

EDUCATION FOR LIFE SCRUTINY COMMITTEE - 23RD SEPTEMBER 2014

SUBJECT: ADDITIONAL LEARNING NEEDS (ALN) REVIEW

REPORT BY: ACTING DEPUTY CHIEF EXECUTIVE

1. PURPOSE OF REPORT

1.1 To update Members on the progress of the Additional Learning Needs (ALN) Review.

2. SUMMARY

2.1 The aim of the ALN review is to identify strengths and areas for development of the current services and to provide options for the delivery of services for children and young people with additional learning needs. The report makes recommendations for a way forward with regard to funding models and the rationalisation and re-designation of Specialist Resource Base (SRB) provision.

3. LINKS TO STRATEGY

3.1 SEN Policy and Inclusion Strategy.

3.2 SEN Code of Practice for Wales (2002).

3.3 ALN White Paper (2014).

3.4 School Organisation Code (1 October 2013) and the Council's 21st Century School's programme.

3.5 The Learning Caerphilly theme of 'Caerphilly Delivers', the LSB single integrated plan.

4. THE REPORT

4.1 Learning Education and Inclusion (LEI) Service consists of a wide range of support and intervention services, which includes Educational Psychology, Behaviour Support Service, Education Welfare Service and Additional Learning Needs Service. The purpose of the ALN review was to review the functions of the individual services and identify good practice and areas for development. Head teachers have been fully involved in the review process through a series of stakeholder group meetings.

4.2 As a result of a consultation meeting with Head teachers in July 2013, recommendations were made to prioritise identified areas. These included:

- development of the role of Trinity Fields;
- training for SRB staff;
- development of a common assessment and tracking system for specialist settings;
- quality assurance visits for all SRBs.

- 4.3 It was also recommended that as currently there are no formal service level or partnership agreements between schools that host SRBs and the Local Authority; this could be addressed through the review.
- 4.4 Progress has been made in all the above areas. Quality assurance visits have been completed in collaboration with head teacher and specialist staff. This process has helped inform planning for future SRB developments through identifying training, curriculum planning and performance management.
- 4.5 An assessment tool and tracking system (PIVATS – Performance Indicators and Value Added Target Setting) has been identified, enabling schools and local authority to set effective targets and plan a differentiated curriculum. Key staff have been trained to deliver a roll out programme of training for all SRB staff. All head teachers have been kept informed of this development.
- 4.6 As part of the Local Authority’s commitment to Trinity Fields School as a forward looking centre of excellence, the review made a recommendation to develop a specialist resource base class within a mainstream primary school as a satellite class of Trinity Fields. The Governing Bodies of Trinity Fields School and Cwm Lfor Primary School were consulted and have agreed to this development. Consultation with parents has also taken place. Following minor adaptations it is planned that the satellite class will open early in the autumn term 2014. This development will support the Local Authority’s commitment to extend opportunities for inclusion for all pupils across and within a variety of settings.
- 4.7 A formal ‘Partnership Agreement’ will be developed between Cwm Lfor Primary School, Trinity Fields School and the Local Authority to identify respective roles and responsibilities. It is proposed that this will become a model for future partnership agreements between schools which host SRBs and the Local Authority.

Training and Performance Development

- 4.8 The review highlighted a lack of consistency in training for SRB staff. In order to address this it is proposed that there is a core skills training programme, which would ensure that staff based in SRBs have the appropriate expertise to deal with the range of complex needs and behaviours of children and young people in specialist classes. This would include:
- Behaviour management
 - Communication techniques
 - TEACCH approaches (autism /social communication)
 - Basic self care skills / Manual Handling
 - Assessment – PIVATS training
 - Safeguarding
- 4.9 In addition staff would have access to more in-depth specialist training relevant to the needs of the children they are supporting.

Specialist Resource Bases (SRBs)

- 4.10 There are currently twenty-seven specialist classes in seventeen primary settings. At secondary level four secondary schools host SRB provision (Appendix A). Currently Ysgol Gyfun Cwm Rhymni is resourced to meet the needs of pupils with complex needs. An outcome of the review has been a recommendation that a formal SRB is established. Initial consultation with the Head teacher and Governing Body will commence in the autumn term.

4.11 An analysis of provision and future demand has revealed the need for further reorganisation and development of SRB provision to take into account:

- provision required to meet current and future identified need;
- geographical distribution of SRBs;
- cross-phase continuity for children and young people.

4.12 Addressing these issues could include re-designation and rationalisation of some single phase provisions.

4.13 A further outcome from the review has identified that a more in-depth review of behaviour provision and intervention is necessary. Planning for the review is currently taking place and will be actioned during the autumn term 2014.

Funding

4.14 The current SRB funding arrangements have been in place for at least 15 years and have not been reviewed during this period. The review identified that the needs of pupils now placed within SRB provision have become increasingly more complex leading to increased demand for additional support in these settings.

4.15 Officers from LEI and Finance have developed alternative SRB funding formula options there are two distinct elements, place led funding and pupil led funding.

- **Place Led Funding** – this refers to funding for teachers and teaching assistants in SRB classes. In recognition of the increasing complexity of pupil need, it is proposed that the staff to pupil ratio is increased to one teacher and two teaching assistants to every eight pupils. This should address the number of applications to SPP Panel for additional funding. Place led funding will include any additional funding such as capitation, sanitation allowances and equipment maintenance.
- **Pupil Led Funding** – this refers to additional funding generated through a SRB matrix to reflect individual pupil needs.(Appendix B)

4.16 **Funding Options Summary** - Appendix C illustrates these options applied to Primary SRB settings, the same principle will be applied to secondary settings.

	Option 1	Option 2	Option 3
Place Led funding	1 Teacher , 1 TA level 3 , 1 TA level 1	1 Teacher , 1 TA level 3 , 1 TA level 1	1 Teacher & 2 TAs Core staff funding varies according to the designation of the base to take into account differing roles and responsibilities of TAs
	Sanitation, capitation & equipment maintenance. Sickness / absence supply cover.		
Pupil Led Funding	Through full SRB matrix	Through reduced SRB matrix	Through full SRB matrix
	Additional pupil led funding e.g. PDG, SEG, WEG		

Next Steps

4.17 In September LEI officers will meet with head teacher and governing bodies of schools which might be affected by the re-designation and rationalisation of SRBs. Following this a meeting will be held with the stakeholder group to discuss the recommendations of the review. The Budget Forum and Scrutiny Committee will be updated verbally regarding the outcome of the meeting with the Head teacher stakeholder group.

- 4.18 A review of behaviour support services and provision will begin in the early autumn term; this has been identified as a priority in the LEI Service Improvement Plan. In addition to the review of behaviour support services the next phase of the ALN review will consider the role, function and current structure of central services that support pupils with additional learning needs and their associated budgets.

5. EQUALITIES IMPLICATIONS

- 5.1 Additional Learning Needs by its very nature has strong links with the Equalities agenda and so the service review fully takes into account a range of disability issues (physical, mental and learning) as an intrinsic part of the process.
- 5.2 The council's full equalities impact assessment process will be applied to the review when a final SRB funding formula has been agreed.

6. FINANCIAL IMPLICATIONS

- 6.1 The financial implications will be dependent on the chosen funding option. Members will be updated following the determination of the agreed option.

7. PERSONNEL IMPLICATIONS

- 7.1 Rationalisation of base provisions could impact on personnel currently employed in SRBs. Any staff affected will be fully consulted, managed through the workforce redeployment arrangements.

8. CONSULTATIONS

- 8.1 Heads of Services and a Head teacher focus group have been kept fully informed of the progress of the review.
- 8.2 Further consultation is already noted in section 4 with stakeholder groups, however if proposals to re-designate/rationalise SRBs are agreed, parents will be consulted as part of the statutory process.

9. RECOMMENDATIONS

- 9.1 It is recommended that Members note the content of the report and comment on the proposals outlined before they are presented to the Budget Forum.

10. REASONS FOR THE RECOMMENDATIONS

- 10.1 Current provision and funding model is no longer fit for purpose and needs to be revised in order that children and young people's needs are fully met.

11. STATUTORY POWER

- 11.1 The statutory power is section 14 of the Education Act 1996 (functions in relation to provision of Primary and Secondary Schools) and section 14(6)(b) is the specific to special educational provision. Section 315 of the Education Act 1996 is the requirement to review arrangements for special educational provision.

Author: Jacquelyn Elias, Manager, Additional Learning Needs
Consultees: Cabinet Member for Education;
Education Senior Management Team;
Head Teacher Stakeholder group;
Keri Cole, Manager, LEI Service;
Tony Maher, Assistant Director, Planning & Strategy;
Jane Southcombe, Financial Services Manager;
Jacquelyn Elias, Service Manager ALN;
Andrea Davies, School Improvement Manager, ALN;
David Thomas, Senior Policy Officer, Equalities & Welsh Language

Appendices:
Appendix A SRB Provision
Appendix B Summary of Pupil Led funding
Appendix C Summary of Funding Options