in this release, leaving a total of 2,517 pupils.

Data on electively home educated pupils is not mandatory for the local authority to provide. In some years, there is not full coverage from all local authorities for this data (presented in table 10). Known under-coverage includes:

- In 2012/13 Caerphilly did not submit data for home educated pupils.
- In 2016/17 and 2017/18 Carmarthenshire did not submit data for home educated pupils.

### **Users and uses**

The statistics are used both within and outside the Welsh Government to monitor educational trends and as a baseline for further analysis of the underlying data. Some of the key users are:

- ministers and the Members Research Service in the National Assembly for Wales
- other government departments
- local authorities and schools
- Estyn, Her Majesty's Inspectorate of Education and Training in Wales
- The Department for Education and Skills in the Welsh Government

- other areas of the Welsh Government
- the research community
- students, academics and universities
- individual citizens, private companies and the media.

These statistics are used in a variety of ways. Some examples of these are:

- to advise Ministers
- to inform the education policy decision-making process in Wales
- to inform Estyn during inspections
- to assist in research in educational attainment.

### **Accuracy**

The Welsh Government works closely with local authorities in order to ensure all data are validated before tables are published. Data are collated into an electronic return and submitted to the Welsh Government through DEWi, a secure online data transfer system developed by the Welsh Government. Various stages of automated validation and sense-checking are built into the process to ensure a high quality of data.

Starting in 2011/12, following the collection of the data an additional validation period was carried out in which local authorities were sent summary tables of their data and asked to check that they were correct. While most of the data were confirmed to be correct, these checking periods highlighted problems with several local authorities' data which were resolved, further improving the accuracy of the data.

### **Timeliness and punctuality**

This release is published each year around the end of July. The local authorities are provided with a period to upload data and respond to validation queries prior to the publication of results.

### **Accessibility and clarity**

This Statistical First Release is pre-announced and then published on the Statistics section of the Welsh Government's website. It is accompanied by more detailed tables on [StatsWales](#), a free-to-use service that allows visitors to view, manipulate and download data.

### **Comparability and coherence**

Tables and charts in this statistical first release contain data about different groups of EOTAS pupils as defined in the 'Definitions' section below. Whether the tables and charts are referring to EOTAS pupils whose main education is other than at school, whose main education is at a maintained school or all EOTAS pupils is clearly indicated, so before comparing two tables or charts please check that they are referring to the same group of EOTAS pupils.

Pupils by age ([Table 3](#)) and by SEN ([Table 4](#)) can be set in context by comparing to the general school population. The relevant data can be found in the publication of final school census results here: [Schools' census results](#)

From 2017/18, [StatsWales tables](#) are published to accompany this statistical first release.

England publishes the number of pupils on roll at Pupil Referral Units and Alternative Provision in the statistical release entitled 'Schools, pupils and their characteristics: January 2019'. The latest available statistics can be found here: [School, pupils and their characteristics: January 2019](#)

Related statistics for Northern Ireland can be found here: [Education Outside of School](#)

## Definitions

### Definitions of pupils educated other than at school

In the context of this statistical release:

- a pupil being educated other than at school (EOTAS) was recorded as receiving or awaiting education provision funded by the local authority otherwise than in a maintained school setting during the census week of the EOTAS Pupil Census. A pupil may also be included in this category if:
  - they attend an independent or non-maintained special school for which the local authority is responsible for paying all or part of the tuition fees;
  - they are placed in a maintained school as part of their education funded by the local authority.
- the phrase EOTAS pupil is used to refer to a pupil educated other than at school as defined above.
- an EOTAS pupil whose main education is other than at school is a pupil being educated other than at school who is either not on roll at a maintained school or is recorded as having a 'subsidiary' enrolment status at a maintained school in the January Pupil-Level Annual School Census.
- an EOTAS pupil whose main education is in a maintained school is a pupil being educated other than at school with a 'main' or 'current' enrolment status in the January Pupil-Level Annual School Census.
- pupils being electively home educated are children whose parents have decided to educate at home rather than at school and are not classed as EOTAS pupils in this publication. Although by definition they are educated other than at school, education for these pupils is not funded by the local authority and there is no legal basis under which the local authority can collect personal data about them. Data on electively home educated pupils are restricted to headcounts by local authority and are provided voluntarily by the local authority. Figures related to pupils electively home educated have been reported in separate tables to those relating to EOTAS pupils.

### Free school meal (FSM) eligibility

Children whose parents receive the following support payments are eligible to receive free school meals in maintained schools in Wales:

- Income Support

- Income Based Jobseekers Allowance Support under Part VI of the Immigration and Asylum Act 1999
- Income-related Employment and Support Allowance
- Child Tax Credit, provided they are not entitled to Working Tax Credit and their annual income does not exceed £16,190
- Guarantee element of State Pension Credit
- Working Tax Credit 'run-on'- the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit
- Universal Credit.

Children who receive income related employment and support allowance, Universal Credit, Income Support or Income Based Job Seekers Allowance in their own right are also eligible to receive Free School Meals.

Pupils should only be recorded as eligible if they have applied for free school meals to the local authority and (1) the relevant authority has confirmed their eligibility, or (2) final confirmation of eligibility is still awaited but the school has seen documents that strongly indicate eligibility.

### **Special educational needs (SEN)**

Pupils known to have special educational needs can be in one of the following categories:

- **School Action:** When a class or subject teacher identifies that a pupil has special educational needs they provide interventions that are additional to, or different from, those provided as part of the school's usual curriculum.
- **School Action Plus:** When the class or subject teacher and the SEN Co-ordinator are provided with advice or support from outside specialists, so that alternative interventions additional to, or different from, those provided for the pupil through 'School Action' can be put in place.
- **Statement:** Pupils for whom the local authority maintains a statement of special educational needs under Part IV of the Education Act 1996. A statement may be issued by the local authority after assessment of a child's needs.

### **Rounding and symbols**

In tables where figures have been rounded to the nearest final digit, there may be an apparent discrepancy between the sum of the constituent items and the total shown.

The following symbols have been used throughout this publication:

- . data item is not applicable.
- .. data item is not available.
- \* data item is disclosive.

## Well-being of Future Generations Act (WFG)

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. The Act puts in place seven well-being goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators (“national indicators”) that must be applied for the purpose of measuring progress towards the achievement of the Well-being goals, and (b) lay a copy of the national indicators before the National Assembly. The 46 national indicators were laid in March 2016.

Information on the indicators, along with narratives for each of the well-being goals and associated technical information is available in the [Well-being of Wales report](#).

Further information on the [Well-being of Future Generations \(Wales\) Act 2015](#).

The statistics included in this release could also provide supporting narrative to the national indicators and be used by public services boards in relation to their local well-being assessments and local well-being plans.

### Further details

The document is available at:

<https://gov.wales/pupils-educated-other-school-september-2018-august-2019>

### Accessing the data electronically

The data behind some of the charts and tables in this release can be found on [StatsWales](#) (a free-to-use internet service that allows visitors to view, manipulate, create and download tables and charts).

Further data relating to these tables or attendance data for individual schools is available on request; please email [school.stats@gov.wales](mailto:school.stats@gov.wales).

### Next update

July 2020 (provisional)

The next update will cover the 2019/20 academic year.

### We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to [school.stats@gov.wales](mailto:school.stats@gov.wales).

### Open Government Licence

All content is available under the [Open Government Licence v3.0](#), except where otherwise stated.

Directorate of Education and Corporate Services

# Inclusion Compendium

## Executive Summary



## **INTRODUCTION**

Education in Caerphilly is based on an inclusive ethos emphasising the right of everyone to be treated fairly, regardless of protected characteristic. This is underpinned by the principles of ensuring that all learners have a sense of belonging and will be supported to participate and achieve to the best of their ability.

The Council recognises that health and wellbeing are essential agents for learning and therefore the focus is on ensuring that this is placed at the centre of developments to support children, families, communities and education providers. Working with our partners in health and social care is essential in order to ensure that there is a collaborative and collegiate approach focusing on breaking down any existing barriers in order to keep the needs of children at the centre of everything that we do.

Organisational and cultural change is supported by high quality leadership and effective management which promotes inclusive policies and practice. A drive to improve outcomes for children and young people provides opportunities and challenges and the Inclusion Compendium demonstrates the Local Authority's approach to these.

## **INCLUSION STRATEGY**

The Inclusion Strategy provides a comprehensive overview of the philosophy, principles and values of the Local Authority as well as definitions of inclusion and wellbeing. The strategy details key elements regarding vulnerable learners, relationships and behaviour, wellbeing and exclusion as well as expectations regarding monitoring and evaluation.



## **WELLBEING AND RELATIONSHIPS**

The role of LA officers is to support those working with children and young people. Therefore, this compendium also includes detailed toolkits identifying the LA offer and offering guidance for developing approaches to wellbeing, behaviour, and exclusions. The guidance documents include examples of training and links to providers to support building capacity in settings.

## **SELF EVALUATION**

Critical to any support for children and young people is understanding what is important to support their development and therefore what works and what doesn't work in existing systems. In order to know whether we are making any difference schools / providers need to evaluate their approach. Therefore, the LA has provided a framework for self-evaluation. This aligns with the Estyn Inspection framework and Inclusion quality mark.

## **EXCLUSIONS**

The LA approach to exclusions focuses on the commitment to work together to promote inclusion and wellbeing and reduce exclusions for all children and young people. The aim is to implement strong inclusive, multi-agency practice working towards a situation where fixed term exclusions are considered in the context of a proactive approach and permanent exclusions are only ever used as the very last resort.

## GOOD PRACTICE AND PUPIL VOICE

The inclusion compendium includes examples of how schools have translated their policies into practice to support children and young people.

A critical element of this compendium is therefore an understanding not just of the need to define an approach but to understand what works for children. The compendium contains examples of the lived experiences of children and what has worked for them

## INFORMATION FOR PARENTS AND CHILDREN

Communication to parents and children so that they understand what to expect is critical. The inclusion compendium includes pupil and parent / carer focused documents which will be made available in schools.



## Cyfarwyddwr Addysg a Gwasanaethau Corfforaethol

Directorate of Education and Corporate Services

# Inclusion Compendium

## A PARENT'S / CARERS GUIDE

to the Local Authority approach to  
developing wellbeing and relationships  
and creating opportunity for all



## 1. Introduction

Your child's wellbeing affects every area of their school life, from their ability to learn in class to their ability to build positive relationships. Caerphilly County Borough Council alongside staff in schools recognise how important your child's health and wellbeing is and want to support this. We want to work in partnership with parents/carers, schools and other supporting services and organisations to help support your child to not only reach their full potential whilst in education, but to thrive emotionally, physically, and mentally.

We also believe that everyone has the right to be treated fairly and to be fully included in school life. We will focus on making your child feel like you are a part of your school community, achieve the very best that they can no matter what problems or difficulties they face and support children to overcome disadvantages and issues which might get in the way of their learning or wellbeing.

This leaflet gives you information about how the Local Authority, schools and other services will work together to support children.

## 2. The "Inclusion Compendium"

The Local Authority's "Inclusion Compendium" is a collection of booklets that will help schools to include **all** children and to help **everyone** to have good wellbeing and to learn. It gives information to schools on things such as:

- How schools should develop positive relationships within the school community.
- How schools might support young people who are experiencing difficulties.



### Definition of documents within the Compendium

**Executive Summary** – Summary of key points within the Inclusion Strategy.

**Self-Evaluation** – This is how schools identify and evaluate the approaches that they have in place to help all children to have good wellbeing and learn.

**Policy into Practice** – This is how and what the school says it will do in their policy documents is put into practice.

**Wellbeing & Relationships Toolkit** – This provides schools with the tools and best practice guidance to improve wellbeing.

**Exclusions Guidance** – This is guidance for schools on dealing with an exclusion and the process to follow.

**Information for Parents** – This booklet.

**Information for Children & Young People** – Summary booklet to explain the Inclusion Strategy.

### 3. Definitions/Glossary

***Inclusion:***

Inclusion means everyone can take part and everyone has a fair chance and that no one is left out for any reason including their learning ability, family background, disability, race religion or sexuality.

***Equality:***

Treating people fairly and making sure they have the same opportunities.

***Good Wellbeing:***

Means a person is happy, healthy and is comfortable with their life and what they do.

***Local Authority:***

The local authority is Caerphilly County Borough Council. They provide a lot of services in your area such as Social Services, Education, roads and rubbish collections.

***Children Looked After:***

Children who are in care and may be in a foster home.

***Compendium:***

A set of documents or books which go together which provide information about different parts of the same thing.

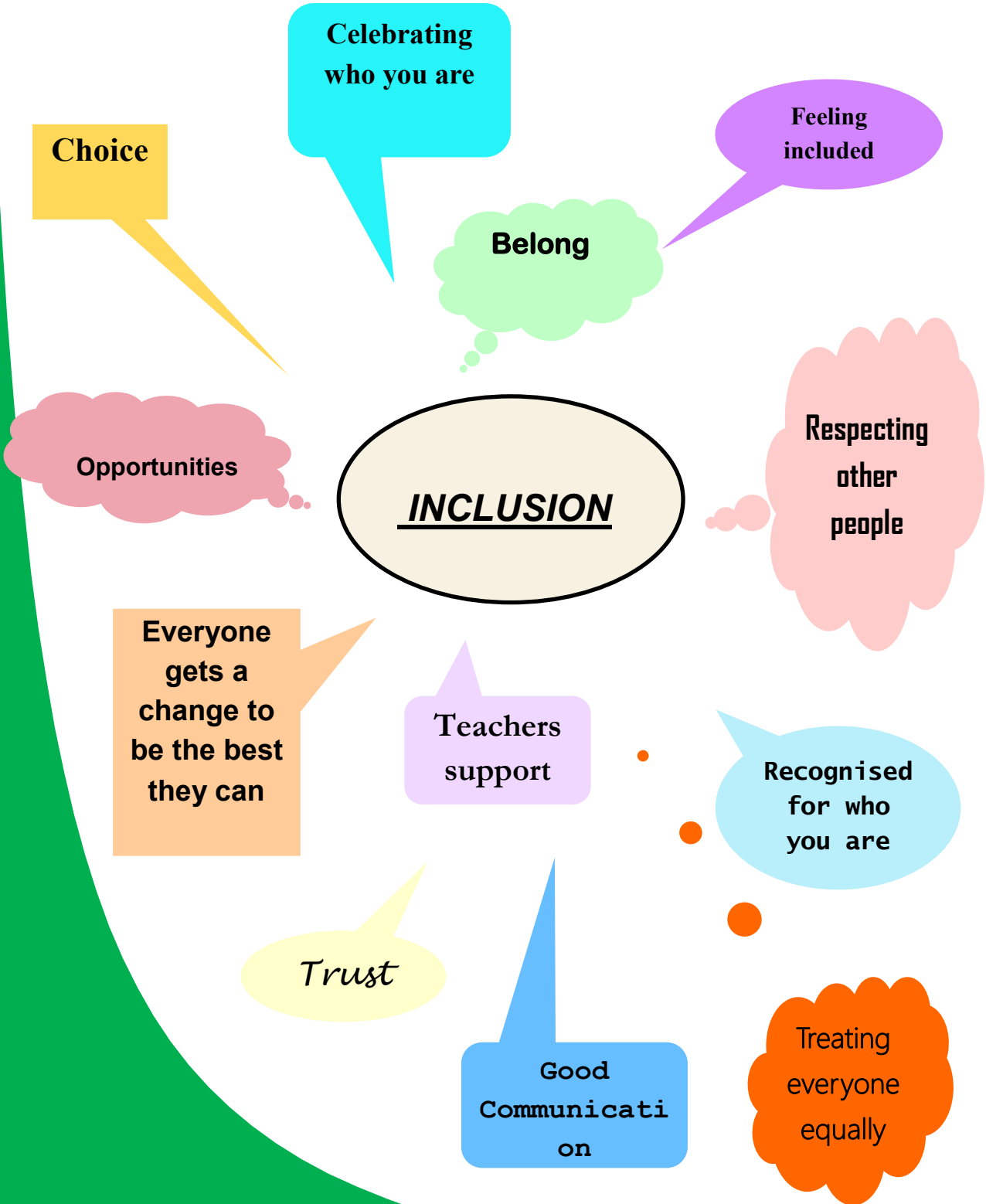
***Vulnerable child:***

A child who faces extra challenges or difficulties in life and this might affect their wellbeing and/or learning.

***Exclusion:***

A formal and document process of being sent home or removed from school either for a short time or permanently as a result of behaviour.

Inclusion involves celebrating that people are not all the same and that different people learn in different ways. An inclusive school will try to find the best way to help all children learn.



#### 4. Philosophy, Principles and Values

***“Philosophy, principles and values” are the beliefs and ideas which the Local Authority think are important.***

The Local Authority believes that all children should be:



- Valued equally and have equal opportunities.
- Treated with respect.
- Able to take part in processes which affect them and to have their voices heard.
- Have opportunities to achieve and are supported to progress and develop in line with their individual learning needs.

An inclusive school and community will make sure it knows their children and understand their needs so that it can help them develop fully to achieve the best that they possibly can.

#### 5. Context - where does this fit with everything else the Local Authority is doing?

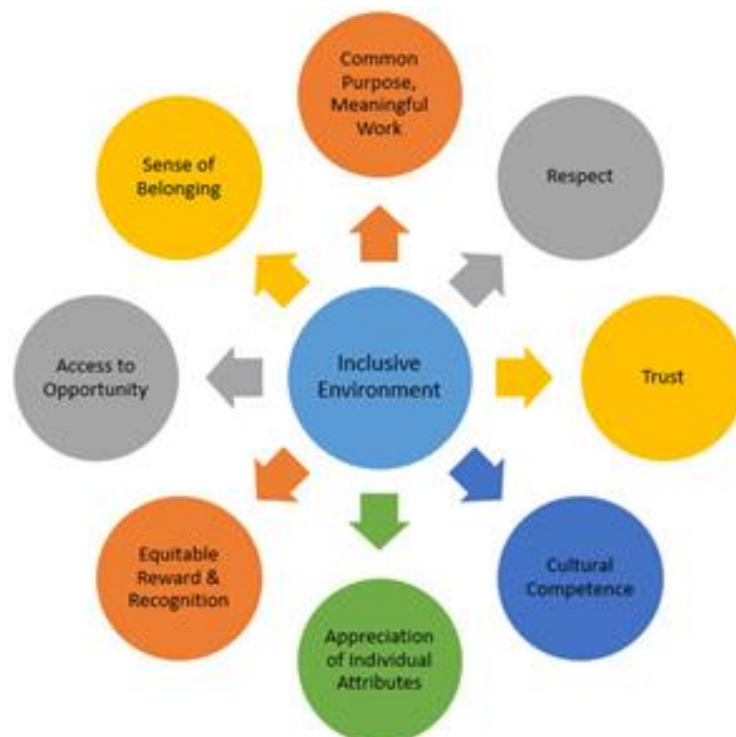
Caerphilly County Borough Council has lots of plans affecting different areas of people's lives such as having good places to live and the opportunity to have a good future. The Inclusion Compendium fits in with the goals and values of other Council plans.



## 6. Aims

The Inclusion Compendium aims to:

- Make sure everyone knows how important it is to improve wellbeing, relationships and behaviour and make sure everyone is working in the same way.
- Support schools to develop a clear, *whole school approach* to wellbeing, relationships and behaviour.
- Support schools to be more inclusive (to value everyone and to support all children including those who have difficulties).
- Support schools to reduce exclusions (a documented action of children being sent home or removed from school as a result of their behaviour for a period of time).
- Organise the guidance the Local Authority has produced.
- Help everyone involved in education to work together to share good ideas and to achieve good outcomes.





## 7. Vulnerable Learners

A vulnerable learner is a child who might have extra difficulties or challenges in their life. Sometimes these affect a person's wellbeing or ability to learn in school.

Some examples of vulnerable learners include:

- Children with Additional Learning Needs (ALN) who find it harder to learn than most children.
- Children who are Young Carers because they need to look after their parents or other family members.
- Children Looked After who can't live with their birth families and are living in foster care.
- Children who have a different culture or race than most of the other children in their school.

The Local Authority wants to support schools to make sure everyone, including vulnerable children, achieve at school.



The Inclusion Compendium sets out what is important for each of these groups, For example:

### ***Additional Learning Needs***

The Local Authority will support schools to help children and young people with additional learning needs (ALN) to overcome barriers and challenges so that they achieve the best they can.

- All children should have opportunities to succeed and to go to a school or education setting which understands what they need to help them.
- Everyone should have the opportunity to participate in, benefit from, and enjoy learning.
- The Local Authority will involve children and young people in decisions which affect them.

### ***Children Looked After by the Local Authority***

Caerphilly Council will support schools, children's services and other services within the child's life to work together to make sure Children Looked After (CLA) overcome any barriers and challenges to help them to reach their full potential.

## 8. Wellbeing

Your child's wellbeing and happiness affects their learning and ability to make good relationships in school.

In Caerphilly our aim is to ensure your child:

- Feels happy and safe in school.
- Feels like they belong in school.
- Have positive relationships at school.
- Able to take part in all aspects of school life.
- Achieve the highest standard of work they can.
- Feels equal and have opportunities to grow.



### ***Emotional Wellbeing***

The Local Authority will support schools in providing an emotionally secure, caring, safe and supportive learning environment where children can thrive. This will enable schools to identify children who are vulnerable and offer targeted support where possible and know when and where to refer more significant concerns.

### ***Physical Wellbeing***

Currently, every school within Caerphilly is signed up to the Healthy School Scheme and is actively engaging. This includes initiatives such as the 'Designed 2 Smile' tooth brushing scheme and the 'Daily Mile' or alternative activity based programme, with active travel to and from school everyday. This also includes whole school's approach in delivering Relationships and Sexuality Education and Substance Use and Misuse Education within the curriculum.

## **9. Relationships & Behaviour**

Relationships between children and teachers and other adults at school are very important. Positive relationships are key to developing a safe and healthy environment where your child can learn and achieve.

Staff at school who know your child well are in a good position to identify any difficulties with wellbeing and provide the necessary help and support that they need.

School staff will also identify behaviour that is causing concern and work with you overcome this and help change the behaviour to make your child feel happier in school.



## 10. Exclusions

The Local Authority's approach to exclusions focuses on the commitment to work together to develop positive relationships with children, promote inclusion and wellbeing and reduce exclusions for all children and young people.

An exclusion is a formal process when a child is not allowed in school either for a short time or permanently because of concerns about the behaviour displayed by the child. Making sure everyone understands the behaviour and has the help they need to support the child, develop positive relationships and improve wellbeing will be important in reducing exclusions.

The Local Authority recognises that all children are different and therefore each school will focus on what is best for the child and have the confidence that all children can develop and improve with the right support.

If a child is excluded then it is important that schools, parent's and the Local Authority communicate with each other so that the child and the family know what is happening.

The Local Authority's Inclusion Officer will be available to provide support and guidance for families.

Inclusion Officer: Hayley Bowen  
Contact Telephone Number: 01443 866656  
E-mail Address: [pupilexclusions@caerphilly.gov.uk](mailto:pupilexclusions@caerphilly.gov.uk)



## 11. Partnerships

Working in partnership means working together.



Lots of different services need to work together to support schools to improve wellbeing and to make sure everyone is included.

These services include the following examples:

- **Local Authority Services (Caerphilly Council)** such as Youth Service (who run things like junior and youth forum), Educational Psychology Service (who support pupils with additional learning needs) School Based Counsellors, Education Welfare Officers, Social Workers and many more.
- **Health Services** such as Speech and Language Therapists, Occupational Therapists, and Child and Adolescent Mental Health Services (CAHMS) etc.
- **Voluntary Organisations** such as, Llamau (who help young people who have problems such as becoming homeless) and Barnardo's who run lots of projects like support for parents and young carers.

***More information about these services and others can be found in the full length document.***

## 12. Monitoring, Evaluation and Review

The Local Authority need to know whether the inclusion compendium is helping schools to make a positive difference to children.

We must review whether we are making a difference. This is not just reflected in data but in other measures that we may consider as evidence. It is critical that the Local Authority, schools and education settings, partners and stakeholders work together to measure the impact we have on children schooling.

For example do children:

- Experience better wellbeing in school.
- Feel safe
- Show increased engagement in lessons
- Achieve more.
- Show changes in behaviour towards others (better social skills or relationships).

The Local Authority will work with schools and other services to monitor and measure these to help us to improve your child's education.



### 13. Training

The Local Authority will work with schools and partners to provide training linked to wellbeing, additional learning needs behaviour and the exclusion process so that everyone can do their best to help and support you and your child through their journey in school.



#### Do you have any questions?

If you would like to talk about any information in this leaflet or have any questions, please contact your school or education setting, who will be happy to help you further.





**Cyfarwyddwr Addysg a Gwasanaethau Corfforaethol**

**Directorate of Education and Corporate Services**

**Inclusion Compendium**

**Easy Read Guide for Parents / Carers**



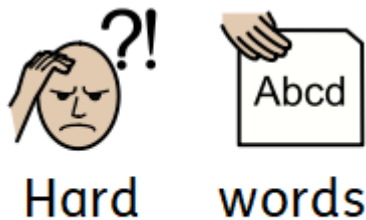
A greener place  
Man gwyrddach



This is an easy read booklet for the **Inclusion Compendium**, the Local Authority's plan for developing wellbeing and relationships and creating opportunity for all.

This is an easy read version. The words are easy to read and understand. You may need help and support to read and understand this document. Ask someone you know to help you.

Where the booklet says 'we', this means the Directorate of Education and Corporate Services at the council.



If you see words in **blue writing**, you can look up what they mean in **Hard words** (Page 8).

## What we want

This booklet will help us work together with schools to make sure everyone is included:



Everyone should have the same chance to learn

Children feel like they belong and can achieve



Children's **wellbeing** gets better

Everyone is included in school

## What we believe

We believe that all children should be:



- Treated equally
- Treated with respect
- Listened to
- Given what they need to be able to learn



## Vulnerable learners

Vulnerable learners are people who find learning hard because they have needs or things happen to them which can get in the way.

Vulnerable learners include:



- Children who find learning more difficult than most children of their age



- Children who might be excluded
- Young carers



- Young offenders

## Additional learning needs

Children who need more help to learn are known as having **additional learning needs (ALN)**.

We will work with schools to help children to help them achieve.

We will make sure children are involved in decisions about them.

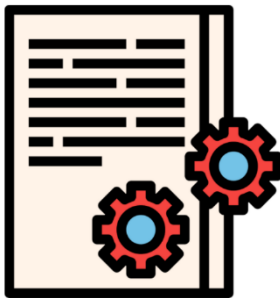
## **Wellbeing**

We want children to feel happy and safe in school.

We will work together with schools and other services to help children to feel good in their body and their mind.

## **Relationships and behaviour**

We want children to feel safe, supported and cared for in schools.



There are lots of reasons for children's behaviour. We will work with schools and other services help all schools support positive behaviour in the best way possible.

Good relationships will help prepare children to become caring and independent young people.

## Exclusions

We will work with schools and other services to help with **inclusion** and **wellbeing** to have less exclusions for children.

**Exclusions** should only happen if there is no other option.



If an **exclusion** happens, talking with the child and parents /carers is very important.

We will help the child and parents / carers and talk with schools.



Children who are excluded from school can find it difficult going back to school.

This puts them at risk of becoming involved in crime and other risky behaviours.

Schools will work with children and their parents / carers to help think about the reasons for the child's behaviour.

## Partnerships



We will work with existing and new partnerships to work for **inclusion** across the **local authority**, schools, and education settings.

## Monitoring, evaluation and review



To know if we are helping, we need to speak to schools, children and everyone who helps schools.

This will help us know if children:



- Feel safe in school
- Achieve
- Have a good sense of **wellbeing**
- Have friends and adults who care about them in school

## Training



We will give training to people who work in schools about **inclusion** and help support children's **wellbeing**, **additional learning needs**, and behaviour.

## **Hard words**

### **Additional Learning Needs (ALN)**

Children and young people who need more help to learn.

### **Equality**

Equality means treating people fairly and giving people the same chances.

### **Exclusion**

Exclusion means the headteacher believes that the school can no longer meet the needs of a child. The Headteacher believes that they should not be allowed back at the school.

### **Inclusion Compendium**

A collection of booklets to support inclusion.

### **Inclusion**

Inclusion means everyone can take part and have the same chance.

### **Local Authority**

The local authority is the County Council. They provide services in your area such as social services, education, roads, and rubbish collection.

### **Wellbeing**

Wellbeing means feeling happy and healthy in your body and mind.



## Cyfarwyddwr Addysg a Gwasanaethau Corfforaethol

Directorate of Education and Corporate Services

# Inclusion Compendium A CHILDREN'S GUIDE



The Inclusion compendium is a collection of information that will help schools to include **all** children and to help **everyone** to have good wellbeing and to learn.



Your wellbeing affects every area of your school life, your ability to learn in class and your ability to build positive relationships. We know how important your health and wellbeing is and will work alongside staff in schools want to support this.

We want all children to achieve the very best that they can no matter what problems or difficulties they face. We will support children to overcome disadvantages and issues which might get in the way of their learning or wellbeing.



## Wellbeing

Your wellbeing and happiness affect your learning and your ability to make good relationships in school. Positive relationships between you and adults are important to support your wellbeing and help you with any difficulties you have.

### The Inclusion Compendium aims to:

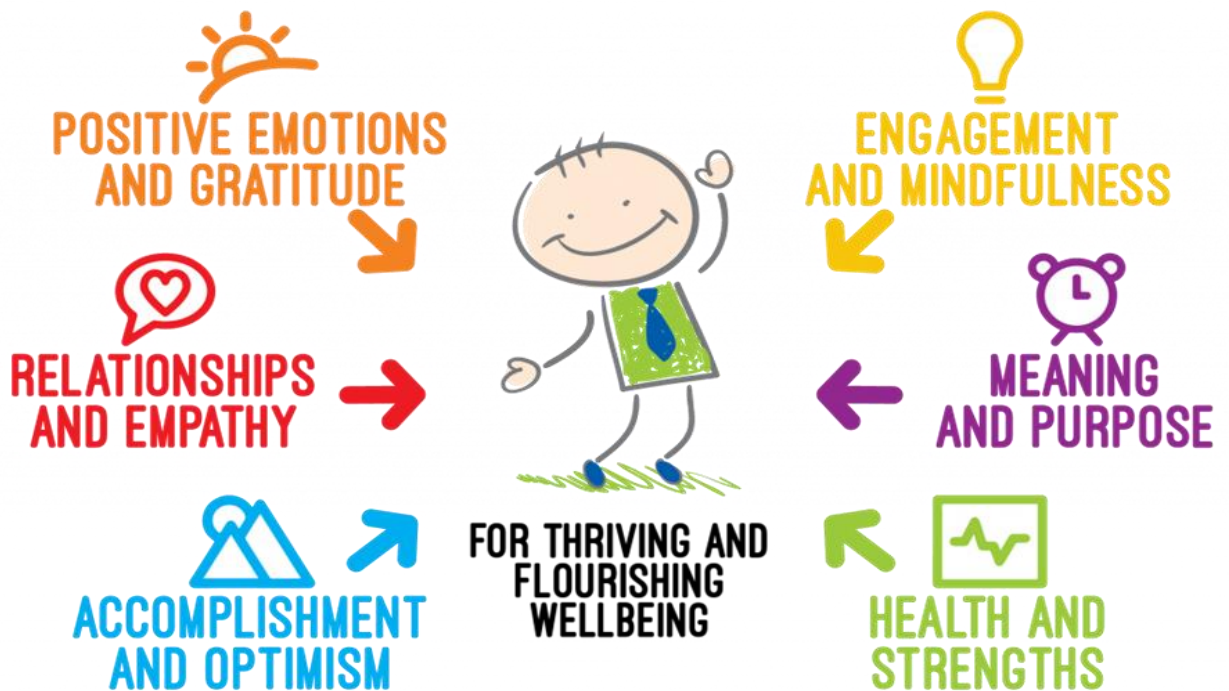
- ensure you feel happy and safe in school.
- ensure you feel that you belong in your school.
- support you to have positive relationships at school.
- ensure you are able to take part in all aspects of school life.
- make sure you achieve the highest standard of work you can.
- make sure you have opportunities to develop even if you have difficulties and challenges (these are sometimes known as vulnerable learners).
- help everyone involved in education to work together to share good ideas and to achieve good outcomes.
- reduce exclusions (children being sent home or removed from school as a result of their behaviour).



Caerphilly Council believes that all children should be:

- Valued equally and have equal opportunities.
- Treated with respect.
- Able to take part in processes which affect them and to have their voices heard.
- Have opportunities to achieve and are supported to progress and develop in line with their individual learning needs.

An inclusive school and community will make sure it knows about you and understands your needs so that it can help you develop fully to achieve the best that you can.



**Do you have any questions?**

If you have any questions, please speak to your headteacher or one of your teachers.

**Cyfarwyddwr Addysg a Gwasanaethau Corfforaethol**

**Directorate of Education and Corporate Services**

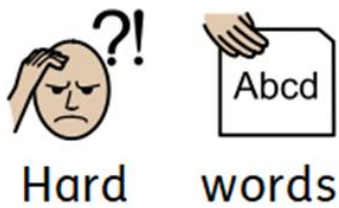
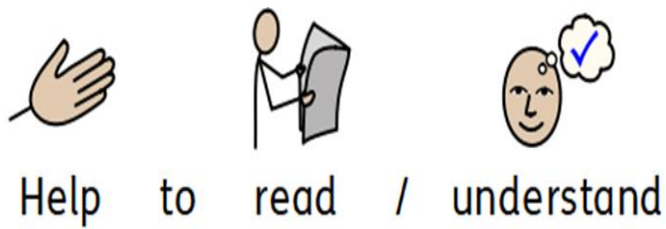
**Inclusion Compendium**

**Easy Read Guide for Children**



A greener place  
Man gwyrdach





You may need help and support to read and understand this document. Ask someone you know to help you.

If you see words in **blue writing**, you can look up what they mean in **Hard words** (Page 9 & 10).

Where the booklet says 'we', this means the Directorate of Education and Corporate Services at the council.

**We want** to work together with schools and others to make sure everyone is included:



**Learn**

To make sure everyone has the same chance to learn.



**Achieve**

To make sure children feel like they belong and can **achieve**.



**Wellbeing**

To improve children's **wellbeing** and make sure they feel happy and safe.



**Included**

To make sure everyone is **included** in school.

**We believe** all children should be:



Equally

Treated equally



Respect

Treated with respect



Listened to



Resources

to



learn

Given what they need to be able to learn



## We feel vulnerable when we:



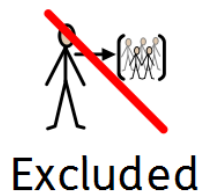
Find things hard



Need more help to learn (additional learning needs – ALN)



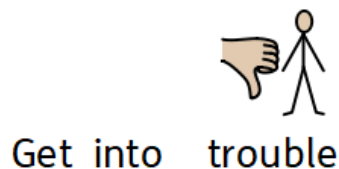
Don't feel safe, happy, listened to and feel I don't have a voice



Feel you are being excluded



Look after other people



Get into trouble

## What will we do?

We will make sure children are involved in decisions about them.

- We will find out what is important to you.
- We will find out what is important for you.

## Relationships and Behaviour



### Relationships

Good relationships with adults are important for children.



### Behaviour

Our behaviour shows others if we are happy and safe.

Sometimes we don't feel like that.  
If you don't feel happy and safe we will:

- Find out what is important to you.
- Find out what is important for you.

## Exclusions



## Excluded

Sometimes children are told that they cannot come to school because of behaviour.

This is called an **exclusion**.

Exclusions should only be used if there is no other choice.

If this happens, we will

- Find out what is important to you.
- Find out what is important for you.

We will also find out what might have to change in school to help.

## Are we making a difference and helping?

**We will** talk to everyone who is important to children to find out if we are all helping by:



Happy



Healthy

- Making children feel safe, happy and healthy



Help



Learn

- Helping children learn
- Have friends and adults who care about them in school

## Learning for adults

We will help adults who work in schools to learn more about including children.



Wellbeing

Wellbeing



Learn

Learning



Relationships



Behaviour

Relationships and  
behaviour

## Hard words



Hard



words



Remember

Remember you may need help and support to read and understand this document. Ask someone you know to help you.

## Additional Learning Needs (ALN)

Children who need more help to learn.

## Equality

Equality means treating people fairly and giving people the same chances.

## Exclusion

Exclusion means the headteacher believes that the school can no longer meet the needs of a child. The Headteacher believes that they should not be allowed back at the school.

## Inclusion Compendium

A collection of information to support inclusion.

## **Inclusion**

Inclusion means everyone can take part and have the same chance.

## **Local Authority**

The local authority is the County Council. They provide services in your area such as social services, education, roads, and rubbish collection.

## **Wellbeing**

Wellbeing means feeling happy and healthy in your body and mind.

## **Achieve**

To reach a goal or get something by working hard. To be successful.

## **Include**

To be part of something and feel involved.

**Cyfarwyddwr Addysg a Gwasanaethau Corfforaethol**

**Directorate of Education and Corporate Services**

## **Inclusion compendium**

# **Supporting Wellbeing and Positive Relationships Toolkit**



## **Positive Relationships**

Relationships between children, staff, youth workers and parents/carers are key to developing safe and healthy schools where children can thrive and there should be clear mechanisms and structures which support positive relationships. Positive interactions between staff are strongly associated with teacher wellbeing. When both teachers and children talk about what helps them feel they belong to their school, they say: being greeted, especially by name and with a smile; being asked their opinion; and having their efforts acknowledged and strengths valued (Roffey, 2012).

A meta-analysis by Cornelius-White (2007) found that teacher-pupil relationships that are non-directive, empathic, warm, and encourage thinking and learning correlate with: increased participation, critical thinking, student satisfaction, achievement, self-esteem, positive motivation, social connection, attendance, low drop-out rates and a reduction in disruptive behaviour.

Approaches to building positive teacher-pupil relationships to make students feel important, valued and like they belong include: using 'meet and greet' when children come into school and the classroom and at key points during the day; taking an interest in children's lives, keeping them in mind – remembering things that are important to them and noticing something new about them; 'catching them being good' and marking 'over and above' positive behaviour with positive recognition; ensuring that when behaviour issues need to be dealt with that teachers are in control of their own emotions first before addressing children's behaviour and then ensuring that they respond to children in a predictable, calm, empathic and consistent way without an audience present (Dix, 2017).

People who know children well are best placed to identify wellbeing concerns, build resilience and support them. Schools are best placed to identify their needs in relation to developing approaches to support emotional health, wellbeing and behaviour.

Schools and other education settings should strive to create and promote an inclusive culture that fosters the school's ability to provide protective factors that develop resilience and promote well-being.

Consistent with the Whole School Approach (WSA) Framework, wellbeing should exist at every level of the school system and should include all members of the school community to incorporate a whole school approach to wellbeing that is values driven and has ownership at every level of the system.

As wellbeing is constantly changing and evolving, incorporating an effective whole school approach to wellbeing involves a continuous process of learning, reflection and implementation of approaches or plans that can meet the changing and evolving needs of the school community.

## **Relationship culture**

Research has shown that schools with low levels of bullying have: an effective leadership that works constructively with teachers to implement a whole school vision for safety and wellbeing; an effective behaviour policy; a 'relationship culture' which



adopts strategies such as cooperative learning, cross age social activities and actively teaches pro-social skills and values; an ethos/culture that places a high priority on student wellbeing (McGrath & Noble, 2010). The LA has developed a draft Bullying prevention policy which is consistent with the statutory guidance produced by Welsh Government In November 2019 (Rights, Respect, Equality: Statutory guidance for governing bodies of maintained schools) and the approaches and interventions outlined in this toolkit. Caerphilly Educational Psychology Service (EPS) can provide training on anti-bullying approaches and the LA conducts an annual survey of children's views and experiences of bullying. The results of this survey are fed back to schools and advice is provided on approaches that schools can implement to: prevent and tackle bullying, support learners who have experienced and/or engaged in bullying behaviour and promote the use of consistent approaches to ensure that children feel that they are being treated fairly and with equity.

### **A Model for Understanding how to Support Wellbeing and Promote Positive Relationships**

At the heart of the model is the principle that positive and respectful relationships are the foundation upon which all strategies rest. A commitment to wellbeing is firmly rooted within the culture of any organisation. Culture outperforms policy and such a commitment should be evident in daily actions.

The visual model illustrates the elements which promote healthy relationships and the roots which sustain it. This incorporates:

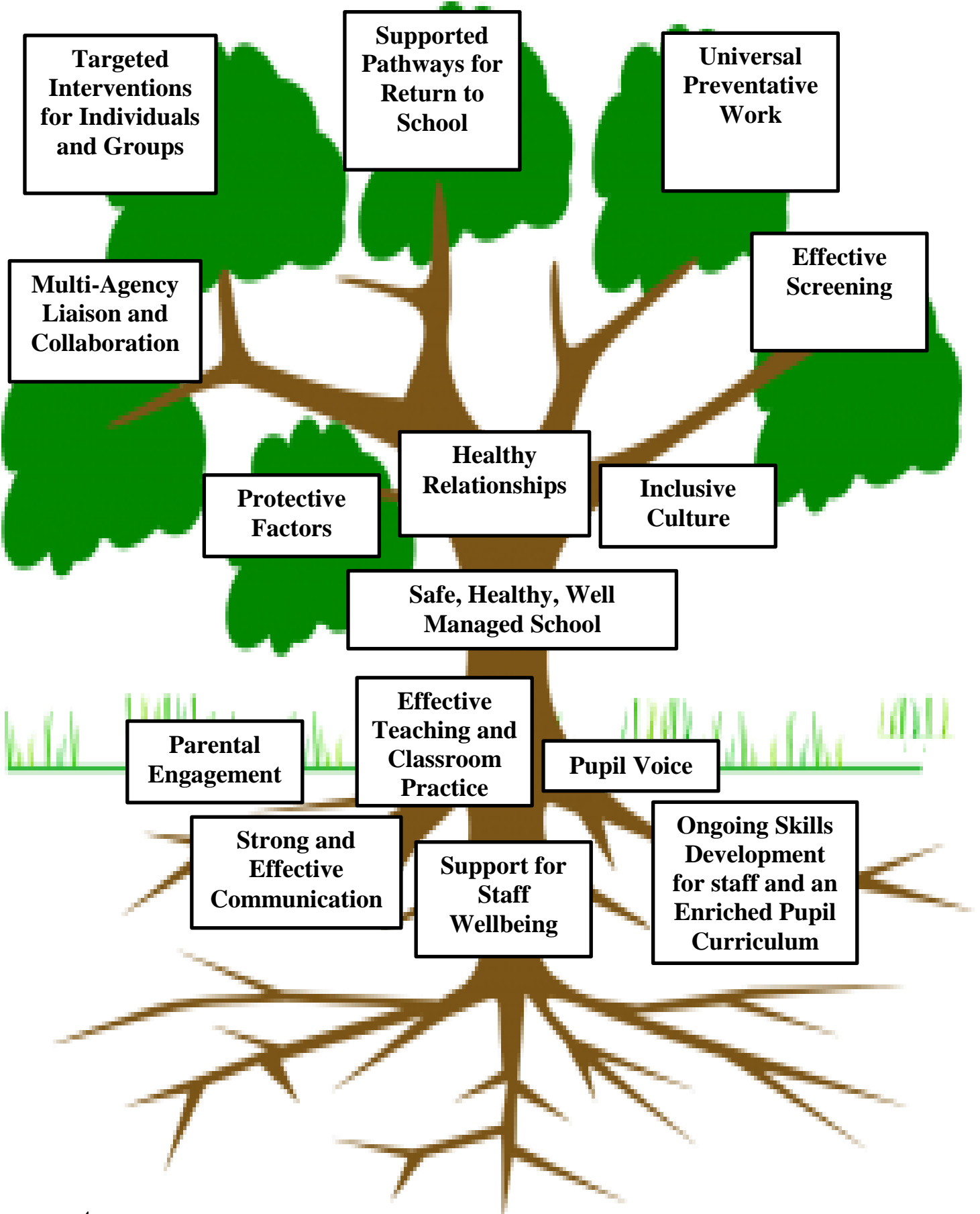
- Support for staff wellbeing and building resilience in organisations;
- Parent/carer engagement – strategies to support and measure the effectiveness of this are provided in the 'matrix for a healthy school community and resilient learners' table (see Appendix 1 of this toolkit);
- Pupil voice, developing a person-centred approach;
- Strong, effective communication and
- Ongoing skills, development and training.

The core practices which support wellbeing, promote positive relationships and build resilience at a universal level are found within the trunk and main branches.

Targeted interventions for vulnerable groups identified through effective screening are found within the lateral branches.

Specialist interventions and multi-agency support arrangements for individuals with the highest levels of need are found within the minor branches.

Healthy Relationships Tree: Visual Representation of Wellbeing Model



This model is derived from the BPS review article, '*What good looks like in psychological services for schools and colleges. Primary prevention, early intervention and mental health*'. The Child and Family Clinical Psychology Review, Autumn 2017, and the NHS Scotland Education document 'Transforming Psychological Trauma', May 2017.

## **Implementation in Practice**

Implementation of this model will be supported through:

1. Effective screening activities that support schools to identify children in need;
2. Activities that support whole-school approaches to support children's engagement in learning, develop positive relationships and promote wellbeing.

Different schools might identify development needs at any or all levels. The local authority response can then reflect the specific identified need(s) of that school, in relation to whether a universal, targeted or specialist intervention is required. However, it is important to note that for many children (even those with the most significant emotional wellbeing issues) it is often the containing and committed relationships that are provided by school communities that have the greatest impact on a child's wellbeing. So whilst there is a need to separate interventions into universal, targeted or specialist intervention, it is also important for schools to hold in mind that all children need to feel and experience a sense of belonging, safety, efficacy, agency (in terms of having a voice) and care and this will continued to be needed by those children who also require specialist support on an ongoing basis.

### **1. Effective Screening - Measuring Wellbeing and Identifying Vulnerable Groups:**

The Welsh Government WSA Framework highlights the importance of schools engaging in a scoping exercise to reflect on their whole school approach to mental health and wellbeing. This scoping exercise will identify key areas of strength and concern to inform the development of an evidence based action plan to support the emotional wellbeing needs of all learners in the school community.

Public Health England have published a toolkit for schools and colleges which provides guidance on measuring and monitoring children's mental wellbeing. The Department for Education offers specific guidance on measurement as part of more targeted support for mental health and behaviour in schools, emphasising the use of a 'graduated approach' to inform a clear cycle to assess the effectiveness of the provision and lead to changes where necessary.

The guidance places emphasis on the importance of two factors:

- Effective use of data, such as a screening tool. This guidance specifically highlights the Strengths and Difficulties Questionnaire (SDQ) as one such tool but there are a wide range of mental health and mental illness instruments available;

- An effective pastoral system in which students are well known by at least one member of staff, so that deteriorating behaviour or mental health will not go unnoticed. It will of course be important to ensure that such information is shared with key staff members who would also be able to support the child in this staff member's absence.

It is important to note that screening tools such as the SDQ are rarely, if ever, recommended for use in isolation.

Instead, such tools are used alongside staff members' knowledge about that child, and that these judgements are also informed by conversations with the child about how they feel. The guidance highlights the importance of contextualising for children why you are using the wellbeing measures and how these measures fit with their everyday life at school/college and how the information collected will be used.

Caerphilly schools are encouraged to use a screening measure to identify children's emotional wellbeing needs, such as PASS (Pupil Attitudes to Self and School Survey) and the Vulnerability Index (developed by the EPS).

The Vulnerability Index also contains a list of recommended universal, targeted and specialist interventions to promote individual, school, family and community and cultural protective factors to support children's wellbeing (see Appendix 2 of this toolkit).

Schools will also be advised to use a baseline and post-intervention measure of emotional wellbeing for children who have been identified for targeted wellbeing interventions. These measures will then enable an evaluation of the effectiveness of the intervention in supporting the child's wellbeing.

### **Role of Caerphilly Local Authority Officers**

There are several teams within Caerphilly Local Authority (LA) who support wellbeing. Within education, these include: Educational Psychology and School-based Counselling Services; Behaviour Support Service; Early Years Team; Safeguarding and Looked After Children Teams; Healthy Schools; Youth Service; and Sports Development. The Human Resources department can also provide advice and guidance to schools and LA Officers. In addition to this, support can also be provided by the Care First Service.

## **2. Supporting Whole-school Approaches to Emotional Wellbeing through the Provision of Universal, Targeted and Specialist Support.**

Psychological intervention is viewed as a critical part in supporting a whole-school approach to emotional wellbeing. In line with recommendations the provision of psychological intervention can be categorised as universal, targeted or specialist support dependent on children's needs.

### **Universal approaches**

Universal approaches aim to maximise the social and emotional wellbeing of everyone in the school, which can be achieved through the implementation of approaches to

develop the roots and trunk of the model. Specific guidance for promoting protective factors to support wellbeing are contained in Appendix 2. Whilst sections 1, 5 and 6 of the [Barriers to Learning Toolkit](#) provides specific guidance to support all children and those who are struggling with their wellbeing, learning and behaviour. Schools will utilise whole school approaches to managing behaviour that are consistent with their understanding of wellbeing such as using universal approaches like emotion coaching, supporting positive relationships, noticing appropriate behaviour and using restorative approaches when things do not go well. The LA also provides training to schools in approaches that aim to support staff understanding of the impact that the experience of trauma can have on children's behaviour (e.g., **Trauma-Informed Schools Training**), mental health e.g., through **Youth Mental Health First Aid (YMHFA)** training. **Mindfulness** training for groups of staff and children can help to develop both children and staff coping responses and can be focused on specific topics such as transitions, promoting good mental health, anxiety management, bullying, friendships etc. Similarly, both the **Roots of Empathy** programme and **test anxiety training** are delivered at a whole-class level as both a universal and targeted intervention for children. The **staff wellbeing** package supports staff wellbeing, which in turn, helps to build the capacity of school staff to be better able to respond to children's emotional wellbeing needs and, in turn, build positive teacher-pupil relationships.

### **Targeted Interventions**

Targeted interventions can be targeted to children who are at a greater risk of not being able to access the learning environment and/or are exhibiting signs of poor wellbeing, such as social and emotional difficulties, which might be due to a known factor (e.g., poor parent/carer mental health, ACEs etc). These children could be identified through a screening tool, such as the Vulnerability Index or ACEs questionnaire. Targeted interventions to support such children could include **ELSA support, Thrive, Trauma Informed Approaches, Circle of Friends, Draw and Talk and Lego-Based Therapy**, social skills training such as "Talkabout" or the Social Use of Language Programme (SULP) or other social and emotional approaches to learning such as targeted SEAL, work to support **Human Givens**, dependent on children's presenting needs. Schools can also be provided with support and guidance to enable them to develop a **Nurturing Provision** within the school, which can serve as a targeted intervention to develop children's emotional wellbeing and social competence. Other interventions might include, for example, daily mentoring support for children provided by a key adult at school or external support, such as from the school police liaison programme.

All the universal and targeted interventions highlighted above can be provided by the EPS.

### **School-based Counselling Service**

The School-based Counselling Service is commissioned by the Welsh Government to provide individual counselling support to children in years 6 to 13 suffering from low level emotional wellbeing needs. This service is highly valued by schools and children who have received the service and has been found to have a significant positive impact on children's mood as assessed by a reduction in the child's CORE score (YPCORE), which is assessed prior to and at the end of the counselling sessions. The YPCORE is a 10-item self-report questionnaire that assesses aspects of children's mood.

Some vulnerable children accessing targeted support or interventions may present with behaviours which place themselves or others at risk of harm. Schools should complete a **risk assessment** for these children and where necessary write a **positive handling plan** which outlines the way in which the school will reduce the risk of harm and seeks to support the child to keep safe. It is important to note that all behaviour is a form of communication and children's challenging behaviour is often a sign that something is not going right in the child's life. Therefore, it is important that school staff have sufficient time and space to consider what might be going on for the child in their context. Schools can seek advice from local authority officers such as the EPS and Behaviour Support Service for further help and guidance.

### **Specialist Support Interventions**

Specialist support interventions are those offered to children who already show some signs of a psychological problem or who are exhibiting extremely high levels of deregulated behaviour and difficulty accessing the learning environment. These interventions aim either to prevent the escalation of symptoms to a clinical level (prevention), or to ameliorate an existing clinical problem (treatment). This specialist psychological support is often carried out by non-teaching professionals including educational and clinical psychologists, school-based counsellors, child psychotherapists, art therapists, family therapists, cognitive behavioural therapists, school nurses and community paediatricians. Examples of specialist interventions that the EPS can provide include **therapeutic story writing** and **cognitive behaviour therapy (CBT) anxiety training**; the latter of which is delivered by a CBT trained practitioner.

The LA has worked closely with ABUHB to develop protocols to support children to return to school following an incident of dangerous self-harm. See WARRN pilot project.

### **WARRN Pilot Project**

The WARRN (Wales Applied Risk Research Network) Pilot was set up by Caerphilly EPS in February 2019 in consultation with Health (CAMHS Emergency Liaison Team and School Nurses), following the recommendation of a LA working group. This group which comprised of key staff from the LA Learning, Education and Inclusion Service and School Pastoral Teams, sought to develop a protocol to ensure learner's safe return to school following an incident of dangerous self-harm. As part of this pilot project and protocol, the school nurse sends a copy of the WARRN (psychosocial assessment and risk formulation conducted with the child) to the School Designated Safeguarding Officer and LA Education Team (for attention of the School Educational Psychologist). The WARRN is then used to inform the school's risk assessment, which can be done in collaboration with the EPS. The school is then also able to put appropriate interventions in place through their Pastoral Support Team, for which the EPS can advise on. Whilst this pilot has now ended and is undergoing evaluation, in moving forward, schools will continue to receive a copy of the WARRN assessment from CAMHS In-Reach workers.

A minority of children will have emotional and social difficulties which prevent them from accessing full time attendance at a mainstream school and which may require a

short-term intervention such as a reduced timetable (see reduced timetables policy) or access to a specialist provision such as Education other than at school.

### **Behaviour Support Service**

The overarching aim of the Behaviour Support Service (BSS) is to support schools in managing children with emotional, social and behaviour difficulties. The primary function to achieve this goal is through supporting staff to develop the appropriate tools to support children. This support is carried out in numerous ways, though at the core is the relationships that are built with schools and families.

As a service it is key to identify when children are struggling to manage their school placements. It is also a service which can identify difficulties through observations and discussions with staff, parents/carers and agencies involved. Such work helps unpick and investigate the issues behind behaviour. The work undertaken informs recommendations and can provide support in both the short and long-term.

## LEI Key Staff – Contact List

Name	Contact details	Role	Key Areas
Sarah Ellis	elliss@caerphilly.gov.uk	Lead for Social Inclusion	
Rhys Evans	Evansr11@caerphilly.gov.uk	Head of Vulnerable Learners Provision	Behaviour and EOTAS
Kyla Honey	honeyk@caerphilly.gov.uk	Principal Educational Psychologist	Wellbeing and Line Manager of EPS and SBCS
Owen Barry	barryor@caerphilly.gov.uk	Deputy Principal Educational Psychologist	EOTAS and Elective Home Education
Emma Bush	bushel@caerphilly.gov.uk	Senior Educational Psychologist	Equalities and Bullying
Mandy Morris	Morrim4@caerphilly.gov.uk	Education Safeguarding Coordinator	Safeguarding support and advice
Paul O'Neill	oneilp@caerphilly.gov.uk	Senior Youth Service Manager	Overseeing Youth Service projects
Adam Thomas	Thomaa13@caerphilly.gov.uk	Lead Healthy Schools Practitioner	Healthy Schools Scheme Period Dignity Campaign
Carin Quinn	quinnc@caerphilly.gov.uk	Healthy Schools Practitioner	Healthy Schools Scheme Pupil Voice



Key Element	Skills, Knowledge and Practices				Additional Strategies and approaches	Measure of Effectiveness
	Amongst staff	For children	For parents /carers	Community		
Inclusive culture	<p>Effective leadership.</p> <p>Shared vision.</p> <p>Awareness of equality and diversity including neurodevelopmental difference and ACEs.</p> <p>Adjustments in place to meet needs within classrooms.</p> <p>Policies are in place for health and wellbeing. They are accessible and subject to regular review</p>	<p>Aware of and value diversity.</p> <p>Demonstrate polite and respectful behaviour</p> <p>Take proactive steps to include others in social groups.</p>	<p>Community/Parent/carer room</p> <p>Parent/carer involvement – views sought and acted upon.</p> <p>Links between parent/carer governors and wider parent/carer group.</p> <p>Updates and changes to policy are shared with parents/carers</p>	<p>Community figures and different agencies visit and are involved.</p> <p>Community events.</p> <p>Awareness within and support from Governing Body.</p>	<p>Rights respecting schools.</p> <p>Dyslexia friendly classrooms.</p> <p>Trauma/attachment informed practice.</p> <p>ACEs awareness (ACE readiness toolkit).</p> <p>ASD awareness.</p> <p>PATHS model for action planning</p>	<p>Low incidence of discriminatory incidents.</p> <p>Low rates of exclusion.</p> <p>High levels of attendance.</p> <p>Positive feedback from vulnerable/minority groups.</p> <p>PDG, LAC and grant funds are appropriately deployed.</p> <p>Policies reference the current health and wellbeing agenda.</p> <p>Behaviour policy evidences recognition of the importance of relationships based practice.</p>

<p>Effective management and behaviour management</p>	<p>Clear roles and responsibilities.</p> <p>Clear lines of accountability.</p> <p>Policies and procedures are accessible, understood and followed consistently</p>	<p>Clear rules and routines.</p> <p>Systems for rewards and sanctions.</p> <p>Consistent implementation of behaviour policy.</p> <p>Quiet well managed classrooms.</p>	<p>Parents/carers signed up to Behaviour policy.</p> <p>Home-school liaison mechanisms.</p> <p>Home based reinforcement.</p> <p>Good news messages.</p>		<p>PIVOTAL</p> <p>Discipline for Learning.</p> <p>Assertiveness.</p> <p>Incredible years.</p> <p>Team teach.</p> <p>Contracts "on report"</p>	<p>Reducing number and severity of incidents logged.</p> <p>ESTYN report good or better standards of behaviour</p>
<p>Positive relationships</p>	<p>Respectful relationships.</p> <p>Strong role modelling</p> <p>Staff wellbeing addressed through supervision and support.</p> <p>Appropriate information sharing, including information passed onwards on transition.</p>	<p>Calm and measured approaches.</p> <p>Listening skills.</p> <p>Empathy</p> <p>Mediation and reparation.</p>	<p>Clear procedures for visiting, getting involved, sharing concerns</p> <p>Communication is about celebrating progress/success over informing of incidents/ concerns</p>		<p>Dedicated family engagement officer.</p> <p>Emotion coaching Thrive Restorative approaches.</p> <p>Parent/carer workshops.</p> <p>Positive Psychology (PERMA) Involvement of all staff including office staff, caretaker, MTAs</p>	<p>Low levels of staff turnover and absence.</p> <p>Staff feel well informed, valued and included.</p> <p>Children and parents/carers report positive experiences and relationships.</p>

<p>Successful transition</p>	<p>Clear and timely information sharing between primary and secondary schools</p> <p>Staff visits</p> <p>Key worker's identified in advance of transition where possible.</p>	<p>Familiarity with new environment and expectations before transition.</p> <p>Point of contact established for vulnerable children before transition</p>	<p>Preliminary visits.</p> <p>Information sharing.</p> <p>Extra visits and clear point of contact for parents/carers of vulnerable children</p>			
<p>Effective communication</p> <p>Page 171</p>	<p>Daily/ weekly staff briefings.</p> <p>Briefings/ information shared with supply staff and visitors</p> <p>Communication within and between departments.</p>	<p>Pupil voice</p> <p>Student council</p> <p>Person centred practice</p>	<p>Brochure/ Prospectus. Introductory visit(s).</p> <p>Consultation on issues as well as own children.</p> <p>Newsletters/ Website.</p> <p>Parent/carer governors</p> <p>Focus groups</p> <p>Ready access to senior staff in moment of need.</p>		<p>PASS</p> <p>Pack for information gathering for one page profiles.</p>	<p>Consistent messages and consistent practice.</p> <p>Staff, parents/carers and children report being well informed and listened to</p> <p>Children feel able to seek help and know who to turn to</p>

<p>Stimulating, enriching and relevant curriculum</p>	<p>CPD to include skills building and working towards new curriculum.</p> <p>Sharing ideas/practice within and between schools.</p> <p>Appraisal, Peer appraisal and observation</p>	<p>Wide ranging curriculum with alternative options.</p> <p>Extension and challenge.</p> <p>Intervention for learning needs.</p> <p>Extracurricular activities promote creative arts, sport and physical activity, citizenship, meaningful contribution, environmental issues</p>	<p>Parent/carer workshops, art clubs.</p> <p>Parents/carers in classrooms.</p>	<p>Community visits and local visitors involved in lessons</p>		<p>Strong progress.</p> <p>Learning targets met.</p> <p>Growing levels of participation in extra curricular activities.</p> <p>Children enjoy and engage with learning.</p>
<p>Curriculum includes healthy lifestyles, relationships and mental health</p>	<p>Good roles models</p> <p>Broad PHSE curriculum including attention to mental health and resilience.</p>	<p>Extra curricular activities promote good physical and mental health and access to natural world</p>	<p>Parent/carer involvement in stress management and exam preparation,</p> <p>Internet and safety implications.</p>		<p>SEAL</p> <p>Mindfulness</p> <p>Relax Kids</p> <p>Forest schools</p>	<p>Reducing levels of concern/ incidence of drug and alcohol related problems, and other risky behaviours,</p> <p>Less obesity,</p>

	<p>Social and emotional learning referenced in lessons.</p> <p>Guidance in place to support preparation for exams and exam stress.</p> <p>Attention to social media and cyber bullying</p> <p>Explicit teaching of relaxation/ mindfulness</p>		<p>Parent/carer workshops re issues such as anxiety</p>		<p>Therapeutic animal care Teaching about mental health</p> <p>Preparation for exams includes ways to reduce exam stress</p>	<p>Fewer eating disorders, better hygiene and dental health.</p> <p>Increasing levels of participation in exercise for recreation.</p>
<p>Welcoming environment</p>	<p>Welcoming reception area and reception staff</p> <p>Clutter free areas</p> <p>Space for PPA/ quiet working/ private meetings and calls.</p>	<p>Involvement in reception type duties.</p> <p>Displays, gardens and grounds, decorating, decision making.</p> <p>Recreation areas with age appropriate activities</p>	<p>Parent/carer involvement in projects in school building and grounds</p>		<p>Access to green spaces</p>	<p>Clean and well kept indoor and outdoor environments.</p> <p>Physical Accessibility.</p> <p>Adjustments for disability.</p> <p>Displays are fresh and frequently changed.</p> <p>Childrens' work and artwork on display.</p> <p>Community art/ projects</p>

						Children show pride in school
School based interventions for social and emotional development and learning	<p>Differentiation of work and homework.</p> <p>Skills to deliver a range of interventions.</p> <p>Dedicated staff to deliver interventions.</p> <p>Time and support for liaison between ALNCo, Pastoral staff, class teachers and LSAs to facilitate planning and implementation of individual programmes.</p> <p>CPD opportunities and support groups.</p> <p>Positive approaches e.g. growth mind-set.</p>	<p>Targeted Interventions for groups and individuals.</p> <p>Mentoring.</p> <p>Buddy systems and peer support</p>	<p>Parent/carer involvement in relevant groups</p> <p>Review processes</p>		<p>ELSA Thrive</p> <p>Incredible Years</p> <p>Lego therapy</p> <p>Anxiety reduction e.g relaxation/ CBT based work</p> <p>Respectful relationships</p> <p>Drama groups</p> <p>Social skills</p> <p>Key worker systems</p> <p>Safe havens/ tents and dens</p> <p>Access to activities which allow risk taking in controlled context.</p>	<p>Children make progress on specific programmes.</p> <p>Children report greater wellbeing after intervention.</p> <p>Staff report growing confidence in meeting needs.</p> <p>Attendance and achievement improve.</p> <p>YP core scores show improvement in mood.</p>

					Access to School Based Counsellors	
Timely identification of need and involvement of outside agencies	<p>Effective Monitoring and identification processes including safeguarding, ALN and mental health.</p> <p>Awareness of onward referral routes JAFF MARF/IAA ISCAN LEI services and graduated approach.</p> <p>Communication amongst staff.</p> <p>Availability for consultation.</p> <p>Capacity to implement actions and recommendations including risk assessments.</p>	<p>Effective pastoral systems, ready access to adult listeners.</p> <p>Peer support groups.</p> <p>Childcentred practice.</p>	<p>Involvement in consultation, planning and review.</p> <p>Family centred practice</p>		<p>PASS</p> <p>Whole class Thrive</p> <p>Access to School Based Counselling Multi agency liaison Team around the child/family Go girls/ Brothers youth projects</p> <p>*Reference to LA policies e.g. behaviour, managed moves, reduced timetable, Learner referral process, critical incident, loss and bereavement.</p>	<p>Appropriate onward referral.</p> <p>Vulnerable children and parents/carers are positive about the support received.</p> <p>Vulnerable children continue to attend well and make progress.</p> <p>Reduced incidence of fixed term and permanent exclusions.</p>
Planned response to acute need to	Knowledge of processes and	Pupil voice	Clear and frequent 2 way		Policy for return to school following	Successful re-integration record for children

<p>include re-integration processes e.g. for children returning from LPC/EOTAS provision or after an incident of significant self-harm.</p>	<p>procedures including referral routes.</p> <p>Risk assessment WARRN</p> <p>Communication channels with CAMHS and other acute services.</p> <p>Whole school awareness raising re suicide prevention, separation, loss and bereavement</p> <p>Regularly updated plan in place for dealing with a critical incident</p>	<p>Bespoke programmes</p> <p>Use of friendship groups</p>	<p>communication with single point of contact</p>		<p>self harm/ attempted suicide</p> <p>Supported pathways for return to school</p> <p>Involvement of School Based Counsellors</p>	<p>returning from alternative provision or after an incident of self-harm.</p>
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Appendix 2:

Vulnerability Index Interventions to promote individual, school, family and community/cultural protective factors

**Individual**

Protective Factor	Level of intervention	Possible intervention
Secure attachment experience (DoE) = 1	Universal	e.g., using PACE approach (e.g., playful, acceptance, curiosity and empathy with good listening skills) and emotion coaching (connection before correction to build relationships, empathise etc), having consistent routines.
	Targeted	Check-ins, timetabled fun activities, time to build relationships, timetabled interventions with the same member of staff, 1:1/small group Thrive and ELSA activities/support.
	Specialist	Adjust expectations of behaviour policy to reduce demands and ensure an individualised approach, Draw and Talk.
Good communication skills, sociability (DoE) = 1	Universal	Opportunity to participate in school groups, peer mentoring, reading to younger children, class assemblies.
	Targeted	ELSA, Lego Based Therapy, Socially Speaking, Time to Talk, Talkabout, ComIT Checklist.
	Specialist	Speech and language Therapy, Social Communication Advisor (Bev Lane), CASS (if applicable), EPS, ComIT, Visual Impairment Team, Hearing Impairment Team. Social communication SRBs.
Being a planner and having a belief in control (e.g., self-efficacy - identified through PASS (DoE) = 1	Universal	Ensure there are frequent opportunities for pupil voice (e.g., curriculum, school council). Growth mindset ethos. UN rights of the child.
	Targeted	Actively teach organisational skills, support children to set their own goals ensuring these are realistic and achievable and provide mentoring support to facilitate feedback on these goals (e.g., celebratory books), ELSA activities.
	Specialist	Counselling support, Growth mindset assessment /self-efficacy assessments

		EP involvement.
Humour and a positive attitude (DoE) = 1	Universal	Work around a positive growth mindset, motivating and practical approaches to teaching and learning, Assemblies, PACE approach (especially Playfulness), Wellbeing days.
	Targeted	ELSA, Human Givens, activities from 'Starving the Anxiety Gremlin', 'Think Good Feel Good' CBT based activities, focussed Assemblies, project work (e.g. class project on a topic of interest to motivate children), THRIVE.
	Specialist	CBT, anxiety groups, referral to SBC or SPACE wellbeing panel. Laughter therapy, EP involvement.
Experiences of success and achievement (DoE) = 1	Universal	Differentiation, breadth of experience on offer to enable all children to have access to a broad and balanced curriculum that provides the opportunity for success (with access to external events to represent the school in). Growth mindset ethos. Zone of Proximal Development.
	Targeted	Time with an adult to identify children's strengths and interests, with opportunities to engage in activities linked to these. Opportunities for children to have a voice and participate e.g., student council, eco council, Lego group
	Specialist	Setting up bespoke projects linked to individual's strengths and interests, access to a bespoke curriculum (e.g., CAG, Positive Futures).
Faith / spirituality / sense of purpose (DoE) = 1	Universal	School celebration of local and world events, PERMA model, goal setting, PSHE activities around exploring identity, Philosophy for children activities, Assemblies, School values (e.g., church schools with faith related values), Careers Advisory Service.
	Targeted	Human Givens, Circle of Friends, Growth Mindset to develop ambition to develop oneself. Personal learning journal.
	Specialist	Person-centred approach to goal setting (e.g., ideal self with EPs), SEN Careers advice.
Capacity to reflect (DoE) = 1	Universal	Foundation phase to Key Stage 2 activities to develop ability to identify, label and understand emotions, moving on to understanding the link between feelings, actions and events (e.g., SEAL

		and PSHE activities), making feelings explicit by modelling thought processes around feelings and actions (KS2-4).
	Targeted	Restorative conversations, problem solving with a mentor, ELSA and Thrive activities.
	Specialist	Counselling, sand tray activities, Draw and Talk.

## **School**

Protective factor	Level of Intervention	Possible Intervention
Clear policies on: behaviour and bullying (DoE) = 1	Universal	Audit and review existing policies. Promotion of kindness.
	Targeted	Capturing pupil voice within policy documents e.g. school council / ELSA feedback. Pastoral sessions to explore perceptions, wellbeing work.
	Specialist	Seeking advice of Access and Inclusion professionals (LEI Services), Restorative Approaches training e.g. whole school to feed into approaches and policies, Behaviour Support.
Staff behaviour policy (also known as code of conduct) (DoE) = 1 Effective safeguarding and Child Protection policies. (DoE) = 1 An effective early help process (DoE) = 1	Universal	Everybody's business – safeguarding training for all staff. Yearly CPD at relevant level. Review policies and procedures regularly e.g. annual nominated Child Protection Officer within the setting with clear pathways of how to access the named professionals. Signposting around the school with clear and accurate information of CP Officers.

	Targeted	Cluster training / all LA schools to disseminate new information.
	Specialist	Informing policies with advice from Access and Inclusion professionals.
Understand their role in and be part of effective multi-agency working (DoE) = 1	Universal	Good communication with external agencies. Forming and maintaining positive working relationships with outside agencies across Education, Health and Children Services. Understanding the role of each external agencies (strengths and limitations).
	Targeted	Implement and participate in multi-agency meetings. Best placed member of staff to attend certain meetings e.g. Core group meetings with Children Services; Consultations with EPS / BSS and Health.
	Specialist	IRG Meetings for Critical Incidents. Gwent Consortia for multi-agency working e.g. ALN Reform; New Curriculum Reform.
Appropriate procedures to ensure staff are confident to raise concerns about policies and processes, and know they will be dealt with fairly and effectively (DoE) = 1	Universal	School ethos whistleblowing policy, staff wellbeing training, team meetings, good communication, transparent policies.
	Targeted	Supervision, targeted wellbeing team meetings including senior staff.
	Specialist	Union. Specific training around relevant legislation (e.g., Code of Practice/ Mental Capacity Act 2005).

<p>A whole-school approach to promoting good mental health (DoE) = 1</p> <p>Curriculum includes healthy lifestyles, relationship and mental health = 1 An inclusive culture e.g., staff awareness of equality, ACEs and adjustments in place in classrooms to meet children with ALN = 1 'Open door' policy for children to raise problems (DoE) = 1</p>	<p>Universal</p>	<p>Following Welsh Government guidelines, school ethos, targeted assemblies, wellbeing policy, wellbeing champion, mental-health policy.</p>
	<p>Targeted</p>	<p>Staff Wellbeing training, staff trained up in a variety of wellbeing interventions (e.g. ELSA, attachment, Nurture), ACE's training, Trauma Informed Schools approach (teaching and non-teaching staff), Human Givens.</p>
	<p>Specialist</p>	<p>Referrals to SPACE, CAMHS, SBC, ISCAN, CBT.</p>
<p>Good pupil to teacher/school staff relationships (DoE) = 1</p>	<p>Universal</p>	<p>Restorative approaches e.g. restorative conversations, think sheets, games to repair relationships. Classroom strategies around emotional literacy (sharing emotions and requesting help). Pupil voice. One-page profiles. Wellbeing check-ins with children.</p>
	<p>Targeted</p>	<p>EPS training on attachment, emotion coaching, nurture, ELSA, Thrive training. Transition and open communication with secondary schools. Designated reflection time with TA during assembly. Transitional objects. Targeted PACE work.</p>

	Specialist	School-based counsellor, CBT support, Planning Alternative Tomorrow's with Hope, EP involvement, South East Wales Adoption Service.
Positive classroom management (DoE) = 1 Access to a developmentally appropriate curriculum which is rich and stimulating = 1 Access to targeted intervention (e.g., for learning and/or emotional wellbeing) = 1	Universal	Behaviour policies, positive handling, risk assessments, outdoor education/forest school.
	Targeted	Positive Behaviour Support, Nurture groups, Specialist Resource Bases, Attention Autism, EPS training.
	Specialist	Cognitive assessment by EP. Dyslexia assessment.
A sense of belonging (DoE) = 1	Universal	School ethos, class names, houses, organised activities/after-school clubs. Transitional activities with next years' teacher.
	Targeted	Belonging/family tree, nurture group, 'my place in the world', resilience training (connection).
	Specialist	Youth service, social workers (life story book), school-based counsellors.
Positive peer influences (DoE) = 1 Positive friendships (DoE) = 1	Universal	Circle time with a focus on friendship. Modelling behaviour, Peer-buddy schemes
	Targeted	Resilience training – friendship, circles of connection. Restorative justice/restorative conversations with adult as mediator.
	Specialist	Youth service – e.g., Targeted Youth and Family Engagement Project.

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## **Family**

Protective factor:	Level of intervention:	Possible interventions:
One good parent/carer-child relationship /supportive adult	Universal	<p>Strong home-school links and relationships between school and families (e.g., Family Liaison Officer)</p> <p>Approaches to support the child to build a key relationship with a member of staff:</p> <p>(Universal approaches using PACE approach (e.g., playful, acceptance, curiosity and empathy with good listening skills) and emotion coaching (connection before correction to build relationships, empathise etc), having consistent routines.</p>
	Targeted	Check-ins, timetabled fun activities, time to build relationships, timetabled interventions with the same member of staff, 1:1/small group Thrive and ELSA activities/support.
	Specialist	Adjust expectations of behaviour policy to reduce demands and ensure an individualised approach, Draw and Talk.
Warm family relationships	Universal	Relationships and Sex education, VAWDAS training, good liaison between home and school, safeguarding training.
	Targeted	Referral to Supporting Family Change, programmes to support family and community engagement (e.g., Foundation Phase and KS2 PALS, parent/carer literacy schemes).
	Specialist	Referral to outside agencies (e.g., JAFF referral to access SPACE Wellbeing services; NYAS, Llamau). If concerns are in relation to safeguarding and/or emotional

		abuse/neglect, then referral to Children's Services. EWO service.
Clear, consistent discipline (at home)	Universal	Clear discipline approaches within school (for home to adopt), good liaison between home and school, safeguarding training, positive behaviour rewards (i.e., "catching them being good").
	Targeted	Drop-in sessions to discuss parent/carer concerns, access to a family liaison worker, parenting/carer groups for pre-school and foundation phase.
	Specialist	Support via care and support group (previously called core group) Parenting/carer skills training.
Support for education	Universal	Approaches to engage parents/carers – positive home-school communication – clear website, use of learning platforms, newsletter, opportunities for parental/carer engagement and understanding of the school curriculum (e.g., school concert, parent evenings, special events – e.g., school fair, coffee morning, science fair, parent workshops – e.g., literacy and play workshops for foundation phase and key stage 2), school engagement in community and local events to raise school profile.
	Targeted	Family liaison officer, EWS.
	Specialist	Referral to LEI Services and if concerns are in relation to safeguarding, then referral to Children's Services.
Supportive long-term relationship or the absence of severe discord	Universal	Relationships and Sex education, VAWDAS training, Good liaison between home and school, safeguarding training.
	Targeted	Referral to Supporting Family Change, programmes to support family and community engagement (e.g.,



		Foundation Phase and KS2 PALS, parent/carer literacy schemes).
	Specialist	Referral to outside agencies (e.g., JAFF referral to access SPACE Wellbeing services; NYAS, Llamau). If concerns are in relation to safeguarding and/or emotional abuse/neglect, then referral to Children's Services.

### **Community and Culture**

Protective factor:	Level of intervention:	Possible interventions:
Wider supportive network (1)	Universal	Accessing appropriate services e.g. Youth Services, Family support services, charity run services e.g. National Autistic Society, coffee mornings, invitations to work with and support parents/carers e.g. Parent/carer and Toddler group, Parent/carer Teacher Associations, PTA.
	Targeted	Parents evenings – awareness of wider support networks available, Parent Liaison Officer role to develop stronger links with families, after school clubs, Youth clubs.
	Specialist	Access to specific groups relevant to the family or individual's needs/strengths / interests.
Good housing (1)	Universal	School to have good communication links with parents. Offer sign posting and help if required.
	Targeted	Referral to Supporting Family Change, Social Services etc.
	Specialist	Social Services.
High standard of living (1)	Universal	Informing parents of Maslow's Hierarchy of Needs, through parenting/carer groups, information links through the school website, good communication with parents/carers, gathering information with parents/carers.

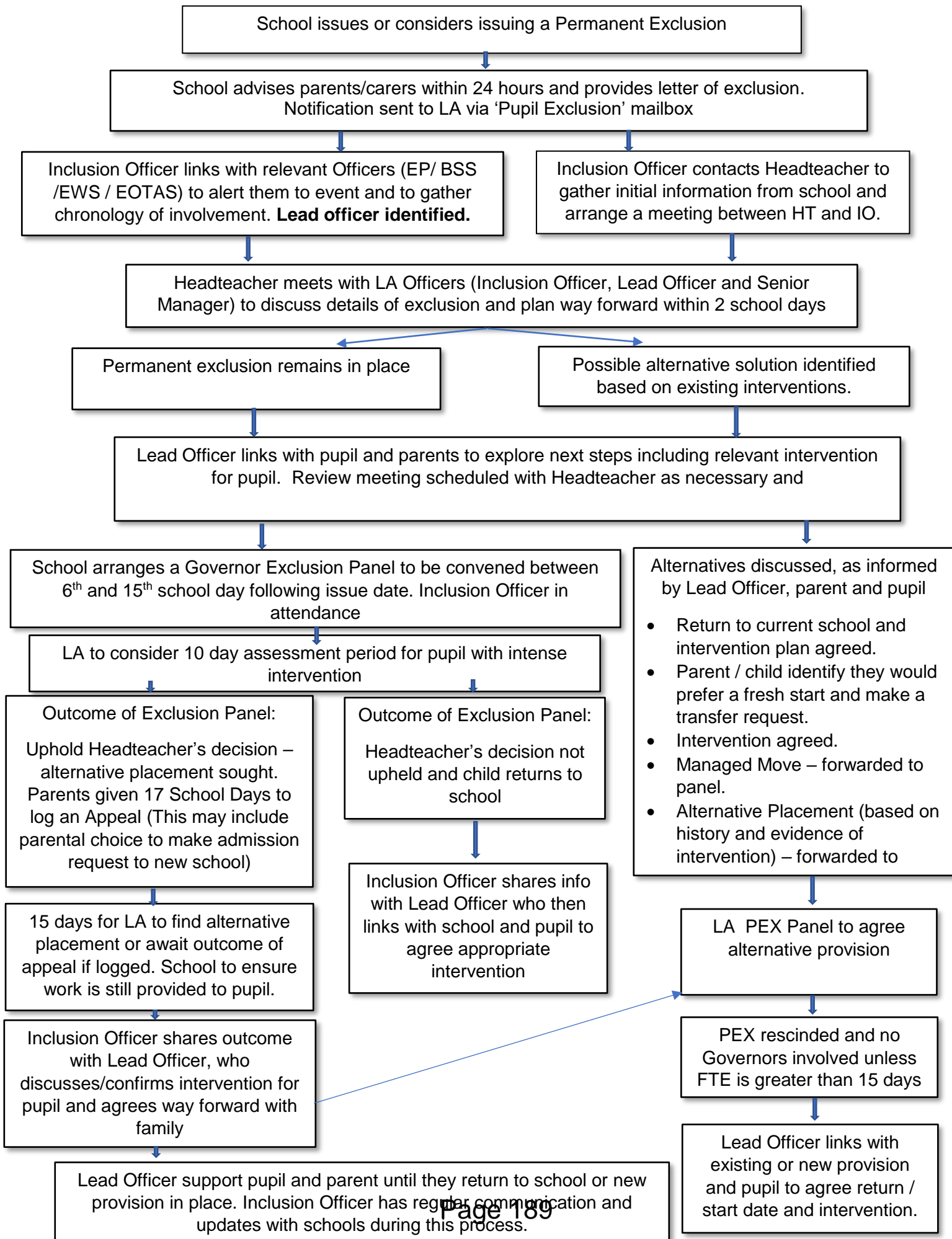
	Targeted	Family Liaison Officer, consultations with outside agencies, multiagency meetings, SPACE Panel.
	Specialist	Liaising with Social Services, Supporting Family Change.
High morale school with policies for positive behaviour, attitudes & anti-bullying (1)	Universal	SEAL and Jigsaw programmes, kindness ethos growth mindset ethos, modules around big societal events (e.g., Six Nations, Olympics, Eisteddfod), wellbeing days
	Targeted	Restorative approach, self-esteem interventions, resilience and coping skills interventions.
	Specialist	SRBs for social and emotional difficulties LA involvement EP service
Opportunities for valued social roles (1)	Universal	School to have good communication links with community to offer support to their children and to dispense this information to students so they are aware. Brownies, Cubs, Visiting Speakers coming into the school, work experience, links with Duke of Edinburgh scheme.
	Targeted	Youth Support Service, LGBTQ groups, sport groups, youth club.
	Specialist	Careers Wales (creating opportunities for future and understanding different roles), Young Carer charities, access to specific groups relevant to the family or individual's needs / strengths / interests.
Range of sport/leisure activities (1)	Universal	Clear links with Youth Service, after school clubs linked to sport and other extra curricula activities, sports, Music, Art, STEM, and other development teams visiting schools, modules around big societal events (e.g., Six Nations, Olympics, Eisteddfod, Jubilees).
	Targeted	PE differentiation, Music therapy, Yoga, Dance therapy,

		Hydrotherapy, Rebounders.
	Specialist	Occupational therapy, Youth Service, physiotherapy, GP.

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PERMANENT EXCLUSION  
PROCESS

APPENDIX 7



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**Cyfarwyddwr Addysg a Gwasanaethau Corfforaethol**

**Directorate of Education and Corporate Services**

# **Practice Guidance - exclusions from schools and education provisions**

**April 2021**



A greener place  
Man gwyrdach



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## **1. Summary**

This guidance links directly to the Inclusion Strategy and defines Caerphilly Local Authority's guidance regarding the practice of schools, providers and LA staff in relation to exclusion, and the importance of working in partnership.

The aim of the LA and its schools is to promote inclusion and to support children overcome barriers and challenges to enable them to reach their full potential.

## **2. Ensuring Best Practice in the use of Exclusion**

Schools should ensure they are compliant with legislation and guidance (for example exclusions, equalities and discrimination, additional learning needs, safeguarding and children looked after) when considering whether to issue an exclusion.

In seeking to embed a holistic LA and school approach to Inclusion the aim is to ensure a consistent approach particularly in relation to thresholds for exclusion.

There is a strong expectation that through the implementation of the Inclusion Strategy and associated guidance the root causes of emerging behaviours are understood and appropriately addressed as early as possible through intervention and multi-agency approaches.

In accordance with Welsh Government Guidance 171 / 2015 a decision to exclude a learner should be taken only in response to serious breaches of the school's behaviour policy and if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

Long term the LA expectation is that this will reduce the use of exclusion and will reinforce the main reason for both fixed term and permanent exclusions will be in line with Welsh Government Guidance. Serious breaches of schools' behaviour policy are likely to link to serious incidents which cause risk of harm to others, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, or where behaviour is illegal.

In the context of a pandemic it is critical to be mindful of other circumstances which may impact on children's behaviour. As with all circumstances it will be important to understand the context of the behaviour displayed. As an example it is important that risk assessments linked to the management of Covid are adhered to and any non-compliance should be managed carefully. This may not be a reason in itself for issuing an exclusion.

## **3. Continuum of Provision and alternatives to exclusions**

Schools should appropriately explore support from external agencies in seeking to understand and identify the needs of children. In very few cases children may require provision outside of mainstream for a given period of time (see EOTAS Strategy).

## **Behaviour considerations**

Schools would want to consider some factors that might be contributing to the presenting behaviour such as:

- changes in home circumstances
- early life adverse experiences and past trauma
- young carer responsibilities
- bullying and harassment
- mental health issues
- substance use
- bereavement and loss
- unidentified SEND
- domestic violence
- friendship problems
- personal identity (eg ethnicity, gender, race, religion, sexual orientation etc)
- experiencing discrimination including transphobia, biphobia or homophobia
- impact of the use of social media on behaviour

Key questions to consider when exploring presenting issues might include:

- what is working well to support the young person?
- what else can we do to support and engage the young person/child and their family?
- is there anything currently happening in their education setting that might in some way explain the young person's absence patterns (as part of the context) and/or behaviour?
- has anything happened at their education setting in the past that I need to take into consideration?
- is there anything currently happening at home or outside their education setting that might in some way explain the young person's absence patterns (as part of the context)and/or behaviour?
- has anything happened at home or outside their education setting in the past that I need to take into consideration?

## **Use of in-house alternative provision**

A number of primary and secondary schools across the LA have developed their own on site alternative provision to increase their flexibility to make reasonable adjustments to meet the wide ranging needs of their children and young people who are struggling to access education. This provision is used, where appropriate, as an alternative to fixed term exclusion and to provide intervention, time and space to gain a better understanding of the young person's needs. The aim should always be that the young person accesses this provision for a time limited period and is then appropriately supported to reintegrate into the mainstream classroom. It is important that curriculum access is not compromised and it should be tailored to meet the needs of the individual.

## **Reduced timetables**

The LA has a clear protocol for reduced timetables and this can be considered as part of a continuum of provision to reengage a child with education.

## **Managed moves**

In line with the LA managed move protocol where it is considered that a young person would benefit from a fresh start, schools can agree with the family to consider a trial at an alternative school.

## **4. Implementation**

In accordance with Welsh Government Guidance 171 / 2015 a decision to exclude a learner should be taken only in response to serious breaches of the school's behaviour policy and if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

In the context of a pandemic it is critical to be mindful of other circumstances which may impact on children's behaviour and may impact on rates of exclusion as outlined previously.

## **Permanent exclusions**

In accordance with Welsh Government Guidance 171 / 2015 'a decision to exclude a learner permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following implementation of a wide range of other strategies. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the learner and should normally be used as a last resort. There will, however, be exceptional / isolated circumstances where in the Headteacher's judgement it is appropriate to permanently exclude a learner for a first or one-off offence. These might include, serious actual or threatened violence against another learner or a member of staff, sexual abuse or assault, supplying an illegal drug, or use or threatened use of an offensive weapon. In most cases it would be appropriate for schools to inform the police if they believe such a criminal offence has taken place.

It is the LA expectation that permanent exclusions will only be issued if the behaviour has put the child or others at risk of significant harm or if the activity is criminal in line with the section 2 above. It would not be expected that a permanent exclusion would be issued (other than as outlined in section 2) in circumstances where behaviour has shown an escalation but where there has been no appropriate intervention put in place. It will be important to consider each case individually.

It is understood that the decision to issue an exclusion of any sort rests with the Headteacher. However in the context of working together to seek solutions for children it is desirable that if a school is considering issuing a permanent exclusion the Headteacher contacts the Inclusion Officer to alert the LA that this is a possibility.

If the Headteacher issues a permanent exclusion they must notify the LA in writing with copy of the correspondence sent to parent / carer) within 24hrs.

If a school issues a permanent exclusion a request will be made to the Head Teacher to meet with senior LA officers (either remotely or in person) within 2 school days in order to identify next steps for the school and the learner. This will include identification

of a lead practitioner to link with the family, possible interventions with the learner, and a discussion regarding the way forward which may include consideration of an alternative placement. The learner will be supported in order to ensure there is a good understanding of events and next steps are informed by their needs.

If the school decides not to proceed with a permanent exclusion then a number of alternatives may be considered in accordance with presenting need. This may include a period of intervention with the learner, issuing a fixed term exclusion rather than a permanent exclusion, a managed move, or consideration of alternative provision. A permanent exclusion should never be issued as a method of securing alternative provision for a learner.

Following the issuing of any exclusion the school:

- must update Sims to reflect the correct status at the time of the exclusion. If a permanent exclusion is rescinded to a fixed term or an appeal is upheld sims must be amended to reflect this change;
- will be invited to attend a meeting at the LA to discuss the way forward;
- will work with EAS Governor Services to ensure a Governors panel is convened as appropriate;
- will discuss the way forward with parents / carers;
- will ensure that the parents / carers understand the process and the rights of appeal;
- will work with the LA to provide/ share information that will facilitate the offer of provision as soon as possible following the Governors panel (or appeal) and at the outside within 15 days of the panel or appeal process being concluded.

Appendix 1 shows this process for reference.

### **Fixed term exclusions**

Schools will consider all possible alternatives before issuing an exclusion. An exclusion should not be issued (unless in exceptional circumstance as outlined previously) where there has been no proactive and specific intervention to support the individual learner.

### **The role of the LA inclusion officer**

In relation to all exclusions the LA Inclusion officer will:

- Act as the link between schools and Lead for Inclusion and ALN
- Arrange meetings with the Head Teacher
- Monitor the LA exclusions mailbox daily
- Alert inclusion teams to exclusions in order that schools can be supported with any assessment / intervention as appropriate
- Update the LA records monthly to ensure that they accurately reflect sims
- Convene monthly internal monitoring meetings with LA officers
- Attend Governor exclusion panels

- Schedule and attend termly monitoring meeting with secondary schools and the Lead for Inclusion and Head of provision for vulnerable learners
- Schedule and attend termly monitoring meetings with Primary schools where exclusions are identified to have hit an agreed trigger or where a meeting is requested by the school
- Link with colleagues who have responsibility for data to ensure information is provided to schools on a monthly basis
- Respond to any queries from schools

Appendix 2 show this process for reference.

## **5. Monitoring processes related to exclusions**

The principle of the Local Authority approach is one of inclusion and working collaboratively, in partnership with schools and providers. It is essential that schools / providers and the LA work together to recognise the principle of an approach to improve access and reduce exclusions. Therefore there will be an element of challenge to schools where exclusions fall within a range that may be considered to be outside of the expected limits (these being agreed at an LA and school level). It is also essential to recognise that at certain time there are circumstances that impact on a particular school, geographical area or LA as a whole that may impact significantly upon the use of exclusion.

- ***Data***

The LA will produce a range of data at a whole LA level and an individual school level on a termly basis. This will include permanent and fixed term figures, pupil level data, specific information linked to vulnerable groups, transfer and referral for alternative placements. School based information will be shared with Headteachers on a termly basis.

Data will facilitate identification of patterns and trends and can be used to make comparisons across terms and years. The LA will identify trigger points for discussions with schools regarding these patterns. The LA and schools will work supportively together to identify what else might be needed to support where there recognised concerns.

Data will be presented termly at Education SMT, support development planning at an LA and school level, (including directorate performance assessment), and be presented to Education Scrutiny and Estyn.

- ***Local Authority Service Improvement Plan***

The Service Improvement Plan identifies the targets and actions for improvement across all aspects of the Education Directorate. Reducing exclusions is a key area for the Directorate. To identify the impact of the plan, staff undertake a termly monitoring and evaluation exercise that considers:

- the extent to which the actions have been completed;

- the impact of the work;
- further activities that need to take place to achieve the targets identified in the plan.

Education Management Meetings are a further opportunity to evaluate and challenge each other with regards to the work undertaken to achieve the targets in the plan.

- ***School development planning***

Schools should build into the development planning and self-evaluation the monitoring of exclusion data. This may include the effectiveness of behaviour management across the school, impact on wellbeing (of children and adults), and individual improvements in attendance and attainment. Schools should also have clear processes to respond to their exclusions. Exclusions data will be identified in the SDP if appropriate. This will link to the LA / EAS process for SDP development.

- ***Schools Causing Concern Meetings (SCC)***

Where exclusions show a pattern for fixed terms or permanents which are as a result of significant contextual information or as a result of limited impact of internal or external intervention by either the LA or school these may be a feature of these meetings. Schools will be expected to recognise the concern and to being able to discuss the data linked to exclusions as well as agreeing a collaborative approach to reduce exclusions. Where schools are not involved in SCC meetings LA officers and schools may meet together as outlined below in order to work together to agree how best to support a reduction in exclusions.

- ***Local Authority Quality Assurance Meetings (LAQA)***

The LA QA sessions evaluate the progress of individual schools and identifies further work to be undertaken by the EAS on behalf of the Local Authority. These meetings, therefore, monitor the impact of the 'Shared Ambitions' document. There is an opportunity to triangulate data regarding exclusions as appropriate and consider any role for EAS.

- ***Local Authority Wider Group Meetings (internal)***

Wider group meetings provide an opportunity for a range of LA services to triangulate information and discuss how best to support and challenge schools in the context of the LA QA and SCC. Where exclusions show a pattern for fixed terms or permanents which are as a result of significant contextual information or as a result of limited impact of internal or external intervention by either the LA or school these can be discussed in the broader context at these meetings in order to identify support or intervention that may be required.

- ***Local Authority monthly exclusion meetings (internal)***

LA officers will meet monthly to ensure that accurate data can be shared and progress trends and patterns explored. Where exclusions show a pattern for fixed terms or permanents which are as a result of significant contextual information or as a result of limited impact of internal or external intervention by either the LA or school LA officers

will link with schools to consider support. Where best practice is identified this will be shared across schools.

- **Termly steering group**

The Lead for Inclusion will chair termly meetings to review the implementation of the approach to exclusions. The purpose will be to focus on best practice and facilitate a culture of change within schools. Membership will include:

- Lead for Inclusion
- Educational Psychologist
- Secondary Headteacher(s)
- Primary Headteacher(s)
- Inclusion Officer
- Head of provision for vulnerable learners
- EAS representative

- ***Termly meetings with individual schools (Headteacher/ senior leader)\****

Individual schools will be invited to attend termly meetings with the Lead for Inclusion and the Inclusion officer to:

- review patterns and trends in exclusions
- review exclusion data (data will be considered in terms of the schools own data month on month, comparisons with Caerphilly data and the national data)
- identify key areas for development in relation to the universal and targeted support
- agree actions
- agree goals for reduction in exclusions

\*All secondary schools and primary schools where data shows a pattern for fixed terms or permanents which are as a result of significant contextual information or as a result of limited impact of internal or external intervention by either the LA or school.

- ***Permanent exclusion meetings (with schools)***

If a school issues a permanent exclusion the Headteacher will be strongly encouraged to attend a meeting with LA (inclusion officer and senior manager) to explore the way forward.

- **Education Scrutiny meetings**

The Education Scrutiny committee has a statutory role to ensure that the council carries out its responsibilities properly and, where necessary, are accountable for their actions. Local Authority officers report the work to reduce exclusions and the impact of this to the committee on an annual basis or more often if requested.

- **Estyn**

As part of their remit, Estyn will scrutinise the standards and provision and outcomes for learners.

## **6. Training / professional learning**

The Local Authority will work with partners to provide training and professional learning linked to the exclusion process, wellbeing, additional learning needs and behaviour. This is available to Governors, teachers, TA's and other school / setting staff as appropriate. The offer will include opportunities to collaborate across clusters and the region, shadowing, learning from research based practice, and access to formal training events.

## **7. Appendices**

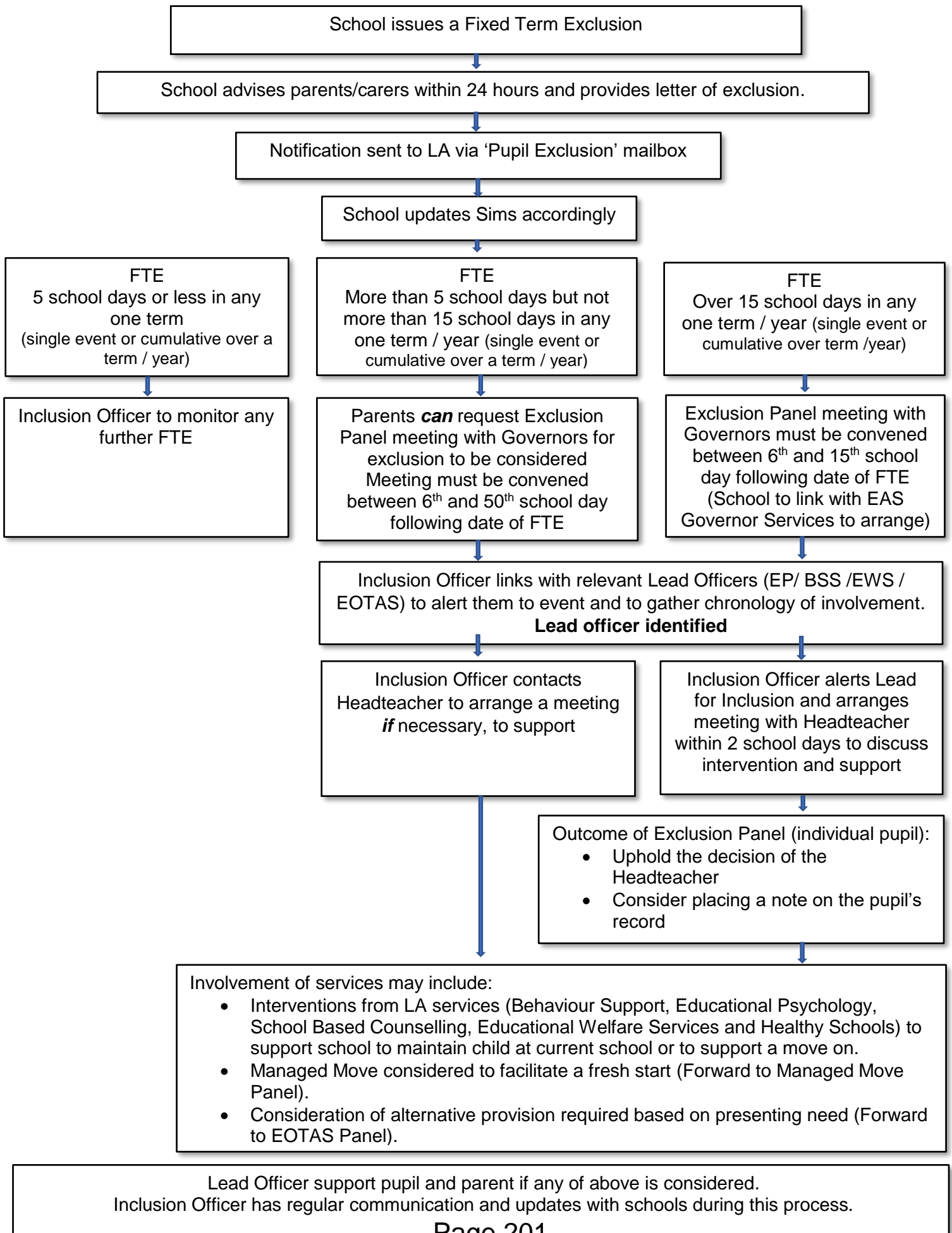
1 flow chart permanent exclusions process

2 flow chart fixed term exclusions process



FIXED TERM EXCLUSION  
PROCESS

APPENDIX 7



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**Cyfadran Addysg a Addysg Gydol Oes a Hamdden**

**Directorate of Education and Lifelong Learning**

# Inclusion Self-Evaluation Tool

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<b>School Name:</b>	
<b>Date of Review:</b>	
<b>Completed by:</b>	



A greener place  
Man gwyrddach



## **Self-Evaluation Tool**

The Caerphilly Inclusion Self-Evaluation tool has been developed using three documents - Estyn Guidance handbook for the inspection of primary schools 2019, Estyn Guidance handbook for the inspection of secondary schools 2019 and Estyn Supplementary guidance for additional learning needs 2019.

The purpose of the self-evaluation tool is to allow all schools in Caerphilly to evaluate the inclusive opportunities provided for learners. The template below is to be used by schools at different points throughout the year as part of the self-evaluation programme. It has been designed to provoke thought and discussion between staff and identify improvement priorities for the year ahead. The template can be edited to suit the needs of schools and it can be updated on a termly basis. The sections in this document highlighted in blue are linked to the mental health and wellbeing of staff and pupils.

An inclusive school ensures that every child and every adult who learns and works in a school is valued and whose educational and personal needs are met. Inclusion is also about parents and the community in which the school exists. It is about meeting individual needs and being prepared to be different. It's about equality of opportunity and an inclusive environment which carries through all policies and actions. In an inclusive school, everybody's voice is heard, encouraged and valued. Strong relationships are the key to an inclusive school, which have been nurtured and cultivated so that they can evolve and be flexible to ever-changing demands and needs.

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### **Judgement Scale**

Excellent	Very strong, sustained performance and practice.
Good	Strong features, although minor aspects may require improvement.
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement.
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths.

## Estyn Common Inspection Framework – 1. Standards

		Excellent	Good	Adequate	Unsatisfactory	Evidence
1.1	Standards and progress overall					<ul style="list-style-type: none"> <li>• A comprehensive pupil tracking system is in place which monitors pupil progress since starting school, between phases and during the school year.</li> <li>• The school analyses the progress of all pupils with ALN, ensuring that they make progress, e.g., termly pupil progress meetings, progress made in school-based interventions.</li> <li>• ALNCo is familiar with and uses a range of assessment data to monitor progress, specific to the needs of individual pupils.</li> <li>• Children are tracked against progress and given appropriate support to meet their needs.</li> <li>• Within the staffing structure there is evidence of clear roles and responsibilities and clear lines of accountability for standards and progress.</li> <li>• With support, pupils achieve the expected targets contained in their IEPs/IDPs – Evidence provided to prove this.</li> <li>• Pupil contribute to and are aware of their own targets.</li> <li>• Regular Inclusion Team meetings to discuss interventions and the progress of ALN learners.</li> <li>• ALN pupils progress onto meaningful courses, training or employment.</li> </ul>
Areas to further develop linked to standards and progress overall:						
1.2	Standards and progress of specific groups.					<ul style="list-style-type: none"> <li>• ALN pupils are given opportunities to discuss their progress through their preferred means of communication.</li> <li>• All pupils contribute to their IEPs/IDPs, IHPs (where appropriate), PEPs and Annual person-centred reviews.</li> </ul>

					<ul style="list-style-type: none"> <li>• There is a range of clear evidence of achievement and attainment of individual pupils with ALN.</li> <li>• ALNCo evaluates data to see how well pupils with ALN achieve when compared to their peers.</li> <li>• Bespoke interventions put into place to support the needs of individual pupils.</li> <li>• Progress of pupils who receive an intervention are assessed termly and new targets set.</li> <li>• A wide range of information is used to evaluate pupils' standards and progress.</li> <li>• 1:1 and group targeted support - Supports pupils in achieving targets.</li> <li>• The curriculum challenges ALN pupils with more developed skills to enable them to achieve as well as they can.</li> <li>• ALN pupils succeed in meeting specific and key targets in relation to their particular need.</li> </ul>
Areas to further develop linked to standards and progress of specific groups:					
1.3	Standards and progress in skills				<ul style="list-style-type: none"> <li>• Standards are judged using a range of first-hand evidence such as lesson observations, learning walks, scrutiny of pupils work and discussions with pupils.</li> <li>• Staff are aware of the extent to which the level of ALN pupils' communication and higher-order thinking skills support or hinder their progress in classroom interactions with teachers and other pupils.</li> <li>• ALN pupils can use non-verbal communication effectively to express their needs, e.g., facial expressions, eye contact, symbols/photographs.</li> <li>• Data shows ALN pupils are developing confidence and are make sufficient progress in speaking, listening, reading and writing.</li> <li>• Communication aids are effectively used to express their needs and opinions and to interact with others, e.g., PECS.</li> <li>• Data shows ALN pupils are making sufficient progress in developing and appropriately applying their numeracy skills.</li> <li>• ALN pupils use a variety of ICT appropriately to support with their learning, including programmes and apps.</li> <li>• ALN pupils are provided with a variety of opportunities to develop their physical, fine and gross motor skills suitably.</li> </ul>

						<ul style="list-style-type: none"> <li>• Regular opportunities for pupils with an ALN to develop appropriate independence and decision-making skills including self-care, personal hygiene and managing money, e.g., focused weekly lessons.</li> <li>• Pupils with an ALN make appropriate progress in the Welsh language and demonstrate an appreciation and understanding of Welsh culture.</li> <li>• There is clear evidence that ALN pupils successfully apply the knowledge and skills they develop during interventions in whole-class situation and wider school life.</li> </ul>
Areas to further develop linked to standards and progress in skills:						

Page 207 **Estyn Common Inspection Framework – 2. Wellbeing and attitudes to learning**

		Excellent	Good	Adequate	Unsatisfactory	Evidence
2.1	Wellbeing					<ul style="list-style-type: none"> <li>• Incidents of bullying or harassment are recorded and monitored. Data shows a decrease of incidents.</li> <li>• The ALNCo monitors the extent to which pupils with ALN feel safe and secure by using a range of tools such as pupil questionnaires, wellbeing assessments (PASS), discussions, which include pupil voice and observations.</li> <li>• Pupils with ALN are supported to make healthy choices relating to diet, physical activity and emotional wellbeing, e.g., Focused Health and Wellbeing Weeks across the school.</li> <li>• Staff are aware of the difficulties pupils with sensory issues may experience and are able to support them appropriately.</li> </ul>

					<ul style="list-style-type: none"> <li>• Pupils with ALN have opportunities to take on leadership roles and responsibilities within school, e.g., member of the school/eco council, a helpwr heddiw, prefect role or a digital leader.</li> <li>• Pupil voice is valued, listened to and supported through a variety of methods, e.g., written, choices, symbols, eye-gaze equipment etc.</li> <li>• Provision is made for pupils with ALN during play and lunchtimes, e.g., Wellbeing Room, Reading Garden-quiet area in the playground.</li> <li>• An inclusive ethos is evident across the whole school where pupil show respect for one another and display positive attitudes towards disability and other ALN.</li> <li>• All pupils have their own one-page profile which they have contributed to.</li> <li>• Pupils with ALN are included in activities with mainstream peers through differentiated tasks, which supports resilience and confidence in pupils.</li> <li>• Individuals with ALN are given time to follow their special interests and activities, e.g., Choir, Gardening, Chess and Art clubs.</li> <li>• Individuals with ALN are given the opportunity to spend time alone when required e.g., Wellbeing room, relaxation area, safe havens, tents, dens etc.</li> <li>• Pupils with ALN have access to and take part in extra-curricular opportunities, such as sports, clubs and community links</li> </ul>
					<ul style="list-style-type: none"> <li>• Evidence of dyslexia friendly classrooms across the school, where the décor has been made sensory neutral.</li> <li>• Arrangements to facilitate a seamless transition are in place for ALN pupils, e.g., clear and timely sharing between primary and secondary schools/ secondary schools and colleges, enhanced transition with key workers identified, visits by parents and pupils to new school with a clear point of contact and extra visits arranged if required.</li> <li>• Transition review meetings attended by ALNCo of current and new school to share pupil information.</li> <li>• When necessary, pupils with an ALN can utilise different options of entering and exiting school.</li> <li>• The school has a range of spaces and environments which supports the mental wellbeing of pupils and staff.</li> <li>• The school can demonstrate how it ensures that pupil voice is prominent in all activities relating to health and wellbeing, e.g., School Council feedback to whole school.</li> </ul>



					<ul style="list-style-type: none"> <li>• The school supports staff who have health problems in accessing appropriate help and support e.g. teacher support, Care First, Counselling.</li> <li>• The school has a clear process through which concerns about pupils can be discussed and reviewed with a multi-disciplinary team and an agreed plan of action agreed, e.g., Wellbeing team lead and feedback to whole school.</li> <li>• The school provides easy access to a range of support services appropriate to individual needs both within and outside the school, e.g., Thrive, ELSA, CAMHS, Mind Cymru.</li> </ul>
Areas to further develop linked to Wellbeing:					
2.2	Attitudes to learning				<ul style="list-style-type: none"> <li>• The attendance rates of pupils with ALN compare favourably with non-ALN pupils. Regular monitoring with Attendance Officer and termly Callio letters sent out to parents/carers have seen an improvement in attendance. School Engagement Officer/ Wellbeing Assistant supports children with programmes of support who are reluctant to attend school.</li> <li>• The rates of exclusions for pupils with ALN compare favourably with non-ALN pupils.</li> <li>• Pupils with ALN demonstrate good behaviour in lessons and around the school and follow clear rules and routines.</li> <li>• Evidence of PIVOTAL strategies successfully used across the school.</li> <li>• ALN pupils are supported to engage fully in new unfamiliar experiences and ideas.</li> <li>• ALN pupils are given advanced warnings of changes in routine.</li> <li>• Staff adopt a calm, quiet approach and give pupils lots of time to process and respond to instructions.</li> <li>• All Teachers and LSAs within the school are sufficiently skilled and knowledgeable and able to provide care, support and guidance for pupils with an ALN.</li> <li>• Interventions successfully support pupils in overcoming barriers to learning and build resilience, e.g., ELSA, Thrive, Incredible Years, Lego therapy, ComIT, SALT.</li> <li>• Anxiety reduction techniques have a positive outcome on pupil outcomes, e.g., relaxation, mindfulness, CBT based work, School Based Counsellors.</li> <li>• Provision to enable pupils to follow their special interests at appropriate times is available.</li> </ul>

					<ul style="list-style-type: none"> <li>• Pupils with an ALN are supported in or provided with alternatives to whole school activities where they find it difficult to cope with these.</li> <li>• Staff have received training in ‘Discipline for Learning’, ‘Assertiveness’ and / or Team Teach. There is a Positive Handling policy and procedures in place, however staff view physical intervention as a last resort and rarely use this with pupils.</li> <li>• Behaviour policy regularly reviewed and shared with staff. All policies and procedures are accessible, understood and followed consistently.</li> <li>• Parents have signed up to the school’s Behaviour policy.</li> <li>• Consistent strategies used throughout the school by all staff, including at lunchtimes by mid-day supervisors.</li> <li>• TA training and induction training given to new members of staff linked to the Behaviour policy.</li> <li>• Behaviour expectations clearly visible in classrooms and around the school.</li> <li>• DHT supports behaviour across the school, which includes tracking, sanctions and working with staff to develop bespoke interventions to support learners.</li> <li>• Pupil reflection forms completed after an incident allows children to reflect and identify what they should have done.</li> <li>• Behaviour related assemblies.</li> <li>• ESTYN report good or better standards of behaviour.</li> <li>• ALN pupils are all making progress in taking responsibility for their actions and their work.</li> <li>• Pupils are supported to work with others, solve problems and prepare for future life and work, e.g., team building activities, ASDAN, Prince’s Trust.</li> <li>• <b>The school has a range of policies based on best practice to create a positive ethos and culture which is supportive of mental wellbeing.</b></li> </ul>
<p>Areas to further develop linked to attitudes to learning:</p>					

## Estyn Common Inspection Framework – 3. Teaching and learning experiences

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		Excellent	Good	Adequate	Unsatisfactory	<b>Evidence</b>
3.1	Quality of teaching					<ul style="list-style-type: none"> <li>• Programmes of study are adapted when pupils are working significantly below expected levels.</li> <li>• Pupils with ALN have access to a broad and balanced curriculum, which is suitably challenging for all pupils.</li> <li>• Resources and teaching approaches make the delivery of the curriculum accessible to all pupils.</li> <li>• There are sufficient professionals, appropriate to the school, to support the needs of learners with ALN, e.g., Specialist SpLD teachers, CASS, Educational Psychologists, Behaviour support, Speech and Language therapists.</li> <li>• From data analysis, targeted individual/group sessions for pupils are deemed effective.</li> </ul>

					<ul style="list-style-type: none"> <li>• There is an Assessment policy that follows the principles of Assessment for Learning and Assessment of Learning.</li> <li>• Support staff are used effectively to support learning and behaviour.</li> <li>• There is regular training for all staff on ALN and strategies to support learners.</li> <li>• An up-to-date bank of resources on ALN are available for staff and parents.</li> <li>• Materials and methods of delivery are differentiated to make the curriculum accessible for pupils with ALN.</li> <li>• Assessment data is used effectively to monitor progress and target learning.</li> <li>• Pupils with ALN are enabled to evaluate their progress against the targets set in their IEP/IDP and set new ones.</li> <li>• The physical classroom environment is well ordered.</li> <li>• Visual timetables are used consistently throughout the school.</li> <li>• Pupils individual needs are catered for, e.g., activities use visual cues and unambiguous language systems to aid communication and understanding for pupils with identifies language and communication difficulties.</li> </ul>
					<ul style="list-style-type: none"> <li>• Pupils with ALN have a one-page profile to enable staff to easily understand needs and difficulties.</li> <li>• Staff use resources effectively to support pupils with ALN.</li> <li>• Pupils with an ALN are supported in or provided with alternatives to whole school activities where they find it difficult to cope with these.</li> <li>• Resources to aid learning, including technology and sensory equipment are available to support pupils with an ALN to access the curriculum.</li> <li>• Teachers and Teaching Assistants intervene appropriately in pupils' play and independent learning to develop their skills at a suitable level.</li> <li>• With support, ALN pupils able to transfer their learning from targeted sessions to whole class teaching, e.g., Improved concentration from ComIT sessions.</li> <li>• Staff provide appropriate and meaningful feedback to pupils dependent on their needs, e.g., verbal, symbols, gestures etc.</li> <li>• The school recognises the importance of equality and human rights for health and wellbeing, e.g., UNCRC weekly focus in assemblies, working towards the Rights Respecting School Award (RRSA).</li> </ul>

Areas to further develop linked to quality of teaching:					
3.2	The breadth, balance and appropriateness of the curriculum				<ul style="list-style-type: none"> <li>• Teachers plan, teach and review in partnership with other teachers, teaching and bilingual assistants, and other professionals as appropriate to ensure consistency of practice.</li> <li>• IEPs/IDPs/PEPs are clearly written and actively reviewed, in partnership with outside agencies, parents and pupils.</li> <li>• Pupils with ALN are grouped in a way that best helps them to learn, including withdrawal groups and small class groups.</li> <li>• Pupils have access to a curriculum which is broad and balanced and relevant to their need/s.</li> <li>• The school is working towards the new curriculum, considering the needs of all pupils.</li> <li>• Programmes of study are adapted to meet the needs of pupils with significant learning difficulties.</li> <li>• The school uses a range of appropriate additional assessment tools and procedures for identifying the needs of pupils, e.g., BPVS.</li> <li>• The school makes good use of available data to provide additional curriculum experiences for pupils that are appropriate for their needs, e.g., early morning additional R.M. Maths support for pupils who are identified as 2 or more sub-levels below in Mathematics.</li> <li>• Additional interventions combat the difficulties of gaps in learning and repeated curriculum for looked-after pupils who have had numerous placement moves.</li> <li>• Pupils are grouped in a way that best helps them to learn, including withdrawal groups and small class groups.</li> <li>• Where possible, pupils are consulted about when it is most appropriate for them to be withdrawn from the work of the class group for individual work.</li> <li>• Pupils who access the curriculum using British Sign Language (BSL), braille or large print have support to do so when required.</li> <li>• Resources are matched well to the needs of pupils who require extra support.</li> <li>• Specialist resources, e.g., ICT equipment, radio aids and sound fields systems, are used well to enable pupils who require extra support to access the curriculum fully.</li> </ul>

						<ul style="list-style-type: none"> <li>• Where appropriate, there are well-developed plans for transition back to mainstream provision.</li> <li>• The School is physically adapted to appropriately meet pupils' needs.</li> <li>• There are appropriate changing facilities for pupils with disabilities.</li> <li>• The school has an inclusive ethos where ALN pupils have a range of experiences of working collaboratively with other pupils in the school.</li> <li>• The school curriculum recognises and fosters the positive role of the arts, culture, and sport in promoting mental wellbeing, e.g., Evidence in teacher's planning and a wide range of extra-curricular clubs open to pupils.</li> <li>• The school curriculum provides age-appropriate learning and development in relation to emotional literacy, positive psychological development, and problem-solving skills to support resilience in line with Welsh Government Curriculum Guidance.</li> </ul>
<p>Areas to further develop linked to the breadth, balance and appropriateness of the curriculum:</p>						

3.3	Provision for skills					<ul style="list-style-type: none"> <li>• Pupils with ALN achieve the required skills in speaking and listening, reading and writing, numeracy and ICT and use them effectively across the curriculum.</li> <li>• Pupils with ALN are supported to develop Welsh language skills.</li> <li>• There is a broad PSE curriculum including attention to mental health and resilience.</li> <li>• The curriculum has been developed to enable pupils to develop skills which will prepare them well for the next stage of learning/life, e.g., independence, self-care or money management.</li> <li>• There are plenty of opportunities for pupils to develop their skills in practical, real life situations, e.g., weekly cooking sessions, using public transport etc.</li> <li>• There is a wide-ranging curriculum with alternative options, which meet the needs of all pupils.</li> </ul>
<p>Areas to further develop linked to provision for skills:</p>						

**Estyn Common Inspection Framework – 4. Care, support and guidance**

		Excellent	Good	Adequate	Unsatisfactory	Evidence
4.1	Tracking, monitoring and the provision of learning support.					<ul style="list-style-type: none"> <li>• Robust systems are in place for identifying the needs of individual pupils when they start at the school, e.g., The school engages effectively with partners, including parents and pupils’ previous schools, to identify the needs of pupils and make appropriate provision.</li> <li>• School regularly tracks and monitors ALN pupils’ progress and wellbeing, including attendance, and uses this information to plan appropriate provision.</li> <li>• Where appropriate, P-Scales and Autism Education Trust Framework are used to track the progress of pupils.</li> <li>• A detailed provision map is in place to demonstrate how well the school supports pupils with ALN.</li> <li>• Learning support is appropriate for the needs of the pupils. Training is provided to staff on a regular basis. The school has a good understanding what effectiveness support looks like.</li> <li>• The ALNCo monitors the effectiveness of interventions outlined in the provision map.</li> <li>• IEPs/ IDPs/PEPs are used effectively and contribute to improved outcomes for pupils.</li> <li>• School secure good support from others, e.g., Advisory teachers, Educational Psychologists and other external agencies to help pupils achieve appropriate standards.</li> <li>• The school directs parents/pupils to other agencies and support groups where appropriate.</li> <li>• The school actively removes barriers to learning for students with ALN in order to promote participation.</li> <li>• School actively seeks to support parents of pupils with ALN. Parents are listened to and provided with relevant information.</li> <li>• School use a variety of means to engage parents of pupils with ALN e.g., through family engagement and/or Wellbeing officers.</li> </ul>



					<ul style="list-style-type: none"> <li>• Annual reports are an effective way of sharing the progress the child has made over the academic year, which are clear and personal and based on a sound understanding of the pupil. Pupils also contribute to reports sharing what has gone well and areas they would like to develop.</li> </ul>
					<ul style="list-style-type: none"> <li>• Parents/carers invited into school to discuss the end of year report with class teacher.</li> <li>• Classes plan in year group teams. There are close links and where possible, joint planning between the SRB and mainstream provision takes place.</li> <li>• Where appropriate the Engagement/ Wellbeing officer makes pupils and families aware of professional support and specialist services such as counselling services, Careers Wales and mental health services.</li> <li>• Staff have received training to support pupils with emotional and/or social needs, e.g., ACEs, Trauma, attachment, Thrive, ELSA.</li> <li>• (Welsh Medium only) Where applicable, pupils access Welsh-speaking specialist support staff, teachers or educational psychologists, as well as provision for specific needs such as speech and language therapists.</li> <li>• Parents/carers are helped to understand ALN procedures, including statutory assessment procedures.</li> <li>• The school can evidence that, within available resources, support is provided for activities which promote mental health and wellbeing, e.g., 1:1/ small group sessions and weekly focused mental health and wellbeing sessions – yoga, breathing techniques, mindfulness etc.</li> <li>• The school understands the mental wellbeing needs of the pupils and staff in the school, acknowledges that these needs change over time and has a regularly updated plan to address the identified needs, e.g., Wellbeing team meet regularly to update plan to support staff and pupils.</li> <li>• Through close monitoring, the school can identify and describe the needs of specific groups of pupils who may be at greater risk of experiencing poor mental and emotional health.</li> <li>• The school actively monitors the inequalities in mental health and wellbeing between different groups, e.g., Feedback from staff in weekly Wellbeing meetings.</li> </ul>

Areas to develop further linked to tracking, monitoring and the provision of learning support:					
4.2	Personal development				<ul style="list-style-type: none"> <li>• Pupils with ALN are supported to take part in extra-curricular activities, such as school plays, music and sports.</li> <li>• Pupils with ALN are prepared for life and work outside school e.g., school trips to local shops, businesses and places of interest.</li> <li>• The school makes meaningful and worthwhile opportunities for pupils to develop their knowledge and understanding in making suitable lifestyle choices, e.g., healthy eating and drinking, substance misuse, online safety and sex and relationships.</li> <li>• Staff meet the developmental play and social interaction needs of pupils with ALN.</li> <li>• The PSE curriculum supports the social skills development of pupils with ALN.</li> <li>• All staff are aware of the difficulties individuals have in trying to understand conventional social rules and systems and adapt their approaches accordingly to individual pupils needs.</li> <li>• Pupils with ALN and their parents are listened to – There are clear procedures for parents/carers visiting the school, getting involved and sharing concerns.</li> <li>• There is effective communication between school and home celebrating progress/success and informing of incidents/concerns.</li> <li>• The provision across the school is adapted to pupils' needs and level of understanding of pupils.</li> <li>• The school is successful in identifying and supporting the emotional and mental health needs of pupils, e.g., PASS survey, Wellbeing/Family engagement officer, Thrive, ELSA and or Restorative approaches.</li> <li>• Parents are invited into school to attend workshops, e.g., Wellbeing, Mathematics.</li> <li>• Pupils are given encouragement and opportunities to take responsibility for themselves and others, show initiative and develop an understanding of living in a community, e.g., ASDAN and Prince's Trust.</li> <li>• Pupil voice plays an important role in the school in supporting pupils to make decisions that affect them, e.g., active members of the school/eco councils or student unions. Their views and experiences are listened to and acted upon, e.g., in developing the outdoor environment.</li> </ul>

					<ul style="list-style-type: none"> <li>• The school ensures there are opportunities for ALN pupils, or those who are vulnerable, to develop spiritually and culturally, e.g., through a rich, well-tailored provision for the arts, including music, art and design.</li> <li>• The school ensures that school productions and performances, theatre, dance and sport include appropriate opportunities to enable those with ALN, including physical needs, to participate.</li> <li>• The school provides opportunities for pupils to develop their knowledge and understanding of their own and other cultures in both their local communities and farther afield, e.g., topics in class and whole school assemblies.</li> <li>• Where applicable, special examination arrangements are well planned, and discussed and agreed with pupils.</li> <li>• Staff complete relevant referrals to support pupils, e.g., JAFF, MARF, ISCAN.</li> <li>• Pupils, staff, and the wider school community understand how to access help and that help seeking behaviour is encouraged, e.g., Pupils – Dedicated Wellbeing Assistant. Staff – Care First and supportive SMT.</li> <li>• The school can demonstrate how it ensures that parents and families are actively engaged in health and wellbeing, e.g., parents/carers invited into school during termly 'Healthy School' Week.</li> <li>• The school can demonstrate how it recognises and promotes the importance of pupils, staff and the wider school community feeling connected to the school and have a sense of belonging, e.g., open afternoons, links with local businesses and Nursing Home.</li> <li>• The school can demonstrate how it fosters and develops healthy relationships between all members of the school community, e.g., staff team-building days.</li> </ul>
<p>Areas to further develop linked to personal development:</p>					

4.3	Safeguarding					<ul style="list-style-type: none"> <li>• Risk assessments and positive handling plans are in place for pupils with ALN as appropriate.</li> <li>• School has an up-to-date Restrictive Physical Intervention/Positive Handling policy and staff have accessed training in a holistic approach to behaviour management which includes de-escalation strategies. When incidents do occur, there are appropriate systems to record incidents, including reporting to LA. Staff follow these procedures robustly.</li> <li>• The school's safeguarding policies and procedures take account of the increased vulnerability of pupils who require extra support, including those with ALN and ensure that arrangements for these pupils are appropriate.</li> <li>• All medical information for individual pupils is up to date and staff have received appropriate training, e.g., epilepsy training.</li> <li>• Health Care plans are regularly updated with health professionals.</li> <li>• The school's approach to anti-bullying is effective, particularly in relation of pupils who require extra support, including those with ALN.</li> </ul>
<p>Areas to develop linked to safeguarding:</p>						

## Estyn Common Inspection Framework – 5. Leadership and management

		Excellent	Good	Adequate	Unsatisfactory	Evidence
5.1	Quality and effectiveness of leaders and managers					<ul style="list-style-type: none"> <li>• All staff are aware of the signs of ALN and are aware of diagnostic referral routes if they suspect a pupil has ALN.</li> <li>• There is a named person in the school who is able to provide information and advice on ALN and specific information about individual pupils.</li> <li>• The ALNCo is knowledgeable of local and national guidance on identification and assessment of pupils who require extra support, including those with ALN and their role in its implementation.</li> <li>• The ALNCo is allocated non-teaching time to fulfil their role, e.g., half a day a week.</li> <li>• The role of the ALNCO is strengthened in order to provide expertise for pupils with ALN within the school.</li> <li>• Governors have undertaken training and are aware of the specific needs of pupils with ALN. Governors undertake a championing role and actively challenge ALN practice and provision.</li> <li>• Additional school staff e.g., office staff, mid-day supervisors, caretaker etc. are aware of the needs of pupils with ALN and how best to meet needs within their role.</li> <li>• ALN practice and provision is a regular focus within school meetings of the SMT and governing body.</li> <li>• The school has a clear ethos and shared vision of inclusion and diversity, which is shared by all staff, governors, parents and pupils.</li> <li>• The school is effective in working with partners to improve the knowledge and understanding of staff to make suitable adjustments to curriculum and/or support, e.g., EAS, SEWC.</li> <li>• The school preparing for the changes to ALN legislation by attending all relevant training and working closely with the Cluster ALN Lead.</li> <li>• There is a designated ALN governor.</li> </ul>

						<ul style="list-style-type: none"> <li>• The designated ALN governor meets regularly with the SLT to questions standards and provision for pupils who require extra support, including those with ALN.</li> </ul>
						<ul style="list-style-type: none"> <li>• There is effective and regular liaison with the LA to ensure that additional support meets pupils' needs.</li> <li>• PDG, LAC and grant funds are appropriately deployed to supporting ALN pupils.</li> <li>• The school has a positive partnership with others, e.g., health services, housing and social services, to meet pupils' needs.</li> <li>• The outcomes of initiatives, such as Families First, Communities First, Team Around the Family (TAF) and other close work with specialist agencies such as the police, health, psychological, community and mental health service (CAMHS), counselling and social services are shared with SLT, class teachers, teaching assistants and where appropriate, the ALN governor.</li> <li>• The school has good arrangements in place to ensure pupils' seamless transition from one phase of education to another (including transition into and out of the school).</li> <li>• The school has strong links with parents/carers that help learning to be continued at home, e.g., Blended Learning policy, Parent Workshops etc.</li> <li>• The school tracks the progress made of pupils referred to outside agencies and PRUs for education other than at school.</li> <li>• The school is supportive of the local authority's 'managed moves' arrangements and have successfully supported two pupils who have had a successful 'managed move' into the school.</li> <li>• A senior member of staff is designated as lead for implementation of a whole school approach to mental health and wellbeing; supported where appropriate by other members of staff.</li> <li>• The school can demonstrate how it supports staff in maintaining and improving their mental health and wellbeing, e.g., Allocated time out of class for the completion of tasks.</li> <li>• Communication within the school and with the wider school community evidence the school's commitment to pupil and staff health and wellbeing, including mental health and wellbeing.</li> </ul>

						<ul style="list-style-type: none"> <li>• The school can demonstrate how it ensures that staff are actively engaged in health and wellbeing, e.g., Wellbeing team share termly plan of action, dedicated planning time, annual staff wellbeing questionnaire.</li> <li>• The school can evidence a range of partnerships with public and third sector agencies with expertise in mental health and wellbeing, e.g., Public Health Wales, Mind Cymru.</li> <li>• The school can demonstrate how it fosters relationships with parents and other agencies so that it is aware of circumstances that might mean that pupils are at greater risk of poor mental health e.g., family breakdown.</li> </ul>
<p>Areas to further develop linked to quality and effectiveness of leaders and managers:</p>						

5.2	Self-evaluation processes and improvement planning				<ul style="list-style-type: none"> <li>• There is a clear self-evaluation process for ALN which informs the School Improvement Plan and priorities.</li> <li>• There are clear priorities for improving ALN provision.</li> <li>• There is evidence that the expertise of the ALNCo informs the priorities, e.g., planning, teaching and reviewing of pupils with an ALN.</li> <li>• Monitoring of ALN pupils is part of the school improvement cycle.</li> <li>• The ALNCo leads staff meetings regularly and feeds back to the Governing Body on a termly basis.</li> <li>• The ALNCo and SLT work together to plan what needs to be done to improve outcomes and progress for pupils who require extra support, including those with ALN.</li> <li>• ALNCo and SLT ensure that targets for pupils who require extra support, including those with ALN are suitably challenging, so that these pupils reach the highest standards that they are capable of achieving.</li> <li>• The ALNCo feeds back to the SLT regularly and is given a Performance Management target linked to ALN.</li> <li>• LA SRB classes within the school are involved in having their work monitored.</li> <li>• The school have a strong record in improving outcomes and provision for pupils who require extra support, including those with ALN.</li> <li>• The school is aware of and draws on key local health and wellbeing plans and priorities, considering the implications for the school community.</li> <li>• School development and improvement plans include measurable action to promote mental health and wellbeing in the whole school community.</li> <li>• The school can evidence a continuous improvement approach towards health and wellbeing in which plans are regularly reviewed against outcomes and change is made, as necessary.</li> <li>• The school can evidence that, within available resources, support is provided for activities which promote mental health and wellbeing, e.g., 1:1 and small group interventions.</li> </ul>
<p>Areas to further develop linked to self-evaluation processes and improvement planning:</p>					



5.3	Professional learning				<ul style="list-style-type: none"> <li>• The focus of partnership working is to improve standards for pupils with an ALN. There is regular partnership working which includes: <ul style="list-style-type: none"> <li>➤ Frequent communication between the school, LA, health, social services and the voluntary sector.</li> <li>➤ Consulting with external agencies during the development of policy and provision.</li> <li>➤ Working with parents to provide joint intervention programmes, and regular communication systems.</li> <li>➤ Facilitating a range of opportunities for parents to liaise with outside agencies.</li> <li>➤ Working closely with other schools, sharing best practice and exchanging information.</li> </ul> </li> <li>• The school has a strong history in supporting the professional development of specialist support staff to meet the needs of ALN pupils.</li> <li>• ALN areas of development are identified and included in the School Improvement Plan annually, which has supported in developed the knowledge and understanding of all staff in relation to pupils who require extra support, including those with ALN.</li> <li>• The school has considered the skills and competencies required by staff in undertaking their mental health and wellbeing role in the school and has a process in place to ensure they are supported to develop and maintain these.</li> <li>• Staff who undertake specific roles in relation to mental health and wellbeing support have access to professional support and supervision appropriate to their role.</li> </ul>
Areas to further develop linked to professional learning:					
5.4	Use of resources (Secondary Schools only)				<ul style="list-style-type: none"> <li>• There is a quality assurance framework in place which is regularly utilised.</li> <li>• The ALNCo is appropriately qualified and experienced.</li> <li>• All staff have undergone appropriate training in ALN awareness and strategies to support pupils with ALN.</li> <li>• There is specific ALN training including ALN awareness for NQTs and staff new to the school.</li> <li>• Staff share information with other staff in a formal and informal way when they return from courses and conferences on ALN.</li> <li>• A record of staff training in ALN and conferences attended is maintained.</li> </ul>

					<ul style="list-style-type: none"> <li>• Resources are available to support learners to access the curriculum.</li> <li>• The school actively seeks to and succeeds in removing barriers to learning and participation for pupils with ALN.</li> <li>• The school is committed to and provides a high standard of support for pupils with ALN. All staff see this as their function.</li> <li>• The school allocates sufficient resources to meet the needs of pupils who require extra support, including those with ALN.</li> <li>• ALN staff, including support staff, understand and fulfil their roles effectively.</li> <li>• Staff are appropriately skilled to support pupils effectively to ensure progression and continuity in learning.</li> <li>• The school demonstrates the impact of its spending decisions in relation to ALN e.g., sharing with parents and governors.</li> </ul>
<p>Areas to further develop linked to use of resources:</p>					

**Cyfarwyddwr Addysg a Gwasanaethau Corfforaethol**

**Directorate of Education and Corporate Services**

# Inclusion Compendium

## Policy into Practice – Case studies and Pupil Voice



A greener place  
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## **Introduction**

Practice in schools and provisions is underpinned by an established vision and set of principles driven by the national and local context and self evaluation. Schools and provisions are required to have a set of policies that define how these are embedded. These policies should be documents that are underpinned by practice and take account of the views of stakeholders.

This document provides some examples of school based policies and examples of how these are translated into practice.

### **1. Examples of good practice in schools**

St Martins Comprehensive School have developed provision to support students at both KS3 and KS4. With the former more established, a strong transition programme enables young people to be identified to access this provision providing essential support and reassurance as the students move from one school into another environment. There are key areas explored with the staff in particular 'how do I become a person in this school' and 'how do I achieve at St Martins?'

Alongside this specialist provision, all students are supported through their designated Wellbeing Team. Staff, such as designated safeguarding officer and school nurse, combine to form a team of professionals dedicated to providing the essential emotional support to help the students feel safe, comfortable and in the best place to succeed in the classroom.

St Martins school facilitate a popular staff forum which allows all staff to influence decisions across the school which may impact on their wellbeing. It also creates an essential culture of ownership in the strategic direction of the school. Team breakfasts, a virtual trip to Rome and adaptations to their quality assurance processes are all highlights which have their origins in a commitment to staff wellbeing.

**St Cenydd School** through a covid grant from the Welsh Government have recently appointed 4 Pupil Support Officers. Their role is to target specific groups of students and offer nurture support, and to be the first point of contact for many of the students. During the pandemic, they make regular calls to all of the pupils across the school, arranging work, free school meals and digital device support, as well as providing regular wellbeing check ins and liaising with safeguarding staff. After the pandemic these staff will be deployed to work across the whole school or specific key stages within their areas of expertise with the intention of enhancing the support that school can offer. These areas include community liaison, nurturing roles, transition, specific pupil group work (LGBTQ, LAC etc) and also work around challenging behaviour.

**Blackwood Comprehensive School** have a Nurture Provision (Llwyddo Base) for those year 7 pupils with significant ACE or Trauma backgrounds alongside ALN needs. There is also a social base that supports these learners. Nurture practice

continues for these pupils within a second classroom to support their transition into year 8, where there is a heightened focus on building resilience and independence to be fully integrated into mainstream education. There is also a CWTCH provision where the ELSA is based which is primarily used as a safe space provision during breaks for ALN/Nurture pupils, after leaving the Llwyddo provision, whilst offering a secure base for those learners suffering mental health concerns and/or accessing reduced curriculums due to mental health or medical difficulties.

Alongside this, the school has a HWB provision for learners who are at serious risk of FTE or have had numerous referrals to the school's 'R2L' (Ready to Learn) room. These pupils often display challenging behaviours and have significant attendance issues and have often experienced trauma/ACE's. These pupils are supported through a 'meet and greet' process and the HWB provision acts as their safe space where they receive a comprehensive support package to encourage improved emotional, social and physical wellbeing. Some learners will spend many of their lessons in the HWB and may study qualifications that will avoid them becoming NEET and may also access a part-time alternative curriculum, such as Military Prep. However, the ultimate aim is for these pupils to integrate back into mainstream learning.

During the current covid pandemic Blackwood comprehensive school have also set up a well-being provision specifically for KS4. School found that the need for this provision emerged from a series of emails and Class Charts Submissions, from learners and parents. This provision, which is supervised by 2 LSA's and a member of SLT, caters for up to 15 learners a day. This provision allows KS4 learners the opportunity to gain support with distance learning whilst encouraging engagement and a sense of routine and achievement. This provision also allows for any targeted well-being support or outside agency support. The creation of this specific provision for KS4 has highlighted the level of need, particularly around aspects of Mental Health concern such as anxiety, with many feeling overwhelming emotions and worries.

Other examples of supportive wellbeing practice during the pandemic include a dedicated health and wellbeing slot within the weekly distance learning timetable for KS3, with two slots for KS4. These slots cover a range of topics within the wellbeing framework that respond to the needs and concerns of the learners, as identified through half termly pupil wellbeing surveys and Class Charts Wellbeing Submissions. There is also a weekly Mindfulness Practice that is posted for use within each Google Classroom. This practice is used and encouraged during twice weekly 'Live' Check-in sessions carried out by every form tutor with their individual form classes. These check-in sessions have provided a further layer of well-being support where engagement in distance learning is encouraged, alongside self-care practices. They are also an opportunity to encourage tips around successful routines, self-regulation and allow reflection upon positive affirmations. The Mindfulness Practice techniques can be used during a lesson, unstructured time, or any time that the pupils feel that it will support them with the feelings they are experiencing.

Virtual assemblies are being carried out 2-3 days a week. The assemblies called Mindful Monday, Wonderful Wednesday and Focus Friday have been carried out by the Assistant Headteacher for Well-being and Equity and the Assistant Headteacher

responsible for Additional Learning Needs, in the main, with specific assemblies carried out by targeted members of staff. The virtual assemblies have been a further way of engaging learners and creating a very bespoke approach to key topic areas that have been well received and informative for the family as a whole. Initial topics were around creating a routine, being safe online, ensuring wellness with a specific focus on physical, mental and social well-being. Over the weeks there was an increased focus on developing a successful distance learning timetable based around learner and pupil feedback, independent learning, resilience and reintegration to school. These have been posted directly in each form class Google Classroom alongside being uploaded to the school website and social media.

An assessment timetable and an 11-week physical, social and emotional wellbeing plan (see below) has been developed for year 11 pupils to enable school to map and respond to learner's worries, which is tracked through the half-termly Pupil Well-being Surveys.

#### Physical, social and emotional well-being plan

- Week 1 - Information regarding examinations and what information we can trust. Liaising with college and finding out more before applications. Timetable with enrichment - mapping out our pathway
- Week 2- How can we gain mental resilience? Making SMART targets work for us.
- Week 3- Mindfulness sessions - progressive muscular relaxation, visualisation, circle of positivity.
- Week 4 - How Anxiety and worry affects the body and brain (how the brain works / how the body reacts / how we can recognise and use strategies to help).
- Week 5 - How Anxiety and worry affects the body and brain part two (how the brain works / how the body reacts / how we can recognise and use strategies to help).
- Week 6 - The importance of routines (sleeping / screen time / exercise / eating time / sensory breaks).
- Week 7 - The importance of routines part two (5 acts of self-care).
- Week 8 - Positive affirmations (acts of kindness...changing negative thoughts into positive ones / the negative stories we tell).
- Week 9 - Examination preparation (location, location, location, equipment, mapping what needs to be revised and what is not needed - being assessment savvy e.g., looking at past papers and criteria).
- Week 10 - Examination preparation: Planning a timetable, revising content how to help memory retention - tricks of the trade.
- Week 11 - Examination preparation: Tips for 'on the day' e.g., eating a banana for energy; quiet calm before entering and avoiding others who will make you panic! Allowing pupils to revise during the health and wellbeing at their own pace in wellbeing bubbles if necessary, to support.

A copy of the Blackwood Cluster/Blackwood Comprehensive School Wellbeing and Equity Strategy/Policy has been included below in Appendix 1.

**Tyn-Y-Wern Primary** employ two Thrive Licenced Practitioners in the School. All children are screened and those identified as needing further support with their emotional well-being are provided with additional support on an individual, group and whole class basis. This has continued throughout Covid 'lockdown' with tailored activities being provided for children to do at home as well as online face-to-face 'Teams' sessions with staff, pupils and their parents.

The school also hoststwo2 Nurture SRB's - one within foundation phase and one in KS2. The children present with a range of emotional and learning difficulties and are provided with a secure base in order to build supportive relationships and improve readiness for learning. The school has strong links with the local community and the children take part in an inter-generational allotment project every Monday. The children benefit hugely from working outdoors with older members of the local community.

The school has established a 'Lego League' for the more able and talented learners to encourage interest in real world themes and develop skills that are crucial for their future careers. They have taken part in National competitions.

The school also recognise that inclusivity needs to extend beyond the classroom and into the wider community, so have set up a school community cafe called 'The Bistro'. The cafe is open to the public every Wednesday afternoon (pre-Covid) and all pupils in Year 5 and 6 can 'work' there. Pupils spend the morning baking and preparing food and the afternoon serving customers. It has been very well received within the community and has regular patrons from the local OAP complex as well young mums with babies. The Bistro also houses a free uniform recycling scheme and toy lending library. The school has begun to build on the remit of the Bistro and have secured funding via the National Lottery to run free community classes such as Baby Yoga and Dementia Friendly sessions and hope to start these as soon as Covid restrictions end.

#### **4. Case Studies of pupils in EOTAS Provisions to illustrate examples of inclusive practice**

##### **Case Study 1: L**

L has been attending Innovate since September 2019. During this time, there were many occasions where L demonstrated challenging behaviour and a reluctance to engage. She would not conform to the rules of the project, her behaviour during lessons became extremely disruptive and her behaviour towards other young members of the project became quite volatile. A One Page Profile was completed with L, along-side an IDP. Staff continued to positively welcome L every morning, encouraging a positive environment, and initiating conversation on topics that she enjoyed to talk about. Staff began to see some improvement in her attitude towards them, but L still seemed unsettled and her disrespect towards her peers continued.

After many discussions with L and her mother, to try and work together to promote a collaborative way of working and a more positive engagement for L, it was decided to try and sit with L to complete an individual consultation and implement an Intervention Plan, that met her individual needs.

During the consultation with L, we discussed reasons why her behaviour was deteriorating. We re-visited her One Page Profile to see what was important to L and how best to support her. It was agreed that an alternative intervention was going to be put in place; L was to be moved from group 2 to group 3, which was a smaller and quieter group with less distractions. L's behaviour began to improve, however in the first few weeks L reverted to the disruptive behaviour. This was having an impact on the education of others in the group. L suggested to staff that she would like to work 1:1 out of class to complete work, as she found it easier to concentrate without others around her. A second intervention plan was put in place, which was planned and agreed with L, which specified this. During these 1:1 sessions, while L was completing tasks, we discussed various issues, feelings, struggles and the impact of negative behaviours on her-self and on others. We also implemented the THRIVE approach and ComIT which enabled L to build on her resilience and coping skills. These 1:1 sessions had a positive impact on L; she began to express herself more positively and was able to re-integrate in class with her peers.

**Outcome:** L is now in year 10 and has settled extremely well. Her behaviour is no longer a concern, and she is fully engaging in lessons. L seems more confident in herself and can now manage and regulate her emotions in a calmer and positive way. L fully engages in youth sessions and is very open on views of certain subjects. L is no longer clashing with members of her peer group; she is now able to understand the views and opinions of others a lot more and is more inclusive of others. L is currently engaged in 'Blended Learning' at home and is maintaining a good positive engagement with all staff.

## **Case Study 2: J**

J was referred to EOTAS in 2019. J had experienced challenges with mental wellbeing, eating habits and self-harming. Many of these challenges were linked to adverse childhood experiences for which J had no one to talk to. Staff at the provision have been able to support J through collaboration with CAHMS and the development of coping strategies. These strategies have been shared with the students whilst allowing them the opportunity to engage in the activities they enjoy the most – in particular, through the power of sport and physical exercise.

**Outcome:** Student J has now settled into a more positive living environment and is continuing to work on improving self-confidence with staff. The students use sport to express how they are feeling that day, and this often helps improve mood throughout the day. They are aware there will be setbacks along the way, but Positive Futures will



continue to support, with the target for a return to full time education by the end of the year.

### **Case Study 3: J**

J was only accessing two hours of education each day whilst he was in mainstream school; this was supported by a 1:1 who worked with him outside of the classroom. J was frequently excluded and at the point of permanent exclusion when he transferred to the Learning Centre (TLC). Upon his arrival at TLC, J presented as a very troubled and complex child. He was frequently withdrawn and supported in the thinking room as he found the classroom difficult. He was also unable to work or socialise with his peers.

J was provided with a bespoke package to create an individualised programme for him. This included: mentoring, GAS (Gwent Attachment Service) case formulation, Thrive, ELSA and a trauma informed approach. He also received maths and literacy interventions, resources to support his access to the curriculum, additional specialist speech and language teaching and access to Caerphilly Adventure Group. In addition to this, support was also provided support for his parent at home.

**Outcome:** As a result of this intervention, J has been able to maintain his placement and increase his hours within the classroom setting to full time attendance. Whilst there are still issues with his behaviour, J is happy and enjoys the experiences on offer in TLC. His behaviour is reported to have improved at home and his parent is happy with the progress that he has made. J is now able to work alongside others and has started to socialise appropriately. He will now join in with team games at breaktimes and group tasks within the classroom. J's academic ability has also improved; over the two years that he has been in TLC, he has made 4 years 1 months progress in Reading, 2 levels and 1 sub-level progress in writing and 2 years 6 months progress in Maths.

## **5. Pupil views of Inclusion**

### **Focus group with Caerphilly Youth Forum**

A focus group was held with Caerphilly Youth Forum on 1<sup>st</sup> February 2021 to explore young people's views about inclusion and what schools do well to support inclusion and a sense of belonging and what school could do better to support pupil's wellbeing and mental health. Six young people attended the focus group from years 9-11 and the group was facilitated by two staff from the educational psychology service. Questions asked are highlighted below in bold, with pupil responses underneath.

#### **What does inclusion mean to you?**

- Equality to everyone.
- Including everyone and making sure everyone has a say in the matter.

- Not leaving anyone out.

### **What do you think a good inclusive school might look like?**

- School council having a significant voice.
- No racism/sexism/excluding people – treating everyone fairly.
- Ensuring that everyone has an equal and a fair amount of work given to them.
- No discrimination towards others, and to have consequences when someone is discriminatory towards others.

### **What makes you feel valued at school?**

- When teachers notice your good work and good behaviour and they tell you about it, it makes you feel good. Being told personally that you have done well can help you to feel valued because the teacher has noticed it.
- Having support from both teachers and friends when going through a tough time helps me to feel valued – teachers giving good advice, having a chat, making me a cup of tea. Teachers will also deal with issues straight away and will notice when something is wrong. When teachers notice a change in my behaviour, they will do something about it and that will make me feel valued. The teacher I will go to for support will change based on how I feel. I like it when teachers show an interest in me and it helps me to build relationships.
- I feel that there is more pressure to do well in the higher sets and there is less recognition from teachers – there is the assumption that these pupils will always produce good work.
- Having good friends makes you feel valued – sometimes school doesn't do anything to support friendship groups to help them resolve issues. There's not a lot of chance at the moment to see friends and to socialise before the next lesson.
- **(Who would you speak to at school?)** It depends on my mood but it is always someone who notices me, so I know they are approachable.
- I would speak to staff who have shown an interest in me.

### **What makes you feel safe, supported, and secure in school? What helps you feel supported in school, both emotionally AND academically?**

- Having smaller class with pupils in year 8 – year 11, where pupils can have 1:1 support. Teachers are helpful in supporting pupils both emotionally and academically. I like that pupils were included in selecting the staff members who run the group.
- Homework club at dinnertime and after school, helpful in supporting pupils when they are behind or when they are in need of extra support. I was behind with my work, and if I went there then I knew they could help me when I needed it.
- Having teachers/someone you trust there to talk to. Staff who are friendly and bubbly/chatty are the teachers that are easiest to talk to. Teachers who acknowledge me in class and teachers who are fair.

- You know school values you when they include pupils on selection panels and in other important decisions. It would be good if there were lots of focus groups to look at specific issues.
- Students are not always aware of the support that is available in their schools.
- Having positive feedback from staff who notice you.
- Having time in the school day to be able to have a laugh with my friends.
- Having opportunities to meet socially with friends while at school.

**What things at school help you to cope when you face challenges?**

- Having a classroom set up where pupils are able to do wellbeing activities e.g., mindfulness (COVID-19)
- After school sessions (Y10 and Y11) to support pupils academically with the lead up to exams
- Feeling like issues are going to be dealt with straight away
- Being listened to and having my views acted on
- I felt like I was dreading and drowning in school. There was no-where to go to meet people like me. It would be good if there was a place for pupils who feel isolated to go to.

**Do you feel like you belong in school? How does your school make you feel that you belong? What makes you feel as though you don't belong?**

- I feel like I belong in school, I wouldn't want to move. I have lots of friends and I like most of my teachers. School is a nice place to be.
- I'm new to this school, but I like it more than my last one – I didn't have the best experience in my old school. The teachers welcomed me to my new school, and I feel like I'm part of the family. I like going to the library and when I first went there, I made friends with a group who were also in the library as well. Having more friends helped me to boost my confidence and these friends also introduced me to staff members that I didn't know.
- I feel like I don't belong when teachers don't acknowledge me in class, like when I put my hand up to answer and they ignore me, but other than that I do feel like I belong. My friends laugh about it with me so that helps me to feel like I belong.
- From year 7 to year 10 the staff made me feel welcome, but the pupils didn't. In year 11 I made friends with a new boy who came to school and we formed a new friendship group, so now I feel like I belong more and I'm part of the community.
- If I had been put in touch with other pupils who had similar interest to me, that would have helped me to feel like I belong. Schools should have a group where pupils can go if they feel isolated, to give them the opportunities to meet other people.
- Teachers acknowledging me outside of class and saying hi in the corridors makes me feel like I belong.

**Is there a staff member in school (we are not asking for names) that you feel you have a good relationship with that you could go to if you had any concerns?**

*(All 6 young people said 'yes' and stated that they had chosen these particular people because they feel acknowledged by the staff member)*

- I would most likely go to a member of staff that I know really well as opposed to someone that I don't know well.
- It's really important to have someone that you know, because just going to someone who is a wellbeing person could be like talking to a stranger. Could have an assembly/ the wellbeing staff member could go to class and introduce themselves so that the pupils get to know them.

### **What do you think school could do to better support pupils wellbeing and mental health?**

- More focus groups could be held by school with different groups of people so that the school hears everyone's opinions.
- Would be helpful if pupils were given more time for general check-ins.
- Used to have form time every day and now it's only once every 2 weeks, so there is no chance for staff to check up on us and for us to catch up with our friends.
- What makes a form time good? Teachers could have a standard set of questions that they could ask pupils, so pupils know they have that session coming up.
- Getting form time back would be really good for me.
- Teachers should make sure they do check-ups on pupils when they know that they are struggling with their mental health and with bullying. I felt like teachers weren't checking up on me.
- My school has a range of tools to help pupils calm down – magnets, Lego, fidget toys, mindfulness colouring.
- Teachers didn't listen to me in my old school – when you go and speak to them, they don't seem like they care. I have been sent away by a teacher when I told them that I was being bullied, and I was told to go and tell another teacher because they were my welsh bac teacher and she said that it wasn't her job to deal with bullying. I felt like I was on my own. Teachers didn't communicate with me to let me know what was going on after I had told them I was being bullied, so I didn't feel listened to or cared about. I didn't know if anything had been done.
- Teachers need to understand that if I am talking to them about something that worries me then it is because I trust them and want them to listen.
- The school should have asked me how I wanted to be supported with the bullying. I have high anxiety and they made me have a meeting with the bully to try and make things better, but I felt too anxious to cope.
- Teachers can make sure that if student's come to them for help, then they help them properly. Teachers not doing anything really affected me because I felt like what I said didn't matter.
- Sometimes I just need teachers to listen. Sometimes they want to just quickly solve the problem and get rid of you.
- Teachers asking pupils if they felt they were okay.

- Teachers who went out of their way to ask me how I felt a few times.

### **Group discussion with pupils on inclusion**

*'Inclusion is taking part, voices being listened to, being able to grow, feeling understood, being respected and accepting everyone'*

Other points made during discussion with young people. Inclusion is:

- Team work
- Taking part
- Voices being listened to
- Being able to grow
- Feeling understood
- All being treated the same
- Including someone in something
- Being respected
- Accepting everyone

### **Pupil views on exclusion:**

#### **Pupil 1 (Innovate project)**

*What is my view on exclusion?* My view on exclusion is that I find it unfair not because of the reasons why I was excluded or the reasons why anyone can be excluded but it is because you're left in the dark, you don't know what is happening other than a bunch of scary adults are talking about whether you can stay in the school or not. Also, we don't know whether we are staying or not! We get put on suspension for months then all of a sudden, we don't go back. I'd like for us, students to be part of the exclusion process to understand what is going on. I would like a member of staff to explain the process to me so I know what is happening and not just told you're going on suspension and you may not come back. I want us to be part of are exclusion because it is not just an exclusion it's a young person's future on the line.

*What do I think of the inclusion at Innovate?* In my opinion the project is still learning about inclusion. What they try to do is keep the students informed on what's going on with in the project for example if there is something that we need to know like whether we are closing for a day or two or there is a new rule I think we should be brought together and told as one big group. What we need more of is whole school activities where the whole project gets involved and we socialise with the other groups for example we could do a big group game where we all sit down together and play a game as a project. We also need clear information, so we don't get confused for example when explaining roles make it clear short and take the time to check that everyone understands. Other than those I have just suggested the project has

embraced inclusion really well. I think the Innovate project is a safe enjoyable place for all types of students that embrace inclusion very well.

Inclusion is hearing young people out. I feel that inclusion is about recognising young people's feelings and what they want to do, find out what works for each individual and meet somewhere in the middle. I think it is important to check in regularly to check if people's feelings have changed (I may not want to do something one day but may want to join in the next day).

**Pupil 2: F (Innovate project)**

I wouldn't like to be involved in a large group because I would get nervous and talk too much and not listen to anybody. I would need to be comfortable with everyone in the group to be able to feel included. Being forced into group work is not inclusion as we can feel uncomfortable and not want to be involved. Being able to make that decision would be inclusive.

This integrated impact assessment (IIA) has been designed to help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Welsh Language (Wales) Measure 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Well-being of Future Generations (Wales) Act 2015
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles

**PLEASE NOTE:** Section 3 *Socio-economic Duty* only needs to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions. See page 6 of the Preparing for the Commencement of the Socio-economic Duty Welsh Government Guidance.

<b>1. Proposal Details</b>			
<b>Lead Officer</b>	<b>Head of Service</b>	<b>Service Area &amp; Department</b>	<b>Date</b>
Sarah Ellis	Keri Cole	Learning Education and Inclusion	18.4.21

<b>Is this proposal a... (please tick relevant box)</b>
Policy Strategy / Plan <input checked="" type="checkbox"/> Practice Procedure Restructure Project

**What is the proposal to be assessed?** *Provide brief details of the proposal and provide a link to any relevant report or documents.*

The new Inclusion Compendium.



## 2. Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

*(The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups). Please note that an individual may have more than one protected characteristic.*

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
<b>Age</b> ( <i>people of all ages</i> )	Positive		The Inclusion compendium places the wellbeing of children front and centre in the work of the LA, schools and provisions. There is direct link with vulnerable children and learners with Additional Learning Needs (ALN). The proposals align with the Wellbeing of Future Generations Act and Social Services and Wellbeing Act.
<b>Disability</b> ( <i>people with disabilities/ long term conditions</i> )	Positive		As above.
<b>Gender Reassignment</b> ( <i>anybody who’s gender identity or gender expression is different to the sex they were assigned at birth</i> )	Positive		As above.
<b>Marriage or Civil Partnership</b> ( <i>people who are married or in a civil partnership</i> )	NA		There are no links
<b>Pregnancy and Maternity</b> ( <i>women who are pregnant and/or on maternity leave</i> )	NA		As above.

<b>Race</b> ( <i>people from black, Asian and minority ethnic communities and different racial backgrounds</i> )	Positive		As above
<b><u>Protected Characteristics</u></b>	<b>Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?</b>	<b>If there are negative impacts how will these be mitigated?</b>	<b>What evidence has been used to support this view?</b>
<b>Religion or Belief</b> ( <i>people with different religions and beliefs including people with no beliefs</i> )	positive		The strategy and compendium reinforces the LA position that no one is discriminated against by virtue of a protected characteristic.
<b>Sex</b> ( <i>women and men, girls and boys and those who self-identify their gender</i> )	positive		As above
<b>Sexual Orientation</b> ( <i>lesbian, gay, bisexual, heterosexual</i> )	positive		As above

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### 3. Socio-economic Duty (Strategic Decisions Only)

*(The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services)*

**Please consider these additional vulnerable groups and the impact your proposal may or may not have on them:**

- Single parents and vulnerable families
- People with low literacy/numeracy
- Pensioners
- Looked after children
- Homeless people
- Carers
- Armed Forces Community
- Students
- Single adult households
- People misusing substances
- People who have experienced the asylum system
- People of all ages leaving a care setting
- People living in the most deprived areas in Wales (WIMD)
- People involved in the criminal justice system

<u>Socio-economic Disadvantage</u>	Does the proposal have any positive, negative or neutral impacts on the following and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
<b>Low Income / Income Poverty</b> <i>(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)</i>	Positive: Supporting wellbeing and providing appropriate educational opportunities will improve life chances.		<ul style="list-style-type: none"> <li>• Research and psychological theory / practice highlights the importance of wellbeing in providing a foundation for development including learning.</li> <li>• Estyn reports emphasises the importance of wellbeing</li> </ul>
<u>Socio-economic Disadvantage</u>	Does the proposal have any positive, negative or neutral impacts on the following and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
<b>Low and/or No Wealth</b> <i>(enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future)</i>	Positive: The approach is accessible to all children regardless of any specific socio-economic disadvantage		
<b>Material Deprivation</b> <i>(unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)</i>	As above		
<b>Area Deprivation</b> <i>(where you live (rural areas), where you work (accessibility of public transport)</i>	As above		

<b>Socio-economic Background</b> <i>(social class i.e. parents education, employment and income)</i>	As above		
<b>Socio-economic Disadvantage</b> <i>(What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged)</i>	The approach is designed to support the wellbeing, inclusion and support of all children.		The Inclusion compendium places the wellbeing of children front and centre in the work of the LA, schools and provisions. There is direct link with vulnerable children and learners with Additional Learning Needs (ALN). The proposals align with the Wellbeing of Future Generations Act and Social Services and Wellbeing Act.

#### 4. Corporate Plan – Council’s Well-being Objectives

*(How does your proposal deliver against any/all of the Council’s Well-being Objectives? Which in turn support the national well-being goals for Wales as outlined in the Well-being of Future Generations (Wales) Act 2015. Are there any impacts (positive, negative or neutral? If there are negative impacts how have these been mitigated?) [Well-being Objectives](#)*

<b>Objective 1</b> - Improve education opportunities for all	<p>The LA works in partnership with all schools and education providers to ensure that the needs of vulnerable children and those with ALN are identified and provision is in place. This approach promotes wellbeing and positive relationships between children and adults, building a sense of belonging, safety and agency.</p> <p>This approach will underpin improved access to educational opportunities, identification and support for specific groups and a reduction in exclusions.</p>
<b>Objective 2</b> - Enabling employment	<p>Improved educational outcomes are linked to improved employment prospects.</p>
<b>Objective 3</b> - Address the availability, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people’s well-being	<p>n/a</p>
<b>Objective 4</b> - Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity and minimises the adverse impact on the environment	<p>n/a</p>
<b>Objective 5</b> - Creating a county borough that supports healthy lifestyle in accordance with the Sustainable Development principle with in the Well-being of Future Generations (Wales) Act 2015	<p>n/a</p>
<b>Objective 6</b> - Support citizens to remain independent and improve their well-being	<p>n/a</p>





#### 4a. Links to any other relevant Council Policy


*(How does your proposal deliver against any other relevant Council Policy?)*

The Inclusion compendium aligns with the Corporate Plan, Shared Ambitions and Strategic Equality Plan provide every learner, irrespective of characteristics, with the best life chances

## 5. Well-being of Future Generations (Wales) Act 2015 – The Five Ways of Working (ICLIP)

*(Also known as the sustainable development principles. The Act requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the five ways of working as a baseline)*

<u>Ways of Working</u>	How have you used the Sustainable Development Principles in forming the proposal?
<p><b>Long Term</b></p> 	<p>Consider the long-term impact of the proposal on the ability of communities to secure their well-being.</p> <ul style="list-style-type: none"> <li>Supporting partnerships and working with schools to promote wellbeing of children at the centre of everything we do. Promoting positive relationships, early intervention and the use of appropriate strategies to support learner needs within their mainstream settings is crucial to the effective implementation of a sustainable model.</li> </ul>
<p><b>Prevention</b></p> 	<p>Consider how the proposal is preventing problems from occurring or getting worse</p> <ul style="list-style-type: none"> <li>Implementing effective early intervention strategies and support, working collaboratively with schools, and all other service providers will be essential in embedding this approach</li> </ul>
<p><b>Integration</b></p> 	<p>Consider how your proposal will impact on other services provided in our communities (these might be Council services or services delivered by other organisations or groups)</p> <ul style="list-style-type: none"> <li>The wellbeing and behaviour of all Caerphilly learners leads to a more prosperous and healthy adult population</li> </ul>
<p><b>Collaboration</b></p> 	<p>Consider how you are working with Council services or services delivered by other organisations or groups in our communities.</p> <ul style="list-style-type: none"> <li>Working collaboratively with schools, other education settings, other agencies such as health and social care, and parents / carers provides a more cohesive approach to early intervention and needs identified within the education system.</li> </ul>

<p><b>Involvement</b></p> 	<p>Consider how you involve people who have an interest in this proposal and ensure that they represent the diversity of our communities.</p> <ul style="list-style-type: none"> <li>The LA, schools and provisions, children, parents / carers and partners need to be full and active participants in this development to ensure its success.</li> </ul>
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## 6. Well-being of Future Generations (Wales) Act 2015

<u>Well-being Goals</u>	Does the proposal maximise our contribution to the Well-being Goal and how?
<p><b>A Prosperous Wales</b>  <i>An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work</i></p>	<p>Efficient use of resources, skilled, educated people generates wealth and provides jobs</p> <p>This approach demonstrates that Caerphilly County Borough Council is committed to ensuring that children within the Borough have equality of opportunity in access to education and training</p>
<p><b>A Resilient Wales</b>  <i>A nation which maintains and enhances a biodiverse natural environment healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for climate change)</i></p>	<p>Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)</p> <p>This approach focuses on wellbeing as of critical importance in developing healthy behaviours and academic achievement, contributing to the development of resilient communities.</p>
<p><b>A Healthier Wales</b>  <i>A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood</i></p>	<p>People's physical and mental well-being is maximised and health impacts are understood</p> <p>This approach focuses on wellbeing as of critical importance contributing to the development of a healthier and more equal Wales.</p>



<p><b>A More Equal Wales</b>  <i>A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances)</i></p>	<p>People can fulfil their potential no matter what their background or circumstances. This includes the protected characteristics listed in Q2 above. Also consider the cumulative impacts.</p> <p>This approach supports equity and equality, including supporting schools and providers to identify and support specific groups of disadvantaged and vulnerable learners.</p>

<u>Well-being Goals</u>	Does the proposal maximise our contribution to the Well-being Goal and how?
<p><b>A Wales of Cohesive Communities</b>  <i>Attractive, viable, safe and well-connected communities</i></p>	<p>Communities are attractive, viable, safe and well connected.</p> <p>This approach recognises that developing communities where positive adult relationships with children support and nurture their development is essential.</p>
<p><b>A Wales of Vibrant Culture and Thriving Welsh Language</b>  <i>A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation</i></p>	<p>Culture, heritage and the Welsh language are promoted and protected. People are encouraged to participate in sport, art and recreation.</p> <p>All schools are required to promote Welsh culture and heritage through the Cwricwlwm Cymreig.</p>
<p><b>A Globally Responsible Wales</b>  <i>A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being</i></p>	<p>Taking account of impact on global well-being when considering local social, economic and environmental well-being.</p> <p>The aim of the approach is to ensure that there is a focus on well-being and that good practice is embedded in schools and other service providers</p>

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## 7. Welsh Language (Wales) Measure 2011 and Welsh Language Standards

(The Welsh Language Measure 2011 and the Welsh Language Standards require the Council to have 'due regard' for the positive or negative impact a proposal may have on opportunities to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language) [insert link to WL Commissioners Policy Making Standards Guidance](#)



Requirement	Does the proposal have any positive, negative or neutral impacts on the following and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view? <i>e.g the WESP, TAN20, LDP, Pupil Level Annual School Census</i>
Links with Welsh Government's <a href="#">Cymraeg 2050 Strategy</a> and CCBC's <a href="#">Five Year Welsh Language Strategy 2017-2022 and the Language Profile</a>	Neutral. The compendium is available in Welsh to support schools, families and children whose first language or language preference is Welsh		
Compliance with the <a href="#">Welsh Language Standards</a> . <i>Specifically Standards 88 - 93</i>	Neutral – as above	Ensure correspondence and details on the website is bilingual even if the proposal has no impact on the Welsh language e.g road resurfacing works	
Opportunities to promote the Welsh language <i>e.g. status, use of Welsh language services, use of Welsh in everyday life in work / community</i>	Neutral – as above		
Opportunities for persons to use the Welsh language <i>e.g. staff, residents and visitors</i>	Neutral – as above		
Treating the Welsh language no less favourably than the English language	Neutral – as above		

**7a. Having considered the impacts above, how has the proposal been developed so that there are positive effects, or increased positive effects on (a) opportunities for persons to use the Welsh language, and b) treating the Welsh language no less favourably than the English language.**

Impact on the use of Welsh, sustainability of Welsh speaking communities, numbers and/or percentages of Welsh speakers, fluency and confidence of Welsh speakers and learners to use Welsh, transmission of Welsh at home/from one generation to the next, using Welsh in the workplace, increase Welsh language digital media infrastructure and/or media, promoting Welsh in everyday life and its status  
 All documentation is available through the medium of Welsh. The approach itself has no negative effect.

**8. Data and Information**  
*(What data or other evidence has been used to inform the development of the proposal? Evidence may include the outcome of previous consultations, existing databases, pilot projects, review of customer complaints and compliments and or other service user feedback, national and regional data, academic publications and consultants' reports etc.)*

Data/evidence <i>(Please provide link to report if appropriate)</i>	Key relevant findings	How has the data/evidence informed this proposal?
What data / evidence was used? Provide links to any reports if appropriate e.g. Household Survey 2017 <ul style="list-style-type: none"> <li>• Estyn Inspection outcomes</li> <li>• Estyn reports</li> <li>• Research</li> <li>• Exclusion data</li> <li>• ACES reports</li> <li>• Welsh Government statistical releases (EOTAS and Exclusions)</li> </ul>	What were the key findings? What did the data / evidence used tell you? Key findings include: <ul style="list-style-type: none"> <li>• wellbeing underpins all development</li> <li>• the impact of ACES</li> <li>• the importance of developing positive relationships between adults and children</li> <li>• levels of exclusions that are too high</li> <li>• the importance of early intervention, partnership working and appropriate support being in place.</li> </ul>	How has the data / evidence available helped inform the proposal? Did it support the proposal and how? If the data / evidence didn't support the proposal why was this? Evidence supports the development of the LA approach.

**Were there any gaps identified in the evidence and data used to develop this proposal and how will these gaps be filled?**  
*Details of further consultation can be included in Section 9.*

Are there any gaps in the existing data and how will you go about filling these gaps?

**No**

## 9. Consultation

*(In some instances, there is a legal requirement to consult. In others, even where there is no legal obligation, there may be a legitimate expectation from people that a consultation will take place. Where it has been determined that consultation is required, [The Gunning Principles](#) must be adhered to. Consider the [Consultation and Engagement Framework](#). Please note that this may need to be updated as the proposal develops and to strengthen the assessment.*

**Briefly describe any recent or planned consultations paying particular attention to evidencing the Gunning Principles.**

Who was consulted?

The Inclusion compendium has been developed in consultation with :

Rebecca Collins – Head Teacher St Cenydd Comprehensive

Lee Jarvis – Head Teacher St Martins Comprehensive

Stephen Diehl – Head Teacher Bedwas Comprehensive

Helen Harding – Acting Head Teacher Lewis Girls

Jason Hicks – Head Teacher Islwyn High School

Chris Parry – Head Teacher Lewis School Pengam

Jane Wilkie – Head Teacher Blackwood Comprehensive

Nerys Davies – Heolddu Comprehensive

Richard Owen – Idris Davies School

Andrew Thompson – Head Teacher Newbridge Comprehensive

John Kendall – Head Teacher Risca Comprehensive

Matthew Webb – Head Teacher Ysgol Gyfyn Cwm Rhymney

Ian Elliott – Head Teacher Trinity Fields School and Resource Centre

Chris Aplin – Teacher in charge (The Leaning Centre)

Mark Jones – Head Teacher Plasylfelin Primary

Craig George – Head Teacher Rhiw Sir Dafydd Primary

Kath Matthews – Head Teacher Ysgol Gynradd Gymraeg Cwm Derwen

Lisa Greenhalgh– Head Teacher Llancaeath Primary

Lisa Jones– Head Teacher Greenhill Primary

Ceri Evans– Senior Management Team Idris Davies School

Victoria Jenkins-Delf– Head Teacher Bedwas Infant School

Sophie Goodliffe– Head Teacher Tynywern Primary

Susan Martin– Head Teacher Deri Primary

Lindsey Pritchard– Head Teacher Markham Primary

Karen Davies– Head Teacher Blackwood Primary

Sarah-Jane Waters– Head Teacher Tynewydd Primary

Gareth Rees– Head Teacher Cwm Ifor Primary

Kate Bennett– Head Teacher Panside Primary

Sarah Edmunds– Head Teacher Ysgol Ifor Bach

Sample of primary and secondary pupils form EOTAS provisions

Parent Network

Governor Network

Liz Gregory – Clinical Lead - Psychology ABUHB

Gemma Burns – CAMHS lead for Whole School Approach to mental health ABUHB

Unions

Kolade Gamel – assistant general Manager (Interim) Families and Therapies Division. ABUHB

Tracey Pead – Regional Transformation Lead

Consultation regarding the Inclusion compendium has been undertaken with:

Christina HARRY, Chief Executive

Richard Edmunds, Corporate Director, Education and Corporate Services

Dave Street, Corporate Director Social Services

Keri Cole, Chief Education Officer

Rob Tranter, Head of Legal Services

Steve Harris, Head of Corporate Finance

Sue Richards, Head of Education Planning & Strategy

Sarah Mutch, Early Years Manager

Jane Southcombe, Finance Manager

Paul Warren, Lead for School Improvement

Councillor Teresa Parry, Chair Education for Life Scrutiny Committee

Councillor Carol Andrews, Vice Chair Education for Life Scrutiny Committee

Councillor Ross Whiting, Cabinet Member for Education & Achievement

Anwen Cullinane, Senior Policy Officer (Equalities & Welsh Language)

Ros Roberts, Performance Management

Kath Beaven – Lead for wellbeing and Equity (EAS)

Debbie Hartevelde – Managing Director EAS

When were they consulted did the consultation take place at the formative stage and was adequate time given for consultees to consider and respond?  
Consultation was undertaken at the initial stages of developing the Inclusion compendium and during its development with consultees as outlined above.

Was sufficient information provided to consultees to allow them to make an informed decision on the proposal?

The suit of documents comprising the Inclusion Compendium was shared with consultees and consultation meeting were held in order to explore the documents in more detail.

What were the key findings?

Consultees were in agreement that this approach is based on sound principles and values and aligned with key national and local developments.

How have the consultation findings been taken into account?

All feedback has been considered and where appropriate incorporated into the final documents.



## 10. Monitoring and Review

<p><b>How will the implementation and the impact of the proposal be monitored, including implementation of any amendments?</b></p>	<p>For example, what monitoring will be used? How frequent?            Implementation will be supported across all schools and the LA will work with schools to evaluate the impact using a thorough mechanism of self-evaluation, quantitative and qualitative information.            Amendments to the strategy and guidance will be made based on national and local developments.</p>
<p><b>What are the practical arrangements for monitoring?</b></p>	<p>For example, who will put this in place? When will it start?            Schools will be supported through existing and developing mechanisms to evaluate the provision, and intervention in place for all children. Evaluation will focus on the impact of this approach and be gathered through stakeholder feedback and relevant data.</p>
<p><b>How will the results of the monitoring be used to develop future proposals?</b></p>	<p>The outcome of monitoring will be used to further develop appropriate intervention and support for children and schools / providers across the LA.</p>
<p><b>When is the proposal due to be reviewed?</b></p>	<p>Initial feedback will be reported following the first year of implementation</p>
<p><b>Who is responsible for ensuring this happens?</b></p>	<p>The Author of this report and other relevant LA officers will ensure that the review is in place.</p>

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## 11. Recommendation and Reasoning

Implement proposal with no amendments

Implement proposal taking account of the mitigating actions outlined

Reject the proposal due to disproportionate impact on equality, poverty and socio-economic disadvantage

Have you contacted relevant officers for advice and guidance?

Yes

No



## 12. Reason(s) for Recommendation

*(Provide below a summary of the Integrated Impact Assessment. This summary should be included in the "Summary of Integrated Impact Assessment" section of the Corporate Report Template. The Integrated Impact Assessment should be published alongside the Report proposal).*

Include here a conclusion to your IIA. What is it telling you? How has the data / evidence used helped you to make the decision for Section 11 above? Mention any significant impacts (positive, negative or neutral) if any negative ones identified, how have they been mitigated to lessen the impact? The summary you provide here will be copied into your report going forward for a decision through the committee process, therefore this section must be concise but informative.

It is the recommendation that Members endorse the proposal regarding the Local Authority Approach to Inclusion, wellbeing and behaviour. The approach keeps children at the centre, promotes equality of opportunity and the importance of partnership working between those who support children.

The information gathered and reviewed as part of this IIA and through the consultation supports the benefits of developing our approach to supporting children in this way.

Therefore, Members are asked to consider this Integrated Impact Assessment alongside the Scrutiny Report in support of progressing to implementation from the Autumn Term 2021.

## 13. Version Control

*(The IIA should be used in the early stages of the proposal development process. The IIA can be strengthened as time progresses to help shape the proposal. The Version Control section will act as an audit trail to evidence how the IIA has been developed over time)*

Version No.	Author	Brief description of the amendments/update	Revision Date
1	Sarah Ellis		18/4/2021

## Integrated Impact Assessment Author

<b>Name:</b>	<b>Sarah Ellis</b>
<b>Job Title:</b>	<b>Lead for Inclusion and ALN</b>
<b>Date:</b>	<b>18.4.21</b>

**Head of Service Approval**

<b>Name:</b>	Keri Cole		
<b>Job Title:</b>	Chief Education Officer		
<b>Signature:</b>		<b>Date:</b>	



## **EDUCATION SCRUTINY COMMITTEE – 29TH JUNE 2021**

**SUBJECT:           NEETS STRATEGY**

**REPORT BY:       CORPORATE DIRECTOR FOR EDUCATION AND  
CORPORATE SERVICES**

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### **1.     PURPOSE OF REPORT**

- 1.1    To consult with Members on the new Engagement and Progression (NEETs - Not in Education, Employment or Training) Strategy and associated matters, and seek their views prior to the consideration of Cabinet.

### **2.     SUMMARY**

- 2.1    This report introduces the new Engagement and Progression (NEETs) Strategy (Appendix 1). The NEETs Strategy has been developed in consultation with Local Authority (LA) staff, Head Teachers, Young People, and members of Caerphilly's Engagement and Progression framework.
- 2.2    The Engagement and Progression (NEETs) Strategy clearly states the collective approach to engaging with the associated issues across multiple agencies, as well as outlining the reasons for young people becoming NEET and the associated consequences.
- 2.3    The Engagement and Progression (NEETs) Strategy describes the roles and responsibilities of stakeholder providers of support both within and external to the Authority. Collaboration and partnership working are key to successfully engaging with NEETs-related matters and therefore the scope of the strategy, whilst being inclusive of most Education services, involves CCBC services outside the Education Directorate and many external bodies. The strategy also flags the necessary criteria for success associated with the six priorities contained within the Engagement and Progression Framework (YEPF), Caerphilly's core structure for addressing NEETs issues, based on Welsh Government guidance of the same name.
- 2.4    Few strategies exist in isolation: The strategy is informed by key internal and external initiatives and realities, examples of which would include the Education Directorate's Inclusion Compendium and Careers Wales' annual statistics relating to the numbers of young people who become NEET at the point of leaving compulsory education, as well as an increasing focus by Estyn on the performance of secondary schools and

LAs with regards to the securing of appropriate destinations for young people who are 16 years of age or more. Appendix 2 details the authority's NEETs performance figures over a five year period to give context to the present levels of NEETs incidence.

- 2.5 The NEETs strategy, taken as a standalone statement of intent, aims to provide a collective focus by the various contributing services on the fortunes of young people who might otherwise not transition successfully to 6<sup>th</sup> Form, Further Education, work-based learning or employment and who might otherwise become disengaged from their communities and society. However, accompanying the core document are supplementary resources that help to underpin the nature of the collective effort by defining the NEETs-related roles and responsibilities of contributing services and offer guidance as to the workings of the various accompanying systems.

### **3. RECOMMENDATIONS**

- 3.1 That Members note the content of the report and provide their views as part of the consultation process.

### **4. REASONS FOR THE RECOMMENDATIONS**

- 4.1 To ensure that Members' views can be considered and reflected in the report for Cabinet.

### **5. THE REPORT**

- 5.1 The new Engagement and Progression (NEETs) strategy aligns with other strategies and guidance both locally and nationally and, for example, complements the content of the Inclusion Compendium, particularly in identifying the pitfalls of young people's exclusion from school and in the wider sense, and the national Engagement and Progression guidance to which all LAs work.
- 5.2 Above all, the new strategy aims to support not just young people at risk of becoming NEET but the efforts of all participating services and agencies and of course, Secondary schools.
- 5.3 The Strategy acknowledges existing strands of work and outlines the criteria for successfully developing this work within the context of the Engagement and Progression Framework priorities.
- 5.4 The six defined Engagement and Progression priorities are listed below –
- 1) Identifying young people most at risk of disengagement
  - 2) Better brokerage and coordination of support
  - 3) Stronger tracking and transition of young people through the system
  - 4) Ensuring provision meets the needs of young people
  - 5) Strengthening employability skills and opportunities for employment
  - 6) Greater accountability for better outcomes for young people
- 5.5 The strategy attaches various criteria for success to each priority. Each criterion has been selected as a consequence of debate, and subsequent agreement, with key partners across Caerphilly's Engagement and Progression framework and phrased so as to coincide with and support related workstreams within Education and elsewhere.

- 5.6 The Engagement and Progression (NEETs) strategy provides the impetus to both bolster, refine and develop those existing systems and arrangements which mitigate against young people becoming NEET, for example by bringing more practitioners to bear on the issue and by strengthening the focus on key transition arrangements such as those post 16.
- 5.7 Underpinning the Strategy's overall principles and stated criteria for success are a range of data collection/interrogation and practitioner/school engagement arrangements and these too are in the process of revision and improvement.
- 5.8 All contributing services' and agencies' NEETs reduction efforts are subject to both regular and summative forms of evaluation, the results of which are scrutinised by Youth Service, Education Directorate and Corporate performance management arrangements. Ultimately, young people themselves will accurately judge performance matters and their involvement is intrinsic to evaluation arrangements.
- 5.9 Reports regarding the impact of the NEETs strategy will be provided to Scrutiny annually.

### **Conclusion**

- 5.10 The LA and its partners are intent on securing better outcomes for our young people. In order to achieve these, we must collectively challenge our approaches and explore more effective ways to engage all those in the business of education to improve existing practices where necessary and relevant. Young people, rather than institutions and services, are the focus underpinning our NEETs priorities and the strategy assists us all to maintain this focus.

## **6. ASSUMPTIONS**

- 6.1 No assumptions have been felt to be necessary in this report.

## **7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT**

- 7.1 Members are asked to consider this Integrated Impact Assessment (Appendix 4) alongside this Scrutiny Report in support of progressing to strategy adoption and implementation from July 2021.

## **8. FINANCIAL IMPLICATIONS**

- 8.1 The purpose of this report is to consider the new approach to Inclusion and wellbeing. There is no suggestion that additional resources will be required to support the implementation of the Inclusion Compendium. Schools, provisions and the LA will need to work together to ensure the most effective use of school resources, additional support and where necessary align with Education Other than at School (EOTAS) capabilities to support all pupils.

## **9. PERSONNEL IMPLICATIONS**

- 9.1 There are no specific staffing implications linked to this approach.

## **10. CONSULTATIONS**

- 10.1 The report reflects the views of the consultees based on consultations undertaken to date.

## **11. STATUTORY POWER**

- 11.1 Education Act 1996  
Equality Act 2010  
United Nations Convention on The Rights Of The Child  
Welsh Government Engagement and Progression Framework guidance

Author: Paul O'Neill, Senior Youth Service Manager (oneilp@caerphilly.gov.uk)

Consultees: Christina Harrhy, Chief Executive  
Richard Edmunds, Corporate Director of Education and Corporate Services  
Dave Street, Corporate Director, Social Services  
Councillor Ross Whiting, Cabinet Member for Learning and Leisure  
Councillor Teresa Parry, Chair of Education Scrutiny Committee  
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee  
Steve Harris, Head of Financial Services & S151 Officer  
Keri Cole, Chief Education Officer  
Sue Richards, Head of Education Planning & Strategy  
Sarah Ellis, Lead for Inclusion & ALN  
Sarah Mutch, Early Years Manager  
Paul Warren, Strategic Lead for School Improvement  
Jane Southcombe, Financial Services Manager  
Lynne Donovan, Head of People Services  
Rob Tranter, Head of Legal Service and Monitoring Officer  
Ros Roberts, Business Improvement Officer  
Kath Bevan, Lead for Wellbeing and Equity (EAS)  
Debbie Hartevelde, Managing Director (EAS)

### **Appendices**

Appendix 1: NEETs Strategy  
Appendix 2: NEETs Performance Figures  
Appendix 3: Engagement and Progression Flowchart  
Appendix 4: Integrated Impact Assessment.





**CAERPHILLY COUNTY BOROUGH COUNCIL**

**EDUCATION DIRECTORATE**

**Engagement and Progression Strategy**

**Ensuring young people's involvement in  
education, training and employment pre  
and post 16 (NEETS)**

**2021-2024**

<b>Purpose</b>	To set out Caerphilly's arrangements and intentions to ensure that young people are able to positively progress into education, employment or training post 16.
<b>Owner</b>	CCBC Education Directorate
<b>Related</b>	Destinations, Transition, Wellbeing, Inclusion strategy (Exclusions, Behaviour, EOTAS), guidelines and policies
<b>Review Frequency</b>	Annual

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## 1.1 Overview

Young People's transition beyond secondary school is a significant period, both developmentally and vocationally – we have a collective responsibility to ensure that young people reach employment, education and training destinations suitable to their and society's needs.

Young people who find themselves not in education, employment or training between the ages of 16 and 18 are much more likely to be unemployed in the future, receive low income, suffer from poor physical and mental health, depression and possibly find themselves involved in crime. It is vital that we work together to maximise the contribution that all young people can make to their families, communities and the economy of the County Borough and the country.

This strategy describes the priorities and criteria associated with the engagement of young people from the age of 11 to ensure their progression in education, training and employment post 16 and how we will engage with those either NEET or potentially NEET, including by acknowledging and addressing their circumstances, abilities and vulnerabilities.

Welsh Government's Engagement and Progression framework guidance (2013) is applied in Caerphilly and sees significant activity that leads to positive outcomes. Though there are established arrangements in place for the identification of those with potentially limiting vulnerabilities and the improvement of their prospects, more needs to be done and this strategy points to how this can be accomplished. It is vital that all young people secure and sustain positive destinations after leaving compulsory education.

Though focussed on the prevention of NEET (not in Education, Employment or Training) status, Caerphilly's approach is very much about fostering a positive approach towards our young people and, therefore, is focussed on taking all necessary actions to ensure their wellbeing – we know by experience that this approach is the best way to secure positive outcomes in any and all aspects of their lives.

This strategy has been developed collaboratively with all key stakeholders, identifying key criteria in relation to increasing engagement and progression and thus reducing the chances of young people becoming NEET.

## **1.2 Acknowledging and responding to barriers in progression**

There are a number of factors that can contribute to young people not achieving their potential or failing to thrive more generally, all of which impact their prospects regarding education, employment and training. Some of these factors relate to vulnerabilities that young people may have as a consequence of their personal histories and some may be more systemic in nature.

Working with our Education services and providers, including Careers Wales, training providers and all those whose activities include improving the wellbeing of young people, it is recognised that identification and intervention are vital in supporting young people in their learning and enabling them to reach their potential.

Activity is therefore twofold: to prevent young people becoming NEET in the first instance and to reengage those who find, for whatever reason, that their future, imminent or current inclusion in the world of education, training or work is particularly challenging.

The vision and aspiration in Caerphilly is that all young people will make a successful transition to further learning, training or employment and develop the skills that will enable them to succeed in adult life and reach their full potential.

Our focus is on young people in secondary education, 11-19 years, though not excluding those 19-24. This approach aligns with Welsh Government's Youth Engagement and Progression Framework – Caerphilly's Engagement and progression arrangements are intrinsic to CCBC's overall NEETs strategy.

This Strategy is therefore based on the six key priorities as outlined in Welsh Government's Youth Engagement and Progression Framework guidance. These are to:

- Identify young people most at risk of disengagement
- Improve the brokerage and co-ordination of support
- Improve the tracking systems which lead to more effective transition
- Tailor provision to better meet the needs of young people
- Strengthen employability skills and opportunities for employment
- Ensure greater accountability for all stakeholders

By clearly developing activity in relation to these priorities, we will continue to reduce the number of young people who spend time outside of education, employment or training and the significant impact that this has on the quality of their future lives, health, well-being and

self-esteem.

### **1.3 Related guidance**

Our collective efforts in Caerphilly support and are supported by wider legislation and guidance, including the Youth Engagement and Progression Framework [YEPPF] (2013) which provides a delivery model centred on the needs of young people, outlining the clear responsibilities of local authorities, schools, Careers Wales and a range of organisations to provide better outcomes for young people.

Hidden Ambitions (2017) – ‘an active offer of education, work or training as they make the leap into adulthood’ is an integral aspect of our commitment to care leavers. The Authority’s Cynydd scheme, for example, provides care leavers with opportunities for traineeships within the council’s various departments.

The current National Youth Work Strategy guides the work of Caerphilly Youth where responsibility for the coordination of NEETs-reduction activity is located. Youth work frequently complements the formal education offer from schools, supporting improvements in behaviour, attendance and progression through key points of transition.

The Well-being of Future Generations Act (2015) is significant in that it requires us to carry out sustainable development, ensuring that the needs of future generations are not compromised. In Caerphilly, the contribution our priorities for action make towards the seven national objectives are embedded within the Public Service Board’s Wellbeing Plan.

The strategy is also firmly embedded within policies and processes that support the progression of the Local Authority education priorities. This includes the annual Service Improvement Plan that specifies targets for improvement, tracking and monitoring the impact of actions on a termly basis. Other integral documentation includes the LA Inclusion and Wellbeing strategy and the EAS Business Plan. Performance measures are regularly updated in the Directorate Performance Assessment and shared with Corporate Management Team, Scrutiny and Cabinet committees.

### **2.1 Definition of NEET**

The term NEET refers to young people who are not engaged in education, employment or training at the age of 16 and beyond. It is often used to describe young people who are disengaged from learning or employment and have become marginalised from society.

NEET young people are as diverse as any group and includes those who are economically

inactive (out of work, not actively looking for work and not looking to start a job). Some of these young people may have caring responsibilities and/or other complex needs. Very broadly, there are three categories of NEET young people:

- Those who are soon likely to participate in education or training or secure employment
- 'Undecided NEET', who do not face significant personal barriers to participating in education or training, but are dissatisfied or unaware of the available opportunities
- Those who face significant personal and structural barriers and are likely to remain NEET for some time

The frequency and the length of periods experienced as NEET can have a significant and negative impact on a young person's future prospects.

It is recognised that young people can become NEET at any time. Studies highlight the importance of recognising that young people who are NEET have different characteristics and complex needs. The local context and characteristics of the groupings of young people who are NEET are central to identifying the key ingredients for appropriate support.

## **2.2 Why do Young People become NEET?**

Young people are much more likely to become NEET if they:

- have learning difficulties and/or disabilities
- are Male;
- have been in care or had family problems including living in an environment that is not conducive to employment, education or training;
- have been bullied;
- are homeless;
- have health problems;
- have a record of drug or alcohol abuse or crime;
- have been persistent absentees from school;
- do not have many qualifications;
- have low levels of basic, key and/or employability skills;
- have financial problems;
- have dependants;

- are young carers;
- fail to make a successful transition to further education, training or work after compulsory education finishes;
- have poor relationships with their Schools/Teachers
- have experienced trauma as a result of having had Adverse Childhood Experiences such as Verbal abuse, Physical abuse, Sexual abuse, Parental separation, Household domestic violence, Household mental illness, Household alcohol abuse, Household drug use, or the incarceration of a household member

Young People can become NEET due to a variety of reasons and circumstances. Transition past the age of 16 is a significant period in all young peoples' lives, and our support is vital to ensure that the risk of young people becoming NEET is reduced or removed.

Children and young people may be classed as vulnerable for a variety of reasons and such vulnerabilities and the life experiences that can accompany them can significantly influence an individual's life, including their post-16 future. A number of these vulnerabilities are acknowledged within CCBC's vulnerability assessment tool, STRIVE:

- Persistent absenteeism
- Low levels of attainment
- Number of exclusions and days excluded
- Additional learning needs
- Free school meals status
- Looked after status
- Number of school moves in the last two years
- English as an additional language

There a number of others which can also be influential and form a part of the assessment arrangements of various agencies within CCBC and by its partner groups, though not necessarily by all schools. These include:

- Caring for a sibling, parent or partner
- Pregnancy or parenting
- Substance misuse
- Physical/mental illness/disability
- Homelessness
- Poverty
- Offending



- Low self esteem
- Domestic Violence
- Adverse Childhood Experiences

### **2.3 Assessing vulnerability**

#### **Schools and Inclusion services - Year 9 to Year 11**

Pastoral leads or heads of year in all secondary schools identify learners who may be vulnerable or showing signs of disengagement. Following assessment and referral, Education Inclusion Services will determine the level of vulnerability and concern. Where appropriate, the Engagement and Progression Coordinator (EPC) arranges services to provide lead worker support for the young person.

#### **Youth Engagement and Progression Framework (YEPF)**

Caerphilly's Youth Engagement and Progression Framework aims to help all young people overcome the challenges they face so that they all have the opportunity to achieve their full potential. It coordinates activity and intervention and harnesses capacity by incorporating multiple agencies and workers to ensure a sufficiency of support for those young people in need of it. A young person-centred network of agencies responds to those identified as at risk of disengagement and provides the right level of intervention and support to help them make sustained progress.

The Engagement and Progression framework underpins Caerphilly NEETs approach but links in with the work of many others including schools, education Inclusion services and school improvement services.

### **3.1 Partnerships**

To successfully reduce the number of young people who are NEET and achieve sustained employment, continued commitment to working in partnership is needed from all those involved in supporting young people in Caerphilly. Partners vital to this success to date and in the future include all the mainstream Secondary schools, Coleg Y Cymoedd, Coleg Gwent, CCBC's Adult and Community Learning (ACL) Service, Careers Wales, participating Youth Support Services from all sectors, Job Centre Plus, employers (including CCBC), health professionals, parents and peers.

Examples of NEET partnership working and processes:

Young person	Issues	Process	Outcome
15 years, school disengagement, family issues, isolated	<p>Poor Teacher/adult relationships</p> <p>Falling school attendance</p> <p>Poor GCSE prospects</p> <p>Risk of school exclusion</p>	<ol style="list-style-type: none"> <li>1. Intervention coordinated via Engagement and Progression system Head of Year 11.</li> <li>2. LEI liaison provides wider picture of personal circumstances, characteristics/history</li> <li>3. Introductions made to Youth project.</li> <li>4. Regular links with Lead Worker support</li> </ol>	<ul style="list-style-type: none"> <li>✓ Managed increase in school attendance</li> <li>✓ Interests/skills assessed</li> <li>✓ Progression arrangements to FE initiated</li> <li>✓ Regular community support addresses social isolation</li> </ul>
14 years, behavioural challenges in school	<p>Poor Teacher/School relationships</p> <p>Presents as aggressive and uncooperative</p> <p>Poor academic engagement</p>	<ol style="list-style-type: none"> <li>1. Coordination between Engagement and Progression Coordinator and School Counselling Service/Educational Psychology</li> <li>2. Out of school link with Lead Worker established</li> <li>3. ACEs-related trauma identified</li> </ol>	<ul style="list-style-type: none"> <li>✓ School coping strategies coproduced, including anger management</li> <li>✓ Trauma-informed Youth Service support arrangements set up in community and for family</li> <li>✓ Vocational and personal interests developed</li> </ul>
13 years, poor academic engagement	<p>No significant relationships with peers or adults</p>	<ol style="list-style-type: none"> <li>1. Engagement and progression panel brokers Lead Worker support</li> <li>2. Subsequent engagement assesses vulnerabilities and establishes supportive professional relationship</li> <li>3. Lead Worker coordination with School</li> </ol>	<ul style="list-style-type: none"> <li>✓ LGBT support group links established</li> <li>✓ Homelessness prevention support provided</li> <li>✓ Academic reengagement</li> </ul>

#### 4.1 Priorities for improvement

Our criteria for success are defined within the Engagement and Progression framework's 6 key priorities.

##### **Priority 1: *Identifying young people most at risk of disengagement***

Criteria
Children's/Young People's vulnerabilities are acknowledged across School and LA systems.
Transition arrangements beyond Year 11 are thorough and consistent.

##### **Priority 2: *Better brokerage and Co-ordination of Support***

Criteria
Membership and contribution by agencies linked to the Engagement and Progression Framework activity is reviewed, expanded and enhanced.
Lead Worker function is maintained, developed and effective.
Young people are engaged in the review and improvement of services.
Brokerage arrangements below Year 10 and beyond school age are extended to widen support.

##### **Priority 3: *Stronger tracking and transition of young people through the system***

Criteria
Information sharing between CCBC and key partners is strengthened.
Destination information is accurate and used to inform planning.
A coordinated approach supports transition between provision, key stages of compulsory education, and movement from pre to post 16
Care Leavers are effectively tracked to ensure support is in place to access education, employment or training.

##### **Priority 4: *Ensuring provision meets the needs of young people***

Criteria
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All young people of secondary school age have access to social and emotional support, inclusive of those educated in schools, PRUs/EOTAS/home educated.
All educational services, including schools, are ACEs aware/ACEs assess all pupils at risk of exclusion or NEET.
Young people's participation, within the planning and delivery of all services, is embedded and effectively targeted at young people who are NEET.
An entitlements-based approach to young peoples' access to vocational support and guidance is adopted.

**Priority 5: *Strengthening employability skills and opportunities for employment***

Criteria
Strong links exist between education providers and business to ensure that labour market intelligence informs curricula and provision planning.
The delivery of employability skills are effectively promoted.
Traineeship and apprenticeship opportunities and effectively promoted.
Enterprise and entrepreneurship activities in education services, including schools are effectively promoted.

**Priority 6: *Greater accountability for better outcomes for young people***

Criteria
Priority actions embedded within – Corporate performance measurement arrangements The Education Directorate's Service Improvement Plan
Effective partnership work with schools towards ongoing self-evaluation processes related to NEET performance, outcomes and processes.
All engaging organisations to be supported to achieve the Participation kitemark

## 5.1 Roles and responsibilities

### Local Authority staff – school improvement/Youth

<p>Strategic Lead for School Improvement</p> <ul style="list-style-type: none"> <li>• Strategic overview of NEETs strategy</li> <li>• Ensuring appropriate support and challenge to Senior Youth Service manager</li> <li>• Strategic representation to corporate education and wider services.</li> <li>• Link with Estyn (LALI)</li> <li>• Ensure NEETS strategy embedded within wider strategic planning (e.g. SIP, self-evaluation).</li> <li>• Harmonise NEETs across other service areas within the education directorate.</li> <li>• Contribute to NEETS strategy meetings.</li> </ul>	<p>Senior Youth Service Manager</p> <ul style="list-style-type: none"> <li>• Secure funding for all NEETs related work, including Coordinator role and Lead Worker team.</li> <li>• Respond to need arising from Lead Work across the Authority area in terms of providing training</li> <li>• Represent E + P to WG</li> <li>• Restructure the service to properly support this area of work</li> <li>• Otherwise promote NEETS considerations throughout the youth service, including tying-in NEETS targets to the work of various teams, including the Youth Forum</li> <li>• Support engagement and progression coordinator in ensuring partnership with schools.</li> </ul>
<p>Engagement and progression coordinator</p> <p><b>EARLY IDENTIFICATION</b></p> <ul style="list-style-type: none"> <li>- Meet schools and providers on a half-termly basis to identify ‘at risk’ NEET young people and arrange support and finalise destinations. STRIVE reports are used for meetings and are attended by EWOs, Careers Wales and Heads of Year or Manager. Meeting minutes are shared by secure E Mail. It is likely that YOS will shortly be attending some of these meetings.</li> <li>- Current Tier 1 and Tier 2 NEET young people details, supplied by Careers Wales Hub, are updated on a monthly basis, leading to liaison with partners to ascertain whether or not young peoples’ status has changed Careers Wales notified accordingly.</li> </ul> <p><b>BROKERAGE</b></p> <ul style="list-style-type: none"> <li>- Organise support for identified pupils e.g. Inspire to Achieve programme, youth work support via Cardiff Met student placements, trips to post 16 provision, referral to HPAD, college taster sessions, college placements, the Youth Forum and support from current youth service provision e.g., Cross Keys College</li> <li>- Ensure relevant pupils provided with a suitable destination, aligned with support provided as necessary.</li> <li>- Locate Tier 1 and Tier 2 NEETs via phone or house visits. Discuss options and arrange support and provision</li> <li>- Organise 2 Live Vacancy events per year to enable young people to make considered choices</li> </ul>	

- Organise appropriate support for SPACE panel referrals, liaising with 16 Plus Social Services, CAHMS, Supporting Family Change, Youth Service projects, Schools, Colleges, Charities, Parents, Behavioural Support, EOTAS team, Providers, IAA.

#### TRACKING PROGRESS

- Monthly discussions about young people's progress through monthly YEPF meetings and LPFS
- Download monthly Tier reports and update
- KIT phone calls with most vulnerable pupils.
- Regular phone calls to Tier and Tier 2 NEETs in partnership with HPAD.
- Withdrawal reports from colleges
- Reconciliation of Careers Wales listed year 11 NEETs. This involves locating the individuals, identifying their status and sending updates to Careers Wales

#### PROVISION

- Visit providers on regular basis to discuss learners' progress
- Promote and publicise provision through social media

#### EMPLOYABILITY

- Support young people into EET via referrals to projects, assistance with college applications, college staff appointments, Careers Wales appointments, transport to venues, taster sessions, appointments at Live Vacancy events, one to one phone call appointments

#### ACCOUNTABILITY

- Via monthly YEPF meetings and Lead Practitioner Forums.
- Twice yearly reports to Welsh government
- Monthly Tier reports
- Year 11 NEETs figure
- Education Scrutiny

<p>Lead Education Welfare Officer</p> <ul style="list-style-type: none"> <li>• Ensure meetings between EWOs and schools take place and are productive. (appropriate support and challenge)</li> <li>• Contribute to NEETS strategy meetings.</li> </ul>	<p>Educational Welfare Officers</p> <ul style="list-style-type: none"> <li>• Attend half-termly meetings with Engagement and Progression coordinator and schools.</li> <li>• Work with those pupils who are at risk of being <i>NEET</i> due to low attendance as per EWS case management and attendance meetings with the school</li> <li>•</li> </ul>
<p>Principal Information Officer</p> <ul style="list-style-type: none"> <li>• Quality assure the data process.</li> <li>• Work with secondary schools to set appropriate yearly targets relating to reducing the number of NEETS.</li> </ul>	<p>Data Officer</p> <ul style="list-style-type: none"> <li>• Monthly support to engagement and progressions coordinator in preparing summary reports.</li> <li>• Update monthly tracking data sheets identifying pupil destinations and</li> </ul>

	monitoring progress towards securing destinations.
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**Local Authority staff – other services**

<p>Inclusion Services including - Educational Psychology Behavioural support LAC team</p>	<p>The educational psychology service will enquire at the secondary school planning meetings whether there are any pupils at risk of becoming NEET and look to offer advice where appropriate.</p>
	<p>An annual planning meeting will be held with each secondary school to discuss vulnerable learners and provide advice and guidance or signpost school staff.</p>
	<p>Our Post-16 Champion will liaise with John Poyner, the Engagement and Progression Officer to provide any advice as appropriate and as required to support planning for pupils at risk of becoming NEET, where difficulties have arisen with this planning process.</p>
<p>EOTAS</p>	<p>During transition to EOTAS provision, colleagues meet the student, their family and professionals who may have worked with the young person in another capacity, to develop a pathway plan. Whilst there is a focus on present need and relevant interventions necessary, a significant area discussed is progression. Targets are mutually agreed with monitoring and review dates to ensure the plan is kept on track. Staff at all provisions work with the students and family to ensure an appropriate pathway is both researched and accessible. Staff continue to work with many of students, for a set period, once they have passed compulsory school leaving age. Specifically, they help with transition ensuring the student is making progress in their new pathway before withdrawing such support.</p>
<p>Families First organisations YOS Social Services (Inc. post 16 team)</p>	<p>A Lead Worker (Engagement and Progression terminology for any professional providing key support) provides direct support/assistance, information and knowledge and coordinates with the YEPF coordinator to update on progress.</p>
<p>Youth Service teams</p>	<p>Engagement varies considerably in type, location and length of intervention, depending on the young person's needs, the setting/context and history of intervention.</p>
<p>Communities for Work I2W</p>	

## External Services

Careers Wales	<ul style="list-style-type: none"> <li>• Arrange careers talks and group sessions for Year 8 or 9s</li> <li>• Interview pupils following teacher or self-referral</li> <li>• Organise and action Year 10 career checks</li> <li>• Keep in touch with Year 10 and 11 pupils via text or phone regarding their destinations and plans</li> <li>• Attend school assemblies to deliver talks</li> <li>• Liaise with Careers Wales Business Engagement team to organise school Employer visits</li> <li>• Attend half-termly meetings with EPC and other agencies</li> <li>• Work closely with EPC to support at risk pupils into destination</li> <li>• Attend Year 8 and 11 parents evenings</li> <li>• Organise and manage Inspire to Achieve(6 schools)</li> <li>• Deliver 2 standard group sessions about the labour market in Wales and post 16 options</li> <li>• Publish destination information for Years 11,12 and 13</li> </ul>
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<p>Work based learning providers</p> <p>Further Education providers</p> <p>Drug and Alcohol agencies</p> <p>Housing services/providers</p> <p>3<sup>rd</sup> sector youth projects</p> <p>Armed Forces support structures</p> <p>DWP</p>	<p>A Lead Worker (Engagement and Progression terminology for any professional providing key support) provides direct support/assistance, information and knowledge and coordinates with the YEPF coordinator to update on progress.</p> <p>Engagement varies considerably in type, location and length of intervention, depending on the young person's needs, the setting/context and history of intervention.</p>
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## Schools

<p>Headteachers</p> <p>Pastoral Leads</p> <p>Support staff</p>	<p>Any member of school staff can function as a Lead Worker, providing a central point of contact and responsibility for particular pupils that are a concern.</p>
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<p>Learning Coaches</p> <p>Youth Workers</p>	<p>Consultation records between the lead worker and the school identify agreed actions for all stakeholders and monitor the impact of the work on the young person.</p> <p>Self-evaluation processes consider the effectiveness of provision for pupils at risk of NEET.</p>
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### **6.1 Evaluation – how we will know if our efforts are working**

This strategy sets out the actions required to deliver on the council’s responsibility to reduce the likelihood of young people not thriving during their school years or after the age of 16 and becoming NEET. It is important that we have a shared understanding of the reasons young people might become NEET and the measures outlined allow us to gauge the effectiveness of this understanding.

Data gathered from across education and elsewhere will inform the effectiveness of the strategy. This data will be considered collectively in order to properly evaluate the work and the performance of all contributors.

The impact of our current and proposed interventions will be constantly evaluated and modified as necessary. Evidence from a broad range of sources will be considered, most especially from young people, to help us understand how effective our interventions have been and to properly assess our shared commitment and resolve to improving the educational and vocational life chances of young people.

## 6.1 Appendices

### Appendix 1: NEETS data figures (2012-2021)

Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
%age	5.9	4.4	3.5	2.1	1.9	2.6	2.2	2.4	1.7

**Appendix 2:** Example of consultation record.

**Tracking and monitoring NEETS**

**Procedures and pupil review**

**Date of Review:**

<b>School name</b>			
<b>Lead Officer</b>			
<b>School contact/representative</b>			
<b>Overall NEETs target (current year)/agreed local target</b>	TBC		
<b>Previous year RAG data/performance</b>		<b>Current data</b>	
Update on actions from previous meeting			
Points for discussion	<p>To include:</p> <ul style="list-style-type: none"> <li>• Access to Live Vacancy activity by at risk cohort</li> <li>• Post 16 provider visits</li> <li>• Links to Youth Service/external/community</li> <li>• Anti-disengagement strategies/Exclusions/ACEs issues/YOS interventions</li> <li>• New school interventions – I2A/Upstream/homelessness</li> </ul>		
Pupils at risk	<p>To include:</p> <ul style="list-style-type: none"> <li>• Actions and Lead workers recorded in spreadsheet tracker</li> <li>• Identify non-attenders</li> <li>• Managed moves/other moves (confirm location)</li> <li>• Year 12/13</li> <li>• LAC/ALN issues</li> <li>• Confirmation of Lead Worker arrangement</li> </ul>		
Recommendations for the service area / School staff and / or whole Directorate / other teams following the review			
Progress to target			
Date of next meeting			

### Appendix 3: Careers Wales 5 tier model

Tier	Client Group
<p><b>Tier 5</b> Young People in Further Education, Employment or Training (EET)</p>	<ul style="list-style-type: none"> <li>• Sustaining education, employment or training (EET).</li> <li>• Working or studying part time over 16 hours.</li> <li>• Voluntary Work.</li> </ul>
<p><b>Tier 4</b> Young People at risk of dropping out of EET</p>	<ul style="list-style-type: none"> <li>• Those engaged in less than 16 hours of EET.</li> <li>• Those who have been identified at risk of disengagement pre-16 and/or were judged as at risk of not making a positive transition who are subsequently in FE, sixth form or training.</li> <li>• Those who have been made aware to CW by EET providers (or themselves) as at risk of dropping out of EET.</li> </ul>
<p><b>Tier 3</b> Unemployed 16 and 17 year olds known to Careers Wales</p>	<ul style="list-style-type: none"> <li>• Engaged with CW and/or known to be actively seeking EET; either ready to enter EET, or assessed as requiring career management or employability skills support to enter EET.</li> <li>• This tier should also include those known to CW, actively seeking EET but not requiring CW enhanced support i.e. accessing support via CW.com, awaiting a college start date etc.</li> </ul>
<p><b>Tier 2</b> Unemployed 16 and 17 year olds, known to Careers Wales, who are not available for EET</p>	<ul style="list-style-type: none"> <li>• Young person not available/ unable to seek EET (sickness, young carers, pregnancy, custody).</li> <li>• Young people with significant or multiple barriers requiring intensive personal support.</li> </ul>
<p><b>Tier 1</b> Unknown status on leaving Careers Wales services</p>	<ul style="list-style-type: none"> <li>• Young people unknown to Careers Wales.</li> </ul>

## APPENDIX 2

NEETS data figures (2012-2021)

Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
%age	5.9	4.4	3.5	2.1	1.9	2.6	2.2	2.4	1.7

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Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

## ENGAGEMENT AND PROGRESSION – BROKERAGE AND LEAD WORKER ARRANGEMENTS - FLOWCHART

**CAREERS WALES LIST TIER ONE/TWO NEET YOUNG PEOPLE IN HUB ACCESSED BY  
EPC**

EPC circulates details to participating agencies to determine status of individuals – whether  
(unknown), (known, no lead worker required), or (known, Lead Worker required)

Status of any NEETS located and updated accordingly – Careers Wales informed by EPC

Those located are assessed for support needs – EPC to decide if any additional Lead Worker  
allocation required

Remaining NEETS on list are cold-called by Youth Service lead Workers and home visits.

If initial contact made and assistance accepted, either Youth Service Lead Workers will take  
forward and notify EPC or will refer to EPC to allocate more appropriate Lead Worker

Relationship progressed as appropriate  
Lead Worker contacts relevant agencies to progress young person's status. Regular updates  
on progression of young person to be provided to EPC and at Lead Practitioner Forum

**LEAD WORKER RELATIONSHIP ENDS OR IS TRANSFERRED  
YOUNG PERSON'S NEET/EET STATUS UPDATED ACCORDINGLY WITH CAREERS AND  
E+P GROUP**

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This integrated impact assessment (IIA) has been designed to help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Welsh Language (Wales) Measure 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Well-being of Future Generations (Wales) Act 2015
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles

**PLEASE NOTE:** Section 3 *Socio-economic Duty* only needs to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions. See page 6 of the Preparing for the Commencement of the Socio-economic Duty Welsh Government Guidance.

**1. Proposal Details**

Lead Officer	Head of Service	Service Area & Department	Date
Paul O'Neill	Paul Warren	Youth Service/School Improvement	15/3/21

Is this proposal a... (please tick relevant box)									
Policy	<input type="checkbox"/>	Strategy / Plan	<input checked="" type="checkbox"/>	Practice	<input type="checkbox"/>	Procedure	<input type="checkbox"/>	Restructure	<input type="checkbox"/>

**What is the proposal to be assessed?** *Provide brief details of the proposal and provide a link to any relevant report or documents.*

That the new CCBC NEETs strategy is adopted in this year (2021) and informs practice for the next 3 years, subject to regular review and revision.

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## 2. Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

*(The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups). Please note that an individual may have more than one protected characteristic.*

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
<i>Age (people of all ages)</i>	Positive impact on young people, including those with protected characteristics, allowing for more effective interventions with young people who are either currently or are at risk of becoming NEET. NEET characteristics are similar to mental health and homelessness markers, therefore implementation of the strategy would benefit multiple types of young people with vulnerabilities.		Significant NEETs, mental health and homelessness data is recorded and interrogated via the youth Service and others’ recording, management and quality systems.
<i>Disability (people with disabilities/ long term conditions)</i>	Disability can prove a significant barrier to young people’s transition to employment, training and further education. Adoption of an authority-wide approach to addressing such barriers would assist in this regard.		As above but including Disability-related intelligence
<i>Gender Reassignment (anybody who’s gender identity or gender expression is different to the sex they were assigned at birth)</i>	Positive impact of the Youth Service’s LGBT support arrangements.		LGBT young people are at higher risk of NEETs incidence and the NEETs strategy will help consolidate the work of this type as an extension of

			the Youth Service's County LGBT support group.
<b>Marriage or Civil Partnership</b> ( <i>people who are married or in a civil partnership</i> )	Neutral		
<b>Pregnancy and Maternity</b> ( <i>women who are pregnant and/or on maternity leave</i> )	<b>Positive impact. A significant number of young people are registered as unfit for work each year as a consequence of unplanned pregnancy.</b>		Careers Wales annual statistical release – NEETs data.
<b>Race</b> ( <i>people from black, Asian and minority ethnic communities and different racial backgrounds</i> )	Neutral		
<b><u>Protected Characteristics</u></b>	<b>Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?</b>	<b>If there are negative impacts how will these be mitigated?</b>	<b>What evidence has been used to support this view?</b>
<b>Religion or Belief</b> ( <i>people with different religions and beliefs including people with no beliefs</i> )	Neutral		
<b>Sex</b> ( <i>women and men, girls and boys and those who self-identify their gender</i> )	Neutral		

<b>Sexual Orientation</b> <i>(lesbian, gay, bisexual, heterosexual)</i>	<b>Positive impact on young people 11-25: LGBT.</b>		<b>As per previous LGBT commentary</b>
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### 3. Socio-economic Duty (Strategic Decisions Only)

*(The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services)*

**Please consider these additional vulnerable groups and the impact your proposal may or may not have on them:**

- Single parents and vulnerable families
- People with low literacy/numeracy
- Pensioners
- Looked after children
- Homeless people
- Carers
- Armed Forces Community
- Students
- Single adult households
- People misusing substances
- People who have experienced the asylum system
- People of all ages leaving a care setting
- People living in the most deprived areas in Wales (WIMD)
- People involved in the criminal justice system

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<a href="#">Socio-economic Disadvantage</a>	<b>Does the proposal have any positive, negative or neutral impacts on the following and how?</b>	<b>If there are negative impacts how will these be mitigated?</b>	<b>What evidence has been used to support this view?</b>
<b>Low Income / Income Poverty</b> <i>(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)</i>	<b>Positive impact on young people 11-25, including</b> <ul style="list-style-type: none"> <li>➤ Single parents and vulnerable families</li> <li>➤ People with low literacy/numeracy</li> <li>➤ Looked after children</li> <li>➤ Homeless people</li> <li>➤ Carers</li> <li>➤ Armed Forces Community</li> <li>➤ Students</li> <li>➤ Single adult households</li> <li>➤ People misusing substances</li> </ul>		<b>The Youth Service’s equalities monitoring arrangements and Education’s data collection team evidences the incidence of NEETs status amongst many of these groups.</b>

	<ul style="list-style-type: none"> <li>➤ People of all ages leaving a care setting</li> <li>➤ People living in the most deprived areas in Wales (WIMD)</li> <li>➤ People involved in the criminal justice system</li> </ul>		
<b><u>Socio-economic Disadvantage</u></b>	<b>Does the proposal have any positive, negative or neutral impacts on the following and how?</b>	<b>If there are negative impacts how will these be mitigated?</b>	<b>What evidence has been used to support this view?</b>
<b>Low and/or No Wealth</b> ( <i>enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future</i> )	<b>Positive</b>		<b>As above</b>
<b>Material Deprivation</b> ( <i>unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.</i> )	<b>As above</b>		<b>As above</b>
<b>Area Deprivation</b> ( <i>where you live (rural areas), where you work (accessibility of public transport)</i> )	<b>As above</b>		<b>As above</b>
<b>Socio-economic Background</b> ( <i>social class i.e. parents education, employment and income</i> )	<b>As above. A formalised NEETs strategy will allow for the greater integration of NEETs engagement practices, therefore greater opportunity to work more effectively and collaboratively with young people and families with challenging socio-economic backgrounds.</b>		<b>As above.</b>

<p><b>Socio-economic Disadvantage</b>  <i>(What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged)</i></p>	<p><b>Anticipated impact includes the prevention of young people becoming NEET (Not in Education, Employment or Training) and their successful transition and progression following the end of their compulsory education.</b></p>		<p><b>LA NEETs statistics/Engagement and Progression data and modelling</b></p>

#### 4. Corporate Plan – Council’s Well-being Objectives

*(How does your proposal deliver against any/all of the Council’s Well-being Objectives? Which in turn support the national well-being goals for Wales as outlined in the Well-being of Future Generations (Wales) Act 2015. Are there any impacts (positive, negative or neutral? If there are negative impacts how have these been mitigated?)* [Well-being Objectives](#)

<b>Objective 1</b> - Improve education opportunities for all	The Youth Service, as a consequence of the criteria for success contained in the strategy, can reposition its resources more effectively for NEETs purposes
<b>Objective 2</b> - Enabling employment	The associated improvements in service delivery will see a greater blending of NEETs provision, as part of the Engagement and Progression duty that is placed with the Youth Service.
<b>Objective 3</b> - Address the availability, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people’s well-being	Nil
<b>Objective 4</b> - Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity and minimises the adverse impact on the environment	The enactment of this proposal will help improve the accessibility of EET opportunities for young people and allow greater levels of attendance at destinations-related briefings and related opportunities.
<b>Objective 5</b> - Creating a county borough that supports healthy lifestyle in accordance with the Sustainable Development principle with in the Well-being of Future Generations (Wales) Act 2015	Health matters are a significant barrier to EET for many young people and the publication of the strategy will further legitimise organisation’s interventions in this regard.
<b>Objective 6</b> - Support citizens to remain independent and improve their well-being	The resolution of NEETs status is intrinsically linked to their wellbeing. Furthermore, a critical measure of successful transition 16 + is the move to independence by young people

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#### 4a. Links to any other relevant Council Policy






*(How does your proposal deliver against any other relevant Council Policy?)*

**There is significant co-terminus with the Education Directorate's Inclusion Strategy – therefore the NEETs strategy will directly support the inclusion of young people in existing institutions such as schools and challenge any barriers to success that may be faced as a consequence of facing any number and/or type of the vulnerabilities that are consequently (to the publication of the NEETs Strategy) engaged with.**



## 5. Well-being of Future Generations (Wales) Act 2015 – The Five Ways of Working (ICLIP)

*(Also known as the sustainable development principles. The Act requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the five ways of working as a baseline)*

<u>Ways of Working</u>	How have you used the Sustainable Development Principles in forming the proposal?
<p><b>Long Term</b></p> 	<p>Consider the long-term impact of the proposal on the ability of communities to secure their well-being.</p> <p><b>The proposal is made against the backdrop of achieving lasting and positive change for young people that find themselves at risk of becoming NEET, allowing the Youth Service and its partners to respond more effectively to the needs of young people, and their communities.</b></p>
<p><b>Prevention</b></p> 	<p>Consider how the proposal is preventing problems from occurring or getting worse</p> <p><b>The Youth Service is the main service of young people’s inclusion in the Authority and as such has a significant prevention remit in terms of Anti-social Behaviour, poor mental and physical health, Homelessness, NEETs and School disengagement.</b></p>
<p><b>Integration</b></p> 	<p>Consider how your proposal will impact on other services provided in our communities (these might be Council services or services delivered by other organisations or groups)</p> <p><b>The Youth Service’s role is to integrate and reintegrate young people into their communities, into education and into employment/training. The flexibilities supported by the content of the NEETs strategy would assist in this activity.</b></p>
<p><b>Collaboration</b></p> 	<p>Consider how you are working with Council services or services delivered by other organisations or groups in our communities.</p> <p><b>The proposed NEETs strategy carries a significant focus on collaborative/partnership working and identifies such activity as pivotal to success. Examples of collaboration are detailed in the body of the report</b></p>
<p><b>Involvement</b></p> 	<p>Consider how you involve people who have an interest in this proposal and ensure that they represent the diversity of our communities.</p> <p><b>Above all, the Youth Service is one of Participation – the service delivers youth work <i>with</i> the involvement of young people, rather than <i>for</i> them or <i>to</i> them. This approach now needs to be strengthened from the point of view of involving those at risk of becoming NEET and to give them a voice via our existing participation arrangements.</b></p>

## 6. Well-being of Future Generations (Wales) Act 2015

<u>Well-being Goals</u>	Does the proposal maximise our contribution to the Well-being Goal and how?
<p><b>A Prosperous Wales</b>  <i>An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work</i></p>	<p>Efficient use of resources, skilled, educated people generates wealth and provides jobs  <b>The NEETs strategy supports the effective education of young people and the development of appropriate types of skills, wherever the development of these lay.</b></p>
<p><b>A Resilient Wales</b>  <i>A nation which maintains and enhances a biodiverse natural environment healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for climate change)</i></p>	<p>Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)  <b>No specific contribution.</b></p>
<p><b>A Healthier Wales</b>  <i>A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood</i></p>	<p>People's physical and mental well-being is maximised and health impacts are understood  <b>The resolution of NEETs-related issues often involves the improvement of young people's health and the strategy underlines this as a key ambition. Youth workers will engage more with young people in outdoor locations across the County Borough in the future, taking advantage of appropriate opportunities for engaging young people in physical and sporting activities.</b></p>
<p><b>A More Equal Wales</b>  <i>A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances)</i></p>	<p>People can fulfil their potential no matter what their background or circumstances. This includes the protected characteristics listed in Q2 above. Also consider the cumulative impacts.  <b>The Youth Service carries specific responsibilities in terms of assisting young people to reach their potential and addresses socio-economic challenge, enabling young people to thrive more educationally, be more integrated into their communities and to make a successful transition to adulthood: The proposed NEETs strategy supports the sharing of this approach with wider services.</b></p>

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<u>Well-being Goals</u>	Does the proposal maximise our contribution to the Well-being Goal and how?
<p><b>A Wales of Cohesive Communities</b>  <i>Attractive, viable, safe and well-connected communities</i></p>	<p>Communities are attractive, viable, safe and well connected.</p> <p><b>Yes. Community cohesion is a discrete aspect of youth work/NEETs work, including with specific regard to crime and anti-social behaviour reduction. will allow for the greater and more positive influence of youth workers in the wider area by means of either ‘detached’ work (where they will work with residents, the Police and others to identify locations of need), ‘virtual’ work (utilising social media and other online opportunities for engagement with young people) or occasional building based work in shared locations</b></p>
<p><b>A Wales of Vibrant Culture and Thriving Welsh Language</b>  <i>A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation</i></p>	<p>Culture, heritage and the Welsh language are promoted and protected. People are encouraged to participate in sport, art and recreation.</p> <p><b>The financial advantages represented by more vocationally engaged young people are obvious and the criteria for success contained within this strategy support achievement in this area.</b></p>
<p><b>A Globally Responsible Wales</b>  <i>A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being</i></p>	<p>Taking account of impact on global well-being when considering local social, economic and environmental well-being.</p> <p><b>The membership and mechanisms of the Youth Service’s Junior and Youth Forums, especially active via the adoption of related annual priorities, will be more available to more young people who are NEET/potentially NEET, who will have the opportunity to contribute to related strands of work and influence.</b></p>

## 7. Welsh Language (Wales) Measure 2011 and Welsh Language Standards

(The Welsh Language Measure 2011 and the Welsh Language Standards require the Council to have 'due regard' for the positive or negative impact a proposal may have on opportunities to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language) [insert link to WL Commissioners Policy Making Standards Guidance](#)



Requirement	Does the proposal have any positive, negative or neutral impacts on the following and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view? <i>e.g the WESP, TAN20, LDP, Pupil Level Annual School Census</i>
<p><b>Links with Welsh Government's <a href="#">Cymraeg 2050 Strategy</a> and CCBC's <a href="#">Five Year Welsh Language Strategy 2017-2022 and the Language Profile</a></b></p>	<p>Positive: The service will benefit from the adoption of the strategy, allowing for the expansion of its Welsh language youth work arrangements amongst the NEETs community and challenge any barrier to EET that may be linked to Welsh language issues.</p>		<p>Views endorsed via the Youth Service's Welsh medium youth work partnership with Urdd Gobaith Cymru and Caerffili Menter Iaith</p>
<p><b>Compliance with the <a href="#">Welsh Language Standards</a>.</b> <i>Specifically Standards 88 - 93</i></p>	<p>The corresponding expansion of the Service's Welsh language youth work offer will see additional NEETs support available in the medium of Welsh, activity that complies with Welsh language standards, not limited to standards 88-93 in terms of widening opportunities for young people to enhance their Welsh language skills</p>	<p>Ensure correspondence and details on the website is bilingual even if the proposal has no impact on the Welsh language e.g road resurfacing works</p>	<p>Views endorsed via the Youth Service's Welsh medium youth work partnership with Urdd Gobaith Cymru and Caerffili Menter Iaith</p>
<p><b>Opportunities to promote the Welsh language e.g. status, use of Welsh</b></p>	<p>Actively encourage and promote the use of our services in Welsh to see an increase in demand over time</p>		<p>Views endorsed via the Youth Service's Welsh medium youth work</p>

<i>language services, use of Welsh in everyday life in work / community</i>	An expansion of Welsh youth work NEETs provision will widen opportunities for the use of Welsh in an educational context.		partnership with Urdd Gobaith Cymru and Caerffili Menter Iaith
<b>Opportunities for persons to use the Welsh language e.g. staff, residents and visitors</b>	The rights of Welsh speakers to use Welsh when dealing with the council and for staff to use Welsh at Work As above – the Welsh language and related aspects will have the opportunity to feature more prominently in the delivery of NEETs-related youth work than is currently the case.		Views endorsed via the Youth Service’s Welsh medium youth work partnership with Urdd Gobaith Cymru and Caerffili Menter Iaith
<b>Treating the Welsh language no less favourably than the English language</b>	As above		Views endorsed via the Youth Service’s Welsh medium youth work partnership with Urdd Gobaith Cymru and Caerffili Menter Iaith

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**7a. Having considered the impacts above, how has the proposal been developed so that there are positive effects, or increased positive effects on (a) opportunities for persons to use the Welsh language, and b) treating the Welsh language no less favourably than the English language.**

Yes – this proposal supports the wider delivery of youth work in the medium of Welsh.

**8. Data and Information**

*(What data or other evidence has been used to inform the development of the proposal? Evidence may include the outcome of previous consultations, existing databases, pilot projects, review of customer complaints and compliments and or other service user feedback, national and regional data, academic publications and consultants’ reports etc.)*

<b>Data/evidence</b> <i>(Please provide link to report if appropriate)</i>	<b>Key relevant findings</b>	<b>How has the data/evidence informed this proposal?</b>
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<p>What data / evidence was used? Provide links to any reports if appropriate e.g. Household Survey 2017</p> <p><b>Consultation on the content and direction of the proposed NEETs strategy has been in motion for some time, with participating agencies within the Engagement and Progression framework structure indicating necessary refinements in the collective approach.</b></p> <p><b>Throughout the pandemic period, CCBC has engaged with young people via a variety of means, including direct communication with the Council Leader to express their views on educational services – these views are incorporated into the draft document. Young people have for some time commented on the need to expand youth work delivery methodology in order to reach young people – that consultation was not specific to the support of NEETs but the education data unit has access to considerable NEETs-related data across a number of years, as well as accompanying, more general but related schools data.</b></p> <p><b>Specific consultation is under way as a consequence of the presentation of this report, including with practitioners and young people and the results of this will be incorporated previous to publication.</b></p>	<p>What were the key findings? What did the data / evidence used tell you?</p>	<p>Click or tap here to enter text.</p> <p><b>The recorded types and levels of vulnerability of pupils suggest levels of need and demand that require strategic change. Though the NEETs incidence performance profile for the past 6 years (Careers Wales) in Caerphilly signals overall improvement, the recent global pandemic has resulted in further disengagement between schools and vulnerable, suggesting that contributing agencies will need to maximise their focus on this issue in future.</b></p>
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**Were there any gaps identified in the evidence and data used to develop this proposal and how will these gaps be filled?**

*Details of further consultation can be included in Section 9.*

Are there any gaps in the existing data and how will you go about filling these gaps?

**There are no perceived gaps with regards to any further evidence required to further this proposal**

**9. Consultation**

*(In some instances, there is a legal requirement to consult. In others, even where there is no legal obligation, there may be a legitimate expectation from people that a consultation will take place. Where it has been determined that consultation is required, [The Gunning Principles](#) must be adhered to. Consider the [Consultation and Engagement Framework](#). Please note that this may need to be updated as the proposal develops and to strengthen the assessment.*

**Briefly describe any recent or planned consultations paying particular attention to evidencing the Gunning Principles.**

Who was consulted?

**The consultation process with young people is ongoing (and permanent) and the relevant youth work and other partner teams who engage with NEET/potentially NEET young people have all contributed to the development of the proposed strategy.**

How have the consultation findings been taken into account?



## 10. Monitoring and Review

How will the implementation and the impact of the proposal be monitored, including implementation of any amendments?	<p><i>For example, what monitoring will be used? How frequent?</i></p> <p>Via the Youth Service's internal Quality Performance management system and the Education Directorate's Service Improvement Plan monitoring processes and Corporate Performance management measures.</p>
What are the practical arrangements for monitoring?	<p><i>For example, who will put this in place? When will it start?</i></p> <p>NEETs-related Youth Work delivery will be subject to statistical measure and observation of quality of delivery.</p>
How will the results of the monitoring be used to develop future proposals?	Experiences arising from the implementation of this proposal will inform the development of NEETs engagement arrangements across the County Borough.
When is the proposal due to be reviewed?	N/A
Who is responsible for ensuring this happens?	N/A

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## 11. Recommendation and Reasoning

Implement proposal with no amendments

Implement proposal taking account of the mitigating actions outlined

Reject the proposal due to disproportionate impact on equality, poverty and socio-economic disadvantage

Have you contacted relevant officers for advice and guidance?

Yes

No



## 12. Reason(s) for Recommendation

*(Provide below a summary of the Integrated Impact Assessment. This summary should be included in the "Summary of Integrated Impact Assessment" section of the Corporate Report Template. The Integrated Impact Assessment should be published alongside the Report proposal).*

The identification and support of NEET young people is a core activity for a wide range of services and institutions within Caerphilly County Borough. Though there have been significant and positive developments in terms of engagement and support, the collective focus provided by a NEETs strategy will assist in developing appropriate forms of engagement and intervention.

## 13. Version Control

*(The IIA should be used in the early stages of the proposal development process. The IIA can be strengthened as time progresses to help shape the proposal. The Version Control section will act as an audit trail to evidence how the IIA has been developed over time)*

Version No.	Author	Brief description of the amendments/update	Revision Date

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### Integrated Impact Assessment Author

<b>Name:</b>	<b>Paul O'Neill</b>
<b>Job Title:</b>	<b>Senior Youth Service Manager</b>
<b>Date:</b>	<b>26/5/21</b>

### Head of Service Approval

<b>Name:</b>	<b>Paul Warren</b>		
<b>Job Title:</b>	<b>Lead Officer for School Improvement.</b>		
<b>Signature:</b>		<b>Date:</b>	

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## EDUCATION SCRUTINY COMMITTEE – 29TH JUNE 2021

**SUBJECT: SLA AGREEMENTS**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND  
CORPORATE SERVICES**

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### **1. PURPOSE OF REPORT**

- 1.1 To provide Members with an overview of the SLAs (Service Level Agreements) available to schools and details with regards to the level of purchase for the Authority's internal services. This report is provided following Member request for this information.

### **2. SUMMARY**

- 2.1 This report aims to provide Members with details of which areas of services within the Authority provide support to schools through an SLA arrangement, the level of purchase and the value of spend by schools.
- 2.2 The SLAs details are currently being finalised for financial year 2021/22, consequently the details contained in this report are based on the details for financial year 2020/21.

### **3. RECOMMENDATIONS**

- 3.1 Members are requested to note the content of this report.

### **4. REASONS FOR THE RECOMMENDATIONS**

- 4.1 To ensure that Members have an overview of the SLA position with schools. Many Members will be familiar with the arrangements in place due to their School Governor roles.

## 5. THE REPORT

- 5.1 In 2020/21 the following areas of service offered an SLA arrangement with our 86 schools:
- Education Finance [Core & Premium SLA available]
  - HR (Human Resources)
  - Payroll
  - Health & Safety [4 options of SLA available]
  - Communications
  - IT [3 – SLA's IT Support; IT (SIMS); IT Hardware]
  - Information Governance
  - Procurement
  - Legal Services
  - Corporate Finance [SLA for the Purchase Ledger]
  - Building Consultancy
  - Catering Services (Primary & Secondary SLA)
  - Pest Control [4 options of SLA available]
  - CCTV [1 or 2 or 3 cameras]
  - Governor Support [this is supported by the Education Achievement Service(EAS)]
- 5.2 Each financial year, schools receive the SLA Agreement from each service area (co-ordinated through Education Finance) and are given the opportunity to review and raise any queries prior to a decision to purchase. There is a significant amount of information contained within each of the SLAs, consequently appendices 1 to 3 provide a few examples for 2021/22 (Finance, HR & Legal). To advise Members, IT Services will be reviewing and updating the 3 IT SLAs over the coming months in discussion with Officers in Education and headteachers. The roll out of the Ed Tech Programme (Welsh Government investment in schools IT infrastructure and devices) is key to this review.
- 5.3 It's important to note that this list of SLAs excludes arrangements co-ordinated directly between the schools and service area most notably cleaning, catering and grounds maintenance. With regards to cleaning contracts, 80 of our schools purchase cleaning services from the Authority. All our primaries have catering provision delivered by catering services and in the secondary sector there are 2 schools who provide their own catering provision plus catering in the PFI schools is delivered by an external contractor as part of the contract. Those secondary schools who utilise Caerphilly Catering are charged per free school meal (FSM) delivered, the schools receive funding for FSM's in their formula / budget allocation.
- 5.4 The school formula funding methodology provides for a level of funding to schools towards their SLA costs. In addition there are SLA arrangements in place which have originated because it is more cost effective for schools to buy into a shared arrangement rather than fully resource locally. At the start of the financial year the headteacher and Governing Body will allocate funds from the schools budget, which SLAs schools decide to support will be part of that discussion.
- 5.5 In 2020/21 schools paid £2.4m for the support provided through the SLAs listed above. Appendix 4 provides a summary of the SLAs and the level of purchase, which is 100% for many of the services.
- 5.6 A number of years ago the Education Finance Team established a Traded Services

Board with Primary and Secondary Headteacher representatives. The purpose of this forum was to give headteachers the opportunity to raise and discuss common issues linked with SLAs. Each meeting would generally involve two service managers providing an overview of the service SLA and then discussing any concerns from schools. In this last year and a half this forum has not met but it is certainly something that Finance will be looking to re-establish for the new academic year. Whilst the Traded Services Board is specifically to discuss SLA arrangements, the School Budget Forum which includes Headteachers, School Governors and Members also provides an opportunity for discussions around finance that could include SLAs as required.

## **5.7 Conclusion**

SLA purchase from schools continues to be excellent within the Authority. Agreements are issued on an annual basis and service areas must continue to respond to meet the needs of schools to ensure that this level of support for our internal services continues.

## **6. ASSUMPTIONS**

6.1 There are no specific assumptions contained in this report.

## **7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT**

7.1 This report is providing information for Members and does not require an IIA.

## **8. FINANCIAL IMPLICATIONS**

8.1 There are no direct financial implications as a result of this report. It does however provide a level of information with regards to the value of SLA arrangements that schools supported in financial year 2020/21.

## **9. PERSONNEL IMPLICATIONS**

9.1 There are no direct personnel implications arising from this report.

## **10. CONSULTATIONS**

10.1 There are no consultation responses that have not been reflected in this report.

## **11. STATUTORY POWER**

11.1 Local Government Act 1972 and 2000.

Author: Jane Southcombe, Finance Manager (Education, Lifelong Learning & Schools) southj@caerphilly.gov.uk

Consultees: Richard Edmunds, Corporate Director, Education and Corporate Services  
Keri Cole, Chief Education Officer  
Sue Richards, Head of Service – Education Planning & Strategy  
Sarah Ellis, Lead for Inclusion & ALN  
Sarah Mutch, Early Years Manager  
Paul Warren, Strategic Lead for School Improvement  
Cllr Ross Whiting, Cabinet Member for Learning and Leisure  
Cllr Eluned Stenner, Cabinet Member for Customer, Performance and Property Services.  
Cllr Teresa Parry, Chair of Education Scrutiny Committee  
Cllr Carol Andrews, Vice Chair of Education Scrutiny Committee  
Steve Harris, Head of Financial Services & Section 151 Officer  
Julie Baker, Principal Finance Officer (Schools)  
Lynne Donovan, Head of People Services  
Rob Tranter, Head of Legal Services  
Anwen Cullinane, Senior Policy Officer (Equalities & Welsh Language)  
Liz Lucas, Head of Customer & Digital Services

Appendices:  
Appendix 1 Finance SLA [Example – Primary]  
Appendix 2 HR SLA  
Appendix 3 Legal SLA [Example – Secondary]  
Appendix 4 Schools SLA Summary 2020-21





Directorate of Education and Leisure • Cyfadran Addysg a Hamdden

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# **Education Finance Service Level Agreement Primary**

**2021/2022**

## Education Finance Service Level Agreement 2021/2022

Service Area :	Directorate :
Education Finance	Planning and Strategy

Parties :	School :
Caerphilly County Borough Council Education Finance	

Aims and Approach of Service Delivery
<p>The Finance Service Level Agreement aims to:</p> <ul style="list-style-type: none"> <li>Provide accurate and timely Financial reports</li> <li>To support head teachers with their school financial management through finance meetings</li> <li>Continually update schools on local and national finance regulatory amendments and targets</li> <li>To provide a finance Support service that will utilise established links within the Local Authority. Service provided by experienced and knowledgeable staff with strong local awareness and knowledge of applicable legislation.</li> </ul>

Duration of agreement :
This agreement will commence on the 1 <sup>st</sup> April 2021 and end on 31 <sup>st</sup> March 2022

Cost of Service :	Core:	Premium:
	£1,798	£2,875

Contacts :

Arbitration Procedure:
<p>In the event that the contractor fails in the Clients opinion to perform in accordance with the terms of this Agreement the Client shall detail the failure in writing to the Contractor. The contractor will use every endeavour to remedy the breach, but if the breach is not remedied, or not accepted by the contractor as a breach, then the dispute shall be referred to a mutually agreed arbitrator to determine whether the failure exists, and to recommend such remedial action as is appropriate.</p> <p>This Agreement may be varied at any time by the mutual agreement of both parties. It must be stipulated that this is a support service, the information will be presented as the Head teachers report and the information contained in the conclusion and recommendations as being those of the Head teacher.</p>

**Service Specification for:** Education Finance Team

**Service Area:** Planning and Strategy

**Service Function:**

The Service aims to provide sound financial support for Head teachers and Governing bodies to assist with the meeting of their national and local financial responsibilities. The service will provide the Head teacher with financial statements for both current financial year and further 2 years projections

**Performance Targets :**

Provide schools with a Premium service that result in 100% buyback into the Service Level Agreement. Aim to provide schools with a service that they buy back into the Premium option reaches 70%.

<b>The Service Will</b>	<b>The School Assist service Delivery by</b>	<b>Monitoring and Evaluation Strategies</b>
Provide termly financial statements	Providing accurate information on both planned staffing changes and budget spend. Check financial statements for any inaccurate data.	Monitor planned carry forward balances against actual outturn statements
Provide 1 actual formula allocation statement and 2 formula projections.	Providing as accurate as possible pupil projections to aid formula accuracy	Monitor retrospective adjustments.
Determine School Budget Shares, consulting / confirming data as appropriate, and provide outturn reports / details of school reserves	Providing input to issues, particularly through the School Budget Forum and its working / sub groups	School Budget Shares provided by 31 <sup>st</sup> March at the latest each year with further 2 years indicative budget shares
Attend finance meetings to present finance statements to Head teacher and Chair of Governor when necessary. Providing head teachers with support surrounding the full understanding of the data produced, aiming for satisfaction at the service delivery.	Ensuring finance meetings are planned and sufficient time is allocated from their schedule.	Monitor service buy back and Service level Agreement satisfaction survey.

## SUMMARY OF SERVICES:

### 1 COMPARATIVE STATEMENT 1 SUMMER TERM

A Comparative statement is financial information prepared by your Support Officer on the budget set and agreed by the Governing Body at the beginning of the financial year. It contains the following information:

- The Previous financial year's actual outturn for comparison purposes.
- The budget for the current financial year that was agreed by the Governing Body.
- Actual expenditure for the current year to date.
- Commitments to account for all expenditure/income anticipated to the end of the financial year.
- A Revised budget based on performance to date in the current financial year.
- A variance column to record all virements made to date to show Governors over/under spend to date
- A budget projection for the next financial year alerting Governors to any potential financial difficulties enabling prompt action to alleviate a budget deficit.
- A salary profile showing all increments, pay awards and additional allowances for teaching and non teaching staff.

The comparative statement has been approved by Internal Audit and criteria in the "Good Practice Guide" for effective and efficient management information to Governors.

### 2 COMPARATIVE STATEMENT 2 AUTUMN TERM

This will be an update of the Summer Term statement detailing any staff changes, pupil projections, supplies and services appending revisions etc. This information will inform Head Teachers and Governing Bodies of any future budget difficulties and allow time to plan and recover and estimate deficit. The pupil count form due to the Authority in September will indicate any change in the future funding of the school.

### 3 COMPARATIVE STATEMENT 3 SPRING TERM

This comparative statement will show a more accurate projection for the current financial year with the next year projected using the actual formula statement which is sent to schools in the March of each financial year. This statement will give Governors a base for considering the budget for the next financial year in order to prepare the official budget statement which must be returned to the Director of Education and Leisure by the 31st of May each financial year in accordance with the "Scheme For Financing Schools "It also gives the Governing Body time to consider any staffing implications that may be necessary to achieve a balanced budget

### 4 UPDATING SALARY PROFILE AND PROVIDING SCENARIOS FOR CUTS/GROWTH IN SPEND.

Throughout the financial year the Finance Committee may need scenario costings for the appointment/ deletion of posts from the staffing profile. The financial effect on the school budget will need to be projected over future years. The SLA covers up to a half day provision of Finance Officer time for this service.

### 5 ADVICE AND GUIDANCE THROUGH THE REDUNDANCY PROCESS

To enable Governors to make very difficult decisions regarding staffing issues in the school, they must be convinced that there is a redundancy issue and satisfied with the explanations in respect of the budget shortfall. This agreement will accommodate the school and the LA working together to achieve the best scenario for the school. Finance and advice will be given at the allocated Head Teacher meeting.

<b>6</b>	<b>BUDGET INPUT ON TO OLAS.</b>
	In order for the budget to be monitored on a daily basis by the school the budget must be uploaded on to OLAS. This can be performed centrally as soon as the budget statement is received
<b>7</b>	<b>VIREMENTS ENTERED ON TO OLAS.</b>
	During the financial year, savings from one budget heading can be moved to subsidise overspends in another. The budget can be physically moved on OLAS to accommodate this. This function can be performed centrally on behalf of the Governing Body and the virement form returned to the school for reporting to the Governing Body as per internal Audit recommendations.
<b>8</b>	<b>JOURNAL TRANSFER ENTERED ON TO OLAS.</b>
	To monitor a budget effectively it is imperative that costs are allocated to the correct subjective where the budget has been allocated. In view of this journal transfers will be performed centrally on instruction from the Head teacher.
<b>9</b>	<b>ADVICE ON COMPLETION OF THE PROFORMA BUDGET STATEMENT.</b>
	The Scheme for Financing schools requires a specific budget format for budgetary information which is required by the Authority each year. Assistance/Support can be provided to the Head teacher in completing the necessary proforma.
<b>10</b>	<b>ADVICE ON SUBJECTIVE CODES OR PAYMENT UPDATE.</b>
	A full subjective code list is kept in central finance. Any advice or guidance on which subjective heading to use can be sought and confirmation of the budget against the subjective headings confirmed. Any queries regarding the actual payment can be reviewed and conveyed to the school.
<b>11</b>	<b>ADVICE ON INVOICE PAYMENTS.</b>
	All schools are now responsible for paying their own invoices on site. Advice on this process can be sought from Education Finance
<b>12</b>	<b>INTERNAL INVOICE QUERIES.</b>
	Central services will be offering contracts to schools under Service Level Agreements. In view of this the level of internal invoices will increase. Advice will be offered on the process for dealing with these invoices and the subjective codes necessary to ensure the correct allocation of costs.
<b>13</b>	<b>OLAS TELEPHONE ENQUIRIES</b>
	Support and advice will be provided on all areas of the OLAS financial system More detailed queries may be referred to the Central OLAS helpdesk team.
<b>14</b>	<b>PROCESS AND/OR AUTHORISATION OF INVOICES ON BEHALF OF THE GOVERNING BODY.</b>
	This is a back-up service for the payment/authorisation of School Invoices by the Education Finance office. If the Head teacher is taken ill or is absent from the school for any reason then Internal Audit have agreed that the invoices can be authorised centrally. In order for Education Finance to offer this support, the invoices must be batched and authorised in accordance with current audit guidelines. Subject to a limit of 20 invoices per annum.

	Thereafter a pay as you use charge will be levied for any additional works.
<b>15</b>	<b>INCLUSION IN AN ANNUAL BENCHMARKING SCHEME</b>
	An all Wales benchmarking tool for all Schools is available for schools to be able to identify their performance against other schools with similar profiles. It is anticipated that this exercise will identify areas of inefficiency and enable the school to concentrate financial resources to meet the schools objectives.
<b>16</b>	<b>PETTY CASH QUERIES.</b>
	Those schools that hold cheque book petty cash accounts, operated by Education Finance, should send their periodic reports to the Finance Support Officer to take any necessary action.
<b>17</b>	<b>ADVICE AND GUIDANCE ON AUDIT REPORTS.</b>
	The Governors should ensure that all recommendations made in an audit report are implemented immediately after the report is received. Support and Guidance on how to implement these recommendations.
<b>18</b>	<b>OUTTURN REPORTS FOR GOVERNING BODY MEETING (PARENT REPORT).</b>
	Reports will be provided upon request for inclusion in the parents report which can be prepared in a format dictated by the Headteacher The report will contain the total outturn for a particular financial year but can be provided in a detailed or summary format.
<b>19</b>	<b>ASSET REGISTER</b>
	The retention of an annual asset registers listing all assets owned by the school for insurance purposes.

**SERVICES PROVIDED UNDER PREMIUM SERVICE LEVEL AGREEMENT ONLY**

<b>20</b>	<b>ADDITIONAL COMPARATIVE STATEMENTS / ATTENDANCE AT FINANCE SUB COMMITTEE MTGS</b>
	Either an additional 3 x further comparative statements can be provided in year at the School's request, for which five working days notice will be required, or a Finance Support Officer can present (in conjunction with the Head teacher) a financial statement to the Finance Committee. (Maximum attendance - 3 Finance Sub Committee meetings per annum) This support can only be given where the Finance Sub Committee meets during office hours (before 5 pm).
	The School can also choose a mix of the additional comparative statements and attendance at finance sub committee meetings, at a maximum of 3 of either of the above.

<b>21</b>	<b>ASSISTANCE WITH SCHOOL INSPECTIONS WITH REGARD TO FINANCE ISSUES</b>
	School Inspectors require financial information from the Head teacher prior to the commencement of the inspection. This service will complete the form on the Head teachers behalf which will ensure the report reflects the Section 52 Outturn Statement provided to the Welsh Office showing the schools carried forward balance

**PAY AS YOU USE SERVICES**

<b>22</b>	<b>ADDITIONAL COMPARATIVE STATEMENT (£337)</b>
	This has been included to give Heads the option of buying in this service as and when rather than using the premium SLA.

<b>23</b>	<b>ADDITIONAL SUPPORT PER HALF DAY (£122)</b>
	This service is offered on a half or full day basis. A half day session will be for three and a half hours. The additional support could include any aspect of the items previously described in the SLA e.g.. Authorisation and payment of additional invoices (re point 16), additional administration support, advice and training for clerical staff etc.

<b>24</b>	<b>TRAINING PROVIDED WITH EXTERNAL AGENCIES (TO BE ADVISED)</b>
	This service is offered on a half or full day basis. A half day session will be for three and a half hours. The additional support could include any aspect of the items previously described in the SLA e.g. Authorisation and payment of additional invoices (re point 16), additional administration support, advice and training for clerical staff etc.

<b>25</b>	<b>GOVERNOR TRAINING (TO BE ADVISED)</b>
	Additional workshops in respect of Finance and LMS related issues can be made available to the school Governing Body. The cost will be dependent on the topics to be covered, the availability of training providers and the popularity of demand.

<b>26</b>	<b>ATTENDANCE AT FINANCE COMMITTEE MEETINGS (£179)</b>
	A Finance Support Officer can present (in conjunction with the Head teacher) a financial statement to the Finance Committee. (Maximum attendance - 3 Finance Committee meetings per annum) This support can only be given where the Finance Committee meets during office hours (before 5 pm). If this service is required it will count as one of the six meetings held during one financial year.

<b>27</b>	<b>ATTENDANCE AT FULL GOVERNING BODY MEETINGS (£275)</b>
	A senior member of the finance support team will attend the meeting to offer advice and guidance in relation to finance issues. At least two weeks notice must be provided for arrangements to be made; attendance will be conditional upon other commitments. Please note that this is not a clerking service

<b>28</b>	<b>ATTENDANCE AT GOVERNING BODY AND 1 REDUNDANCY PANEL INCASE OF REDUNDANCIES (£538)</b>
	A senior member of the finance support team will attend each meeting to offer advice and guidance in relation to Finance issues.

<b>29</b>	<b>ATTENDANCE AT ADDITIONAL REDUNDANCY PANEL MEETING (£275)</b>
	A senior member of the finance support team will attend the meeting to offer advice and Guidance in relation to finance issues.

<b>30</b>	<b>ASSISTANCE WITH SCHOOL INSPECTIONS WITH REGARD TO FINANCE ISSUES (£178)</b>
	School Inspectors require financial information from the Head teacher prior to the commencement of the inspection. This service will complete the form on the Head teachers behalf which will ensure the report reflects the Section 52 Outturn Statement provided to the Welsh Office showing the schools carried forward balance

<b>31</b>	<b>GRANT CLAIMS (TO BE ADVISED)</b>
	The LA will complete grant claim forms in respect of all grants relating to schools. The information needed for the grant must be compiled by the school and certified by the Head teacher. If the information is incorrect the school will bare any penalties.

<b>32</b>	<b>ASSISTANCE WITH THE PREPARATION OF GRANT CLAIMS (TO BE ADVISED)</b>
	The cost of this service will depend upon the work involved in the compilation of the claim and will be agreed before the work is undertaken. All expenditure and income relating to the grant must be incurred inline with the conditions laid down in the grant criteria. Any failure to do so may result in the grant claim being disallowed when reviewed by External Audit. If this occurs the school must bare the cost.

*In the above description of services provided under this SLA the term half day and full day has been included. If a half day has been defined then this service will be time barred at 3 and a half hours and a full day at 7 hours. If the issues of concern remain unresolved then the Head teacher will be informed that an additional half day charge may have to be levied. Governors should not assume a service will be provided or is included in a particular area of the SLA unless it is specifically stated. Please seek clarification on this matter from the school Finance Support Officer.*



## QUALITY STANDARDS AND PERFORMANCE CRITERIA.

### TIMESCALES

The Contractor will deal with all matters on behalf of the Client in an expeditious manner taking into account the nature of the matter and current corporate priorities. Where a statutory or mandatory timescale applies, the Contractor will deal with all matters on behalf of the Client in compliance with such timescale except where prevented from doing so by matters outside the control or influence of the Contractor. The Client may if he/she so requires it specify and agree with the Contractor that a matter shall be dealt with within a specific timescale or in a particular manner, and the Contractor will make every endeavour to comply with that agreed timescale or that agreed manner.

### PERFORMANCE

The Contractor will ensure that work performed on behalf of the client is monitored so as to :

- Ensure that the service is of an acceptable standard.
- Ensure that time recorded as work done for the client is properly allocated to the client.
- Ensure that time is not unnecessarily spent on the Client's matters.

The Contractor will ensure that the service is of a sufficient standard in terms of quality and effectiveness and will ensure that any budgetary or time constraints agreed with the Client for any particular matter or project are complied with.

The Client will be charged costs in accordance with this Agreement, that is, on an annual fee excepting where the matter is of a complex nature or outside the general description of the service. The client will make provision in the Client's Estimates for the current financial year in accordance with the Council's normal estimating and recharging process and will be assumed by the Contractor to have made a financial provision for the estimated cost of the Service as agreed between the parties to this Agreement, and detailed in the above pages.

The Contractor will secure checks to ensure standards are maintained and that all Finance Officers are dealing with their clients properly.

Accordingly, quality audits are carried out regularly involving all Finance Staff. The information provided to schools is checked to ensure standards have been adhered to and the information is accurate and up-to-date. All information is checked to ensure the overall quality of service is being provided by the Finance Support staff and that the Section is adhering to the client care procedures agreed with the clients in this Service Level Agreement.

The type of matters that will be checked is as follows:

- Have meetings been arranged in accordance with the time scales of the Service Level Agreement?
- Is the information provided timely and in accordance with the service detailed in the Agreement?
- If meetings were attended are the notes and the Finance Committee minutes recorded and on file?
- Has all correspondence been replied to?
- Is it clear from the file that the accounts have been properly prepared and reported?

## RESPONSE TIMES

The Contractor will request termly/half termly meetings with the Head teacher/Finance Committee. Amendments to the information will be made and returned to the Head teacher within 3 working days.

All correspondence will be acknowledged within 7 working days, with a substantive reply within 15 working days, except where the exigencies of the report require an urgent response.

Telephone calls from the Client will be returned the same day, if at all possible.

Appointments are to be given to the Client's officers without any undue delay.

## CLIENT RESPONSIBILITIES

The client has an obligation to check all information delivered under this Agreement. If there are issues with regard to this no compensation will be awarded to Schools when the information is amended. It is the responsibility of the Client to provide all necessary information and documentation to enable the Services detailed in this Agreement to be provided as agreed within the necessary timescales.

### Instructions

The Client will ensure that the Contractor receives full and timely instructions to deal with any matter on the Client's behalf and will discuss with the contractor the form of this instruction so that the contractor is properly instructed. The Parties will agree a form of instructions acceptable to both the Client and the Contractor.

The Contractor will acknowledge in writing the instructions, and will advise the Client of the Finance Support Officer allocated to the school. (e-mail is acceptable as written instructions)

The Contractor will where this is agreed with the Client to be necessary, attend preliminary meetings with Client and the sub-committee at which a budget plan will be agreed with the Client. Any budget plan so agreed shall include matters relating to timescale or strategy, and shall be recorded in writing by the Contractor and copied to the client.

## VARIATION AND TERMINATION

This Agreement may be varied at any time by the mutual agreement of both parties.

In the event that the contractor fails in the client's opinion to perform in accordance with the terms of this Agreement the client shall detail the failure in writing to the contractor and the contractor will make every endeavour to remedy the breach. If the breach is not remedied and is fundamental to the provision of services the client may upon given two month's notice to the contractor terminate the provisions of this Agreement.

Any formal contact under the terms of this part of this Agreement shall be between the Head of Service of the Contractor and the Client.

Any arbitration provision contained in the Agreement applied to the effect of this clause.



Directorate of Education and Corporate Services

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# **Human Resources Service Level Agreement**

**2021/2022**

## Human Resources Service Level Agreement 2021/2022

<b>Service Area:</b>	<b>Directorate:</b>
Human Resources	Education & Corporate Services

<b>Parties:</b>	<b>School:</b>
Caerphilly County Borough Council, Human Resources	

### Aims and Approach of Service Delivery

This Agreement covers the provision by the Contractor to the Client of A Human Resources (HR) service as detailed in this SLA.

The Parties to this Document agree that the Services included in the “SUMMARY OF SERVICES” illustrate the overall services provided by the Contractor, and agree that the Client will not necessarily require or call upon all of the listed services from the Contractor.

The services and costs associated with the SLA are based on the school using all corporate systems, documentation and the latest recommended policies. Where a school chooses to use different systems, documentation and/or different or outdated policies, that directly or indirectly impact on the service provision as defined in the SLA, then it may not be possible to offer the standard SLA and the negotiation of separate HR SLA’s will be considered. It should be noted that in these circumstances, where a separate SLA does not exist, no support is able to be offered to schools for issues that arise which would require the use of a different system, documentation or management via a different or outdated policy.

The advice provided to schools is given in line with employment law and the Human Resources policies adopted by the school. When advice has been offered by an officer of HR, it is provided in the best interests of the school. Should the school or the governing body feel that this advice does not support the decision of the school, the school may be financially liable for future claims against them.

The members of HR are headed up by a team of professionally qualified staff who are committed to providing a comprehensive human resource service to Head teachers, Governors, Senior Managers and individual members of school based staff, which complies with employment law, council policies, HR procedures, contractual obligations and professional standards.

### Duration of agreement:

This agreement will commence on the 1<sup>st</sup> April 2021 and end on 31<sup>st</sup> March 2022

<b>Cost of Service:</b>	<b>Primary Cost</b>	<b>Secondary Cost</b>
	£3989	£6567

<b>Contacts:</b>

<b>Arbitration Procedure:</b>
<p>In the event that the Contractor fails in the Client's opinion to perform in accordance with the terms of this Agreement the Client shall detail the failure in writing to the Contractor. The Contractor will use every endeavour to remedy the breach, but if the breach is not remedied, or not accepted by the Contractor as a breach, then the dispute shall be referred to a mutually agreed arbitrator to determine whether the failure exists and to recommend such remedial action as may be appropriate.</p> <p>Any formal contact under the terms of this part of this Agreement shall be between the Head of People Services i.e. the Division Manager of the Contractor and the Client.</p>

<b>Service Function:</b>
<p>The HR service aims to provide a professional HR support service for Head Teachers and Governing Bodies to assist in managing HR issues within their schools.</p>

<b>Performance Targets:</b>
<p>HR matters will be dealt with in line with adopted procedures and consideration will always be given to legislative requirements.</p> <p>Officers will strive to provide a professional service at all times and HR will welcome the outcome of the annual Customer Satisfaction Questionnaire.</p>

**SUMMARY OF SERVICES:**

<b>1 Advertising</b>
<p>HR will provide the following;</p> <ul style="list-style-type: none"> <li>Assistance in drafting and checking adverts</li> <li>Advice on appropriate publications to meet target groups</li> <li>Negotiation of compensation when errors occur in the publication of external advertisements</li> <li>Administration of internal advertising recharge system</li> <li>Inclusion in relevant internal circulars, intranet, internet, job centres as appropriate</li> </ul> <p style="text-align: center;"><b>Page 325</b></p> <p>Costs will be dependent upon whether the advertisement is placed internally or externally, size of advert, publications used, block advertisements, or individual</p>

	<p>advertisements.</p> <p>Welsh medium schools will be required to submit advertisements to the Division in a bi-lingual format. This is to ensure that officers are able to screen the advertisement, prior to placement, as is the practice with English medium adverts, for compliance with employment legislation.</p>
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<b>2</b>	<b>Recruitment and Selection</b>
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	<p>The provision of advice and administrative support to Schools and Governing Bodies on issues relating to recruitment and selection. This would include advice on appropriate appointment procedures, safeguarding matters, candidate eligibility issues, equal opportunity and equal pay issues.</p> <p>HR will offer telephone advice and administrative support on the aforementioned recruitment and selection-based issues, including the processing of all the necessary checks i.e. Disclosure and Barring; professional registration; medical; qualifications etc. References will only be sought when specifically requested by the school. At the request of the school, HR will attend shortlisting and appointment meetings for the purpose of offering HR advice. They will not however provide a clerking service or be responsible for escorting candidates at appointment meetings between offices or locations.</p> <p>For Head Teacher and Deputy Head Teacher appointments, HR will receive and distribute application forms, seek references for shortlisted candidates, ensure candidates are familiar with arrangements for the selection procedure and notify the successful and unsuccessful short-listed candidates of the outcome. The team will attend meetings with the Appointment Panel where requested.</p> <p>In order to ensure that HR are able to check the eligibility of candidates once it receives the recruitment file from the Central Recruitment Team and is able to undertake the necessary photocopying, sets of application forms will not be available to the selection panel members or the Directorates professional adviser any earlier than 3pm on the Tuesday following the closing date. (Timescales will be adjusted accordingly where Bank Holidays occur.)</p>
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<b>3</b>	<b>Managing Sickness Absence</b>
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	<p>The provision of advice and administrative support regarding sickness absence management. This would include issues regarding Disability Discrimination, reasonable adjustments, implementation of the Authority’s recommended Managing Sickness Absence Policy, support with referrals to the Authority’s Occupational Health department, referrals to independent medical practitioners, and where necessary, accompanying a member of staff from the school when they undertake welfare visits.</p> <p>HR will offer telephone advice and administrative support to Headteachers, staff and Governing Bodies. HR will offer attendance by an officer from HR at the formal stages of the procedure to support the Headteacher or nominated officer and the Governing Body.</p> <p>N.B. Where schools have chosen not to purchase the Central Payroll SLA and have negotiated a separate HR SLA, they will need to ensure that the Division is provided with</p>
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	<p>all necessary information in a format acceptable to the Division to enable them to offer advice on the management of attendance.</p> <p>Schools will need to consider their Health and Safety SLA when dealing with employee assessments/return to work assessments.</p>
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<b>4</b>	<b>Redundancy/Redeployment</b>
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	<p>The provision of advice and administrative support on procedural and legal issues, on consultation with staff and unions, counselling staff, attendance at Governing Body meetings, and where appropriate the representation of the Governing Body at Employment Tribunals.</p> <p>HR will offer telephone advice and administrative support to Headteachers, staff and Governing Bodies. At the request of the School, HR will attend the formal consultation meetings with staff and the appropriate Governing Body meetings. HR will respond to all reasonable requests timewise. Any additional support required by the school, including attendance at additional meetings will be offered on a pay as you use basis.</p>
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<b>5</b>	<b>Workforce Flexibility</b>
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	<p>Where Governing Bodies have to reduce staffing levels, the Local Authority will, where appropriate, co-ordinate a redeployment programme.</p> <p>However, successful cross matching within schools will be dependent upon Governing Body approval. Where legislation and / or finances permit, programmes will be considered which avoid the need to action compulsory redundancies.</p>
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<b>6</b>	<b>Discipline and Grievance</b>
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	<p>The provision of advice and administrative support on issues relating to alleged misconduct, grievances and when appropriate, poor performance, together with advice on procedural matters.</p> <p>HR will provide telephone advice and attend investigatory meetings to assist the investigating officer, consultation with staff and their representatives and attendance at Disciplinary/Grievance sub committees and appeal hearings should it be required. HR will attend Employment Tribunals. HR will respond to all reasonable requests time wise. Any additional support required by the school will be offered on a pay as you use basis.</p>
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<b>7</b>	<b>Performance Management</b>
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	The provision of advice and guidance to Headteachers and Governors regarding procedural issues relating to Performance Management.
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<b>8</b>	<b>Poor Performance/Capability</b>
	<p>The provision of advice and administrative support on all procedural issues relating to the management of poor performance, consultation with staff and trade unions, liaison with the Advisory Service. Advice in relation to standards should be sought from the appropriate service area.</p> <p>HR will offer telephone advice and administrative support. The HR service will offer officer attendance at meetings with Headteachers, staff and their representatives for the purpose of offering HR advice and guidance to those involved in the process. HR will respond to all reasonable requests time wise. Any additional support required by the school will be offered on a pay as you use basis.</p>

<b>9</b>	<b>Gradings and Job Descriptions</b>
	Provision of advice and administrative support on job evaluation, job descriptions, staff structures, consultation with staff and unions as required.

<b>10</b>	<b>Development of Core HR Policies</b>
	The development and review of Core HR policies on all areas of HR management. To include consultation with Headteachers, staff, unions and other agencies and where appropriate, the provision of training for Headteachers, staff and Governors on implementation of new policies.

<b>11</b>	<b>Assessment of Salaries/School Grouping</b>
	<p>Provision of telephone advice and guidance and administrative support on salary assessments and school groupings and the interpretation of any appropriate national guidance will be included in the service.</p> <p>HR will offer officer attendance at Pay Review Panel meetings and Governing Body meetings to provide procedural advice relating to these issues.</p>

<b>12</b>	<b>Staff Disputes</b>
	<p>Provision of advice and support in relation to interpretation of Caerphilly County Borough Council's HR recommended policies adopted by the school, provision of conciliatory role. HR will offer telephone advice and admin support. HR will offer officer attendance at meeting with Headteacher, staff and their representatives for the purpose of offering HR advice and guidance. HR will respond to all reasonable requests time wise, any additional support required by the school will be offered on a pay as you use basis.</p>

<b>13</b>	<b>Collective Employment Relations</b>
	To undertake regular consultative meetings with representatives of both teaching and support staff, in order to provide a forum to debate with and inform representatives of



	all staff of any issues likely to affect the Directorate.
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<b>14</b>	<b>Staff Welfare</b>
	<p>The provision of a first line counselling and advisory service to staff in relation to sickness, and colleagues following a death in service, to members of staff affected by a traumatic incident.</p> <p>Schools buying into the SLA will have access to the Caerphilly Employee Assistance Provider i.e. Care First. Care First offers an independent and completely confidential advice, information and professional counselling service and operates 24 hours a day, 7 days per week.</p>

<b>15</b>	<b>Statistical Information</b>
	The compilation and submission of HR related statistical information to external agencies, including Welsh Government, Education and Workforce Council, Department for Education and Teachers Pensions.

<b>16</b>	<b>Conditions of Service</b>
	Provision of administrative support on the interpretation of nationally and locally agreed terms and conditions of service and employment legislation, including flexible working, “family friendly” policies, pensions etc.

<b>17</b>	<b>Liaison with Payroll/Pension Function</b>
	<p>Notification of new starters and all changes in employment details or contractual variations.</p> <p>It is the responsibility of the client to provide all the necessary, accurate information and documentation within the specified timescales and in a format acceptable to the Contractor to enable the services detailed in this agreement to be provided. Where documentation is received after a payroll deadline, it may not be actioned and there is no guarantee that an emergency cheque/CHAPS payment will be issued. There may be a charge for issuing an emergency cheque.</p> <p>Where the late receipt of documentation results in an overpayment, the LA will take no part in negotiating the recovery of the overpayment. Where documentation is received which is incomplete or incorrect it will be directed back to the school for completion/correction. If this results in the late receipt of documentation then the information outlined above relating to under and overpayments will apply.</p> <p>Schools are expected to forward information relating to structural changes to HR in advance of the point of change to ensure accurate records are maintained.</p>

<b>18</b>	<b>HR Administration</b>
	Notification of/confirmation to staff of variations to their contract of employment, and various issues relating to their national and local conditions of service, including matters such as maternity leave, flexible working etc.

<b>19</b>	<b>Completion of Salary Enquiry Forms</b>
	Completion of documentation regarding mortgage enquiries, Department for Work and Pension benefit claims, personal pensions, etc.

**PAY AS YOU USE SERVICES**

<b>20</b>	<b>Governing Body Meetings</b>
	<p>Attendance at Governing Body meetings where HR issues are being considered over and above statutory requirements and for those specific purposes which have already been identified elsewhere in the SLA.</p> <p>Costs will be £243 per Primary School/£425 per Secondary/Special School meeting. At least two weeks notice will be required by the Division and attendance will be dependant upon other commitments of staff within the Division. The Division Manager will determine which of the Division’s staff will attend.</p>

<b>21</b>	<b>Development of Alternative Policies</b>
	<p>Where Governing Bodies have chosen not to adopt policies recommended by Caerphilly County Borough Council, assistance can be offered to schools and Governing Bodies in developing alternative policies, providing they follow the principles of Caerphilly County Borough Council policies and comply with employment law. It will be expected, however, that the negotiation of the policies with staff and their representatives will be undertaken by the school.</p> <p>Telephone advice and guidance will also be offered on the interpretation and implementation of such policies. However, it should be noted that any actions taken by the school/governing body under such policies are done so in the knowledge that divisional staff can only support those policies recommended by the Council. Costs for this service will be dependent upon resources required to develop alternative policies.</p>

<b>22</b>	<b>Governor Training</b>
	The provision of training to governors over and above that which is legally required or identified earlier in the SLA on both “HR” related issues and health and safety issues e.g. Risk Assessments. Issues that will be considered when determining cost will include volume of training required, grade of staff identified to deliver training (to be determined by HR Manager), timing of training sessions etc.

<b>23</b>	<b>Staff Training</b>
	<p>The provision of training to groups of staff (maximum 15 per session) over and above that which is legally required or identified in the SLA for “HR” related issues. The training will be offered on a half-day or full day basis. A half-day session will be for 3½ hours and will be charged at a rate of £161, a full day course will last 7 hours and will be charged at a rate of £320.</p> <p style="text-align: center;"><b>Page 330</b></p> <p>The training will normally take place on the school premises. Additional costs will be</p>

incurred by the school/governing body if another location is used.

## QUALITY STANDARDS AND PERFORMANCE CRITERIA.

### TIMESCALES

The Contractor will deal with all matters on behalf of the Client in an expeditious manner taking into account the nature of the matter and current corporate priorities.

Where a statutory or mandatory timescale applies, the Contractor will deal with all matters on behalf of the Client in compliance with such timescale except where prevented from doing so by matters outside the control or influence of the Contractor.

### PERFORMANCE

The Contractor will ensure that work performed on behalf of the Client is monitored so as to:

- a) ensure that the service is of an acceptable standard;
- b) ensure that time recorded as work done for the Client is properly allocated to the Client;
- c) ensure that time is not unnecessarily spent on the Client's matters.

The Contractor will ensure that the Service is of a sufficient standard in terms of quality and effectiveness and will ensure that any budgetary or time constraints agreed with the Client for any particular matter or project are complied with.

The Client will make provision in the Client's Estimates for the current financial year in accordance with the Council's normal estimating and recharging process and will be assumed by the Contractor to have made a financial provision for the estimated cost of the Service as agreed between the parties to this Agreement.

The Contractor will secure checks to ensure standards are maintained. Accordingly, quality audits will be carried out.

The Client will ensure that any matter affecting the instructions to the Contractor, or affecting or potentially affecting the conduct of the matter, is notified forthwith to the Contractor.

### RESPONSE TIMES

- (a) Correspondence will be acknowledged within seven working days, with a substantive reply within fifteen working days, except where the exigencies of the case require an urgent response.
- b) The Client will receive copies of all relevant correspondence - both letters sent and received.
- c) Telephone calls from the Client will be returned the same day, if at all possible.
- d) Letters will be written in plain and succinct language.

- e) A progress report is to be given to the Client at least every two months where there is not activity on the file during that period.

#### **CLIENT RESPONSIBILITIES**

The Client has an obligation to check all information delivered under this agreement. If there are issues with regard to this, no compensation will be awarded to schools when the information is amended. It is the responsibility of the Client to provide all necessary, accurate information and documentation within the specified timescales and in a format acceptable to the Contractor to enable the services detailed in this agreement to be provided as agreed.

Headteachers and Governing Bodies must ensure that where they have adopted a recommended policy, it is implemented appropriately and consistently. Failure to do so will negate the effectiveness of the policy and potentially lay the school open to challenges of victimisation, harassment and discrimination. In this regard, no liability will be accepted by the Authority for any actions taken or awards granted against the Governing Body as a result of a misapplication of an adopted recommended policy. Where Headteachers and Governing Bodies fail to appropriately and / or consistently apply an adopted recommended policy, advice will only be offered to resolve any situations that arise on a 'pay as you use' basis.

#### **VARIATION AND TERMINATION**

- a) This Agreement may be varied at any time by the mutual agreement of both parties.
- b) In the event that the Contractor fails in the Client's opinion to perform in accordance with the terms of this Agreement, the Client shall detail the failure in writing to the Contractor and the Contractor will make every endeavour to remedy the breach. If the breach is not remedied and is fundamental to the provision of services, the Client may, upon giving two month's notice to the Contractor, terminate the provisions of this Agreement.

Any arbitration provision contained in this Agreement applies to the effect of this clause

# Caerphilly County Borough Council

## Legal & Democratic Services



## Service Level Agreement

### Secondary Schools

**2021/2022**

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## **DEFINITION OF SERVICES**

### **General**

This Agreement covers the provision by the Council to the School of a comprehensive legal service.

Without prejudice to the generality of this statement, this includes the functions set out under the heading "GENERAL DESCRIPTION OF SERVICES" up to the issuing of proceedings by the Council or proceedings being issued against the School.

The Parties to this Document agree that the Services included in the "GENERAL DESCRIPTION OF SERVICES" illustrate the overall services provided by the Council and agree that the School will not necessarily require or call upon all of the listed services from the Council.

This service level agreement allows schools to access the Council's legal service team, which includes 10 solicitors and 3 legal executives.

### **Specialist Services**

This includes all aspects of the day-to-day working of a Local Authority, but there will obviously be certain aspects, which are of a specialised nature, which cannot effectively or economically be dealt with in house. In these circumstances it will be necessary to engage outside advice the nature and cost of which will be discussed with the School in advance of instructions being given.

### **Counsel**

In certain cases the instruction of Counsel will be either desirable or obligatory. The Council will advise the School of this and will in advance discuss the selection and funding of those instructions.

### **Corporate Decisions**

The provision of services under the terms of this Agreement may be affected by the constraints or decisions of the Council as a corporate body, or by the obligations imposed upon the Monitoring Officer by statute. In such circumstances, the parties accept that the Council may be unable to fulfil all or some of the terms of this Agreement and in those circumstances the Council will discuss alternative measures for the fulfilment of the School's requirements.

While the Council will normally only act on the School's behalf after receiving instructions from the School, given the corporate nature of the Council's activities, reserves the right as the Council's Legal Adviser, to take steps on behalf of the School without first seeking formal instructions or in contradiction to some instructions. Any such action will soon, as practicable be identified to the School to agree a future course of action for that particular matter.



### **General Description of Services**

- Parents and pupils – discipline of pupils, access to premises, liability for disclosure of pupil's information, exemption from school activities, matrimonial disputes, loss and damage to property, assaults, liability of teachers on school trips etc., advice in relation to disability discrimination, claims arising from Special Educational Needs Tribunal for Wales, harassment of school staff, exclusion appeals.
- Contractual – claims for defective goods, hire agreements for photocopiers etc. trips arranged through the school; reviews and general advice in relation to existing contractual arrangements.
- Property matters – if not handled centrally, including advice in relation to issues arising from adjoining properties, such as access and repair.
- Use of materials – copyright, patent and design, music and theatrical performances.
- Scope of County Council's insurance cover, indemnity requests, exclusion of liability, school trips, PTA activities.
- Advice on licensing law, e.g. running school raffles.
- Advice on responsibilities when industrial action is taken.
- Legal representation whenever the school is involved in inquests, courts, tribunals, submission of Court reports.
- Advice in relation to whistleblowing claims.
- Advice and support in relation to issues, such as health and safety and complaints.

**CHARGES**

The Services will be charged to the School on an annual fee basis, as may be agreed between the parties, there will be no annual review in line with the Retail Price Index. This will cover the work covered in the general description.

Where the matter is complex and significant expenditure will be incurred or outside the description of the service, the following are the hourly rates to be charged by Legal Services under the terms of this Service Level Agreement. The figures are based upon the guideline hourly rates published on the website of the Judiciary of England & Wales. These hourly rates may be subject to annual review.

<b>NATIONAL 2 RATE</b>	<b>HOURLY RATE (£)</b>
Band A	201.00
Band B	177.00
Band C	146.00
Band D	111.00

National 2 Rate relates to the South & West Wales locality

Key to costing grades:

- A. Solicitors, over 8 years qualified experience
- B. Solicitors or Legal Executives, over 4 years qualified experience
- C. Other Qualified Solicitors or Legal Executives
- D. Trainee solicitors, paralegals or equivalent.

**NOTE:** "Legal Executive means a **Fellow** of the Institute of Legal Executives.

## **QUALITY STANDARDS AND PERFORMANCE CRITERIA**

### **Timescales**

The Council will deal with all matters on behalf of the school in an expeditious manner taking into account the nature of the matter and current corporate priorities.

Where a statutory or mandatory timescale applies, the Council will deal with all matters on behalf of the School in compliance with such timescale except where prevented from doing so by matters outside the control or influence of the Council.

The School, may if it so requires, specify and agree with the Council that a matter shall be dealt with within a specific timescale of in a particular manner, and the Council will make every endeavour to comply with that agreed timescale or that agreed manner.

### **Performance**

The Council will ensure that work performed on behalf of the School is monitored so as to:-

- ensure that the Service is of an acceptable standard;
- ensure that time is not unnecessarily spent on the School's matters.

The Council will ensure that the Service is of a sufficient standard in terms of quality and effectiveness and will ensure that any budgetary or time constraints agreed with the School for any particular matter or project are complied with.

The Council, will where this is agreed with the School to be necessary, attend a preliminary meeting at which a case plan will be agreed with the School. Any case plan so agreed shall include matters relating to timescale or strategy, and shall be recorded in writing by the Council and copied to the School.

The Council will in such cases (and only in such cases) as may be agreed between the parties to this Agreement provide a written or verbal report to the School on case progress at

### Appendix 3

such intervals as may be agreed for any particular matter and the Council will ensure that his file will record such report or reports.

The School will be charged costs in accordance with this Agreement, that is, on an annual fee excepting where the matter is of a complex nature or outside the general description of the service.

The school will make provision in the School's Estimates for the current financial year in accordance with the Council's normal estimating and recharging process and will be assumed by the Council to have made a financial provision for the estimated cost of the Services as agreed between the parties to this Agreement, and detailed in the page entitled SERVICE LEVEL AGREEMENT appended to this Agreement. The financial provision is based upon the apportionment of time provided by the Council and relating to the preceding financial year to this Agreement, which APPORTIONMENT OF TIME is appended to this Agreement.

The Council will secure checks to ensure standards are maintained and that all fee earners are dealing with their files properly.

Accordingly, quality audits are carried out regularly involving all fee earners. The file is checked to see that the standards have been adhered to and that the file is up to date. A short report is then completed on each file, so a complete picture is built up of the overall quality of service being provided by the fee earner and that the Department is adhering to the School care procedures agreed with the Schools in any Service Level Agreement.

The type of matters that will be checked on a quality audit are as follows, although the list is not exhaustive.

- i) Has an acknowledgement of instructions letter been sent to the School?

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- ii) Have the necessary courtesy letters been sent to the School and has the School been kept up to date with the progress of the matter?
- iii) Is there any unanswered correspondence on the file and is it being dealt with quickly?
- iv) Is the correspondence written in succinct plain language with no typing errors?
- v) If the file is concluded, has a costing been prepared?
- vi) Has there been a delay in progressing the matter generally, where the explanation is not convincing?
- vii) Is it clear from the file that the issues in the case have been properly identified and pursued?

The Council will at the end of any matter report to the School, whether verbally or in writing the outcome of that particular matter and will notify such other parties as are affected by that matter, as may be agreed between the School and the Council.

The School will ensure that any matter affecting the instructions to the Council, or affecting or potentially affecting the conduct of the matter, is notified forthwith to the Council.

**Response Times:**

- (a) The Council will acknowledge in writing all instructions within five working days, at the same time, notifying the School of:
  - the case officer
  - the case reference
  - any deficiencies in the instructions

Appendix 3

- (b) For urgent matters, the procedure in (a) above will be followed, except that the Council will verbally acknowledge receipt of the instructions and advise the name of the case officer, whether that has not already been done in initial contact to communicate urgent instructions.
  
- (c) Correspondence will be acknowledged within seven working days, with a substantive reply within fifteen working days, except where the exigencies of the case require an urgent response.
  
- (d) The School will receive copies of all substantive correspondence – both letters sent and received.
  
- (e) Telephone calls from the school will be returned the same day, if at all possible.
  
- (f) Letters will be written in plain and succinct language.
  
- (g) Appointments to be given to the School's officers without any undue delay.
  
- (h) A progress report is to be given to the School at least every two months, where there is no activity on the file during that period.

## **CONSEQUENCES OF NON-PERFORMANCE**

Where the failure of the Council to perform in accordance with this Agreement leads to loss to the School, then the Council will make good that loss, in particular by meeting such financial penalties that the school shall be subject to as a result of such failure.

## **SCHOOL RESPONSIBILITIES**

It is the responsibility of the School to provide all necessary information and documentation to enable the Services detailed in this Agreement to be provided as agreed.

### **Instructions**

The School will ensure that the Council receives full and timely instructions to deal with any matter on the School's behalf and will discuss with the Council the form of these instructions so that the Council is properly instructed. The Parties will agree a form of instructions acceptable to both the School and the Council.

The School will ensure that any matter affecting the instructions to the Council, or affecting or potentially affecting the conduct of the matter, is notified forthwith to the Council.

Any specific arrangement in respect of the information and documentation is contained in the Special Conditions to this Agreement.

## **VARIATION AND TERMINATION**

- (a) This Agreement may be varied at any time by the mutual agreement of both parties.
- (b) In the event that the Council fails in the School's opinion to perform in accordance with the terms of this agreement the School shall detail the failure in writing to the Council and the Council will make every endeavour to remedy the breach. If the breach is not remedied and is fundamental to the provision of services the School may upon giving two month's notice to the Council terminate the provisions of this Agreement.

Any arbitration provision contained in this Agreement applies to the effect of this Clause.

### **DISPUTES PROCEDURE**

In the event that the Council fails in the School's opinion to perform in accordance with the terms of this Agreement the School shall detail the failure in writing to the Council. The Council will use every endeavour to remedy the breach, but if the breach is not remedied, or not accepted by the Council as a breach, then the dispute shall be referred to a mutually agreed arbitrator to determine whether the failure exists, and to recommend such remedial action as may be appropriate.

Any formal contract under the terms of this part of this Agreement shall be between the Head of Service of the Council and the School.



## Appendix 4

Schools SLA Summary 2020-21	Number of Schools Buying SLA's detailed below					Total Number of Schools	No. of Schools Not Buying	Value of Spend in 2020/21 £'000
	Primary	Secondary	Middle (3-18)	Special	Total			
Finance	73	11	1	1	86	86	0	241
HR	73	11	1	1	86	86	0	374
Payroll	73	11	1	1	86	86	0	222
Health & Safety	73	11	1	1	86	86	0	234
Legal	73	11	1	1	86	86	0	53
Purchase Ledger	73	11	1	1	86	86	0	92
Procurement	66	11	1	1	79	86	7	23
IT Support	72	10	1	1	84	86	2	235
IT (SIMS)	73	10	1	1	85	86	1	178
IT Hardware Repair	70	7	1	1	79	86	7	214
Information Governance	73	11	1	1	86	86	0	47
Building Consultancy	73	9	1	1	84	86	2	101
Catering (Primary Only)	59	0	1	1	61	74	13	115
Communications	71	10	1	1	83	86	3	28
CCTV	47	6	1	1	55	86	31	63
Pest Control	61	5	1	0	67	86	19	13
Governor Support (EAS)	73	11	1	1	86	86	0	178
<b>Total Spend in 2020/21</b>								<b>2,411</b>

Catering Support for Sandwich Places Only

SLA payment value of the above totalled £2.4m in 2020/21. Details co-ordinated through Education Finance Team.

Note the above list excludes Cleaning, Grounds Maintenance & Catering (School Meals) that are co-ordinated directly with the service areas.

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## **EDUCATION SCRUTINY COMMITTEE – 29TH JUNE 2021**

**SUBJECT: NEW CURRICULUM FOR WALES IMPLEMENTATION**

**REPORT BY: JAMES KENT, ASSISTANT DIRECTOR, EAS**

### **1. PURPOSE OF REPORT**

- 1.1 This report provides an update on Curriculum for Wales Implementation, within the context of the Covid Pandemic.

### **2. SUMMARY**

- 2.1 The Curriculum for Wales (2022) framework and the underpinning vision and philosophy that underpins it, mark a significant departure from previous national curricula. This new framework provides schools with greater autonomy and flexibility to design a curriculum that suits their learner's requirements. The curriculum is scheduled to be enacted in all schools from September 2022 from nursery to year 7, with a new suite of qualifications being design for 14-16 year olds, which will be available from September 2025. The impact of the Covid pandemic has been mixed, for some schools it has been difficult to focus on curriculum development due to the range of operational challenges presented, whilst other schools have developed aspects of their practice that will provide sound foundations for curriculum realisation. The EAS will continue to monitor schools progress as an integral part of support for improvement planning and provide a wide range of support via professional learning, networks and the work of school improvement partners.

### **3. RECOMMENDATIONS**

- 3.1 Members are asked to receive the report for information and take the opportunity to comment.

### **4. REASONS FOR THE RECOMMENDATIONS**

- 4.1 This report is for information only.

## 5. THE REPORT

### The Curriculum for Wales Framework

5.1 The Curriculum for Wales 2022 framework, published in January 2020 marks a significant change in the nature of the national curriculum. The design of the curriculum is underpinned by four purposes, the fulfilment of which should be the starting point for schools curriculum planning and when taken in combination describe the behaviours and attributes that we wish our young people to exhibit when they leave school at 16. The framework has been designed as a continuum of learning, to support smooth and meaningful progression for learners from 3-16.

The framework consists of:

- 6 broad areas of learning and experience (within which are a number of constituent disciplines or subjects).
- Within each AoLE a number of 'What Matters' statements provide a focus for the key concepts, knowledge and skills that learners should cover in each area (although schools are given greater choice to select contexts for learning that are suited to their individual circumstances).
- Literacy, numeracy and digital competence remain statutory, however, the frameworks that support them remain as non-statutory guidance.
- Cross-cutting themes that should be integrated in to each Area of Learning, such as Diversity, Careers and Work-related experiences and the UNCRC.

5.2 Modifications since publication. The Curriculum for Wales framework completed its passage through the Senedd in March 2020 and achieved Royal Assent in May 2020. In order to pass in to legislation some changes were agreed to the detail of the framework and suggested supporting guidance. The detail of these changes will be made available to schools in September 2021.

### Progression and Assessment in the Curriculum for Wales Framework

5.3 In the Curriculum for Wales (2022) the concept of learner progression sits at the heart of the framework. The curriculum framework defines five principles of progression, which describe how learners make progress in their learning.

These 5 principles of progression are:

- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within Areas
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts
- Increasing effectiveness as a learner

5.4 Supporting each of the Statements of 'What Matters' in each AoLE are 'descriptions of learning'. Building from the principles of progression, these provide a statement of what learners should learn and experience across each progression step (2-3 year period), from the perspective of the learner, framed as 'I can' and 'I have' statements. These statements are not designed as 'best-fit' statements to be directly assessed against and should be viewed as the starting point for planning and assessment.

5.5 The purposes of assessment as set out in the curriculum for Wales guidance are that assessment should support learner progress on a day-to-day basis, allow the school to capture learner and 'group' progress over time. There is an expectation that schools work in clusters and at least one other 'group' to share their approaches and examples

of pupil work. The outcomes from this work should then be used to support school self-evaluation.

### **Assessment as part of Evaluation and Improvement**

5.6 The draft school improvement guidance that was consulted upon during Spring 2021 provided the following guidance:

- For the Curriculum for Wales to be successful, it is crucial that all aspects of the schools' system align with and support the curriculum and its underlying principles.
- Learner assessment information should not be used for accountability purposes. The purpose of assessment is to support individual learner progression. Local authorities and regional consortia must not, therefore, collate and aggregate school level data or create specific local arrangements to gather individual pupil level information.
- While the use of assessment information is not for external reporting and accountability, using it effectively to support learner progression and to help improve teaching practice, is a core professional responsibility of a school's teaching staff.

5.7 The consultation responses have not yet been reported by Welsh Government, but the EAS continue to work collaboratively with schools to shape future approaches to evaluation and improvement.

### **Qualifications Reform**

5.8 Alongside curricular reform, qualifications for 14-16 year olds are also being reformed by the regulator Qualifications Wales. This is being managed through a three-phase consultation process. In the first phase (Spring 2020), stakeholders were asked about the purposes of qualifications. In general respondents stated that:

- It is important to achieve an appropriate balance between qualifications that reflect the ethos of the new curriculum, and qualifications that support a smooth progression into post-16 education.
- It is important that any new qualifications retain currency and comparability with other qualifications in Wales and beyond.
- Qualifications and the curriculum are intertwined, and reform must happen concurrently.
- A variety of assessment methods should be used across the suite of available qualifications.
- There is a need to maintain an appropriate choice of qualifications, to ensure that qualifications meet the needs of a variety of different learners.

5.9 The second consultation (which closed in April 2020), considered the range of qualifications that learners should have the choice to study at key stage 4, (the outcomes are not available at the time of writing) whilst the final consultation, which will be launched in Autumn 2021 will consider the approaches to teaching and assessment that should be utilised in this new suite of qualifications. The outcomes from this last consultation are expected in the Spring of 2022. Qualifications will be available for Year 10 learners from 2025.

## Preparedness of Schools and the Impact of Covid-19

- 5.10 Prior to the Covid-19 pandemic Headteachers' working with their Challenge Adviser self-assessed their progress towards curriculum for Wales, based on pre-determined criteria, which were based on three phases. The three phases are as follows below:
- 1) Engagement Phase – e.g. to what extent do all school-based staff understand the curriculum model and what this means in practice.
  - 2) Designing, planning and trialling - e.g. engaging with a range of stakeholders to trial new approaches to curriculum planning, teaching and learning
  - 3) Evaluating and preparing for next steps – e.g. evaluating existing approaches through an enquiry model and modifying practices accordingly in light of lessons learned.
- 5.11 In Summer 2019 and Autumn 2019, on average primary schools rated themselves as 'amber' in terms of their readiness of curriculum implementation in Autumn 2022, although within this there were a broad range of responses within the data. In Summer 2019 most secondary schools assessed themselves as being 'red' in terms of readiness, although this had moderated to 'amber' by Autumn 2019.
- 5.12 Monitoring of progress towards curriculum for Wales as a requirement of CA reporting was postponed in Spring 2020, in recognition of the immediate and significant operational challenges posed by the Covid-19 pandemic and the need to focus on the move to both school-based hub provision and distance/blended learning.
- 5.13 In Autumn 2020, the Curriculum for Wales, Journey to 2022 document was published. This was co-constructed by the regional consortia, Estyn and Welsh Government. This set out the phases of development that schools should aim to go through in preparation for the curriculum for Wales. The guidance advised schools to move through a three-phase process. Briefly, this included an 'engagement' phase, to ensure all staff had a secure understanding of the curriculum framework, a 'designing, planning and trialling phase', during which teachers would trial aspects of the new framework and an 'evaluation' phase, during which schools would reflect on their learning, before further planning and development. Discussions regarding school's readiness for September 2022, will recommence in the summer term 2021 as part of the wider strategic conversation surrounding school development planning for 2021/22.
- 5.14 Despite the huge challenges presented by the pandemic, based on the work of Dr Simon Breakspear, EAS have encouraged schools to capture learned from the pandemic that can support them in the realisation of the curriculum for Wales. Through the course of the pandemic, EAS Officers have captured this learning for sharing across schools via the CSSR (Collaborate, Share, Support and Refine process). Key aspects emerging are:
- Both pupil and teacher confidence in the development of 'digital competence' (a key cross-curricular responsibility in the curriculum framework).
  - The development of new 'thematic' approaches to the curriculum.
  - New approaches to providing feedback/formative assessment through digital technologies.
  - The ability to link to external providers via digital technology to provide a broader ranges of learning experiences in keeping with the new curriculum framework.

- A variety of approaches to supporting learner wellbeing, which are a central feature of the new framework.
- In the early stages of the pandemic (particularly), schools reported that staff have been able to engage in meaningful professional learning to support their professional skills.

### **Engagement with Professional Learning**

5.15 The EAS has continued to run the cross-regional (national) programme for Senior Leaders and Headteachers to support the realisation of the curriculum for Wales throughout the Autumn of 2020 and Spring term 2021. The programme has been designed to align to the 'journey to the curriculum for Wales 2022' document (see above). Due to the impact of the Covid-19 pandemic, attendance at the programme from schools across the borough has been mixed, with around 50% of schools engaging with sessions during this period, although all schools are able to access all professional learning materials on-demand (asynchronously).

### **Supporting Schools to Realise the Vision for 2022**

- 5.16 Working in partnership with the local authority, the EAS will ensure that schools have access to appropriate levels of support and professional learning to realise the curriculum for Wales. This will comprise:
- Support from the school's School Improvement Partner (and school to school, good school link, where appropriate)
  - Example School Development Planning guidance to assist with strategic planning.
  - Access to the national professional learning programme for Headteachers and Senior Leaders
  - Access to the national professional learning programme for Middle Leaders and Teachers
  - Professional learning for HLTAs / TAs
  - The Secondary Curriculum Design Network
  - Area of Learning/Subject Networks
  - Bespoke support / support for cluster working as needs emerge.
  - Regular update sessions for governors.

All support opportunities are advertised via the region's supporting our schools' site and via well-established Teams networks.

### **Risks**

- 5.17 Continued disruption caused by the pandemic makes the engagement of schools with the professional learning and networking across the cluster and other groups of schools challenging.
- 5.18 Schools will feel under pressure to fast-track their curriculum development work and miss key milestones in the sequencing of development work, as set out the in Journey to 2022 document.

### **Conclusion**

- 5.19 The curriculum for Wales was published in January 2020. This is part of an integrated suite of reforms, that include changes to evaluation and improvement arrangements and changes to qualifications to learners in the 14-16 age group. The impact of the

Covid-19 pandemic has been significant, with schools required to turn their attention to the considerable operational challenge of providing in-school, distance and blended learning provision. Whilst this has meant that many have been able to focus on the development of their curriculum and work with cluster partners less, other learning and skills have emerged, which will support their efforts to realise the curriculum for Wales. EAS will continue to monitor schools' preparedness for the curriculum for Wales, whilst working with partners to provide a wide range of professional learning support and guidance.

## **6. ASSUMPTIONS**

6.1. There are no specific assumptions.

## **7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT**

7.1 This report is an **Information Only** and a completed IIA is not necessary at this stage.

## **8. FINANCIAL IMPLICATIONS**

8.1 This work is funded through the EAS Business Plan, therefore there are no specific financial implications.

8.2 Support processes will now be rolled out during the remainder of the summer term to all schools and settings. An event to launch this process was held in March 2021 to explore a range of themes including quality assurance, the use of technology to support pedagogical approaches and reflective practice.

8.3 The regional approach, 'Striking the Balance' was shared with headteachers and governors at the end of Spring Term 2021 to seek their views on the approach and the support identified for schools and settings moving forward.

## **9. PERSONNEL IMPLICATIONS**

9.1 There are no personnel implications.

## **10. CONSULTATIONS**

10.1 The Consultees are noted below. No specific feedback was received from consultees.

## **11. STATUTORY POWER**

11.1 Local Government Acts 1972 and 2000, Children's Act 2004, Standards and Framework Act 1998



Author: James Kent, EAS

Consultees:

Christina Harrhy, Chief Executive  
Richard Edmunds, Corporate Director of Education and Corporate Services  
Dave Street, Corporate Director, Social Services  
Councillor Ross Whiting, Cabinet Member for Learning and Leisure  
Councillor Teresa Parry, Chair of Education Scrutiny Committee  
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee  
Steve Harris, Head of Corporate Finance & S151 Officer  
Keri Cole, Chief Education Officer  
Sue Richards, Head of Education Planning & Strategy  
Sarah Ellis, Lead for Inclusion & ALN  
Sarah Mutch, Early Years Manager  
Paul Warren, Strategic Lead for School Improvement  
Jane Southcombe, Financial Services Manager  
Lynne Donovan, Head of People Services  
Rob Tranter, Head of Legal Service and Monitoring Officer  
Ros Roberts, Business Improvement Officer.

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