



City and County of Swansea

Notice of Meeting

You are invited to attend a Meeting of the

Scrutiny Performance Panel – Education

At: Multi-Location Meeting - Gloucester Room, Guildhall / MS Teams

On: Thursday, 17 November 2022

Time: 4.00 pm

Convenor: Councillor Lyndon Jones MBE

Membership:

Councillors: A Davis, A M Day, B Hopkins, Y V Jardine, S M Jones, S Joy, S E Keeton, J D McGettrick, H M Morris, F D O'Brien, A J O'Connor

Co-opted Members: Beth Allender and Elizabeth Lee

Agenda

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www.swansea.gov.uk/disclosuresofinterests | |
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Questions can be submitted in writing to scrutiny@swansea.gov.uk up until noon on the working day prior to the meeting. Written questions take precedence. Public may attend and ask questions in person if time allows. Questions must relate to items on the open part of the agenda and will be dealt with in a 10-minute period. | |
| 7 | Additional Learning Needs Reform (Watching Brief)
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Next Meeting: Thursday, 15 December 2022 at 4.00 pm



Huw Evans
Head of Democratic Services
Thursday, 10 November 2022

Contact: Scrutiny Officer

Agenda Item 4



City and County of Swansea

Minutes of the **Scrutiny Performance Panel – Education**

Multi-Location Meeting - Gloucester Room, Guildhall / MS

Teams

Thursday, 27 October 2022 at 4.30 pm

Present: Councillor L R Jones (Chair) Presided

Councillor(s)

A M Day
S M Jones
J D McGettrick

Councillor(s)

B Hopkins
S Joy
F D O'Brien

Councillor(s)

Y V Jardine
S E Keeton
A J O'Connor

Co-opted Member(s)

Beth Allender

Co-opted Member(s)

Elizabeth Lee

Co-opted Member(s)

Other Attendees

Cllr Robert Smith, Cabinet Member Education and Skills

Officer(s)

Sarah Hughes	Team Manager for Education Strategy
Rhodri Jones	Head of Achievement & Partnership Service
Helen Morgan-Rees	Director of Education
Michelle Roberts	Scrutiny Officer

Apologies for Absence

Councillor(s): A Davis

1 Disclosure of Personal and Prejudicial Interests

None

2 Prohibition of Whipped Votes and Declaration of Party Whips

None

3 Minutes

The minutes of the 15 March 2022 were accepted by the Panel.

4 Letters

The Panel noted the letter to the Cabinet Member following the Panel meeting on the 15 March 2022.

5 Public Questions

No public questions were received.

6 Role of the Education Scrutiny Performance Panel

The Convener outlined the role of the Education Scrutiny Performance Panel, highlighting the key points highlighting point around effective working.

7 Update on the Education Directorate

(a) The Team Manager for Education Strategy Sarah Hughes outlined the recent Estyn Inspection of Education Services in Swansea. She told the Panel:

- Estyn provide a single judgement on whether a local authority's education services should be placed into a category of 'causing significant concern'. Estyn judged that education services in Swansea do not fall into this category.
- The report was published on 1 September 2022 and identified many strengths and notable features.
- The local authority has been invited to submit two case studies on its work in relation to strong support for school improvement and the quality of support in mainstream schools for pupils at risk of disengagement, which will then be published by Estyn.
- Two recommendations were made. The first is to 'review post-16 provision to ensure that it meets the needs of all learners', and the second is to 'strengthen Welsh-medium provision across all ages and areas of the local authority'.
- Work had begun to address the areas of recommendation prior to the inspection. New strategies for post-16 provision and vocational provision are in development and key stakeholders, including children and young people, sixth forms, further education institutions and work-based learning providers will be involved in the continued development of these strategies. They agreed to build updates on progress with both the Estyn recommendations into our work programme this year.
- The Cabinet approved Swansea's Welsh in Education Strategic Plan in July 2022, which has since been approved by the Welsh Government. A ten-year vision for increasing and improving planning for Welsh-medium educational provision in Swansea is included in this plan. A delivery plan will be developed with stakeholders from Partneriaeth Addysg Gymraeg Abertawe (Swansea Welsh Education Partnership) during the autumn term.
- The Cabinet Member, Director and the Panel agreed and were pleased that it has been a highly successful inspection and is a good reflection of the work taking place in our schools. The Cabinet Member emphasised that although we have had this great outcome, we are not going to be complacent but look to continually to improve. He also thanked the work of the Panel in their role as a critical friend.
- The Panel wished to pass on a thank you to all those involved in getting this excellent outcome.

- (b) An overview report giving details of the structure and key priorities for Education currently was presented by the Team Manager for Education Strategy.
- (c) Rhodri Jones the Head of Achievement and Partnership provided the Panel with a written briefing on Partneriaeth, the regional education partnership including a current position update. He explained that
- The new partnership is a regional collaborative arrangement designed to promote excellence in all of our schools and settings. It is a legal entity and services three local authorities in South-West Wales – Swansea, Carmarthenshire and Pembrokeshire.
 - The new model has addressed previous concerns (in previous partnerships) about communication and strong relationships across the region are developing as a result.
 - The partnership key function is to deliver a professional learning service to schools and school leaders.
 - The core school improvement remains as part of the local authority provision and Partneriaeth officer supplement when appropriate. Explaining that this avoids duplication of support and adds value for money.
- (d) The Head of Achievement and Partnership also gave details about the Swansea Pupil Manifesto. Explaining that a Pupil Voice Professional Learning Community (of secondary school teachers and pupils) has come together to develop a pupil manifesto for Swansea and this was presented to Council on the 7 July 2022. It outlined 'what matter to them' and outlined a range of innovative and positive ideas that Swansea council should consider as a means to help improve the communities of Swansea. The Panel asked about inclusion of those children and young people who may not be confident at expressing themselves or that may be disengaged from the education system. We were told that it is considered very important that we hear and focus upon getting involvement from those 'quiet voices'. Officers are looking at how best this can be done including speaking to other local authorities to see how they are approaching this. The need for a corporate approach to this was also emphasised. The intention is for the Pupil Voice Manifesto to feed into planning and consultation corporately including for the new Corporate Plan and revision of the Abertawe 2023.

8 Discuss and agree Work Programme for 2022/2023

The Panel agreed their work programme for 2022/2023 with the addition of:

- Updates on progress with two recommendations contained in the Estyn report of Education Services in Swansea
- Cooking lessons in Schools

The Panel also agreed to look at how they can include the voices of children and young people in their work.

9 For Information - Recent Individual School Inspection Outcomes List

The Panel noted the recent individual Estyn Inspections list.

The meeting ended at 5.40 pm

Chair

Agenda Item 5



To:
Councillor Robert Smith
Cabinet Member for Education and Skills

BY EMAIL

Please ask for: Michelle Roberts
Gofynnwch am:
Scrutiny Office 01792 637256
Line:
Llinell
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e-Mail scrutiny@swansea.gov.uk
e-Bost:
Date 7 November 2022
Dyddiad:

Summary: This is a letter from the Education Scrutiny Performance Panel to the Cabinet Member for Education and Skills following the meeting of the Panel on 27 October 2022 where the Panel looked at an update on the Education Directorate, the Estyn Inspection, Partneriaeth and the Pupil Manifesto.

Dear Cllr Smith,

Education Scrutiny Performance Panel – 27 October 2022

We would like to thank you and your supporting Officers for attending our meeting. We are writing to you to reflect on what we learnt from the discussion and to share the views of the Panel.

We received an update on key activities within the Education Directorate including:

The recent Estyn Inspection of Education Services in Swansea

We heard that Estyn provide a single judgement on whether a local authority's education services should be placed into a category of 'causing significant concern'. Estyn judged that education services in Swansea do not fall into this category. The report identified many strengths and notable features and the local authority has been invited to submit two case studies on its work in relation to strong support for school improvement and the quality of support in mainstream schools for pupils at risk of disengagement, which will then be published by Estyn.

We understand two recommendations were made. The first is to 'review post-16 provision to ensure that it meets the needs of all learners', and the second is to 'strengthen Welsh-medium provision across all ages and areas of the local authority'.

OVERVIEW & SCRUTINY / TROSOLWG A CHRAFFU

SWANSEA COUNCIL / CYNGOR ABERTAWE

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I dderbyn yr wybodaeth hon mewn fformat arall neu yn Gymraeg, cysylltwch â'r person uchod
To receive this information in alternative format, or in Welsh please contact the above

We were told that work had begun to address the areas of recommendation prior to the inspection. New strategies for post-16 provision and vocational provision are in development and key stakeholders, including children and young people, sixth forms, further education institutions and work-based learning providers are involved in the continued development of these strategies. We were pleased to hear that one of the key strands will be listening to our Post 16 Learners. We agreed to build updates on progress with both the Estyn recommendations into our work programme this year.

We also heard Cabinet approved Swansea's Welsh in Education Strategic Plan in July 2022, which has since been approved by the Welsh Government. A ten-year vision for increasing and improving planning for Welsh-medium educational provision in Swansea is included in this plan. A delivery plan will be developed with stakeholders from Partneriaeth Addysg Gymraeg Abertawe (Swansea Welsh Education Partnership) during the autumn term.

We were pleased that Estyn also recognised the work of the Education Scrutiny Performance Panel as a critical friend, saying that *'the panel considers a broad range of relevant activity. There is a strong focus on understanding how schools support and contribute to delivering the local authority's agenda on reducing the impact of poverty. There is also a renewed focus on employability skills linked to the regional skills partnership. The panel engages well with schools and, where appropriate, includes the views of pupils and school leaders when evaluating agenda items brought before them. Pertinent and sometimes sensitive matters, such as school reorganisation proposals, are considered appropriately in pre-decision scrutiny activity. In addition, the panel convenes helpful working groups to consider relevant areas, such as school procurement'*.

We agreed with you that this was a highly successful inspection and a good reflection of the work taking place in our schools. You told us that although we have had this great outcome, we are not going to be complacent but look to continually to improve. We as a Panel wished to pass on a thank you to all those involved in getting this excellent outcome.

Partneriaeth

We heard about the new regional education partnership 'Partneriaeth' including a current position update. It was explained that:

- The new partnership is a regional collaborative arrangement designed to promote excellence in all of our schools and settings. It is a legal entity and services three local authorities in South-West Wales – Swansea, Carmarthenshire and Pembrokeshire.
- The new model has addressed previous concerns (in previous partnerships) about communication and strong relationships across the region are developing as a result.
- The partnership key function is to deliver a professional learning service to schools and school leaders.
- The core school improvement remains as part of the local authority provision and Partneriaeth officer supplement when appropriate. This avoids duplication of support and adds value for money.

We were pleased to hear that the new partnership is working closely with our schools and has specific objectives that will meet our requirements. We agreed that this is a positive move forward.

The Pupil Manifesto

We were pleased and encouraged to hear about the Swansea Pupil Manifesto. We heard that a Pupil Voice Professional Learning Community (of secondary school teachers and pupils) came together to develop a pupil manifesto that outlines a range of innovative and positive ideas that Swansea council should consider as a means to help improve the communities of Swansea.

We asked about inclusion of those children and young people who may not be confident at expressing themselves or that may be disengaged from the education system. You told us that it is considered very important that we hear and focus upon getting involvement from those 'quiet voices'. Officers are looking at how best this can be done including speaking to other local authorities to see how they are approaching this. You told us that schools are one vehicle being used to reach children and young people but this is by no means the only way we are engaging with them. You also emphasised the need for it to be corporate approach.

We were pleased to hear that the intention is for the Pupil Voice Manifesto to feed into planning and consultation corporately including for the new Corporate Plan and revision of the Abertawe 2023. We will also look at ways in which we can, as a panel, include the voices of children and young people in our work moving forward.

Your Response

We would welcome your comments on any of the issues raised in this letter but on this occasion do not require a formal written response.

Yours sincerely

COUNCILLOR LYNDON JONES

Convener, Education Scrutiny Performance Panel

Cllr.lyndon.jones@swansea.gov.uk

Agenda Item 7



Report of the Cabinet Member for Education and Learning

Schools Scrutiny Performance Panel 17 November 2022

Additional Learning Needs reform update

Purpose:	To update the Schools Scrutiny Performance Panel on Additional Learning Needs Reform
Content:	An update on the progress of Additional Learning Needs Reform
Councillors are being asked to:	Consider the information provided and form views
Lead Councillor:	Councillor Robert Smith, Cabinet Member for Education and Learning
Lead Officer & Report Author:	Alison Lane, Head of the Additional Learning and Inclusion Team

1. Background

- 1.1 The Additional Learning Needs and Inclusion team (ALNIT) currently sits within the Vulnerable Learners Service and provides a statutory service, prescribed by the Education Act 1996, the Special Educational Needs (SEN) Code of Practice 2002, the new Additional Learning Needs and Educational Tribunal (ALNET) Act 2018, Additional Learning needs Code 2021 and regulations.
- 1.2 The ALNET Act will replace the SEN Code of Practice 2002 through a phased implementation that began in September 2021. The legal frameworks inform the work of ALNIT and other key stakeholders such as educational settings and the Local Health Board (LHB).
- 1.3 During its implementation phase, pupils will follow either the SEN legislative system or the ALN system until full implementation takes place, this is determined by Welsh Government guidance.
- 1.4 The ALNET Act aims to improve the planning and delivery of support for learners from 0-25 with additional learning needs (ALN) by adopting a more person-centred approach to planning and delivery of support to meet the needs of children and young people.

- 1.5 Welsh Government (WG) have packaged ALN Reform as cost neutral. Experience of implementation has shown otherwise. They have since acknowledged that this reform is not a cost neutral and information has been provided from local authorities across Wales to illustrate the additional cost implications of delivering the new legislation. Welsh Government have agreed funding over the next three years with details yet to be finalised.
- 1.6 Preparation for ALN Reform in the Local Health Board resulted in limited progress pre-pandemic and as a result it is less prepared for the ALN reform. This has an impact on the implementation of the legislation. Designated Education Clinical Lead Officers (DECLOs) across Wales have sought clarification on some of the aims of the legislation from Welsh Government, which has enabled them to provide draft guidance and develop processes to support ALNET implementation.

2. Progress to date

- 2.1 Transformational leads were appointed by Welsh Government to provide regional leadership on the reform. On their appointment additional regional meetings were developed to plan for ALN reform and to ensure a consistency of approach across the region. A regional strategy and plan were developed with each local authority leading on key regional work streams. All work undertaken within these groups were shared amongst all partners and fed into our more local work streams.
- 2.2 In 2019 a robust ALN Strategy was developed for Swansea to outline the transformation programme required to implement the ALNET Act successfully between 2019-2022. This was developed with key strategic partners and overseen by the ALN Strategic Board. The strategic board's membership includes headteachers, councillors, FEI colleagues, local health board colleagues, DECLO, Social Services and early years sector.
- 2.3 The strategy was developed under six key themes:
 - Transition
 - Capacity
 - Provision
 - Quality
 - Partnership
 - Assessment
- 2.4 These themes were broken down further into individual projects that were led by senior leads within the Additional Learning Needs and Inclusion Team with input from a number of key stakeholders. The whole programme was overseen by a dedicated transformation programme manager, whose post is no longer part of the ALNIT structure.
- 2.5 It was agreed that to ensure a robust joined up approach from the national, regional and local work we would invest grant funding to secure Cluster Additional Learning Needs Coordinator (ALNCo) leads, these would be the link between all the above work streams and educational settings (including FEI,

PRU and Early years). The ALNCO cluster leads have been a great asset to the transformation programme as we have been able to build up processes and practical guidance documents from those that will be using them. It has enabled us to develop expertise within all clusters to ensure that good practice and school to school support can be maximised within the guidance and direction of the ALNIT.

3. Successes and challenges

- 3.1 Despite the challenges faced over the last couple of years, there has been meaningful change and progress to ensure readiness for the ALNET reform. The team have led on key project developments as well as continue with business as usual of managing the SEN legislation and the new ALN framework. Extensive professional learning opportunities have been provided for schools as well as early years and FEI setting. Awareness raising sessions have also been provided for all key stakeholder groups.
- 3.2 Collaboration and multiagency working have improved and engagement has been enhanced using online platforms.
- 3.3 There have been significant challenges with the LHB's readiness for implementation which has impacted the initial success of the implementation, however there is an appetite to work collaboratively to develop a shared vision and principles for joint working for the future.
- 3.4 Stakeholders have highlighted the need for more timely and complete information to be provided by WG.

4. Revised strategy and support implemented

- 4.1 The ALNET strategy has been reviewed and finalised, with a new strategy drafted that aligns to the regional strategy. All outstanding actions from the previous strategy have been transferred to the new strategy. This strategy covers the period between 2022-27 and has the following priority areas:
 - Schools
 - Post-16
 - Collaboration
 - Early Years
- 4.2 There has been a significant level of work undertaken with schools to develop the workforce in readiness to deliver the ALNET transformation. This includes accredited training modules so that staff in schools have sufficient skills to identify and plan for meeting the needs of ALN learners.
- 4.3 Whilst we continue to support schools to develop these skills, our next focus for schools is on quality assurance to ensure that there is a consistent approach to ALN provision across Swansea. Moderation exercises are taking place to support staff develop a consistent quality of IDPs across the LA, as well as the development of provision maps to outline universal targeted and specialist provision on offer across the LA.

- 4.4 Close links with and training for the School Improvement team on ALN provision and what they should be looking for, will make sure that school improvement advisors have sufficient knowledge to ensure that there is effective school leadership for ALN provision within our schools.
- 4.5 The local authority has a duty to review additional learning provision in its area and we are in the process of developing mechanisms to ensure that we have clear processes in place to undertake this review in collaboration with our stakeholders.

5. Post-16

- 5.1 Post-16 is the main priority area for the year ahead, as this becomes live in September 2023. Close links are being developed with the college and there is key work stream in place to ensure successful implementation. WG have published commencement orders for Post-16 implementation which involved a 'flow through' approach to implementation where learners that have been transferred to the ALN system in their school setting will transition into the college setting with an IDP already in place. We are therefore ensuring that there are close links in developing the IDP for year 11 leavers to ensure that the IDP captures the transition arrangements that will need to be in place for successful transition.
- 5.2 Funding arrangements for Post-16 provision are to be managed by WG in the first instance however, clarification on how this will be distributed in the future is still yet to be finalised. WG have indicated that they are considering using the existing funding formula for allocation for Post-16 specialist placement. However, concerns regarding this approach have been raised as this does not recognise that some LAs have undertaken significant work to ensure that they have suitable local provision for learners' needs to be met in their locality.

6. Local Health Board

- 6.1 There are regular meetings with the LHB with strategic discussions taking place across the LHB footprint to ensure consistency. The LHB have communicated their position in relation to what they view as LHB ALP. Further discussion is required on the management of cases where there is a dispute which involves health provision. Particularly the role of the LHB in working with the Council to identify what provision should be made where parents have commissioned private assessments.
- 6.2 ALNIT are working closely with the LHB to discuss how the Neuro developmental pathway can be refined as the current system relies heavily on education staff assessments. These assessments often must be repeated as the waiting times for diagnosis are so long. This is not an efficient use of education staff time and impacts the ability of the team to undertake early intervention work to avoid escalation of need.

7. Early years

- 7.1 There is continued support provided for early years settings, including funding, training, advice, and information. Training needs are identified through liaison with the settings and delivered flexibly to meet the needs of the settings.
- 7.2 Specialist staff are available for regular question and answer sessions to provide support to practitioners.
- 7.3 Moderation of EY IDPs takes place to ensure that there is a consistency of person-centred practice and IDP development.

8. Conclusions/Key Points Summary

- 8.1 Despite the challenges faced over the last couple of years, there has been meaningful change and progress to ensure readiness and delivery of ALNET reform. The team have led on key project developments as well as continue with business as usual of managing the SEN legislation and the new ALN framework. Extensive professional learning opportunities have been provided for schools as well as early years and FEI setting. Awareness raising sessions have also been provided for all key stakeholder groups.
- 8.2 Collaboration and multiagency working have improved and engagement has been enhanced using online platforms. Work continues with the LHB to ensure that roles and responsibilities are clearly articulated, processes are robust and support is available where it is required. There continues to be an appetite to work collaboratively to develop a shared vision and principles for joint working for the future.
- 8.3 Information has been provided by WG however, there are still concerns in relation to funding arrangements for Post-16 learners as well as the timeline for conversion from SEN to ALN for the academic year 23/24. It is felt that WG have not fully recognised the challenges that are in place for LAs and schools in relation to budgetary pressures, Covid, staffing shortages and staff welfare. WG are being called to revise ALN conversion timeline and relax legislation to support LA's face the current challenges.

9. Integrated Assessment Implications

- 9.1 The Council is subject to the Equality Act (Public Sector Equality Duty and the socio-economic duty), the Well-being of Future Generations (Wales) Act 2015 and the Welsh Language (Wales) Measure, and must in the exercise of their functions, have due regard to the need to:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Acts.
 - Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - Foster good relations between people who share a protected characteristic and those who do not.

- Deliver better outcomes for those people who experience socio-economic disadvantage
 - Consider opportunities for people to use the Welsh language
 - Treat the Welsh language no less favourably than English.
 - Ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.
- 9.2 The Well-being of Future Generations (Wales) Act 2015 mandates that public bodies in Wales must carry out sustainable development. Sustainable development means the process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the 'well-being goals'.
- 9.3 Our Integrated Impact Assessment (IIA) process ensures we have paid due regard to the above. It also considers other key issues and priorities, such as poverty and social exclusion, community cohesion, carers, the United Nations Convention on the Rights of the Child (UNCRC) and Welsh language.
- 9.4 An IIA Screening Form has been completed with the agreed outcome that a full IIA report was not required for the following reasons:
- This is a report to share information. The summary of impacts is low. No mitigation is required.
 - This is a report to share information regarding the implementation of the Curriculum for Wales, which is linked to the corporate objective of improving education and skills.
 - This is a report to share information. No risks have been identified and no impact is envisaged.

10. Legal Implications

- 10.1 WG are being called upon to relax the legislative responsibilities placed on schools and LAs in recognition of the unprecedented challenges being faced at present.
- 10.2 There is a concern that due to staff shortages for support staff, the LA and schools are open to legal challenge if they are unable to deliver provision. We are seeking support from WG to manage this situation.
- 10.3 WG are being asked to extend the conversion timeline to enable schools and LAs flexibility in transferring to the new system.
- 10.4 Further work is required to agree on how the LHB will support Special Educational Needs Tribunal for Wales (SENTW) cases where parents have commissioned private health assessments due to lengthy LHB waiting times.
- 10.5 In addition, the general lack of provision in the LHB to meet the demands of the Act could result in increased legal challenge through SENTW which may result in the LA having to fund the lack of provision through private providers.

11. Financial Implications

- 11.1 We have planned for all known staffing requirements for the implementation of the Act. However, it is difficult to predict the actual figures and demand on the service as we implement the new legislation. This is due to greater parental awareness and expectation. As implementation progresses further reviews of the structure will be required to respond to demands on the service as they become apparent. This is particularly concerning in the current financial climate.
- 11.2 We are seeing an increase in difficulty recruiting teaching assistants who help provide support and early intervention to learners with ALN. This poses a risk as without early support and intervention there is risk that needs will escalate, requiring more costly intervention long term.
- 11.3 Lack of clarity on how the funding for Post-16 provision will be delegated to LAs is an area of concern as if we do not receive sufficient funding it would be a new budgetary need for the service.
- 11.4 There is a likelihood that as the new legislation is implemented there could be an increase in SENTW appeals. This will be due to the need to create case law for the legislation. Inevitably, tribunals are costly and it is difficult to predict the level of increase at this point.

Background papers: None

Appendices:

Appendix A – Delivery report

Appendix B – IIA Screening Form



Integrated Additional Learning Needs Strategy

2019 - 2022

Additional Learning Needs Strategy 2019/22

Everybody's Business

Background

This strategy and plan sets out how Swansea Council will meet the authority's duties under the Education Act 1996 and Special Educational Needs (SEN) Code of Practice for Wales 2002 as well as the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET Act 2018). In line with the Well-being of Future Generations Act 2014 this plan takes a long term view to ensure sustainable provision is in place through integrated working with other agencies and involving key stakeholders through collaboration and a focus on prevention.

In particular, the plan focuses for this period on the preparations required to implement the provisions of the ALNET Act 2018 as well as meet the demands under the current legislation and includes costs and risks. The strategy and plan link to the Regional Implementation Plan for South West and Mid Wales developed by the ALN Transformation Lead with the Regional ALN Transformation Group.

Legal Context

The ALNET Act 2018 aims to create:

A unified legislative framework to support all children of compulsory school age or below with additional learning needs (ALN) and to support young people with ALN who are in school or further education (FE).

An integrated, collaborative process of multi-agency assessment, planning and monitoring which facilitates early, timely and effective interventions.

A fair and transparent system for providing information and advice, and for resolving concerns and appeals.

This transformed system will:

Ensure that all learners with ALN are supported to overcome barriers to learning and achieve their full potential.

Improve the planning and delivery of support for learners from 0 to 25 with ALN, placing learners' needs, views, wishes and feelings at the heart of the process.

Focus on the importance of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.

Vision and Ethos

Swansea is committed to promoting the following principles, which are embedded in the new ALNET Act:

- early identification and intervention to meet needs in a timely fashion and avoid escalation
- working together with other agencies and families in the best interests of the child or young person
- planning transitions in advance with all stakeholders so these can be as smooth as possible
- ensuring the views, wishes and feelings of the child, child's parents or young person are at the heart of decision making
- enabling the child, child's parents or young person to participate as fully as possible
- promoting a whole school approach to meeting ALN
- favouring participation in mainstream education as fully as possible
- providing appropriate and proportionate additional learning provision (ALP) in Welsh

Our vision is that:

In Swansea we promote inclusion through person centred approaches that co-produce services and support with children, young people, their families and key stakeholders.

Children, young people and their families are at the centre of a collaborative process that has as its main focus the fulfilment of the hopes, dreams and potential of the child or young person and their family.

We work to enable the child or young person to enjoy social relationships and live a valued and dignified life as independently as possible in their local community and aim to maximise education, training and employment opportunities.

Additional Learning Needs Strategy 2019/22

Everybody's Business

Key themes

Cross-Cutting Themes: TP01 Communication Strategy, TP02 Collaboration / Integrated Ways of Working, TP03 Embedding the Definition of ALN

Transition

This theme highlights the specific work required to support key transition stages across the 0 - 25 age range.

- TR01 Transition Protocol
- TR02 Early Years
- TR03 School Age (4-16)
- TR04 Post-16 (17-19)
- TR05 Young Adults (20-24)

Capacity

This theme highlights the work to develop the workforce required to meet ALN across the 0 - 25 age range and promote inclusion

- CA01 Workforce Structure
- CA02 Workforce Development

Provision

This theme highlights the work required to develop the additional provision required to meet the additional learning needs identified across Swansea for ages 0 - 25

- PR01 Special School Development
- PR02 STF Provision (Specialist Teaching Facility)
- PR03 Specialist Placements ASD
- PR04 Bespoke SEBD Provision
- PR05 Funding Formula Review
- PR06 Local Offer
- PR07 Transport Review
- PR08 Specialist Support
- PR09 Post-16 Offer
- PR10 Equipment Storage
- PR11 Welsh Language

Quality

This theme highlights the work required to ensure all settings are providing value for money in the delivery of high quality provision for learners with ALN.

- QU01 Whole School Approach to ALN
- QU02 Process Monitoring
- QU03 Monitoring Quality
- QU04 Promoting Good Practice Across Settings
- QU05 Provision Mapping Tool
- QU06 Policy Development

Partnership

This theme highlights the work required to ensure good co-productive partnership working with key stakeholders

- PA01 Accessible Information, Advice and Support
- PA02 Health
- PA03 Social Services
- PA04 Dispute Resolution and Early Disagreement Processes
- PA05 Regional IDP Development

Assessment

This theme highlights the work required to ensure there is appropriate specialist advice about a child's or young person's additional learning needs

- AS01 Guidance on LA vs School / FEI Maintained IDPs
- AS02 Online Guidance and Resources
- AS03 LAC IDP Development



ALN Transformation Programme

Delivery Report

May 2022

RAYG Key for **PROGRESS**:

Green	Very good progress. Task addressed in nearly all aspects.
Yellow	Strong Progress. Task addressed in most aspects. Only minor aspects require further attention.
Amber	Satisfactory Progress. Task addressed in many aspects. However, a few significant aspects require significant attention.
Red	Limited Progress. All or many aspects still awaiting attention.

Transition

Project Ref:	TR01	Project Name:	Transition Protocol
Project Lead:	Huw Beynon	Key Theme:	Transition

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
TR01.1	Transition Protocol 0-25 developed	HB	20/01/20	15/12/23	12/05/22	<p>Regional Draft document has now been produced and shared. The document consists of a main 'Transition Principles' document which need to be tailored to Swansea (minor adjustments) and a comprehensive set of exemplar resources for the 0-25 age range.</p> <p>Meeting required that includes representation from EY, FEI, PCF and LHB to sign off the principles of the document and include own proformas to share.</p>	Swansea transition working group to be developed. EOTAS transition guidance to be finalised.
TR01.2	Effective multi-agency transition pathways developed for learners with ALN (early years to adulthood)	NB	01/01/21	31/07/22	17/01/22	<p>Transition information has been shared with schools to know what effective transition looks like. Schools generally are well informed on the need for effective in-house transition and key stage transfers.</p> <p>Information also included in inclusion handbook.</p> <p>Early Years and FEI now included. Discussion can take place around the specific pathways between key stages and critical points.</p>	Embed pathways and review and refine as appropriate.

TR01.3	Working group established for transition	HB	01/05/21	30/06/21	01/10/21	See TR01.1 – working group includes a range of stakeholders.	
TR01.4	Enhanced transition protocols for ALN Learners to include movement of learners' mid-year	NB	01/09/20	01/09/21	10/06/21	Guidance shared – complete.	
TR01.5	Best practice guidelines for pupils transitioning to and from EOTAS provision	NB	01/09/20	01/01/22	15/03/22	Guidelines have been received from Maes Derw and shared with schools.	

Project Ref:	TR02	Project Name:	Transition – Early Years
Project Lead:	Samantha Jones	Key Theme:	Transition

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
TR02.1	Integrated Early Years Provision offer with Health and SSD	SJ	22/04/21	30/06/21	23/04/21	See PR06.	
TR02.2	Robust termly transition panel to discuss specialist placements.	SJ	01/06/21	Ongoing	22/03/22	<p>Transition support provided to schools where required</p> <p>Transition profile page has been created in conjunction with childcare providers and schools</p> <p>Transition toolkit has been created to support childcare settings with hints and tips to support successful transitions</p> <p>Transition planning in place during PCR</p> <p>Terms of reference agreed and shared.</p>	

						Triage system dates arranged for the next academic year. Triage system – decisions will be made here if a child requires a specialist provision. If it is too early to determine, processes are in place to refer the child into ALN panel closer to transition into school. Children who are likely to need a specialist provision have been highlighted on a register.	
TR02.3	Understanding of Local Offer	SJ	22/04/21	31/05/21	23/04/21	See PR06.	
TR02.4	School to attend PCR before key transition point (movement into school).	SJ	01/09/21	Ongoing	22/03/22	Schools attend 2x PCRs before movement into school – this is an ongoing process.	
TR02.5	Enhanced transition protocols for ALN learners moving into school.	SJ	01/09/21	Ongoing	22/03/22	New documents have been developed to support the new process (see TR02.2). Training will be delivered to schools in the summer term. Transition profile page for childcare to share with schools has been developed.	
TR02.6	Best practice guidance produced on Early Years transition protocol.	SJ	01/06/21	01/09/21	22/03/22	Guidance produced. Training will take place in the summer term – guidance will be shared with childcare providers following the training.	

Project Ref:	TR03	Project Name:	Transition – School Age
Project Lead:	Helen Osborne Kathryn Bailey	Key Theme:	Transition

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
TR03.1	Caseworkers to lead on LA	FN	01/01/21	30/04/21	18/06/21	Caseworkers fully involved with admissions meetings.	

	admissions meetings						
TR03.2	EY EP to cover extended age range 0-3 years	HO KB SJ	01/11/20	30/07/21	11/01/22	EPs will attend EY panel with the main grade EP team completing requests for further advice when necessary. EP input will be discussed during the triage of ALN referrals and any onward referrals will be made to the central EP team if required. HO and KB sitting in on EY panel. Additional requests for advice can come through this panel.	
TR03.3	LA Officer to attend PCR meetings at key transition points	FN	01/11/20	30/04/21	23/04/21	This is now under way and caseworkers are attending PCR meetings when required.	
TR03.4	Guidance on transition local offer to be produced	NB HB	01/11/20	30/07/21	15/03/22	Local offer around school age and school age to post-16 transitions complete and shared with schools. Early years into foundation phase transition guidance complete.	Continue to review and update guidance as live cases are worked on. Further discussion around good practice and involvement of SIAs.
TR03.5	Caseworkers to become case leads for pupils where IDPs are held by LA	FN	01/11/20	14/07/21	14/01/22	Caseworker patches reviewed in light of fifth caseworker and new patches worked to since September 2021. The Designated Co-ordinators in post will also lead on the development of LA maintained IDPs. Principles document is complete.	Identify those transferring from school action and school action plus into IDPs.

TR03.6	Allocation of caseworker patches confirmed	FN	01/11/20	30/04/21	15/02/21	This workstream is now complete. Patches have been developed and caseworkers are working to them.	
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Project Ref:	TR04	Project Name:	Transition – Post-16
Project Lead:	Fraser Newbury	Key Theme:	Transition

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
Further workstreams around post-16 offer under PR09 – this project is for transition.							
TR04.2	Agreed offer on transition arrangements clarified with Careers Wales	AL	02/06/20	30/07/20	11/02/21	Initial meeting has taken place with Careers Wales to further develop understanding. Clarification from Careers Wales that their role will continue, as is, for the year ahead following WG announcement re: implementation. More information required from WG re: the role of CW going forward	Further meetings to take place to develop next steps.
TR04.3	Confirmed post-16 offer from Gower College for ALN learners	FN	02/06/20	30/07/21	23/04/21	Caseworkers have met with SP from Gower College, and are now aware of the post 16 (and post 19) offer at Gower College. Gower College have appointed a transition officer.	
TR04.4	Ensure all post-16 options are shared in	Dave Bawden HB			16/05/22	Meetings have taken place with External Funding Team to identify further potential opportunities – wider strategy to be developed.	

	transition guidance						
TR04.5	Develop further online information for post-16 choices	Dave Bawden CD			15/05/22	<p>Discussions have taken place around linking content between LA website and other options.</p> <p>My Choice website shows all settings in locality available for post-16 and application process for sixth form is completed through this.</p> <p>ALN pathfinder website is a FEI partnership website showing post-16 opportunities and guidance for CYP with ALN.</p> <p>ALN website content completed and agreed. In development with the web team</p>	Ensure clear communication and visibility of all available options – link to online guidance and resources project.

Project Ref:	TR05	Project Name:	Transition – Young Adults
Project Lead:	Fraser Newbury	Key Theme:	Transition

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
TR05.1	Enhanced provision for post-19 learners with complex needs	FN	21/01/20	30/05/21	16/05/22	<p>Positive progress and links with social services, careers wales and Gower College.</p> <p>Workstream Delayed: Welsh Government announcement that local authorities will not be responsible for agreeing and funding specialist college placements until September 2022.</p>	

						Project Search is now live following delays due to Covid	
						Guidance has still not been received.	
TR05.2	Map and gap activity undertaken re current numbers (Careers Wales)	FN	01/01/21	31/05/21	14/01/22	Social Services group to look at this is well established. Kate Barnett (Caseworker) on this group. Positive progress being made, working collaboratively with colleagues in Social Services. Health have drafted a transition policy which ALNIT have commented on.	

Capacity

Project Ref:	CA01	Project Name:	ALNIT Restructure
Project Lead:	Alison Lane	Key Theme:	Capacity

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
CA01.1	EYANLO appointed in Swansea	AL	29/06/20	30/07/20	16/04/21	Samantha Jones has begun in post.	
CA01.2	Case workers with lead responsibility for transition appointed	AL	29/06/20	30/07/20	16/04/21	Andrea Hill-Jones has been appointed lead Caseworker.	
CA01.3	Restructure of ALNIT completed	AL	02/06/20	31/03/22	16/05/22	DPR approved and delivered which includes the revision of the existing structure and creation of new roles. Internal	Interviews for PEP. Prevention and intervention team

						<p>processes in relation to the re-structure have been completed.</p> <p>Interviews for PEP post will take place 24/05</p> <p>Edslt restructure includes the prevention and intervention team transferring into ALNIT-September 2022</p>	transferring to ALNIT – Sept 22
CA01.4	Roles revisited in relation to transformation <i>(Recommendation from Peer Review)</i>	AL			16/11/20	Complete.	
CA01.5	EP and specialist teacher role developed with FEI	HB HO	01/09/21	30/07/22	16/05/22	<p>Further information has been provided by WG for Post-16 although further guidance needs to be published. Regional meetings are taking place for planning for this cohort and there will be a regional principles document developed. GCS is set up as a setting on impulse.</p> <p>Work is ongoing across the directorate to consider the use of external funding to provide a range of opportunities for post 16 learners (including routes to employment)</p> <p>Implementation guidance from WG is yet to be published.</p>	<p>Continue to attend network meetings on the role of the EP in post-16 cases.</p> <p>AL/HB to discuss with SaLT Legal implications of working with post-16 learners. Develop LST/EP offer for advice and support.</p>

						EP and LST access (forums/clinics) to be extended to include FEI SALT –there is a gap in LHB provision between 16-18. Identified and raised with the LHB as an area of concern	
						Resources have been secured for the EP and LST Team to assess an increased age range.	
CA01.6	Transformation Programme Manager appointed	AL			16/11/20	Complete.	
CA01.7	Legal – Solicitor appointed	AL	01/01/21	28/02/21	11/02/21	Legal appointment secure. Melissa Perry is now appointed as our legal support.	
CA01.8	Early Years EP appointed	HO	01/06/21	31/07/21	06/10/21	No applications received for EY EP post. EPs will attend EY panel with the main grade EP team completing requests for further advice when necessary.	
CA01.9	ALN Online Systems Training Officer appointed	SH	01/05/21	15/06/21	30/09/21	Claire Davies (ALNCO at Hendrefoilan Primary) began in post 01/09/21.	
CA01.10	Social Communication Needs Advisory Teacher appointed	NB	01/05/21	25/06/21	30/09/21	Claire McKinnock (Ysgol Pen-y-bryn) began in post 01/09/21.	
CA01.11	ALN Performance Specialist appointed	NB	01/06/21	15/07/21	30/09/21	Grace Thomas began in post 01/09/21.	Complete recruitment to backfill the remaining hours with Performance Specialist Assistant post.
CA01.12	LA Designated Co-ordinator appointed (x3)	NB	01/06/21	31/07/21	30/09/21	All three DESCOS have been appointed and induction training has taken place.	

CA01.13	ALN Transformation Project Manager appointed	SH	01/06/21	31/07/21	13/07/21	Recruitment process paused until STF project needs more significant input. Once application received through internal recruitment.	Restart recruitment process if and when required.
CA01.14	Admin Support appointed	SH	01/06/21	15/07/21	30/09/21	Abdul Mustak has begun in post and providing support.	

Project Ref:	CA02	Project Name:	Workforce Development
Project Lead:	Natalie Bevan	Key Theme:	Capacity (also Provision, Quality)

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
CA02.1	Matrix of staff training needs (mapping areas of ALNET transformation) developed and for staff in all service areas.	NB	22/06/20	27/01/21	10/06/21	Training matrices spreadsheet developed and shared to finalise. Elesa training/Introduction to ALN reforms in Wales has been produced and shared widely.	Ongoing review of matrix.
CA02.2	Change management training provided for lead cluster ALNCOs / linked directly to the outcomes highlighted from the school readiness survey.	NB	22/06/20	27/01/21	09/09/20	Complete.	
CA02.3	Training opportunities identified to support early identification	NB	27/06/20	30/09/21	10/06/21	A range of training given to health staff on all aspects of ALNET. Occupational therapy have trained EY providers 0-5 including	Health are working on their early identification and support – further

	and support. (Inc. OT, Paediatricians)					mainstream nursery/reception teachers. EP assessment scoring and interpreting training now available.	work will follow this.
CA02.4	Effective practice in ALN / PCP / Differentiation identified and systematically shared. Structures developed to support this.	NB	15/09/20	20/12/23	11/11/21	Training, information sharing and development of strategies and interventions has taken place. A range of stakeholders involved including schools, LA colleagues, health and Swansea Parent Carer Forum. Social Services has received training. Awareness training shared widely. Interim system (to Jan 22) has been developed for identifying ALN and shared with school-based colleagues.	
CA02.5	Universal and advanced training opportunities linked to 4 core purposes provided	NB	01/09/20	20/07/21	17/01/22	Comprehensive training menu is in place.	
CA02.6	Staff trained following restructure	AL	01/09/20	31/03/20	10/06/21	Complete.	
CA02.7	Handbook/guidance produced for whole setting approach for framework for inclusion	NB	20/06/20	15/07/21	30/09/21	Final draft complete and shared.	
CA02.8	Officers at operational level	AL	01/09/20	31/03/22	07/10/21	Capacity has been an issue for team. Representation on all	

	enabled to engage with peers at a regional level. <i>(Recommendation from Peer Review)</i>					regional work streams. Operational Officers are now part of working groups within the region. Performance Specialist heavily involved in shaping the future. This continues and it is likely that Caseworkers will engage more at regional level in the future however at present they are supporting the workload as a result of staff sickness Great links and joint work streams with NPT.	
CA02.9	Team meetings reprised to facilitate discussion across different sections of ALNIT <i>(Recommendation from Peer Review)</i>	AL	01/09/20	31/07/21	10/06/21	Regular meetings across ALNIT teams are under way.	
CA02.10	Training in differentiation for ALN provided for all schools.	Tracy Barnard-Dadds			07/01/21	Training now produced and shared with all staff.	
CA02.11	Analysis of returns from readiness from schools and other service areas completed. Actions identified and implemented.	NB	20/05/20	31/12/20	30/09/21	2021 version has now been completed by schools and analysed to inform training and support.	
CA02.12	Greater involvement of School Improvement Advisers (SIAs) in evaluating progress	RP DT	01/09/21	31/07/22	20/11/21	ALNET is an agenda item on support visits (SV1). SIAs have sight of each school's ALN readiness survey and discuss	Ongoing collaboration and shared training opportunities

	in implementation of ALNET.					implementation plans during support visit. SIA training delivered	
						School profiler used by members of the SIA team where support is required. Profiler is standing item on SIA team meetings to signpost exemplar practice and support requirements.	
CA02.13	Parents/carers and young people engaged in exploring inclusive practice and PCP collaboratively, feeding into developments and training.	NB	01/09/20	01/09/23	15/05/21	Parent/Carer Forum attend Cluster Lead Project and contribute to workstreams. Cluster leads have produced a questionnaire for schools to use with parents and learners.	Review questionnaire prior to sharing more widely.
CA02.14	Training provided in the use of provision mapping tool.	AL	TBC	TBC	10/06/21	Duplicate workstream – please refer to QU05.	
CA02.15	Address training needs required by schools in relation to assessment.	NB	01/09/21	31/03/22	17/01/22	Map and gap and readiness survey identified assessment as a cause of concern for schools. Comprehensive training offer in place with strong uptake.	
CA02.16	Training developed to support school staff in identifying learners with literacy/dyslexia difficulties	NB	01/09/21	31/03/22	17/01/22	Training has been developed and is ready to share.	
CA02.17	Training developed to support school staff in identifying learners with	NB	01/09/21	31/03/22	17/01/22	Training has been developed and is ready to share.	

numeracy/dyscalculia difficulties						
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Provision

Project Ref:	PR01	Project Name:	Special School Development
Project Lead:	Fraser Newbury	Key Theme:	Provision

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
PR01.1	Strategic Outline Case developed for new Special School Build	FN	21/10/20	20/08/23	11/10/21	<p>Strategic Outline Case approved by WG 08/11/21</p> <p>Ground investigations have been undertaken at the provisional preferred site and will be discussed at a Cabinet/CMT meeting on the 23rd June.</p>	Agree strategy to engage with schools and other stakeholders
PR01.2	Additional Places created at Penybryn	FN	01/09/20	30/01/22	11/10/21	<p>14 additional places, based in Arfryn from September 2021. Pupils now in place.</p> <p>Consultation process complete and agreement to proceed for the additional 31 places from January 2022.</p>	
PR01.3	Identify pupils who would be suitable for provision at Penybryn Lower (14 additional places)	FN		28/02/21	18/06/21	Complete – fed back to parents and ready to start in September 2021.	

Project Ref:	PR02	Project Name:	STF Provision
Project Lead:	Kate Phillips	Key Theme:	Provision

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
PR02.1	STF review completed. Further action identified. <i>(Peer Review Recommendation)</i>	RP / Sue Edgar	04/02/20	20/10/20	15/12/20	Report complete and approved by SLB. Recommendations from report have been considered.	
PR02.2	Specialist provision (STF or alternative) formalised through SLA outlining entry/exit criteria, outcome expectation and monitoring mechanisms for both school and LA in terms of officer responsibility <i>(Recommendation from Peer Review)</i>	AL	TBC	31/01/22 <i>(under review)</i>	26/02/21	Briefing paper submitted to CMT outlining proposed next steps. This workstream will be closed and replaced with detailed plans to take the project forward.	
PR02.3	Role of the STFs formalised as an extension of the specialist services across the LA. <i>(Recommendation from Peer Review)</i>	AL	TBC	31/01/22 <i>(under review)</i>	01/12/20	As PR02.2	
PR02.4	Undertake stakeholder workshops to develop model to take forward.	KP	01/05/21	31/07/22	16/05/22	Regular workshops have taken place with a range of stakeholders from schools, PRU, education and social services staff.	Workstreams to take place and feed back to contribute to model design:

						<p>Presentations were also given to ALN cluster leads.</p> <p>The group have constructed a set of final principles to base any model on.</p> <p>Exploration of what the design of the ideal provision would look like has taken place including the mainstream continuum offer.</p>	<ul style="list-style-type: none"> • Identification and design of the ideal mainstream/continuum offer • Identification and design of the ideal outreach model • Identification and design of ideal placement offer • Identification and design of a model to offer provision within the Welsh-medium sector <p>Further workstreams to be developed on QA and central support required.</p> <p>Further actions include identification of physical capacity; recognise ethos of existing STFs; consideration of language and messaging; cataloguing specialisms; reviewed timeline; provision model for learners with neurodevelopmental conditions that prevent them from accessing a mainstream learning environment.</p>
PR02.5	Undertake statutory process once new model developed.	KP	01/09/22	31/03/23	17/01/22	This process will begin once a final model has been developed.	

Project Ref:	PR03	Project Name:	Specialist Placements ASD
Project Lead:	Fraser Newbury	Key Theme:	Provision

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
PR03.1	Specialist placements increased to fit demand, ASD (no cognitive difficulties)	FN	30/04/20	20/08/22	14/02/22	<p>Growth in numbers of pupils with ASD feeding through from the Primary sector.</p> <p>Approval received from SLB that Birchgrove Comprehensive has an additional ASD class to accommodate 24 planned places from September 2022.</p> <p>Two additional classes accommodating 12 learners will be available in Penybryn lower have been included in the planned places paper. Approval received by SLB 31/01/22.</p> <p>Social Communication Needs Support Teacher in place.</p>	
PR03.2	Options Appraisal following STF Review	SH / KP			25/04/21	Initial proposal shared with CMT on 09/06/21. Further updates will be provided under PR02.	

Project Ref:	PR04	Project Name:	Bespoke SEBD Provision
Project Lead:	Fraser Newbury	Key Theme:	Provision

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
PR04.1	Bespoke provision piloted for 'hard to place' learners	FN	06/06/20	31/03/21	13/11/20	Birchgrove pilot project is up and running.	

	with significant SEBD needs.						
PR04.2	Progress report on Ty Fedw project completed	FN	13/11/20	31/12/20	25/04/21	Ty Fedw now funded in core school budget.	
PR04.3	Operational group for hard to place children in place.	FN	Complete.		14/10/20	Operational group running for hard to place children reinstated.	
PR04.4	Explore on-site education in independent care homes	FN	13/11/20	01/09/21	11/10/21	Site visit to Trafle Lodge took place in October 21. Options available to place children with significant SEBD.	
PR04.5	Explore feasibility to develop provision in primary	FN	01/01/22	31/07/22	14/05/22	Discussed with SLB – paused pending wider SEBD strategy. Initial discussion has taken place with Clase primary school. Further discussion is required on the placement of the primary provision and how this fits with the STF review	

Project Ref:	PR05	Project Name:	Funding Formula Review
Project Lead:	Fraser Newbury	Key Theme:	Provision

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
PR05.1	Funding formula review undertaken for mainstream SEN	FN	01/11/20	31/03/21	14/05/22	Principles agreed with head teachers and local authority officers. Various models / options considered. Local Authority to take the decision on the final model. (£14m delegated).	

						Presentation given to Cross Phase headteachers by Kelly Small on the funding formula – new formula will be in place by April 2023 with a shadow formula shared by April 2022.	
PR05.2	Options appraisal for 2022/23 FY	FN	01/02/21	31/07/21	13/07/21	Decision taken to continue with the same formula for 2022/23 FY.	
PR05.3	Schools consulted on options (form)	FN	01/09/21	31/12/21	13/07/21	See PR05.1. Schools consulted and agreed to principles. LA to decide.	
PR05.4	Funding formula review for Special Schools undertaken	FN	01/01/21	31/03/21	06/05/21	Special schools' budgets reflect formula change from 01/04/21.	

Project Ref:	PR06	Project Name:	Local Offer
Project Lead:	Helen Osborne Kathryn Bailey	Key Theme:	Provision

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
PR06.1	Three-year license provided for 'Project Search' for Gower College	NB	Complete		15/09/20	This has been completed to increase opportunities for learners to go into employment.	
PR06.2	Provision for learners wishing to be supported through the medium of Welsh included in ALP.	HO KB	26/10/20	08/04/22	21/03/22	Paper developed as part of STF review around model of support for learners in Welsh-medium education and will be shared as part of the WESP delivery.	
PR06.3	Schools to outline current universal offer according to the 4 areas of ALN set out in the ALNET Act.	HO KB NB	01/10/20	31/12/20		Shared with schools	

PR06.4	Provide clear guidance regarding the graduated response/decision making model following publication of Code	HO KB NB	01/01/21	31/03/21	10/06/21	Training rolled out on 10/06/21.	
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Project Ref:	PR07	Project Name:	Transport Review
Project Lead:	Alison Lane	Key Theme:	Provision

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
PR07.1	Ensure transport is included in new budget forecasting template	FN	TBC	TBC	N/A	Commissioning Officer has advised ALNIT do not hold the transport budgets – clarity required on the purpose of this milestone.	Remove milestone.
PR07.2	Corporate transport review completed	FN AL	12/05/20	19/07/20	15/09/20	Transport removed from ALN panel and new process in place.	
PR07.3	Develop and establish the appeals system for transport.	AL	01/08/20	31/03/20	22/03/22	Appeals system is in place and is working well. Webform has been developed and is now available online at www.swansea.gov.uk/schooltransport The revised structure includes a role for Transport appeals.	
PR07.4	Independent travel skills options appraisal completed	AL Pam C	01/05/21	30/09/21	14/01/22	Discussion and handover has taken place with Pam Cole, who will now lead on this workstream as part of the development of a Directorate Travel Strategy.	Workstream to be developed, including key colleagues from across the Directorate.

Project Ref:	PR08	Project Name:	Specialist Support
Project Lead:	Alison Lane	Key Theme:	Provision, Assessment, Capacity

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
PR08.1	Health SLA for SpAL reviewed	AL HB	01/09/20	31/03/22	16/05/22	<p>Ongoing discussions are taking place regarding LHB responsibilities. It is evident that the LHB are ill equipped to manage their responsibilities within the Act. However, the DECLO has drafted a business case to address some of the issues. Further update the DECLO has not drafted a BC yet and is awaiting the outcome of workshops that are taking place.</p> <p>Whilst the LA is keen to continue and develop its working relationship with the LHB, further work is needed to discuss operational ways of working. There are concerns that the LHB have a strategy to create case law through the Tribunal process for the LA to assume responsibility for the delivery of SALT provision</p> <p>The outcome of this will influence future SLAs with the LHB.</p> <p>Model of service delivery has been drafted and agreed in principle with LHB.</p>	<p>Tribunal element to be included in future meetings with Hannah Murtagh on SLA review.</p> <p>Future work to take place reviewing current funding arrangements with Mark Gosney with EY partners – namely, FS.</p> <p>Further clarity needed on responsibilities/intentions of Health. Further meetings are being scheduled. New appointments and Covid have delayed the start to this work but it is now underway.</p> <p>Link with Health to review training opportunities.</p>

PR08.2	Development of a position statement for ABA provision.	HO KB	17/11/20	31/07/22	16/05/22	Position Paper has been circulated and considered by Head of ALNIT and Head of Vulnerable Learner Service. Further work and research is required that considers the use of ABA within Swansea. Discussions have been initiated with the University	
PR08.3	Review and refine models of access to advice and intervention from EPS	AL HO KB	01/09/21	31/08/22	16/05/22	Patch model has been reviewed for the next academic year. However, further work is required to align support teams going forward (BST, LST, EPS)	
PR08.4	Appoint and develop the role of the Caseworkers to support key stakeholders	FN	01/09/20	01/01/21	22/01/21	All caseworkers in post and are now working to patches as of 01/01/21.	
PR08.5	Occupational Therapy responsibilities identified and process created with Health.	AL HB FN			16/05/22	<p>Discussion have taken place to develop processes with Health.</p> <p>This is linked to wider discussions with access to all services in health and LHB response to the new legislation</p> <p>Whilst there has been little progress from the LHB, there has been considerable work with the LHB to ensure that they are aware and accept their responsibilities as set out in the Act. Further work is required.</p>	Establish working relationship and legal position in relation to delivery of Occupational Therapy.

						<p>Manual Handling Officer Post will act as a link with Occupational Therapy.</p> <p>A pilot OT clinic/forum has been agreed with the LHB for the EY for staff to consult with specialist staff for advice. If this is successful this will hopefully be extended to the wider age range</p>	
PR08.5	Ensure sufficient succession planning and training for SCERTS, ASD, Physical and Complex and sensory needs.	HB	01/09/20	31/03/22	21/03/22	<p>SLCT / ASD Team</p> <p>The Social Communication Champion project is continuing to July 2022. This covers a wide range of areas including managing pupils with ASD, managing sensory needs, toileting needs and SCERTs training.</p> <p>The ASD Specialist Teacher has recently updated the ASD Action Plan and future planning of delivery. Links with NAS.</p> <p>Specialist Teacher is being seconded into the SLCT to assist converting statements to IDPs.</p> <p>Physical and Complex Needs</p> <p>Secondment of specialist teacher has been secured to:</p> <ul style="list-style-type: none"> • Develop a complex needs curriculum for pupils in mainstream schools. • Develop the use of ICT to support pupils with complex needs in mainstream schools. • Assist with Covid recovery. 	<p>Consider workforce planning for QTVI and ToD.</p> <p>Decision on model of service delivery for LST going forward.</p>

						Manual Handling Post recruitment is underway and will be appointed by 25/03/22.	
PR08.6	Ensure succession planning is robust for EPS	HO KB	17/11/20	01/09/20	11/01/21	DPR completed in readiness for any future retirements. Workforce planning ongoing.	

Project Ref:	PR09	Project Name:	Post-16 Offer
Project Lead:	Natalie Bevan	Key Theme:	Provision

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
PR09.1	Map and gap exercise undertaken for FEI courses for ALN.	NB	01/07/20	12/12/20	17/01/22	Complete.	An ongoing piece of work.
PR09.2	Purchase 3-year license from Project Search	NB	01/09/20	TBC	15/09/20	See PR06.1.	
PR09.3	Establish internship opportunities.	NB	01/09/20	01/12/21	17/01/22	Internship opportunities have been established and will be run between GCS and External Funding Team.	
PR09.4	Young persons successfully complete a year internship	NB	01/12/21	31/03/22	17/01/22	See above.	
PR09.5	Review opportunities around housing to support learners' post-16 access college	AL	TBC	TBC	14/01/22	Meetings have taken place with SSD (Adult and Children's Services), Welsh Glamorgan Regional Transformation (SS), LHE, CL and SH to discuss opportunities that could be developed together. It has been	Contribute to the development of the SSD project as required.

						<p>agreed that residential will not be included in the special school development and that SSD will need to lead on the business case development for this project with input from Education.</p> <p>A build is in progress for supported living scheme (Adult Services) and progress from this was shared to support the development of new ideas. Special School paper has been updated to reflect considerations that could be made to community provision.</p>	
PR09.6	Mapping of school sixth form offer	Dave B			16/05/22	Mapping has been undertaken and shared on 'My Choice' website, further work is taking place on extending the offer in liaison with the external funding team.	
PR09.7	Mapping of additional opportunities available to CYP with ALN, e.g. courses, traineeships, employability projects	Dave B			16/05/22	Meetings are taking place with the External Funding Team to map out existing and potential additional opportunities – ongoing. Internship project which was paused due to Covid has now restarted	Explore Inspire training.
PR09.8	Agreed offer from Careers Wales clarified	AL	02/06/20	30/07/20	09/22	<p>Meeting has taken place with Careers Wales to further develop understanding.</p> <p>CW role confirmed by WG and links established to share</p>	

						knowledge prior to implementation	
PR09.9	Post-16 implementation guide developed for all post-16 settings	Dave B	01/09/22				
PR09.10	Identify case studies to promote post-16 choices.	Dave B	01/09/22				

Project Ref:	PR10	Project Name:	Equipment Storage
Project Lead:	Alison Lane	Key Theme:	Provision

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Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
PR10.1	Scope out feasibility of this project	AL			26/02/21	Initial meeting with H&S officers, KS and LA inclusion leads has taken place and agreement on working party going forward secured. It was agreed that this project will realise long term costs and climate benefits and would not initially see an investment reduction.	
PR10.2	Working party set up to include Health colleagues to further consider options and costs associated with the project				10/07/21	Working party date set up. Agreed actions and responsibility on research to be undertaken in readiness for this working party agreed. LHB already has set up a repurposing system for health equipment but would be unable to	

						absorb education equipment. Indications of cost shared by LHB indicates that this project would require significant investment and therefore unlikely to be a viable option given that LHB are likely to take responsibility for services and provision (including equipment) under the new legislation. This action has been to be an unviable option at present due to costs benefits	
PR10.3	Develop paper to outline the business case.					No longer required.	
PR10.4	Paper to SLB for consideration					No longer required.	

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Project Ref:	PR11	Project Name:	Welsh Language
Project Lead:	Helen Osborne	Key Theme:	Provision

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
PR11.1	Complete Welsh in Education Strategic Plan Outcome 6 (ALN).	HO	01/03/21	01/12/21	11/01/22	Outcome 6 written. Consultation completed and outcome finalised.	
PR11.2	Forecast demand for Welsh-medium to plan future provision	HO	01/03/21	31/03/22	21/03/22	Identification of demand is done through PCRs and fed back through the Directorate forecasting process.	
PR11.3	Ensure Welsh-medium provision in STF review and review current model of delivery in Bryntawe	HO	01/01/22	08/04/22	21/03/22	Paper developed as part of STF review around model of support for learners in Welsh-medium	

	resource for speech, language and communication needs.					education and will be shared as part of the WESP delivery.	
PR11.4	Ensure Welsh-medium provision in Special school development	HO	In line with SS project (Capital Team)		06/10/21	Linked to Special School project. Welsh-medium provision outlined in SOC and will be flexible to meet future demand.	
PR11.5	Establish gaps of Welsh-speaking staff for MLD, sensory and Physical and Complex needs.	HO HB	01/01/22	TBC	16/05/22	Good provision for Welsh speaking staff for SpAL/SCN in the outreach model. There are gaps for other types of need.	Raise with PAGA and HB for training needs.

Project Ref:	PR12	Project Name:	Commissioning
Project Lead:	Fraser Newbury	Key Theme:	Provision

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Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
PR12.1	Develop contracts for pupils placed in independent special schools.	FN	01/01/21	31/08/21	14/05/22	Contracts agreed with the main providers. The main contract for Gwenllian and Ty Danycoed has been signed.	
PR12.2	Work with colleagues across the LA around commissioning	FN	01/01/21	31/08/21	11/10/21	FN and KH attending People Commissioning Group on behalf of Education.	
PR12.3	Identify Commissioning role for ALN and more widely for Education to ensure we are compliant on procurement rules.	FN	08/06/21	31/03/22	14/01/22	New dedicated officer, Kieran Hughes will take this workstream forward.	

Quality

Project Ref:	QU01	Project Name:	Whole-School Approach to ALN
Project Lead:	Natalie Bevan	Key Theme:	Quality, Provision

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
QU01.1	Develop understanding of universal provision and universal elements with ALNCOs, school leaders and all staff	NB	01/09/20	12/12/23	11/11/21	Spreadsheet completed and shared with schools. A live document that will continue to be updated.	
QU01.2	Definition of roles in whole school approach of SLT, ALNCo, all teachers and governors	NB	01/09/20	12/12/23	11/11/21	<p>Guidance on roles is included in the LA principles document.</p> <p>Role of ALNCo focus of work of ALNCo cluster leads.</p> <p>Outline of roles of all 3 subject of presentation to all Swansea heads. WG guidance on role of ALNCO issued to ALNCO cluster leads.</p> <p>Governor training provided with positive attendance.</p>	Governor training is ongoing.
QU01.3	Provide guidance to schools on developing an inclusive culture	NB	01/09/20	01/09/21	11/11/21	Training has been delivered on this.	Final link to this will be in the inclusion handbook.

QU01.4	Schools supported to develop inclusive, high quality, differentiated teaching in all schools	NB	01/09/20	01/01/22	11/11/21	<p>Professional learning by Mike Gershon – all modules of this training are now available in recorded presentations and slides, which can be used with conferences, large or small groups or on an individual basis.</p> <p>Recorded slide presentations distributed to all settings, via a range of methods including the newsletter, via ALNCOs and headteachers.</p>	Inclusion handbook will also include advice on differentiation.
QU01.5	School Improvement Advisers support schools in achieving differentiation as part of high-quality teaching and learning	RP DT	01/09/21 Onwards	31/07/23	16/05/22	<p>Support visit (SV1) agenda allows for discussion of Curriculum for Wales (CfW) progress. During SV1 this is a high-level discussion.</p> <p>Great Teaching Toolkit (GTT) is being trialled by some schools and supported by Welsh Government. The focus is on improving teaching and learning through practical applications.</p>	<p>Future visits will allow for further discussion and the evaluation of learner evidence e.g. books.</p> <p>Share outcomes of GTT trial.</p>
QU01.6	Support and quality assurance methodologies developed for nine universal elements in ALN Code	RP NB	01/09/21	Ongoing	17/01/22	Complete – training will continue on an ongoing basis.	
QU01.7	Develop school-to-school collaboration on the development of good practice of ALN (Previously QU04 – now merged)	RP NB	01/05/22	Ongoing	17/01/22	<p>Cluster lead meetings are a regular occurrence. FAQs have been shared and regularly updated.</p> <p>ALP moderation days are booked for the spring term.</p>	

Project Ref:	QU02	Project Name:	Process Monitoring
Project Lead:	Alison Lane	Key Theme:	Quality, Provision, Assessment

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
QU02.1	Digitise pupil files and transfer to current storage area. Dispose paper files.					Complete.	
QU02.2	ALN documentation and letters updated to reflect changes in policy, process and practice.	AL SH	06/06/20	12/06/21	07/10/21	Letters have been created for the new legislation. RPA process for PCR processing is developed and schools are asked to upload PCR documentation via a webform. This will greatly reduce processing times. Webform has been developed to receive referrals for IDP decision making.	
QU02.3	Performance indicators developed for all staff linked to ALNET	AL	01/09/20	12/12/20	01/12/20	All appraisals to include ALN focus	
QU02.4	Review undertaken of the whole statutory assessment process, including roles and procedures of other panels, e.g. EOTAS and Complex Needs.	AL			18/11/20	All panel chairs have been informed that they need to seek written input from PRU/EOTAS PRIOR to panel so that their views can be discussed in Panel. Agreement with HMR/KP	

	(Peer review recommendation)					that then this will be the final decision without challenges. Regular EOTAS/ALN meetings taking place with HMR/KP oversight and direction.	
QU02.5	Flow chart of statutory processes created based of code of practice, working with a range of stakeholders.	NB	02/11/20	02/02/21	09/03/21	Completed and being used by schools.	
QU02.6	Consultation of agreed flow chart of statutory processes to take place with a wider group of stakeholders.	NB	02/02/21	02/04/21	09/03/21	Flowchart for statement process has been shared with stakeholders.	
QU02.7	Review process of recording information to ensure efficient use of EP time	HO KB	01/09/20	31/03/22	21/03/22	Standardised information recording shared with all EPS.	Continue to review and refine processes as appropriate.
QU02.8	Map processes for the new legislation including use of Impulse software	AL CD	01/05/21	01/11/21	22/03/22	Processes maps have been reviewed following phase two of restructure and Impulse system development.	Further refine processes with improved knowledge of the Impulse system and once practiced in a live environment.
QU02.9	Develop SharePoint structure for ALNIT	AL	01/10/21	31/03/22	22/03/22	ECM (Electronic Content Management) project (moving to SharePoint) underway Education Directorate. Historical documentation will be stored in line with retention requirements.	
QU02.10	Section 64 Health Notification of ALN	AL			16/05/22	This has been agreed with Health.	The referral form will need to be developed into the

	process and system developed					<p>There is a significant concern about the number of referrals that are being made by health into the LA. This is unsustainable and results in a poor experience for families as when we receive a referral the LHB are unable to provide robust information as they have limited involvement with the child. A workshop has been developed to provide training to LHB staff on the use of language and suitability of referrals</p> <p>The system as set out by the legislation is not efficient as a result in discussion with the LHB we have arranged a working group to look at merging information required for section 64 and 65 referrals into one step to avoid unnecessary delays. It is evident that there is a significant risk to the implementation due to the LHB being ill equipped to respond to these requests.</p>	CACI system in further updates.
QU02.11	Section 20 Health Board services to assess process and system developed	AL			16/05/22	<p>A process is in place for the LA to refer into the LHB through section 20. This has been agreed and processes have been discussed with LHB in relation to how schools access health colleagues for their input. We have initiated some</p>	

						forums/clinic for access to specialist therapy and teaching staff at the pre-referral stage. However, there is an ongoing concern regarding the LHB capacity to support the ALNET implementation.	
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Project Ref:	QU03	Project Name:	Monitoring Quality
Project Lead:	Natalie Bevan	Key Theme:	Quality

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
QU03.1	ALN to be included as a focus during support visits by School Improvement Advisers (SIAs). (Update in line with QU01).	RP DT	01/09/21	20/07/22	20/11/21	See CA02.12 for update.	See CA02.12 for update.
QU03.2	Regional self-evaluation tool shared with schools (ALN)	NB	08/03/21	08/03/21	09/03/21	Document shared.	
QU03.3	Regular review developed of ALN provision and impact of provision	NB	01/09/21	01/12/21	16/05/22	Provision mapping tool will aid with this piece of work. ALNCoS have been advised to map provision in preparation for ALNET transformation. Regular implementation days have been funded to	Roll out of the Impulse system. Further ALN self-evaluation training for schools

						enable ALNCo joint working and collaboration. Moderation of IDPs in underway. Schools have received training on how to embed self-evaluation of ALN into the school self-evaluation cycle. Implementation guide has been shared with schools.	
QU03.4	Pilot undertaken to develop moderation processes to ensure quality of IDP and PCP	NB	02/06/20	31/12/21	17/01/22	Pilot has been undertaken and moderation processes have developed – these will be ongoing over the next few years.	
QU03.5	Schools supported to be able track progress in terms of learner outcomes for learners with ALN provision map	NB	01/09/20	01/09/23	16/05/22	Provision mapping tool project in progress.	Deliver further training once Impulse is live.

Project Ref:	QU04	Project Name:	Promoting Good Practice Across Settings
Project has been merged with QU01.			

Project Ref:	QU05	Project Name:	Provision Mapping Tool
Project Lead:	Alison Lane Sarah Hughes	Key Theme:	Quality, Partnership, Assessment

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
QU05.1	Link with key stakeholder to develop an overview of what we want the provision mapping tool (ALN Digital Platform) to achieve	AL	02/06/20	20/11/20	15/03/21	Complete – CACI Impulse system has been procured.	
QU05.2	Link with key stakeholders to consider options presented by a variety of external providers to consider 'best fit' for our needs	AL	02/06/20	20/11/20	15/03/21	Complete.	
QU05.3	Develop provision mapping tool / IDP online / portal with CACI	AL SH CD	01/05/21	16/07/21	16/05/22	Final configuration is underway in readiness for go live.	Further systems development to take place with CACI.
QU05.4	Range of systems explored to ensure that Capita ONE is best suited to Swansea. (Recommendation from Peer Review)	AL				From an ALN perspective, this has been reviewed. One has to be used for the main data holding system.	
QU05.5	Develop and agree contract with CACI	AL	01/12/20	31/01/21	15/03/21	Complete.	
QU05.6	Initial training and pilot system with ALNCo leads and test group	SH	01/06/21	16/07/21	01/06/21	Training and system testing dates are in the system. ALNCo leads contributed to process mapping workshop. No further system testing planned with ALNCo leads.	

QU05.7	Provision mapping tool rolled out with training	NB CD	01/09/21	31/12/21	17/01/22	Training programme has been shared with schools – tool ready for training purposes.
QU05.8	Use of the One system reviewed (Recommendation from Peer Review)	AL	01/06/20	31/12/20	07/10/21	Automation of One processes has improved efficiency of the use of One
QU05.9	Explore SEN Portal used to reinforce partnership working.	AL	02/06/20	30/07/20	16/11/20	<p>Further exploration of the Capita system highlights the limited commitment from One to work with us to develop the system as we want it.</p> <p>It also would require settings to upload all pupil information to One, IDP online system and provision mapping system which is inefficient use of ALNCO time.</p> <p>The CACI system also has a portal.</p>
QU05.10	Develop webform as interim solution until Impulse is live	AL	01/07/21	31/08/21	07/10/21	Webform has been developed and published on Council website.
QU05.11	Transfer of documentation to Impulse	AL	01/07/21	31/12/21	14/02/22	Decision taken to contain historical documentation as part of the previous legislation on SharePoint as part of ECM project and accessible for archive, following detailed feasibility discussions between Education and IT. New documentation will be contained on Impulse.

Project Ref:	QU06	Project Name:	Policy Development
Project Lead:	Alison Lane	Key Theme:	Quality

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
QU06.1	Development of ALN Strategy for Swansea <i>(Recommendation from Peer Review)</i>	AL				Swansea strategy created and transformation programme underway.	
QU06.2	New ALN policy developed, replacing the inclusion and SEN policy.	AL	20/06/21	10/09/2022	16/05/22	Welsh Government have confirmed that ALN policy is not required, SEN policy remains a requirement. ALN/SEN policy drafted and shared with HOS Principles document finalised and shared	Policy sign off
QU06.3	Accessibility Strategy updated	AL PC	01/09/21	31/12/21	30/03/22	Latest update is being led by the Achievement and Partnership Service and will take place in the Summer Term. ALN officers to contribute as required.	
QU06.4	Ensure that Disability and Equality Act is linked to settings admissions policies and accessibility strategies and plans, school organisation plans and individual health care plans	DT	20/06/21	30/09/21	16/05/22	DT has discussed this with the relevant officers in the Achievement and Partnership Service who will lead on this piece of work as part of a wider work stream.	
QU06.5	Develop Principles Document for FEI	AL	20/03/22	10/10/23	16/05/22	Discussion with GCS has taken place and examples shared with GCS. Plans are in	

						place for this to be developed regionally, led by the TL.	
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Partnership

Project Ref:	PA01	Project Name:	Accessible Information, Advice and Support
Project Lead:	Natalie Bevan	Key Theme:	Partnership

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Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
PA01.1	Arrangements for the Parent Partnership Service clarified, ensuring this is shared and understood by officers and stakeholders. <i>(Peer Review Recommendation)</i>				24/09/20	Completed.	PCF have requested 'roles on a page' e.g. caseworkers - all comms via them. Also other agencies e.g. SNAP. AL to forward.
PA01.2	Roles on a page to be shared.	AL			16/04/21	See PA04 for update.	

Project Ref:	PA02	Project Name:	Health
Project Lead:	Alison Lane	Key Theme:	Partnership

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
PA02.1	Build upon existing links with health services to develop mental health services in all settings and in relation to the mental health and wellbeing of staff.	HO KB	06/06/20	31/03/23	21/03/22	<p>Recovery plan regularly updated.</p> <p>Links with mental health services and considerable work has taken place around model - universal/targeted/specialised support.</p> <p>EHPW forum established across all 14 clusters. This includes EP representation, wellbeing, third sector, Youth services, CAMHS. Important not to duplicate and complement each other's services. Cluster meetings in place development with Early Help Hub, behaviour specialist teachers, school counsellors (the Exchange), clinical nurse (CAMHS) and EPs.</p> <p>HO representing Swansea Education at the SBUHB Delivery Plan (2021-2023) which has set priorities driven by:</p> <ul style="list-style-type: none"> • Together for Mental Health Delivery Plan for 2019-22 (including the NYTH/NEST Framework) <p>Statutory framework on embedding a whole school approach to Emotional Health & Wellbeing.</p> <p>Early Help Hubs in Swansea includes 3 band 5 emotional health and wellbeing officers appointed by Health to support pupils at Primary</p>	Gold standard for all workstreams in relation to mental health and wellbeing of education staff.

						<p>Regional website 'Tidy Minds' will be included in virtual school as one area to signpost CYP and their families to correct services.</p> <p>Promotion of online counselling service (Kooth) continues to be promoted in newsletter already with plans to promote at YCA and SCCASH in June and July.</p> <p>Multi-agency suicide and self-harm prevention group attended.</p> <p>HO Swansea wellbeing link for Partneriaeth regional work.</p>	
PA02.2	Health colleagues engaged with re number of SA referrals <i>(Peer Review Recommendation)</i>	AL	TBC	TBC	07/10/21	<p>Section 64 referral form has been developed and shared with LHB and requires more comprehensive referrals with relevant information attached this will improve our ability to make informed decisions.</p> <p>KB attends monthly meetings with paediatricians from Health for Early Years neurodevelopmental referral meetings. Cases are discussed from an educational perspective and included in this can be discussions around SA referrals.</p> <p>DECLO attends ALN strategic board and ALN Cross-phase. KP has met with DECLO.</p>	
PA02.3	Further develop joined up	HB			21/03/22	Discussions have taken place around the limitations of the referral pathway.	Progress agreed actions to develop further joined up

	working with NDD Team					<p>LHB have requested link with NDD team in the early years to support children and their families from diagnosis into schools. As statements are converted to IDPs, this may allow for more capacity to work alongside LHB to support early identification and facilitation of training and guidance for schools.</p> <p>Consideration will be given to the SLCT taking greater ownership of professional advice for NDD ASD referrals in the future.</p>	<p>working and improve communication.</p> <p>Development of clear accessible information / guidance for parents.</p>
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Project Ref:	PA03	Project Name:	Social Services
Project Lead:	Alison Lane	Key Theme:	Partnership, Capacity

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
PA03.1	Advocacy contract arrangements confirmed with SSD	AL	TBC	TBC	18/11/20	Advocacy contract arrangement in place. Service only available for CYP who are involved in Tribunal process. Requests go to SS for pre-tribunal cases on an individual basis.	
PA03.2	Local offer for social services agreed. Child and Family and Adult services	FN	01/09/20	30/03/22	14/03/22	A new multi-agency panel has been set up (Multi-Agency Pathway Case Panel) that has representation from Social Services, Education and Health in Swansea and Neath Port Talbot. This will review high profile cases.	Further training sessions to be organised following updated guidance from WG.

						<p>ALN items are sent for inclusion in the SS newsletter.</p> <p>Awareness raising training delivered, recorded and shared to SSD in September 21.</p> <p>Attendance from SS on ALN strategic board.</p> <p>Discussions taking place with SS SMT.</p> <p>Strengthened the case for social services to link with education to reduce the possible demand for specialist college placements from September 2022. At present, such requests are low in comparison to neighbouring LA's, but this could change with the introduction of the Act.</p>	
PA03.3	Establish forum for Education and Social Services to regularly review ALN cases	FN	01/09/21	01/12/21	14/01/22	<p>A new multi-agency panel has been set up (Multi-Agency Pathway Case Panel) that has representation from Social Services, Education and Health in Swansea and Neath Port Talbot. This will review high profile cases.</p> <p>Complex needs panel meets fortnightly.</p>	

Project Ref:	PA04	Project Name:	Dispute Resolution and Early Disagreement Process
Project Lead:	Fraser Newbury	Key Theme:	Partnership

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
PA04.1	Work with SNAP to confirm pathway for dispute resolution.	FN	10/10/20	31/07/21	11/10/21	Paper finalised following consultation and approval by SLB on 04/10/21.	Include on website update.
PA04.2	Training and guidance for all staff on dispute resolution. Share with parents, key stakeholders.	AL FN	01/09/20	31/07/21	07/10/21	<p>Training attended by two caseworkers.</p> <p>Improved access to ALN caseworker team has reduced the number of SENTW tribunal appeals received.</p> <p>Draft paper regarding signposting when parents / carers have concerns or issues is at draft 5 stage. Circulated to head teachers on ALN Cross Phase and discussed at meeting on 15/06/21. This document will play an important part in any training delivered on disagreements. DRS guidance document has been signed off by SLB and can be shared with schools</p>	

Project Ref:	PA05	Project Name:	Regional IDP Development
Project Lead:	Natalie Bevan	Key Theme:	Partnership

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
PA05.1	IDP process trialled in identified settings by ALNCOs/Caseworkers	NB	04/09/20	01/01/21	11/11/21	IDP process has been trialled in a number of settings including, Early Years, EOTAS provision and Special School Setting.	IDP process is going to be investigated in FEI setting – awaiting implementation dates.
PA05.2	Identify steps to process IDPs	NB	01/11/20	01/02/21	11/11/21	Process has been shared.	
PA05.3	Evaluate IDP process and the IDP document (feedback to include schools, parents, SPCF, learner, EY, FEI)	NB	01/12/20	01/01/21	30/09/21	Complete.	
PA05.4	Produce IDP and guidance for its completion	NB	01/05/21	01/04/21	30/09/21	Guidance and training for IDP has been completed with good attendance.	
PA05.6	Review IDP process once in practice	NB	01/03/22	31/07/22	15/03/22	<p>IDP process developed and being followed in schools and EY settings.</p> <p>LA IDP process review has taken place and refinements made and being monitored.</p> <p>Review process is in place – early days of implementation, further work needed.</p>	Continue to review effectiveness of process.

Assessment

Project Ref:	AS01	Project Name:	Guidance on LA vs School/FEI Maintained IDPs
Project Lead:	Natalie Bevan	Key Theme:	Assessment

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
AS01.1	Central ALN team to define criteria for school based IDP's and LA based IDP's based on regional guidance regarding what constitutes ALP. (inc case studies)	NB HO	06/06/20	20/05/21	17/01/22	Principles document has been consulted upon and finalised. FAQs have been shared with schools and can be included in the main document.	

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Project Ref:	AS02	Project Name:	Online Guidance and Resources
Project Lead:	Natalie Bevan (Claire Davies)	Key Theme:	Assessment

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
AS02.1	Online Specialist Teacher resources developed to increase access to specialist	HB	20/10/20	31/03/22	16/05/22	Significant development of the website is ongoing by the new ALN Online Systems Training Officer. Content has been	This is an ongoing project as resources will be updated.

	<p>services, using SEN portal/website/Hwb.</p>					<p>The LST will also provide input into developing guides for schools, parents and carers.</p>
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finalised and is now in development with the web team

Guidance and support is continually added to the ALNCO Hwb groups as required.

Documents produced by Cluster Leads shared to help new ALNCOs understanding universal and targeted interventions

BSL curriculum has now been published by WG, with recognition of input by ToD from Swansea and shared at a national conference. BSL training programme is being undertaken across the LA using ALN transformation grant.

Videos have been produced for NAS Swansea parent group explaining roles of EPs, LST and ASD specialist teacher. These will also be included on the website.

Big Mac switches have been purchased for use with pupils with significant communication needs to communicate and interact.

3 SENSflex+ interactive projectors with flexi vinyl mats and 3 SENSmini's purchased to project on the floor to support children

						<p>with a range of sensory needs and on loan to six schools across Swansea for a term then move on to other schools.</p> <p>Use of grant to train school staff in BSL and release ToD to work on a training package to help schools to include BSL as part of the new curriculum.</p>	
AS02.2	Ensure EPS have relevant assessment materials for increased age range 0-25	HO KB	01/09/20	28/07/21	16/06/21	<p>Resources have been ordered in readiness for the implementation of the Act.</p> <p>Assessment analysis materials secured by KB.</p> <p>Workaround for analysis is in place. EP hub remains in use, alternatives have been identified.</p>	<p>EPS to now consolidate their understanding of the resources so that we can extend our repertoire of assessment tools.</p> <p>Delay to implementation for post-16 meeting age group. Guidance from WG is yet to be published.</p>
AS02.3	Update website to reflect legislative changes	AL CD	01/09/20	31/03/22	16/05/22	ALN Online Systems Training Officer has drafted a new website structure and content. Final review and refinement has taken place and is now with the web team	Review and publish new website content.
AS02.4	Ensure Virtual School resources are up to date	HO HB NB	01/06/20	22/03/22	09/11/21	During Covid-19 this has mostly been achieved through the ALN Network groups and Swansea Virtual School Site.	
AS02.5	Ensure all post-16 options are clearly communicated via Swansea online channels.	CD DB			16/05/22	Post 16 options are now clearly communicated on the 'My Choice' website	

Project Ref:	AS03	Project Name:	LAC IDP Development
Project Lead:	Helen Howells	Key Theme:	Assessment

Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
AS03.1	Redefine the Personal Education Plan (PEP) to ensure the IDP is included for LAC pupils who require an IDP.	HH	28/04/21	04/06/21	19/11/21	Swansea PEP updated within timescales and is going live in January.	Training taking place on 22/11/21 for LAC designated members of staff.
AS03.2	Explore including PEPs within the impulse system.	HH	17/05/21		14/02/22	CACI impulse has been procured for LAC virtual school.	
AS03.3	Scope capacity to ensure that the LA can effectively write, maintain, and review IDPs for looked after children.	HH	23/04/21	23/04/24	19/11/21	DESCOs now appointed and able to support with this work and trained in the legal implications surrounding LAC.	
AS03.4	Develop business case to accommodate the extra capacity needed for LA to maintain LAC IDPs.	HH	30/04/21	28/05/21	19/11/21	As above.	
AS03.5	Identify process and timeline to transfer School Action and School Action Plus reviews for IDP review for LAC.	HH	29/04/21	18/05/21	19/11/21	Timelines being updated to reflect WG changes from January 2022.	

AS03.6	Review updated requirements from Part 6 of Social Services and Well Being Act in relation to PEPs and their link to IDPs.	HH			22/03/22	<p>No further changes to Part 6, however, The WG report entitled "An Integrated Approach to Improving Educational Outcomes for Looked After Children in Wales" states that there should be "Processes that support integration, such as having a single, person centred approach to reviews of Personal Education Plans (PEP), aligned with Individual Development Plans (IDPs). For example, a PEP agreed across local areas that tend to host looked after children from the other area."</p> <p>The regional PEPs are person centred and are aligned with the IDP, therefore meet best practise described.</p>	
AS03.7	Provide training to child and family colleagues about the changes in the act and especially those concerning Looked After Children.	HH			19/11/21	<p>Training took place in September and recorded for staff to access.</p>	Further training would be rolled out if required.

Cross-Cutting Themes

Project Ref:	TP01	Project Name:	Communications / Stakeholder Engagement and Regional Partnership
Project Lead:	Huw Beynon	Key Theme:	Programme Cross Cutting Theme, Partnership

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Ref.	Milestone	Task Lead	Start	Deadline	Last Updated	Progress	Forward Look
TP01.1	ALN strategic board used to further engage with a range of stakeholders	KP	06/06/20	01/09/23	14/02/22	Strategic board meets termly.	Review longer term role for ALN strategic board.
TP01.2	Communications Strategy a) Created (<i>complete</i>) b) Updated to move from preparation to implementation for ALNET.	HB	01/09/20	Ongoing	09/02/22	Correspondence has been made with HoS/Regional Leads in relation to the regional communication workstream.	
TP01.3	Headteachers meeting used to communicate developments and secure engagement.	AL HB	01/11/20	Ongoing	14/02/22	Full update on ALN work given to all headteachers on 10/02/22.	
TP01.4	ALN Cross-Phase group to be re-established, with a	AL RP	01/01/21	Ongoing	14/02/22	Terms of Reference of Cross Phase discussed at meeting on 09/02/22.	Full and early consideration to be given to agenda to ensure

	changed term of reference based on a co-constructive role in the implementation and communication of the Swansea ALN Strategy.					All agreed to continue as a co-constructive group and headteachers reported that the group has been valuable.	appropriate co-construction.
TP01.5	Clear information for parents is available via a range of methods.	HB			21/03/22	<p>See also AS02. Animation has been procured regionally and will be distributed via all school websites.</p> <p>EY leaflet has been produced.</p> <p>Website is being updated with parents in mind and has been shared with PCF.</p> <p>Guidance has been shared alongside new webforms.</p>	<p>Further develop a range of information available for parents, see also AS02 for online guidance and resources.</p> <p>Explore alternative options to website.</p> <p>Review guides to SA.</p>

Project Ref:	TP02	Project Name:	Collaboration and Integrated Ways of Working
Project Lead:	Sarah Hughes	Key Theme:	Programme Cross Cutting Theme

Summary covered in highlight report.

Project Ref:	TP03	Project Name:	Embedding the Definition of ALN
Project Lead:	Natalie Bevan	Key Theme:	Programme Cross Cutting Theme

Summary covered in highlight report.

Integrated Impact Assessment Screening Form

Service Area: Achievement and Partnership
 Directorate: Education

Q1 (a) What are you screening for relevance?

- New and revised policies, practices or procedures
- Service review, re-organisation or service changes/reductions, which affect the wider community, service users and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- New project proposals affecting staff, communities or accessibility to the built environment, e.g., new construction work or adaptations to existing buildings, moving to on-line services, changing location
- Large Scale Public Events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Services Board, which impact on a public bodies functions
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services

(b) Please name and fully describe initiative here:

This IIA is providing an update for scrutiny panel on an existing transformation strategy for ALN provision in Swansea.

Q2 What is the potential impact on the following: the impacts below could be positive (+) or negative (-)

	High Impact		Medium Impact		Low Impact		Needs further investigation
	+	-	+	-	+	-	
Children/young people (0-18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Future Generations (yet to be born)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Integrated Impact Assessment Screening Form

- Q3 What involvement has taken place/will you undertake e.g. engagement/consultation/co-productive approaches?
Please provide details below – either of your activities or your reasons for not undertaking involvement**

We will continue to engage our schools to inform and develop policies taken forward. Regular engagement with parents and carers, through our parent carer forum. Regular engagement with key stakeholders through ALNET strategic Board

- Q4 Have you considered the Well-being of Future Generations Act (Wales) 2015 in the development of this initiative:**

- a) Overall does the initiative support our Corporate Plan's Well-being Objectives when considered together?
Yes No
- b) Does the initiative consider maximising contribution to each of the seven national well-being goals?
Yes No
- c) Does the initiative apply each of the five ways of working?
Yes No
- d) Does the initiative meet the needs of the present without compromising the ability of future generations to meet their own needs?
Yes No

-
- Q5 What is the potential risk of the initiative? (Consider the following impacts – equality, socio-economic, environmental, cultural, legal, financial, political, media, public perception etc...)**

High risk

Medium risk

Low risk

-
- Q6 Will this initiative have an impact (however minor) on any other Council service?**

Yes

No

If yes, please provide details below

There is no impact from this report. Any policy developed will require the Education Directorate to work closely with other Directorates to enable delivery.

- Q7 What is the cumulative impact of this proposal on people and/or communities when considering all the impacts identified within the screening and any other key decisions affecting similar groups/ service users made by the organisation?**

There is no impact from this report. The strategy aims to have a positive impact for all learners with ALN in Swansea.

Integrated Impact Assessment Screening Form

Outcome of Screening

Q8 Please describe the outcome of your screening below:

- **Summary of impacts identified and mitigation needed (Q2)**
- **Summary of involvement (Q3)**
- **WFG considerations (Q4)**
- **Any risks identified (Q5)**
- **Cumulative impact (Q7)**

All actions aim to have a positive impact on children and young people minimal impact on all other groups.

All schools will be kept engaged to ensure that the benefits are realised across all our schools.

All key stakeholders will be kept engaged to ensure that benefits are realised for the 0-25 age range.

All actions fit within the expectations and considerations of the WFG with no risk in their implementation. The cumulative impact is seen as very positive.

Any policy taken forward will be subject to its own IIA process.

Full IIA to be completed

Do not complete IIA – please ensure you have provided the relevant information above to support this outcome

Screening completed by:
Name: Alison Lane
Job title: Team Manager for Additional learning Needs and Inclusion team
Date: 07/11/2022

Approval by Head of Service:
Name: Kate Phillips
Position: Head of Vulnerable Learners Service
Date: 07/11/2022

Education Directorate

Pupil Development Grant

**Education Scrutiny Performance Panel
17 November 2022**

Cyfarwyddiaeth Addysg

Grant Datblygu Disgyblion

**Panel Perfformiad Craffu - Addysg
17 Tachwedd 2022**



Argymhellion y Cabinet

Cabinet recommendations

- Mai 2019 - Argymhellion a gefnogir gan y Pwyllgor Datblygu Polisi ynghylch y defnydd o'r Grant Datblygu Disgyblion (GDD) yn Abertawe.
- Mae ymweliadau cefnogi tymor yr hydref yn ystyried cynlluniau GDD ysgolion fel rhan o broses.
- May 2019 Policy Development Committee supported recommendations regarding Pupil Development Grant (PDG) use in Swansea.
- Autumn term support visits consider school PDG plans as part of process.

- Senior staff responsible for implementation of PDG plans.
- PDG plans aim to optimise the progress of all pupils eligible for free school meals (eFSM) – including more able and looked after pupils.
- Plans outline actions and link with school strategic plans.
- Pupil progress is tracked – helps when evaluating effectiveness of actions.
- Uwch-staff sy'n gyfrifol am roi cynlluniau'r GDD ar waith.
- Nod cynlluniau ar gyfer y GDD yw mwyafu cynnydd yr holl ddisgyblion sy'n gymwys ar gyfer prydau ysgol am ddim (cPYDd) - gan gynnwys disgyblion mwy talentog a'r rheini sy'n derbyn gofal.
- Mae'r cynlluniau'n amlinellu camau gweithredu ac yn cysylltu â chynlluniau strategol yr ysgol.
- Caiff cynnydd disgyblion ei olrhain - mae'n helpu wrth werthuso effeithiolrwydd camau gweithredu.

PDG summary of spend to support vulnerable pupils (*Annual item*)

Crynodeb o wariant y GDD i gefnogi disgyblion diamddiffyn (*eitem flynyddol*)

Totals 21-22

(Swansea Primary Schools)

- £5,656,850
- Primary average: £73K
- Primary lowest: £2,300
- Primary highest: £315K

Cyfansymiau 21-22

(Ysgolion Cynradd Abertawe)

- £5,656,850
- Cyfartaledd - Cynradd: £73K
- Isaf - Cynradd: £2,300
- Uchaf - Cynradd: £315K

PDG summary of spend to support vulnerable pupils (*Annual item*)

Crynodeb o wariant y GDD i gefnogi disgyblion diamddiffyn (*eitem flynyddol*)

Totals 21-22

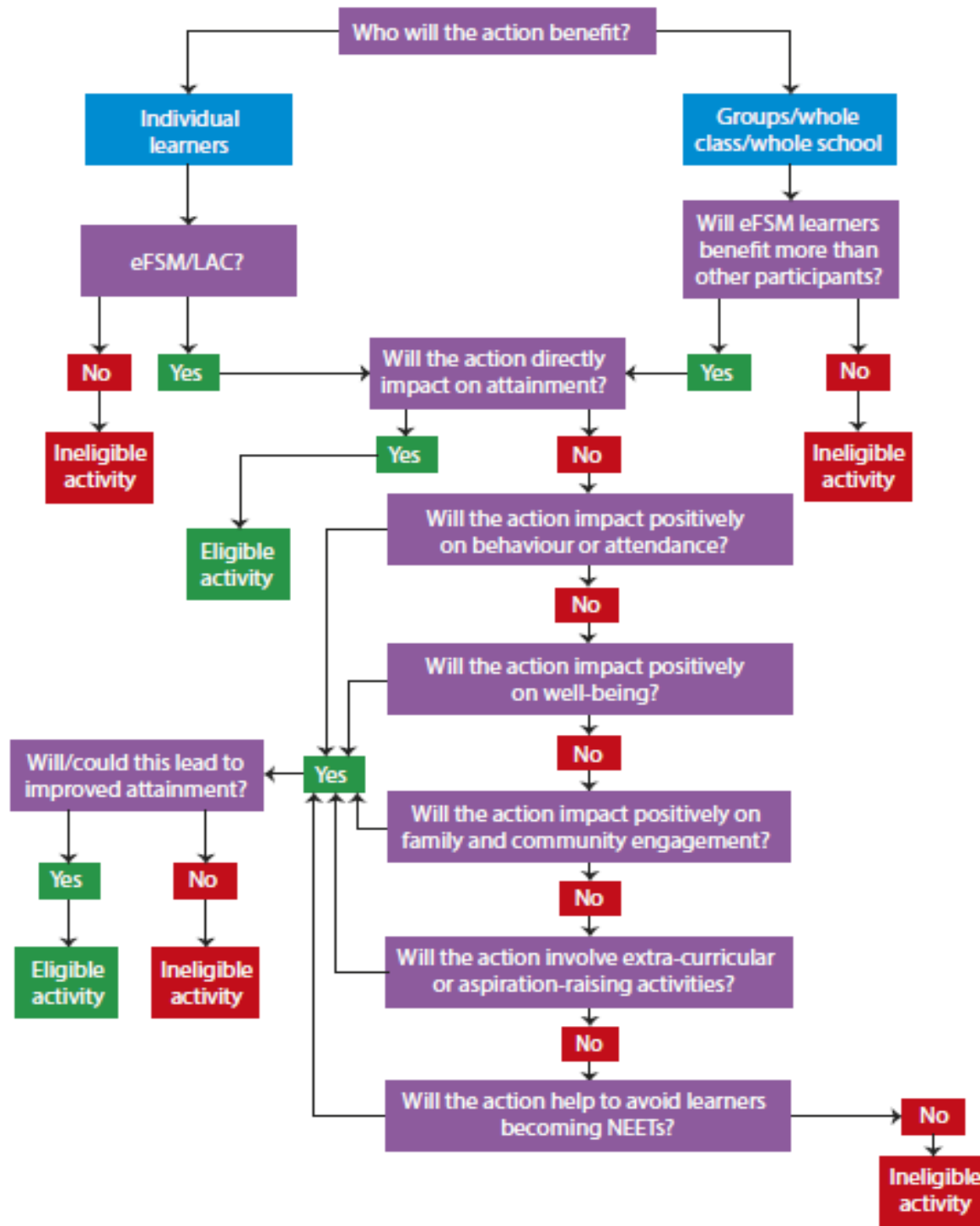
(Swansea Secondary & Special Schools)

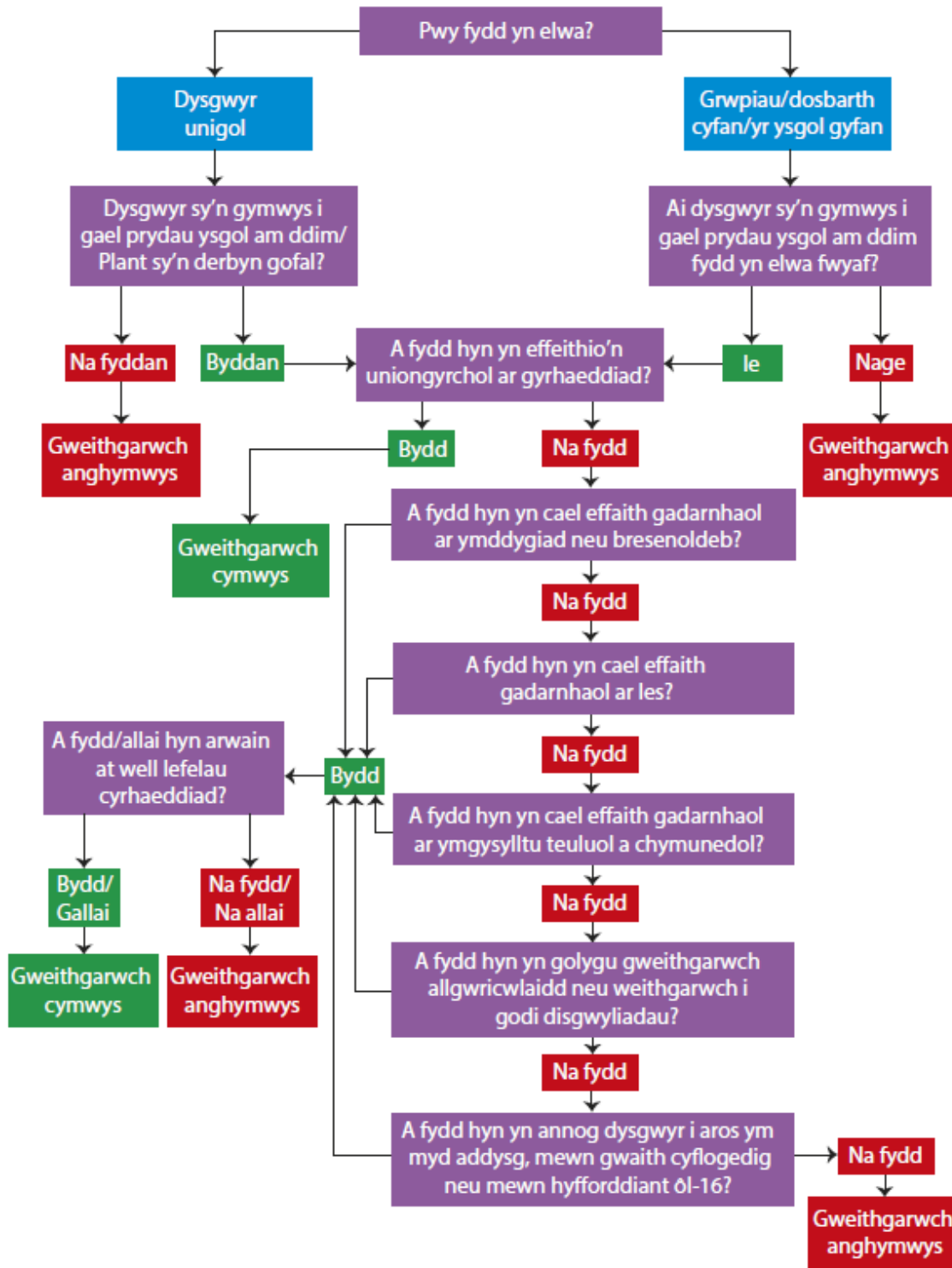
- £2,933,650
- Secondary average: £205K
- Secondary lowest: £71K
- Secondary highest: £367K
- Total Swansea Special:
- £69,000
- Special average: £35K

Cyfansymiau 21-22

(Ysgolion Uwchradd ac Ysgolion Arbennig Abertawe)

- £2,933,650
- Cyfartaledd Uwchradd: £205K
- Isaf - Uwchradd: £71K
- Uchaf - Uwchradd: £367K
- Cyfanswm Ysgolion Arbennig:
- £69,000
- Cyfartaledd Ysg. Arbennig: £35K





Examples of spend

Enghreifftiau o wariant

- Examples of its use in Swansea:
 - reading eggs
 - maths seeds
 - toe-by-toe
 - self-esteem (THRIVE, Empathy Lab etc.)
 - supporting mental health
- Enghreifftiau o'i ddefnydd yn Abertawe:
 - *Reading Eggs*
 - *Maths seeds*
 - *Toe-by-toe*
 - Hunan-barch (THRIVE, Labordy Empathi etc.)
 - Cefnogi iechyd meddwl

- Training for staff (TAs and teachers), such as:
- Speech and language
- Well-being training
- Wellcomm
- Developing teaching, e.g. Hattie's 'visible learning'
- Trauma informed
- Behaviour strategies
- Attachment
- Hyfforddiant i staff (CA ac athrawon), fel:
- Iaith a Lleferydd
- Hyfforddiant Iles
- Wellcomm
- Datblygu addysgu e.e. 'Dysgu gweledol' Hattie
- Arferion a Hysbysir gan Drawma
- Strategaethau ymddygiad
- Ymlyniad

- Developing tracking systems
- Freeing key staff to work with families and other agencies (TAF).
- Employing staff to support families
- Implementing Wellcomm
- Implementing well-being and mental health programmes
- Implementing speech and language programmes
- Implement catch-up programmes
- Increase staffing ratios in the early years
- Datblygu systemau olrhain
- Rhyddhau staff i weithio gyda theuluoedd ac asiantaethau eraill (TAT)
- Cyflogi staff i gefnogi teuluoedd
- Rhoi Wellcomm ar waith
- Rhoi rhaglenni lles ac iechyd meddwl ar waith
- Rhoi rhaglenni iaith a lleferydd ar waith
- Rhoi rhaglenni dal i fyny ar waith
- Cynyddu cymarebau staffio yn y blynyddoedd cynnar

- Provide enrichment and after school provision
- Enabling Nursery pupils to attend breakfast club
- Homework club for parents and pupils twice weekly
- Computer skills course for parents
- Creation of well-being rooms
- Supporting MAT pupils eFSM (maths & English)
- Nurture lunchtime clubs
- Purchasing of online packages (maths, literacy/reading – language link & MyConcern)
- Art therapy
- Darparu gweithgareddau cyfoethogi a darpariaeth ar ôl ysgol
- Galluogi disgyblion y meithrin i fynd i'r clwb brecwast
- Clwb gwaith cartref i rieni a disgyblion ddwywaith yr wythnos
- Cwrs sgiliau cyfrifiadur i rieni
- Creu ystafelloedd lles
- Cefnogi disgyblion MAT cPYDd (Mathemateg a Saesneg)
- Clybiau anogaeth amser cinio
- Prynu pecynnau ar-lein (Mathemateg, Llythrennedd/darllen - language link a MyConcern)
- Therapi celf

Supporting families

Cefnogi teuluoedd

- Paying for school snack
- Pay for childcare (after-school club)
- Pay for school trips
- Purchase of IT equipment to support blended learning
- Talu am fyrbrydau ysgol
- Talu am ofal plant (clwb ar ôl ysgol)
- Talu am wibdeithiau ysgol
- Prynu offer TG i gefnogi dysgu cyfunol

Impact Effaith

- Improved engagement
- Fewer social services referrals
- Improved attendance
- Improved attainment
- Improved teaching
- Improved parents' skills and relationship with school
- Gwell ymrwymiad
- Llai o atgyfeiriadau i'r Gwasanaethau Cymdeithasol
- Gwell presenoldeb
- Gwell cyrhaeddiad
- Gwell addysgu
- Sgiliau rhieni a'u perthynas â'r ysgol yn well

What do Welsh Government and Estyn say? Beth mae Llywodraeth Cymru ac Estyn yn ei ddweud?

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What is NOT as successful? Beth NAD yw mor llwyddiannus?

- Simply employing additional Teaching Assistants (TAs) - except where teachers and TAs work effectively together
- Ability grouping
- Reducing primary class sizes (aside from Reception and Y1 when reduced below 15)
- Teacher performance-related pay
- Cyflogi rhagor o Gynorthwyr Addysgu (CA) - ac eithrio lle mae athrawon a CA yn gweithio'n effeithiol gyda'i gilydd
- Grwpio yn ôl gallu
- Lleihau dosbarthiadau cynradd (heblaw am y dosbarth Derbyn a BI1 pan fo'r nifer yn llai na 15)
- Tâl yn seiliedig ar berfformiad i athrawon

Welsh Government top 4: 4 pennaf Llywodraeth Cymru:

1. Effective feedback on learning
2. Metacognition and self-regulation
3. Peer tutoring
4. Early intervention

1. Adborth effeithiol ar ddysgu
2. Metawybyddiaeth a hunan-reoli
3. Hyfforddiant gan gyfoedion
4. Ymyrryd yn gynnar

Estyn top 10

Top 10 Strategies for tackling poverty and disadvantage in schools

- 1 Taking a whole-school, strategic approach to tackling disadvantage
- 2 Using data to track the progress of disadvantaged pupils
- 3 Improving disadvantaged pupils' literacy and learning skills
- 4 Improving the social and emotional skills of disadvantaged pupils
- 5 Improving the attendance, punctuality and behaviour of disadvantaged pupils
- 6 Tailoring the curriculum to meet the needs of disadvantaged pupils
- 7 Providing enriched experiences and a variety of extra-curricular activities and trips
- 8 Listening to pupils and encouraging participation
- 9 Engaging with parents and carers of disadvantaged pupils
- 10 Developing the expertise of staff to meet the needs of disadvantaged pupils

10 uchaf Estyn

Y 10 Strategaeth orau ar gyfer mynd i'r afael â thlodi ac anfantais mewn ysgolion

- 1 Defnyddio dull ysgol gyfan, strategol i fynd i'r afael ag anfantais
- 2 Defnyddio data i olrhain cynnydd disgyblion dan anfantais
- 3 Gwella medrau llythrennedd a dysgu disgyblion dan anfantais
- 4 Datblygu medrau cymdeithasol ac emosiynol disgyblion dan anfantais
- 5 Gwella presenoldeb, prydlondeb ac ymddygiad disgyblion dan anfantais
- 6 Teilwra'r cwricwlwm yn unol ag anghenion disgyblion dan anfantais
- 7 Darparu profiadau cyfoethocach ac amrywiaeth o weithgareddau a thripiâu allgyrsiol
- 8 Gwrando ar ddisgyblion dan anfantais a rhoi cyfleoedd iddynt gymryd rhan lawn ym mywyd yr ysgol
- 9 Ymgysylltu â rhieni a gofalwyr disgyblion dan anfantais
- 10 Datblygu arbenigedd staff i fodloni anghenion disgyblion dan anfantais



In addition...

Yn ogystal...

- Local Authority receives PDG LAC (looked after children) funding
- £449,650 for 21-22
- Distributed to clusters
- Spend similar to that already given in earlier slides (training, implementing support etc.)
- Mae'r awdurdod lleol yn derbyn cyllid ar gyfer GDD PDG (plant sy'n derbyn gofal)
- £449,650 ar gyfer 21-22
- Fe'i dosberthir i glystyrau
- Mae'r gwariant yn debyg i'r hyn a nodwyd eisoes yn y sleidiau cynharach (hyfforddiant, rhoi cefnogaeth ar waith etc.)

Finally...

- Innovative and effective use of grant in Swansea.
- Having a positive impact on staff development, well-being, attendance, attainment etc.
- Recommendations realised in Swansea schools.

Yn olaf...

- Defnydd blaengar ac effeithiol o'r grant yn Abertawe.
- Mae'n cael effaith gadarnhaol ar ddatblygiad staff, lles, presenoldeb, cyrhaeddiad etc.
- Argymhellion wedi'u gwireddu yn ysgolion Abertawe.

Agenda Item 9



Report of the Cabinet Member for Education and Learning

Education Scrutiny Performance Panel – 17 November 2022

School Improvement Team

Purpose:	To brief the Scrutiny Panel on school improvement
Content:	A briefing on: <ul style="list-style-type: none">• the progress of the School Improvement Team;• sharing effective practice; and• school improvement guidance.
Councillors are being asked to:	Consider the information provided and give views
Lead Councillor:	Councillor Robert Smith, Cabinet Member for Education and Learning
Lead Officer & Report Author:	David Thomas, Principal School Improvement Adviser (Interim) E-mail: david.thomas1@swansea.gov.uk

1. Background

- 1.1 Swansea Council's School Improvement Team (SIT) sits within the Achievement and Partnership Service and helps deliver local and national priorities and strategies for school improvement. In October 2021, the Primary and Secondary phase teams were merged and are now led by one Principal School Improvement Adviser. A Welsh in Education Advisory Team and Music Service are also situated within the SIT. An officer from within the team supports the provision for skills across Swansea's settings. Since the amalgamation, team members report a greater sense of agency. SIT members who are not School Improvement Advisers (SIAs) are now attending school visits which promotes the sharing of effective practice.
- 1.2 The SIT comprises of permanent and commissioned SIAs (known as Challenge Advisers prior to May 2021). For the academic year 2021-2022, the team had 3.3 full-time equivalent permanent SIAs (September to April) plus a full-time secondee. Ten headteachers were commissioned to support the work of the permanent team.

- 1.3 In addition to the SIAs, the team is supported by four performance specialists covering the areas of Literacy, Numeracy, Digital Skills and Relationships and Sexuality Education (RSE)/Religion, Values and Ethics (RVE). From April 2023, only one permanent officer will remain in post (Digital Skills).
- 1.4 The core responsibility of the SIT is to support and build the capacity of all schools to be self-improving, to help raise standards and support schools to provide high quality provision. There are four key aspects to the role:
- supporting school self-evaluation and improvement;
 - brokering effective support and identify/share effective practice;
 - developing school leadership; and
 - building school-to-school capacity.
- 1.5 During the 2021–2022 academic year, there was a mix of virtual and face-to-face school visits undertaken by SIAs. For each school, two formal visits were arranged owing to the pandemic. Nine schools were inspected by Estyn. No schools were placed into a statutory category or monitoring. Five were asked to write at least one case study on the effective practice found. The SIT supports schools to share this work.

2. Briefing

- 2.1 The SIT support schools in a number of ways throughout the school year. The core of the work is centred around three annual support visits. The agenda for each visit is co-constructed with headteachers in order to support high levels of ownership and engagement. During visits, based on the needs of the school, SIT officers undertake a range of quality assurance activities. For example, meetings with senior leaders/governors, observations of learning and work scrutiny. The main aim is to support the school's own evaluations.
- 2.2 The SIT's objectives for the last academic year were:
- Support school self-evaluation and improvement.
 - *Engage in WG's school improvement guidance.*
 - Support school preparations to implement Curriculum for Wales (CfW) – broker effective support and intervention, build school-to-school support through partnership working.
 - *Facilitate professional learning (PL)*
 - Support implementation of the Framework on embedding a whole-school approach to emotional and mental well-being and the ALNET Bill develop school readiness for new curriculum and assessment arrangements.
 - Develop workforce and leadership (at all levels).
- 2.3 During the early part of 2021–2022, many schools were facing ongoing challenges as a result of the pandemic. High levels of staffing absence across our schools required the SIT to be dynamic in its approach to support and challenge. The team supported schools in a number of ways. For example, meeting remotely instead of cancelling planned visits, training governors

remotely and attending schools face-to-face and remotely to support leadership capacity shortcomings.

Autumn term visit agendas included updates on the school's plans to support pupil and staff wellbeing, support for vulnerable pupils, Curriculum for Wales preparations, Additional Learning Needs and Education Tribunal (ALNET) Act readiness, and grant expenditure. The discussion regarding grant expenditure included how each school used its Pupil Development Grant (PDG) funding to support pupils eligible for free school meals (eFSM). The aims of gathering the information were to develop a greater understanding of what provision was being offered to Swansea pupils, what support schools needed to enhance provision, and to identify effective practice to share with others. School leaders shared their monitoring/quality assurance findings with the SIAs. Priority evaluations were considered and the SIAs continue to support schools in their reviews of pupil progress. This will be an ongoing requirement.

During summer visits, the SIT made excellent use of the temporary appointment of two performance specialists. Focusing on the provision for literacy and numeracy, the officers attended around half of Swansea schools to support the evaluations of school progress and to support the development of a Swansea strategy for literacy and numeracy. This will be shared once complete.

Continuity of learning was supported by the sharing of good practice through existing networks, for example the Digital Leads network across primary schools and the Secondary Curriculum and School Evaluation Network (SCASEN) for secondary schools.

SIAs collaborated with headteachers via the Continuity of Learning Partnership (COLP) group. This group met monthly and in addition to sharing good practice, created template policies and documents for primary schools to adopt and adapt as they saw fit. This partnership continued to support schools through curriculum reform and sought the advice from a range of officers and professionals, for example, curriculum specialists from the consortia. During 2021-2022, a new Swansea Curriculum and Assessment Network (SCAN) was established. This group, with representation from all sectors, is designed to support the development of a strategy for curriculum development in Swansea. It was effective in the amalgamation of practitioners and has led to a number of key workstreams eg the development of 'on-entry' assessment tool.

The Welsh in Education advisory team supported schools in a variety of ways that included:

- creating a wide range of resources for schools.
- facilitating coordinators' seminars.
- training for staff.
- providing 'live' lessons via Teams.
- ongoing support for the development pathway of Cymraeg Campus/Siarter Iaith.
- Strategic support and delivery of the Welsh in Education Strategic Plan (WESP).

Nearly all visit reports and headteacher performance management appraisals were completed by the end of the school year.

- 2.4 In addition to the professional learning (PL) referenced above, SIAs have brokered beneficial opportunities for headteachers, senior leaders and teachers. The PL opportunities focussed on curriculum design and the development of a shared understanding of progression as schools prepare to implement the Curriculum for Wales (CfW). This PL was provided by regional partners and well-regarded experts. Members of the SIA team continue to oversee the induction of newly qualified teachers (NQTs). This entails allocating external verifiers, providing training, reviewing and moderating profiles, and organising the allocation of NQTs to schools for the autumn term (a Welsh Government initiative that is virtually cost neutral to the schools involved).
- 2.5 SIAs have continued to support the Directorate's Governor Support Team by providing training sessions that have focussed on CfW, assessment, headteacher performance management and the Welsh Government's school improvement guidance. Governing bodies have also been supported with officer advice when making headteacher and deputy headteacher appointments. The SIA team oversee new appointments of other senior leaders, as required.
- 2.6 In schools, leaders use PDG funding well to support their learners. For example, facilitating professional learning for staff focusing on elements such as speech and language provision, wellbeing, disorders linked to attachment anxiety, learning catch-up programmes, emotion coaching, among others. Some uses include employing staff deployed to support pupils and families. A wide range of how schools use the grant was reported to Scrutiny in March 2021. What is common amongst the approaches is that they are often evidence-based and evaluated by school leaders as part of their self-improvement activities.

3. Conclusions

- 3.1 Despite the continued challenges, the SIAs have supported schools well, providing a wide range of PL opportunities alongside school support visits. Effective practice has been shared via headteacher meetings and established networks.
- 3.2 SIAs have supported governing bodies well to make headteacher and deputy headteacher appointments, provide PL and bespoke support as required.
- 3.3 Vulnerable learners and eFSM pupils are well supported by the local authority and their schools.
- 3.4 The Welsh Government's school improvement guidance (September 2022) has driven changes to the school visit agenda. Whilst complimenting the principles of CfW, in the context of the emergence from the pandemic and curriculum

reform, the SIT and the SIAs need to be sensitive to schools' capacity to take on change.

4. Legal implications

4.1 There are no legal implications.

5. Finance Implications

5.1 There are no finance implications.

6. Integrated Assessment Implications

6.1 The Council is subject to the Equality Act (Public Sector Equality Duty and the socio-economic duty), the Well-being of Future Generations (Wales) Act 2015 and the Welsh Language (Wales) Measure, and must in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Acts
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not
- Deliver better outcomes for those people who experience socio-economic disadvantage
- Consider opportunities for people to use the Welsh language
- Treat the Welsh language no less favourably than English
- Ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs

6.2 The Well-being of Future Generations (Wales) Act 2005 mandates that public bodies in Wales must carry out sustainable development. Sustainable development means the process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the 'well-being goals'.

6.3 Our Integrated Impact Assessment (IIA) process ensures we have paid due regard to the above. It also takes into account other key issues and priorities, such as poverty and social exclusion, community cohesion, carers, the United Nations Convention on the Rights of the Child (UNCRC) and Welsh language.

6.4 An IIA Screening Form has been completed with the agreed outcome that a full IIA report was not required for the following reasons:

- This is a report to share information. The summary of impacts is low. No mitigation is required.
- This is a report to share information regarding the performance and functions of the School Improvement Team, which is linked to the corporate objective of improving education and skills.

- This is a report to share information. No risks have been identified and no impact is envisaged.

Glossary of terms:

Acronym	Expansion
SIT	School Improvement Team
ALNET	Additional Learning Needs and Educational Tribunal (Wales)
PDG	Pupil Development Grant
eFSM	Eligible for Free School Meals
COLP	Continuity of Learning Partnership
SCASEN	Secondary Curriculum and School Evaluation Network
CfW	Curriculum for Wales
RRRS: ALP	Recruit, Recover, Raise Standards: Accelerated Learning Programme (<i>this is a WG grant</i>)
PL	Professional learning
RSE	Relationships and Sexuality Education
RVE	Religion, Values and Ethics

Background papers: None

Appendices:

Appendix A – IIA Screening Form

Integrated Impact Assessment Screening Form

Service Area: Achievement and Partnership
 Directorate: Education

Q1 (a) What are you screening for relevance?

- New and revised policies, practices or procedures
- Service review, re-organisation or service changes/reductions, which affect the wider community, service users and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- New project proposals affecting staff, communities or accessibility to the built environment, e.g., new construction work or adaptations to existing buildings, moving to on-line services, changing location
- Large Scale Public Events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Services Board, which impact on a public bodies functions
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services

(b) Please name and fully describe initiative here:

To brief/update the Scrutiny Panel on the work of the School Improvement Team (SIT). Any policies taken forward will be subject to its own IIA.

Q2 What is the potential impact on the following: the impacts below could be positive (+) or negative (-)

	High Impact		Medium Impact		Low Impact		Needs further investigation
	+	-	+	-	+	-	
Children/young people (0-18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Future Generations (yet to be born)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Integrated Impact Assessment Screening Form

- Q3** What involvement has taken place/will you undertake e.g. engagement/consultation/co-productive approaches?
Please provide details below – either of your activities or your reasons for not undertaking involvement

We will continue to engage our school leaders and the wider education family to inform and develop policies taken forward.

- Q4** Have you considered the Well-being of Future Generations Act (Wales) 2015 in the development of this initiative:

- a) Overall does the initiative support our Corporate Plan's Well-being Objectives when considered together?
Yes No
- b) Does the initiative consider maximising contribution to each of the seven national well-being goals?
Yes No
- c) Does the initiative apply each of the five ways of working?
Yes No
- d) Does the initiative meet the needs of the present without compromising the ability of future generations to meet their own needs?
Yes No

-
- Q5** What is the potential risk of the initiative? (*Consider the following impacts – equality, socio-economic, environmental, cultural, legal, financial, political, media, public perception etc...*)

High risk

Medium risk

Low risk

-
- Q6** Will this initiative have an impact (however minor) on any other Council service?

Yes No If yes, please provide details below

- Q7** What is the cumulative impact of this proposal on people and/or communities when considering all the impacts identified within the screening and any other key decisions affecting similar groups/ service users made by the organisation?

There is no impact from this report.

Integrated Impact Assessment Screening Form

Outcome of Screening

Q8 Please describe the outcome of your screening below:

- Summary of impacts identified and mitigation needed (Q2)
- Summary of involvement (Q3)
- WFG considerations (Q4)
- Any risks identified (Q5)
- Cumulative impact (Q7)

This is a report to provide Scrutiny with an update on the work of the School Improvement Team (SIT).

Any policies or plans be taken forward by the Education Directorate linked to this work would be subject to their own IIA.

Full IIA to be completed

Do not complete IIA – please ensure you have provided the relevant information above to support this outcome

Screening completed by:
Name: David Thomas
Job title: Principal School Improvement Advisor (Interim)
Date: 07/11/2022

Approval by Head of Service:
Name: Rhodri Jones
Position: Head of Achievement and Partnership Service
Date: 08/11/2022

Agenda Item 10



Report of the Cabinet Member for Education and Learning

Education Scrutiny Performance Panel – 17 November 2022

Curriculum for Wales Update

Purpose:	To update the Scrutiny Panel on Curriculum for Wales (CfW)
Content:	An update on: 1. CfW 2022 Update
Councillors are being asked to:	Consider the information provided and give views
Lead Councillor:	Councillor Robert Smith, Cabinet Member for Education and Learning
Lead Officer & Report Author:	David Thomas, Principal School Improvement Adviser (Interim) E-mail: david.thomas1@swansea.gov.uk

1. Background

- 1.1 The Curriculum and Assessment (Wales) Act 2021 (the Act) established the Curriculum for Wales in law and replaced the basic curriculum (which includes, for example, the national and local curricula set out in Part 7 of the Education Act 2002). The Act makes provision about progression and assessment in connection with the curriculum for 3 to 16 year olds.

Providers teaching year 7 learners can now opt in to start teaching the new curriculum. All other providers will begin first teaching of the curriculum for both year 7 and year 8 learners in September 2023. The rollout will then be staggered year on year, with implementation for year 11 learners in September 2026.

- 1.2 Schools and settings are at different points of their journey towards curriculum reform. Welsh Government (WG), regional consortia and local authorities continue to provide a range of resources to support schools appropriately. Jeremy Miles, Minister for Education and Welsh Language, released a useful three-stage guide for schools [here](#) which poses a series of questions designed to support schools in their evaluation of progress towards reform. It outlines the following steps:

- Designing your curriculum
- Progression
- Assessment

- 1.3 WG recognise that curriculum design is an ongoing, cyclical process of engagement, design, planning, trialling and evaluation. It is an iterative process – a school’s curriculum will continue to evolve to meet the needs of their learners and enable progress towards the four purposes.
- 1.4 Estyn’s annual report summary findings for 2021-2022 makes specific reference to curriculum reform and identifies effective practice and areas for development.

What’s going well

- Providers are working to maintain their momentum in adapting teaching and learning to align with the Curriculum for Wales.
- A majority of providers recognise the importance of adapting and improving their teaching.
- In non-maintained settings and primary schools, where teachers place an emphasis on engaging pupils in planning their learning, this often results in more engaging learning experiences and better progress for pupils.
- In the secondary sector, where teachers have carefully considered the benefits and pitfalls of the approach, cross-departmental working is resulting in more cohesive and engaging learning experiences for pupils.
- Practitioners across all sectors have welcomed the freedom to experiment, adapt and develop their practice.
- In the most effective providers, they have engaged with a range of stakeholders to create a clear vision for their curriculum.
- A very few primary schools used curriculum guidance confidently to develop a picture of what progress looks like through their own individual curricula.

What needs to improve

- Overall, the progress providers are making towards implementation of the Curriculum for Wales is too variable.
- Schools need to prioritise improving the quality of teaching and learning alongside their curriculum design.
- Cross-phase working to ensure continuity and progression for learners through the curriculum is too infrequent and not sufficiently effective.
- Too often the support provided by local authorities and regional consortia is not bespoke to the needs of providers and they do not evaluate the impact of their work effectively enough.
- Many leaders remain concerned about assessment and progression in the Curriculum for Wales and what progress through the curriculum should look like.

The school improvement team (SIT) have engaged well with a range of stakeholders to consider both Estyn’s inspection framework, summary findings above, and WG’s school improvement guidance. As a result, the agenda for the

school support visits has been co-constructed resulting in an improved sense of ownership thus having greater impact on the work of school leaders.

- 1.5 During support visits, the SIT explores each school's work and supports their evaluations. Reflecting the school improvement guidance, each school receives a report that is shared with governors. This report is heavily influenced by WG's CfW guidance with a clear focus on the progress learners make.

2. Briefing

- 2.1 In February 2022, Jeremy Miles, Minister for Education and Welsh Language spoke at an online event for school leaders entitled 'Curriculum for Wales – towards September 2022'. The Minister gave information about resources schools can access to support their preparations to implement CfW, how the system would support the realisation of the CfW, and how WG will promote collaboration.
- 2.2 A 'national professional learning entitlement' is intended to provide all practitioners with access to high quality professional learning. A dedicated WG area of its online platform sets out the offer for teaching, leadership and system leadership.
- 2.3 Resources for teachers and leaders have been developed. This includes guidance, materials, workshops and case studies. These can be found [here](#).
- 2.4 Ongoing collaboration is promoted through the National Network. The Network is an open platform, with opportunities for all practitioners in Wales to gather and share understanding, co-construct approaches, connect people, and drive change. In Autumn 2022, the Network will hold conversations on Expressive Arts. In addition to the work of the National Network, there are several networks in Swansea committed to supporting schools. For example, Swansea's Curriculum and Assessment Network (SCAN) collaborate closely with colleagues from Partneriaeth's leadership team, which informs the regional professional learning offer.
- 2.5 CfW professional learning has been a focus area for the SIT. In Swansea, approximately two hundred school leaders have been directly engaged in a cross-LA project to support the development of a shared understanding of learner progression. As a result, most schools have a good, practical understanding of the process for curriculum design and review.
- 2.6 Partneriaeth's PL offer is now broad. Regional leads report regularly to the principal school improvement advisor on the levels of attendance and contributions of Swansea staff. Of the three LAs in the consortium, Swansea's attendance and commitment is reported to be the strongest.
- 2.7 A summary of WG's school improvement guidance has been shared by the SIT with a wide range of stakeholders across the LA. The guidance, underpinned by the principles of CfW, sets out the areas of focus for schools' self-evaluation and improvement planning. As a result, the LA is beginning to share a consistent approach to the evaluation of school performance.

- 2.8 The SIT evaluates the impact of each school's engagement with WG's schools as learning organisations (SLO) and national resource for evaluation and improvement (NR:EI). These tools support the audit of schools' provision and provide prompts/activities that enable leaders to evaluate their progress towards curriculum reform. In the best examples, these tools are used in a focussed way to develop lines of enquiry which help inform improvement planning.
- 2.9 As schools design a curriculum, they select the knowledge, skills and experiences that best support their learners to progress in the ways described in CfW – they will need to develop assessment arrangements to support each individual learner to progress in relation to their school/setting's curriculum.
- 2.10 Schools are to conduct on-entry assessments for all learners who move settings at any age (3 to 16). The SIT has begun to support schools to develop a cluster/partnership approach to this. The personalised assessments remain a statutory requirement. The requirement to report baseline assessments and end of key stage assessments concluded in July 2022.
- 2.11 The principal school improvement advisor has established several additional networks designed to support the development of new structures as a result of CfW guidance. For example, on-entry assessment tool, published curriculum summaries and school development plan (SDP) changes. These are effective in supporting a reduction in head teacher workload by creating effective templates and examples.
- 2.12 Transition plans will establish processes that jointly support learner progression, the overall needs and well-being of the learner and ensure appropriate pace and challenge in their approach to progression and developing curriculum and assessment arrangements. Schools will communicate with parents/carers each term. The method of communication can be done in a variety of ways that best suits the audience. The feedback to parents/carers is to include:
- a brief summary about progress across the breadth of the curriculum.
 - information about future progression needs/next steps.
 - advice on how parents/carers can support progression at home.
 - information on general health and well-being.
- 2.13 In collaboration with a range of stakeholders, Swansea SACRVE have produced an agreed syllabus. This has been shared with all schools in Swansea. Jennifer Harding-Richards, Swansea advisor for RSE/RVE continues to provide a host of local and regional professional learning opportunities to ensure practitioners have the skills required to teach RVE effectively.
- 2.14 Swansea has produced and shared its RSE policy to support WG's statutory guidance and RSE code. Swansea has engaged directly with WG curriculum officers to represent the view of parents and carers. The right to withdraw pupils from the RSE curriculum has been removed by WG causing some considerable unrest among some parents' groups. This continues to provide LA officers with

challenges and complaints. Despite this, schools feel well supported by the LA and officers have identified many schools who have the capacity to share their effective practice.

3. Conclusions/Key Points Summary

- 3.1 WG produce a wide range of materials and guidance designed to support schools in the realisation of CfW and reform. Officers produce useful summaries of this guidance to reduce school-based leader workload.
- 3.2 Swansea schools continue to feel they are supported well by the LA's RSE/RVE Lead.
- 3.3 LA officers need to continue the focus on the impact of leadership on the progress learners make.
- 3.4 LA officers need to ensure schools are supported well to make use of the professional learning offered by the region.
- 3.5 We need to continue to support schools in their implementation and ongoing review of curriculum provision with a sharp focus on the impact on learner progress.
- 3.6 School improvement advisers have and will continue to identify schools that have the capacity to share effective practice.
- 3.7 School improvement advisors will sensitively identify schools that require additional support in their reform journey indicated by the progress that learner make over time.
- 3.8 School improvement advisors will continue to make representations to WG on behalf of our stakeholders to inform national policy.

4. Integrated Assessment Implications

- 4.1 The Council is subject to the Equality Act (Public Sector Equality Duty and the socio-economic duty), the Well-being of Future Generations (Wales) Act 2015 and the Welsh Language (Wales) Measure, and must in the exercise of their functions, have due regard to the need to:
 - Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Acts.
 - Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - Foster good relations between people who share a protected characteristic and those who do not.
 - Deliver better outcomes for those people who experience socio-economic disadvantage
 - Consider opportunities for people to use the Welsh language
 - Treat the Welsh language no less favourably than English.

- Ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.
- 4.2 The Well-being of Future Generations (Wales) Act 2015 mandates that public bodies in Wales must carry out sustainable development. Sustainable development means the process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the ‘well-being goals’.
- 4.3 Our Integrated Impact Assessment (IIA) process ensures we have paid due regard to the above. It also considers other key issues and priorities, such as poverty and social exclusion, community cohesion, carers, the United Nations Convention on the Rights of the Child (UNCRC) and Welsh language.
- 4.4 An IIA Screening Form has been completed with the agreed outcome that a full IIA report was not required for the following reasons:
- This is a report to share information. The summary of impacts is low. No mitigation is required.
 - This is a report to share information regarding the implementation of the Curriculum for Wales, which is linked to the corporate objective of improving education and skills.
 - This is a report to share information. No risks have been identified and no impact is envisaged.

5. Financial Implications

5.1 There are no financial implications associated with this report.

6. Legal Implications

6.1 There are no legal implications associated with this report.

Glossary of terms:

Acronym	Expansion
LA	Local Authority
WG	Welsh Government
GCSE	General Certificate of Secondary Education
BSL	British Sign Language
CfW	Curriculum for Wales
RSE	Relationships and Sexuality Education
RVE	Religion, Values and Ethics
SACRVE	Standing Advisory Council on Religion and Values Education
IIA	Integrated Impact Assessment
SLO	Schools as Learning Organisations
NR:EI	National Resource for Evaluation and Improvement

Background papers: None

Appendices:

Appendix A – IIA Screening Form

Integrated Impact Assessment Screening Form

Service Area: Achievement and Partnership
 Directorate: Education

Q1 (a) What are you screening for relevance?

- New and revised policies, practices or procedures
- Service review, re-organisation or service changes/reductions, which affect the wider community, service users and/or staff
- Efficiency or saving proposals
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- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services

(b) Please name and fully describe initiative here:

To brief/update the Scrutiny Panel on Curriculum for Wales (CfW). Any policies taken forward will be subject to its own IIA.

Q2 What is the potential impact on the following: the impacts below could be positive (+) or negative (-)

	High Impact		Medium Impact		Low Impact		Needs further investigation
	+	-	+	-	+	-	
Children/young people (0-18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Future Generations (yet to be born)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Integrated Impact Assessment Screening Form

- Q3** What involvement has taken place/will you undertake e.g. engagement/consultation/co-productive approaches?
Please provide details below – either of your activities or your reasons for not undertaking involvement

We will continue to engage our school leaders and the wider education family to inform and develop policies taken forward.

- Q4** Have you considered the Well-being of Future Generations Act (Wales) 2015 in the development of this initiative:

- a) Overall does the initiative support our Corporate Plan's Well-being Objectives when considered together?
Yes No
- b) Does the initiative consider maximising contribution to each of the seven national well-being goals?
Yes No
- c) Does the initiative apply each of the five ways of working?
Yes No
- d) Does the initiative meet the needs of the present without compromising the ability of future generations to meet their own needs?
Yes No

-
- Q5** What is the potential risk of the initiative? (*Consider the following impacts – equality, socio-economic, environmental, cultural, legal, financial, political, media, public perception etc...*)

High risk

Medium risk

Low risk

-
- Q6** Will this initiative have an impact (however minor) on any other Council service?

Yes No If yes, please provide details below

- Q7** What is the cumulative impact of this proposal on people and/or communities when considering all the impacts identified within the screening and any other key decisions affecting similar groups/ service users made by the organisation?

There is no impact from this report.

Integrated Impact Assessment Screening Form

Outcome of Screening

Q8 Please describe the outcome of your screening below:

- **Summary of impacts identified and mitigation needed (Q2)**
- **Summary of involvement (Q3)**
- **WFG considerations (Q4)**
- **Any risks identified (Q5)**
- **Cumulative impact (Q7)**

This is a report to provide Scrutiny with an update on the implementation of the Curriculum for Wales.

Any policies or plans be taken forward by the Education Directorate linked to this work would be subject to their own IIA.

Full IIA to be completed

Do not complete IIA – please ensure you have provided the relevant information above to support this outcome

Screening completed by:
Name: David Thomas
Job title: Principal School Improvement Advisor (Interim)
Date: 06/11/2022

Approval by Head of Service:
Name: Rhodri Jones
Position: Head of Achievement and Partnership Service
Date: 07/11/2022

Agenda Item 11



Minutes of the **Partneriaeth Regional Scrutiny Councillor Group**

Held Remotely via Zoom

Monday, 24 October 2022 at 10.00 am

Present: Councillor L R Jones (Chair) Presided

Councillor(s)

Cllr Lyndon Jones (Convener Swansea Education Performance Scrutiny Panel)
Cllr Peter Black (Chair of the Swansea Scrutiny Programme Committee)
Cllr Huw Murphy (Chair Pembrokeshire Schools and Learning Scrutiny Committee)
Cllr Pat Davies (Vice Chair Pembrokeshire Schools and Learning Scrutiny Committee)
Cllr Carys Jones (Chair Carmarthenshire Education and Children Scrutiny Committee)
Cllr Sue Allen (Vice Chair Carmarthenshire Education and Children Scrutiny Committee)

Officer(s)

Ian Altman	Lead Officer Partneriaeth
Helen Morgan-Rees	Director of Education (Swansea)
Michelle Roberts	Scrutiny Officer (Swansea)
Michelle Evans Thomas	Scrutiny Officer (Carmarthenshire)
Julie Owens	Scrutiny Officer (Carmarthenshire)

Apologies for Absence

Gareth Morgans, Lead Director

1 Election of Chair and Vice Chair

Councillor Lyndon Jones (Swansea) was elected as Chair and Councillor Huw Murphy (Pembrokeshire) was elected as Vice Chair of the Partneriaeth Scrutiny Councillor Group for a period of two years.

2 Apologies for Absence

Apologies were received from Gareth Morgans, Lead Director for Partneriaeth.

3 Declaration of Interest

No declarations of interest were received.

4 Role of the Partneriaeth Scrutiny Councillor Group

The supporting Scrutiny Officer briefly outlined the role and responsibilities of the Scrutiny Councillor Group, as stated in the Terms of Reference detailed in the Partneriaeth Legal Agreement.

5 Overview of the role of Partneriaeth and the Legal Agreement

Helen Morgan Rees, Director of Education Swansea, standing in for Lead Director Gareth Morgans, outlined the key points in the Partneriaeth Legal Agreement including:

Schedule 2 – Functions of the partnership

Schedule 3 to 6 – Terms of reference for each group in the partnership

Schedule 9 – Finance and funding

Schedule 10 – Annual Business Planning

Ian Altman, the Lead Officer for Partneriaeth made a PowerPoint presentation that covered the:

- functions of Partneriaeth
- staffing structures
- Business Plan 2022/23
- governance and stakeholder groups
- Local Authority priorities
- six business plan priorities
- website
- brokerage
- cluster links
- operational plans
- financial planning and tracking; and
- risk register

The following issues were raised by the Councillor Group:

- Implementation of the New Curriculum for Wales; the Councillor Group emphasised the importance of good consistent support for teachers who are transitioning to using the New Curriculum. The Group agreed that it was an exciting time but that we must support those who may be finding it particularly challenging.
- The Lead Officer said it was exciting but also challenging and that a consistent level of support across schools and clusters was key, this will include the individual support for particular schools where needed. He said it was vital that Partneriaeth adds value.
- The Group were especially pleased to hear that team work is front and centre of this new partnership and also about how that has informed the Business Plan moving forward.

6 Outline of and Feedback from Partneriaeth Joint Committee Agenda held on 7 October 2022

Helen Morgan Rees updated the Councillor Group on the outcomes of the Partneriaeth Joint Committee held on the 7 October 2022. The following was noted:

- Cllr Darren Price from Carmarthenshire was elected as the Chair of the Partneriaeth Joint Committee for a period of two years.
- Annual funding has been agreed with two areas to be reviewed:
 - review of staffing costs following the pay review; and
 - look at the amount of office space required, with the possibility of utilising already existing local authority buildings.
- Business Plan was agreed.
- Risk profile was agreed with the caveat that the narrative around the risks of the new curriculum be revised.

7 Discussing and agreeing the Scrutiny Work Programme

The Councillor Group agreed their Work Programme until June 2023 with the following additions:

1. An update on the implementation of the new curriculum and the risk register to form part of future agendas, as watching brief items.
2. A detailed look at the performance of each of the 6 Partneriaeth priorities. This is to be done in a rolling programme starting at the next meeting.
3. Individual Leads from Partneriaeth be invited to update the Group on their function/areas as linked to the key priorities update in point 2.

8 Discuss points for the letter to Chair of Partneriaeth Joint Committee arising from this meeting

The Cllr Group agreed to include their views on the implementation of the new curriculum and also team working in their letter the Chair of Partneriaeth Joint Committee.

The meeting ended at 10.55 am

Chair



PARTNERIAETH

To:
Cllr. Darren Price
Chair of Partneriath Joint Committee

Please ask for: **Scrutiny**
Scrutiny Office Line: **01792 637256**
e-mail: scrutiny@swansea.gov.uk
Date: **10 November 2022**

Dear Councillor Price

Partneriath Scrutiny Councillor Group – 24 October 2022

The Scrutiny Councillor Group would like to thank Ian Altman, Lead Officer and Helen Morgan Rees, Lead Director for attending our meeting, for presenting the information we requested and answering our questions. I am writing to you to reflect on our views from the meeting.

In this, our first meeting, we received an overview of the role of Partneriaeth and the legal agreement and received feedback from your Partneriaeth Joint Committee meeting on the 7 October 2023. We heard that it is an exciting and challenging time for schools with the introduction of the New Curriculum. We were pleased to hear the effective support for schools and school clusters was seen as a key priority. We were particularly pleased to hear that support for individual schools will be available if needed. We wished to emphasise the importance of good consistent support for teachers who are transitioning to using the New Curriculum, as some may find it more challenging than others. We were also especially pleased to hear that team work is now front and centre of this new partnership and about how this has and will inform the Business Plan moving forward.

We discussed and agreed our Forward Work Programme for this school year. Our meetings will coincide with your Joint Committee meetings, so that we can look at what is discussed and give our views. We will meet with yourself and the Lead Directors this year, consider the Business Plan, Financial matters, the risk profile and at each meeting we will receive an update on the progress in the implementation of the New Curriculum. We have agreed to receive an update on the implementation of the six Partneriaeth key priorities and we will do this in a rolling programme, one at each of our meetings.

We would welcome your thoughts on the contents of this letter but on this occasion do not require a formal written response.

Yours sincerely,

Cllr Lyndon Jones
Chair of Partneriath Scrutiny Councillor Group
Cllr.lyndon.jones@swansea.gov.uk



Partneriaeth Scrutiny Work Programme 2022/2023

Date	Item
<p>24 Oct 2022 10am Virtual meeting Zoom</p>	<ol style="list-style-type: none"> 1. Role of the Scrutiny Councillor Group Scrutiny Officer 2. Introduction to Partneriaeth and the legal agreement Lead Director and Lead Officer Partneriaeth 3. Outline of and Feedback from Partneriaeth Joint Committee held on 7 October 2022 Lead Director and Lead Officer Partneriaeth 4. Discuss and agree the Scrutiny Work Programme Scrutiny Councillor Group
<p>13 Feb 2023 10am Remotely via Teams</p>	<ol style="list-style-type: none"> 1. Outline of and Feedback from Partneriaeth Joint Committee held on 3 February 2023 Lead Director and Lead Officer Partneriaeth 2. The Joint Committee's financial affairs, risk Management and Governance arrangements (The Legal Agreement says the Councillor Group to review, scrutinise and assess the Joint Committee's risk management, internal control and corporate governance arrangements and review and assess the economy, efficiency and effectiveness with which resources have been used). Lead Director and Lead Officer Partneriaeth 3. Updated Risk Profile Lead Director and Lead Officer Partneriaeth 4. A look at Performance of Partneriaeth Priority 1 - Curriculum & Assessment Lead Director, Lead Officer and relevant Strategic Advisors
<p>19 Jun 2023 10am Remotely via Teams</p>	<ol style="list-style-type: none"> 1. Outline of and decisions for Partneriaeth Joint Committee held on 23 June 2023 Lead Director and Lead Officer Partneriaeth 2. Chair of the Joint Committee and Directors from each Council (The Legal agreement says Directors of Education of each of the Council shall attend together at least once per annum and that the Chair of Joint Committee shall attend at least once per annum: with purpose of seeking reassurance and to consider if the Partneriaeth is operating according to the Legal Agreement, its Business Plan and its timetable is being managed effectively) 3. Updated Risk Profile Lead Director and Lead Officer Partneriaeth 4. Update on New Curriculum (watching brief item) Lead Director and Lead Officer Partneriaeth 5. A look at the Performance of Partneriaeth Priority 2 - Developing a high-quality education profession Lead Director, Lead Officer and relevant Strategic Advisors

Agenda Item 12

Education Scrutiny Performance Panel Work Programme 2022/2023

Date	Items to be discussed	Who invited
Meeting 1 22 Sep 22 4.30pm	Meeting Cancelled	
Meeting 2 27 Oct 22 4.30pm	<ol style="list-style-type: none"> 1. Role of the Education Scrutiny Performance Panel 2. Estyn Inspection Feedback/report and recommendations (Sarah Hughes) 3. Education overview and discussion session to include: <ul style="list-style-type: none"> ○ Overview of structure of and key priorities for Education currently (Sarah Hughes) ○ Partneriaeth Regional Education Partnership briefing and current position update (Rhodri Jones) ○ Pupil Voice Manifesto, what is it and the current position (Rhodri Jones) 4. Discuss and agree Work Programme for 2022/2023 	Convener Cabinet Member and Director Relevant officers Panel members
Meeting 3 17 Nov 22 4pm	<ol style="list-style-type: none"> 1. Additional Learning Needs Reform Update (watching brief item) (Kate Phillips and Alison Lane) 2. Pupil Development Grant Spend on vulnerable pupils (Kelly Small) 3. School Improvement Service (Annual) (David Thomas) 4. New Curriculum for Wales Update (David Thomas) 5. Feedback from Partneriaeth Scrutiny Councillor Group 	Cabinet Member, Director and Relevant officers Convener
Meeting 4 15 Dec 22 4pm	<ol style="list-style-type: none"> 1. Annual Education Performance against identified priorities (RAG) and Cabinet Member Q&A (Sarah Hughes) 2. Estyn Inspection – progress with recommendations (Sarah Hughes) 3. Harassment in Schools Update (Lisa Collins/Helen Howells) 4. Music Provision for/in Swansea Schools (Karin Jenkins) 	Cabinet Member, Director and Relevant officers
Meeting 5 19 Jan 23 4pm TBC	Schools Scrutiny Session 1 – Secondary School and its Cluster Headteachers – TBA Look at the introduction of the New Curriculum for Wales	Relevant officers
Meeting 6 Feb 2023 TBA	Pre-decision Scrutiny - Annual Budget as it relates to Education matters (Kelly Small)	Cabinet Member, Director and Relevant officers
Meeting 7 16 Mar 23 4pm	School Scrutiny Session 2 – Education Other Than At School services update – combine with a visit to Maes Derw PRU (Amanda Taylor)	Relevant officers

Meeting 8 20 Apr 23 4.30pm	1. Additional Learning Needs Reform Update (watching brief item) (Kate Phillips and Alison Lane) 2. Swansea Skills Partnership Update (Rhodri Jones) 3. Estyn Inspection – progress with recommendations 4. Tackling Racism in Schools (Jennifer Harding-Richards) 5. Feedback from Partneriaeth Scrutiny Councillor Group (Chair of Scrutiny)	Cabinet Member, Director and Relevant officers Convener
Meeting 9 11 May 23 4.00pm	1. New Curriculum for Wales Update (watching brief item) 2. Quality in Education (QEd) / Sustainable Communities for Learning Update (Louise Herbert-Evans) 3. Outdoor Play in Primary Schools (TBC) 4. Cookery lessons in Schools (TBC) 5. End of year review in Education Scrutiny	Cabinet Member, Director and Relevant officers Panel

The Panel will also receive relevant individual school Estyn reports as they are published, along with any other reports or information relevant to Education Scrutiny.

The Panel will look at ways to include the pupil voice within the work of the panel.

Background

Cllr Robert Smith, Cabinet Member for Education and Learning
Helen Morgan Rees, Director of Education

The Officers listed in above timetable and their roles:

Sarah Hughes (Head of Education Strategy)
Rhodri Jones (Head of Achievement and Partnership Service)
Kate Phillips (Head of Vulnerable Learners)
Alison Lane (Head of Additional Learning Needs Team)
Kelly Small (Head of Planning and Resources Team)
David Thomas (Principal School Improvement Officer)
Karin Jenkins (Head of Swansea Music)
Amanda Taylor (Head of PRU and BSU)
Jennifer Harding-Richards (Religion, Values and Ethics Adviser)
Louise Herbert-Evans (Team Manager Capital)
Lisa Collins (Child Protection and Safeguarding Officer – Vulnerable Learners)
Helen Howells (Team Manager Pupil Support – Vulnerable Learners)