



Dinas a Sir Abertawe

Hysbysiad o Gyfarfod

Fe'ch gwahoddir i gyfarfod

Panel Perfformiad Craffu - Addysg

Lleoliad: O bell drwy Microsoft Teams

Dyddiad: Dydd Mawrth, 15 Mawrth 2022

Amser: 2.00 pm

Cynullydd: Y Cynghorydd Lyndon Jones MBE

Aelodaeth:

Cynghorwyr: C Anderson, A M Day, S J Gallagher, D W Helliwell, B Hopkins, L James, S M Jones, M A Langstone a/ac L J Tyler-Lloyd

Aelodau Cyfetholedig: D Anderson-Thomas a/ac A Roberts

Agenda

Rhif y Dudalen.

- 1 Ymddiheuriadau am absenoldeb**
- 2 Datgeliadau o fuddiannau personol a rhagfarnol**
www.abertawe.gov.uk/DatgeluCysylltiadau
- 3 Gwahardd Pleidleisiau Chwip a Datgan Chwipiau'r Pleidiau**
- 4 Cofnodion** **1 - 2**
Derbyn nodiadau'r cyfarfod(ydd) blaenorol a chytuno eu bod yn gofnod cywir.
- 5 Cwestiynau gan y Cyhoedd**
Rhaid cyflwyno cwestiynau'n ysgrifenedig, cyn hanner dydd ar y diwrnod gwaith cyn y cyfarfod fan bellaf. Rhaid i gwestiynau ymwneud ag eite mau ar yr agenda.
- 6 Briffio ar geiswyr lloches a disgyblion sy'n ffoaduriaid**
Y Cynghorydd Robert Smith, Aelod y Cabinet dros Wella Addysg, Dysgu a Sgiliau, a Helen Morgan-Rees (Cyfarwyddwr Addysg)
- 7 Diwygio Anghenion Dysgu Ychwanegol a'u gweithredu** **3 - 13**
Y Cynghorydd Robert Smith, Aelod y Cabinet dros Wella Addysg, Dysgu a Sgiliau, a Helen Morgan-Rees (Cyfarwyddwr Addysg)

- | | | |
|-----------|---|----------------|
| 8 | Y Diweddaraſ am Gynnydd Addysg Heblaw yn yr Ysgol
Y Cynghorydd Robert Smith, Aelod y Cabinet dros Wella Addysg,
Dysgu a Sgiliau, a Amanda Taylor (Pennaeth Uned Atgyfeirio
Disgyblion Abertawe) | 14 - 22 |
| 9 | Y diweddaraſ am y cwricwlwm newydd gan gynnwys cynnydd o
ran ei weithredu
Y Cynghorydd Robert Smith, Aelod y Cabinet dros Wella Addysg,
Dysgu a Sgiliau, a Damian Beech, Pennaeth yr Tîm Gwella Ysgolion | 23 - 31 |
| 10 | Adroddiad diwedd y flwyddyn - Craffu ar Addysg | 32 - 33 |

Huw Evans

Huw Evans
Pennaeth Gwasanaethau Democrataidd
Dydd Mawrth, 8 Mawrth 2022

Cyswllt: Michelle Roberts, Craffu

Agenda Item 4



City and County of Swansea

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

Remotely via Teams

Monday, 14 February 2022 at 3.00 pm

Present: Councillor L R Jones (Chair) Presided

Councillor(s)

C Anderson
B Hopkins
L J Tyler-Lloyd

Councillor(s)

S J Gallagher
L James

Councillor(s)

D W Helliwell
S M Jones

Co-opted Member(s)

D Anderson-Thomas

Co-opted Member(s)

Co-opted Member(s)

Other Attendees

Robert Smith

Cabinet Member - Education Improvement, Learning & Skills

Officer(s)

Helen Morgan-Rees
Brian Roles
Michelle Roberts

Director of Education
Head of Education Planning and Resources
Scrutiny Officer

Apologies for Absence

Councillor(s): A M Day and M A Langstone

1 Disclosure of Personal and Prejudicial Interests.

None

2 Prohibition of Whipped Votes and Declaration of Party Whips

None

3 Letters and Minutes

The Minutes and letters were accepted by the Panel.

4 Public Questions

No public questions were received.

5 Annual Budget Proposals - as they relate to Education matters

The Panel thanked the Cabinet Member Cllr Robert Smith, the Director Helen Morgan Rees and the Head of Education Planning and Resources Brian Roles for the comprehensive presentation and attending the panel to discuss the issues.

The following points from the discussion will be forwarded to the Service Improvement and Finance Scrutiny Performance Panel for discussion and inclusion in their letter giving feedback on scrutiny views of this year's Annual Budget proposals.

1. The Panel welcomed the increase in the budget provision for schools for the next year but noted that the funding is heavily weighted to year 1 2022/23. We share the departments concerns in relation to the clarity of funding for schools in years 2 and 3.
2. The Panel heard that individual school reserves are currently at a high level. We did recognise that this is a positive thing given the challenges coming in years 2 and 3, but we agreed that this means the schools must be encouraged to have good medium term spending plans, in order for this to been used effectively.
3. The Panel did have concerns regarding the potentially inadequate funding from Welsh Government for:
 - a. Phased roll out of Free School Meal provision to all primary pupils
 - b. The emerging implications of the Additional Learning Needs Act.
4. The Panel raised concerns about the potential change to the proxy measure that is based upon Free School Meal allocation which is the indicator used for extra funding in schools for vulnerable pupils like, for example, the allocation of the Pupil Development Grant and the School Uniform Grant. The Panel would be keen to see how this will be addressed in upcoming policy changes from Welsh Government, so vulnerable children do not lose out.
5. The Panel were concerned about the rising energy costs for schools and would like to see schools switching to more green solutions, where it is feasible.
6. The Panel welcomed the high level of delegated spend that has been maintained by Swansea Council. Hearing that this coming year will be 83% and will increase to 85% in 2024/25.

6 Work Programme 2021/2022

The Panel agreed to re-schedule the item on Asylum Seeker and Refugee pupils to the meeting on the 15 March 2022.

The meeting ended at 3.45 pm

Chair

Agenda Item 7



Report of the Cabinet Member for Education Improvement, Learning and Skills

Education Scrutiny Performance Panel – 15 March 2022

Additional Learning Needs Reform - Update

Purpose:	To update the Education 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 to forward views
Lead Councillor:	Councillor Robert Smith, Cabinet Member for Education Improvement, learning and Skills
Lead Officer & Report Author:	Alison Lane, Head of the Additional Learning and Inclusion Team E-mail: Alison.Lane2@swansea.gov.uk

1. Background

- 1.1 The Additional Learning Needs and Inclusion Team (ALNIT) provides a statutory service, prescribed by the Education Act 1996, the 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 in order to meet the needs of children and young people.

1.5 In addition to its statutory functions the team also provides support and training to early years setting, schools, Further Education Institutions (FEI) to meet the needs of children and young people with Additional Learning Needs (ALN).

2. Briefing/Main body of report

2.1 In 2019 a robust ALN Strategy was developed for Swansea to outline the transformation programme required to implement the ALNET Act successfully. This was developed with key strategic partners and overseen by the ALN Strategic Board. The strategic board's membership includes: head teachers; councillors; FEI colleagues, local health board colleagues, Designated Education Clinical Lead Officer (DECLO), Social Services, early years sector.

2.2 The strategy was developed under six key themes which were broken down further into individual projects led by senior leads within the Additional Learning Needs and Inclusion Team with input from a number of key stakeholders:

- Transition
- Capacity
- Provision
- Quality
- Partnership
- Assessment

2.3 It was agreed that in order 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 of the above work streams and educational settings (including FEI, Pupil Referral Unit (PRU) and early years settings). 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 utilising 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. Transition

3.1 School-age transition arrangements are well established in Swansea and have been further developed. ALN cluster leads, linked to regional work, have developed guidance documentation to share good practice and as a guide to ensuring transitions are well planned and ensure that children and young people are given every opportunity to make successful transitions into school, transition within phases, transition to secondary, EOTAS transition as well as onto further education opportunities and beyond.

3.2 An early years panel has been developed that includes representation from the early years team as well as the new statutory post of Early years Additional learning needs lead officer (EYALNLO). This panel considers the needs of pre-school pupils who are not yet attending a school environment and ensures that provision is made to meet their needs. This process will enable the EYALNLO to better inform receiving schools of the needs of learners on entry to school

nursery or reception classes and therefore enable smoother transition arrangements.

- 3.3 ALNIT have been involved in developing regional multiagency transition planning and policy development as well as developing policy on transitions within the local health board provision.
- 3.4 Further work is planned for developing additional opportunities for Post-16 learners with ALN and transition documentation will be further updated to reflect these changes.

4. Capacity

- 4.1 Prior to the pandemic a restructure was agreed for the team in response to the changing needs of the service due to ALNET reform. This restructure progressed during the pandemic and new appointments were made. Further adjustments were made following a review of the impact of the team and additional guidance received from Welsh Government. The team now consists of the following teams: Educational Psychologists, Learning Support, Statutory processing, partnership and data and Quality assurance.
- 4.2 The ALN Caseworker team was introduced as part of the initial restructure. Largely these posts have been successful in improving communication and reducing/ resolving legal challenge.
- 4.3 There has been a successful appointment of the new statutory post of Early Years Additional Learning Needs Lead Officer (EYALNLO), who leads on the pre-school statutory process. The EYALNLO has developed clear processes for this age range and provided quality guidance and support for this sector.
- 4.4 In response to WG guidance that was produced following the initial restructure. New posts of Designated Coordinators (DESCOs) were created to lead on the coordination of Local authority maintained Individual Development Plans (IDPs) that replace a Statement of SEN. The demand for this team was largely unknown and three temporary positions were initially developed funded through grant subsequently two posts were secured as permanent into the structure and there are plans to further strengthen this team.
- 4.5 Legal resource has been included in the restructure and has enabled the team to have dedicated legal support and advice whilst developing the new statutory processes as well as to advise on any disputes and appeals at the earliest opportunity. This has considerably reduced the tribunal appeals from 29 in the year 2016-17 to 7 in the year 20-21 (5 of which were withdrawn by the parent and two were resolved outside of SENTW). We have received no tribunals in the year 2021-22 to date. This reduction in tribunals can also be attributed to a change in approach to planning for provision and the introduction of the ALN Caseworker Team. The focus is working in partnership and collaboration with families to jointly agree the best provision for learners.

- 4.6 Whilst the significant work for planning and preparing for the implementation has continued it has undoubtedly been affected by the Covid-19 pandemic. Nevertheless, a comprehensive training menu continues to be offered to a schools, early years setting and FEI. Attendance at these training events has been excellent. The change in the way that training has been delivered due to the pandemic has enabled far more capacity at training events and therefore more staff have been able to attend online training. The development of the training menu has been informed by schools annually completing a readiness survey which identified that focus areas for training for the year ahead.
- 4.7 Alongside the training menu, resources have been developed for all settings to manage the new statutory processes. This ensures consistency across the local authority and reassurance that letters, processes and guidance documents have been agreed with legal. These along with online training that can be accessed independently are shared with schools via the ALN Schools' Network Hwb Group.
- 4.8 A principles document has been developed and consulted on with schools. This document sets out the principles of which Swansea local authority and its schools will work together to meet the needs of learners with ALN. Schools have requested that the delegated budget is maximised and in response will meet the needs of all learners within their school that are identified as having ALN. The LA will develop IDPs for LAC learners but the provision will be made from the schools delegated budget. It has been agreed that the LA will maintain the IDPs of all learners who have access to specialist placements and preschool learners.
- 4.9 Further work is needed in the area of Post-16 once we have further guidance and clarification of the implementation of the Act for this age range. Work has been undertaken with the external funding team, pupil support, school improvement and social services to begin to develop a strategy for Post-16 provision across Swansea. We have also developed a joint provision with Gower College to enable learners to access an internship with teams within Swansea council to further their employability opportunities.

5. Provision

- 5.1 Additional placements have been created at Pen y Bryn special school to increase provision for learners with significant needs across the local authority.
- 5.2 There is a project in progress to review specialist teaching facility placements to ensure there are sufficient specialist places in Swansea. Workshops with stakeholder representation is in place with the aim of strengthening provision going forward.
- 5.3 There has been a successful grant funded Social Communication Champion project undertaken with all schools. The aim of this project is to develop a Social Communication Champion in all schools. This person will have received intensive training and support to enable them to be the lead person within the school with expertise in supporting pupils with Social Communication Difficulties (including ASD).

- 5.4 A pilot provision Ty Fedw was developed at Birchgrove Comprehensive School to address a need for additional in provision for learners with Social Emotional Behavioural Difficulties (SEBD) with ALN. This pilot has been extremely successful at meeting the very individualised needs of the learners placed there and have enabled them to access suitable education within their locality. Due to its success it has been secured as a permanent provision within Swansea.
- 5.5 Principles for a new funding formula have been agreed with head teachers. Further work is required on securing the agreement on detail of the funding formula, although agreement has been secured that the formula will be phased over a five year period.
- 5.6 Swansea Teachers of the Deaf have been instrumental in working with Welsh Government to develop the new curriculum for British Sign Language (BSL). Swansea have further committed to this area of work by funding a project to develop training packages and resources for schools to roll out the BSL curriculum. We have also provided funded for school staff to access BSL accreditation according to their current abilities to further expand the expertise of BSL across the local authority, thus enabling an increased offer of BSL support for learners.
- 5.7 We continue to work with the Local Health Board to agree roles and responsibilities and seek solutions to the differing degrees of readiness in our organisations.

6. Quality

- 6.1 ALNIT in collaboration with ALNCO cluster leads and key stakeholders have developed guidance materials and documentation such as letters. These documents have been coproduced with the Parent Carer Forum, legal and other key stakeholders to ensure that they are accessible and in line with legislation requirements.
- 6.2 ALN Cluster leads regularly meet with ALNIT staff and work on key themes of development, information sharing and training to ensure that expertise is developed in each cluster that will provide support to colleagues within the cluster.
- 6.3 Moderation of the new statutory documentation, Individual Development Plans (IDPs) is taking place in order to ensure that there is a consistency of approach across the LA.
- 6.4 Good quality governor training is being provided on the ALNET Act to ensure governing bodies are aware of the act and its implications for schools.
- 6.5 School improvement advisors (SIAs) have been trained to support monitoring of ALN provision on their visits and it has been agreed that this will be included in all school visits. There are greater links between ALNIT and the SIA team and the school profiler identifies where there are schools of concern for ALN provision as well as to celebrate the excellent practice.

- 6.6 Training has been provided for schools on how to deliver high quality, differentiated teaching to ensure that staff tailor their learning opportunities to meet the needs of learners.
- 6.7 Processes have been refined and improved for the SEN system to improve efficiency, whilst developing the new processes for the ALN system to ensure efficiency is maximised.
- 6.8 All pupil paper files have been digitised so that they are accessible online. This has been a fundamental change in the way that we work as a team and has enabled staff to work from home during the pandemic.
- 6.9 A digital tool (Impulse) has been developed to meet the needs of staff across Swansea. This will support the statutory processes that are required at both the school and LA level and will enable the LA to better monitor provision across the whole of Swansea. The system enables direct access for parents and other professionals and will cover the age range 0-25 years. It aims to streamline the workload of ALNCO's and ensure greater transparency of the process.

7. Partnership

- 7.1 The number of collaborative groups meet regularly including the ALN Strategic Board and ALN Crossphase Headteacher Group A dispute resolution service (DRS) has been commissioned through SNAP Cymru to enable an independent space for disputes to be resolved. This has been a few times over the past few years and has enabled a resolution between parents and the LA.
- 7.2 Links have been developed with mental health services via the Emotional Health Psychological Wellbeing (EPHW) group with representation from Educational Psychology, wellbeing, third sector, youth service and CAMHS. The purpose of the forum is provide a reflective space for schools to discuss emotional health and wellbeing related issues. It is a multiagency forum so guidance can be offered to schools from different professional perspectives. Early Help Hubs in Swansea have three Emotional Health and Wellbeing officers appointed by Health to support primary age learners.
- 7.3 Swansea council website for ALN is being reviewed and significantly developed to improve access to information.
- 7.4 The new legislation places greater responsibility on local health boards to secure provision for learners with ALN and further work is required to strengthen the partnership with SBUHB as a key delivery partner We are currently working closely with SBUHB to ensure that there is clarity of roles and responsibilities.

8. Assessment

- 8.1 Assessments have been secured to extend the ALNITs ability to assess a wider range of needs, this includes the extended age ranges of assessing adults up to 25.

8.2 Accredited assessment training and materials have been provided to schools to ensure that they have the resources and expertise to identify and plan for a wider range of needs within their schools.

8.3 Significant resources have been secured for learners to support sensory and communication needs

9. Conclusions/Key Points Summary

9.1 Despite the challenges faced over the last couple of years, there has been significant change and progress to ensure readiness for the ALNET reform. The team have led on key project developments as well as continuing 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.

9.2 Collaboration and multiagency working has improved and engagement has generally been enhanced by the use of online platforms.

9.3 There have been significant challenges for the Local Health Board as a result of the pandemic which has impacted on readiness for implementation, however there is an appetite to work collaboratively to develop a shared vision and principles for joint working for the future.

10. Legal implications

10.1 There are no legal implications from this report. It is for an update only.

11. Finance Implications

11.1 There are no legal implications from this report. It is for an update only.

12. Integrated Assessment Implications

12.1 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.

- 12.2 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'.
- 12.3 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.
- 12.4 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.

Background papers: None

Appendices:

Appendix A – IIA Screening Form

Integrated Impact Assessment Screening Form

Please ensure that you refer to the Screening Form Guidance while completing this form.

Which service area and directorate are you from?

Service Area: Vulnerable Learners Service – Additional Learning Needs and Inclusion Team
 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:

No initiative is being proposed. This is an update briefing to Education Scrutiny Panel regarding Additional Learning Needs Educational Tribunal Act Legislation implementation.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Future Generations (yet to be born)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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**

Members of Education Scrutiny will be involved as the briefing is intended for them. They will be presented with a report and verbal elaborations of the contents of the report will be provided in the Scrutiny meeting. A recording of the meeting will be accessible to all through the council website. As this is a briefing paper, wider engagement is unnecessary.

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

The conclusions and recommendations could influence the implementation programme. .

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?

(You may need to discuss this with your Service Head or Cabinet Member to consider more widely if this proposal will affect certain groups/ communities more adversely because of other decisions the organisation is making. For example, financial impact/poverty, withdrawal of multiple services and whether this is disadvantaging the same groups, e.g., disabled people, older people, single parents (who are mainly women), etc.)

No cumulative impact is envisaged.

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)

Summary of impacts: LOW. This is a briefing paper.

Summary of involvement: Member of Education Scrutiny will receive the briefing paper and ask any follow-up questions as they see fit.

WFG considerations: The briefing paper is regarding ALN provision which is linked to the corporate objective of improving education and skills.

Summary of risks: No risks have been identified. This is a briefing paper.

Cumulative impact: This is a briefing paper. No impact is envisaged.

This is a briefing paper. There are no associated risks or impacts.

(NB: This summary paragraph should be used in the relevant section of corporate report)

Full IIA to be completed

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

NB: Please email this completed form to the Access to Services Team for agreement before obtaining approval from your Head of Service. Head of Service approval is only required via email.

Screening completed by:
Name: Kate Phillips
Job title: Head of Vulnerable Learners Service
Date: 08.03.2022
Approval by Head of Service:
Name:
Position:
Date:

Please return the completed form to accesstoservices@swansea.gov.uk

Agenda Item 8



Report of the Cabinet Member for Education Improvement Learning and Skills

Education Scrutiny Performance Panel – 15 March 2022

Update on Education Other Than at School (EOTAS) Provision in Swansea

Purpose:	To update the Scrutiny Panel on EOTAS provision in Swansea.
Content:	An update on the current position, emerging issues and a proposed way forward.
Councillors are being asked to:	Consider the information provided and give views
Lead Councillor:	Councillor Smith, Cabinet Member for Education Improvement Learning and Skills
Lead Officer & Report Author:	Director of Education: helen.morgan-rees@swansea.gov.uk Head of Vulnerable Learner Service: kate.phillips2@swansea.gov.uk

1. Background

- 1.1 In 2016, Swansea Cabinet agreed a report proposing a complete overhaul of EOTAS services in Swansea. This included agreement for a purpose built PRU that has now been completed and is fully operational, known as Maes Derw.
- 1.2 The intention of the proposals agreed from the 2016 report were that Swansea Council extensively overhauled its entire EOTAS service and that the PRU significantly reduced capacity in recognition of increased devolution of funding and responsibility to schools. The needs of the majority of learners with social, emotional and behavioural difficulties (SEBD) should be met through mainstream education, with central provision only being made for those learners with the most severe SEBD needs.
- 1.3 The current EOTAS provision in Swansea currently includes Maes Derw PRU, independent special schools, home tuition delivered via the Home Tuition Service and Tŷ Fedw provision. The Local Authority also devolves £700k annually to secondary schools to focus on providing SEBD provision for learners in Key Stage 4 to remain in mainstream during this critical point in education.

1.4 The largest central provision is Maes Derw with 158 available places and a budget of £2,673,659.

2. Current EOTAS provision

2.1 **The Home Tuition Service** currently has a caseload of approximately 67.

These pupils will be in receipt of home tuition because they are too unwell to attend school. This will often be due to mental health needs and this has been exacerbated by the pandemic. A few children and young people receive home tuition after a permanent exclusion but this is a temporary arrangement while appropriate provision is sought (often a new start at an alternative mainstream school).

2.2 **Tŷ Fedw** is a specialist provision for CYP who have a Statement of Special Educational Need along with Social Emotional Behavioural Difficulties (SEBD) and who may be on the Autistic Spectrum (ASD). There are four part time places. This provision is currently full and considered very effective in meeting the needs of the CYP who attend.

2.3 Approximately 47 CYP living in Swansea receive an education from **independent special schools**. This provision is allocated and monitored via the Additional Learning Needs Panel and monitored and reviewed on an annual basis via the Statement review process. We believe the provision offered by Swansea Council maintained schools is amongst the best in Wales and we would like to consider further the opportunities for all children to receive an offer of education within their local community. However, these are complex considerations and there is no intention to disrupt the education of any learner currently attending an independent special school.

2.4 There are currently 117 pupils on roll at **Maes Derw**. Most will be dual registered with a mainstream school although some, including those who have been permanently excluded, may only be registered at Maes Derw. Of these 117, we are aware that a proportion of learners attend on a part time basis. Maes Derw has been established on the premise that pupils who access the provision do so for an agreed period with the aim of reintegrating in to mainstream provision. This is in line with Welsh Government expectations of Pupil Referral Units. The purpose of Maes Derw is to support the individual needs of pupils and to develop their skills and abilities to be able to re-integrate back into school or successfully transition to further education or employment. For pupils who are dually registered, the aim is to support their re-integration back to school. To support this process, wherever possible, time in their mainstream provision is maintained from the outset. For some pupils, their time in school will increase on a weekly basis; others may never re-integrate back to school depending on the level of their needs. The reintegration rate has been low. Around 7% of learners have reintegrated to mainstream over the last 5 years.

2.5 Maes Derw also offers a Tŷ Canol provision that has an agreed remit that pupils referred to, or recommended placement, at Tŷ Canol, will continue to attend their mainstream provision for at least 50% of their time in education. For pupils in Tŷ Canol, the placement is a short-term placement for two to three

terms to support pupils with identified needs that are creating barriers to engagement in mainstream provision. All parties (Maes Derw, School, parent/carers) agree the pace of re-integration jointly. Where pupils are not making expected progress the school and the Phase Leader for Tŷ Canol may agree that a longer term more intensive level of support is required and the case will be taken back to EOTAS panel for consideration to be dual registered with the main PRU. For all cases, when a pupil successfully reaches a position where they have fully re-integrated back to mainstream provision, the PRU will continue to provide support for up to a term and the pupil will remain on roll at the PRU so that sessions can still be provided where needed. The Maes Derw curriculum is designed to support this re-integration model.

2.6 Current issues:

- A new EOTAS policy is being finalised by a task and finish group. A refinement to recommendations made to Cabinet in 2016 is needed as five years have now passed. During the intervening years, it has been recognised that only referring children and young people with the most severe SEBD needs to EOTAS provision may not be sufficient to meet the needs of Swansea. The effectiveness of prevention and early intervention by Swansea schools and central services mean that there are less CYP requiring PRU provision. However, there are a greater number of CYP with long-term SEBD needs and an increase in pupils with Autistic Spectrum Disorder (ASD) presenting with challenging behaviours. The new EOTAS task and finish group has identified the need to develop provision to meet the needs of this complex cohort above and beyond the current curriculum offer which is tailored to a reintegration model.
- Both senior officers and the Cabinet Member are committed to deliver improved outcomes within Maes Derw and to evaluate the effectiveness of the provision on a continual basis. Attendance, exclusions and part time provision at Maes Derw are all areas that can be improved. The need to ensure all pupil placements at Maes Derw are appropriate in order for learners' needs to be met has also been highlighted. As a central provision of the local authority, the PRU requires team of officers working together to make efficient and effective use of this central non-delegated resource to the benefit of CYP in Swansea. An open dialogue and holistic, local authority evaluation of the provision has been paused due to the transformation period. Now that we have a whole year since the opening of Maes Derw, it is appropriate to consider how well the changes are in meeting the needs of Swansea children and young people.
- There is a continual need to ensure that the funding available for EOTAS provision in Swansea is targeted at need. Currently the majority of the funding for EOTAS provision is with Maes Derw PRU however, as needs change and those learners who meet the remit of Maes Derw reduce, there is a need to look at bespoke, multi agency packages of support which do not currently have dedicated funding. It would also be beneficial to target resource at earlier intervention and prevention. The effectiveness of the devolved money to secondary schools suggests targeting resource early is effective in reducing the number of learners requiring EOTAS provision.

2.7 Steps to address current issues:

- To help address emerging issues a Team Around the PRU has been established in order to innovate and evolve provision for this aspect of EOTAS. The recommendations of the 2016 Cabinet report sets the direction of travel for Maes Derw, if the needs of CYP have changed then we must adapt and flex our provision. The Team Around the PRU meets fortnightly and is a cross Council working group with an action plan to address key issues and to move forward to develop the provision into something that will meet the changing needs of CYP.
- In the interim, while this work is ongoing, Child and Family Services are providing an extensive package of support for Maes Derw. Support for curriculum design has also been offered and work is being undertaken by Education Directorate officers to analyse incidents leading to exclusion to consider any additional support that could be offered. Progress is reported to Team Around the PRU.
- The Education Directorate is in the process of undertaking a resetting and rebalancing exercise in relation to Specialist Teaching Facilities. This work will support schools further to create inclusive learning environments meeting the needs of all learners wherever possible. The work should also increase and enhance provision for learners with ASD and we aim to include increased specialist support for SEBD within the remit.
- Following the success of Tŷ Fedw there are plans to provide similar provision in the primary sector from September 2022 and we have increased the special school places in Ysgol Pen y Bryn to provide additional resource.
- Next steps will be to finalise proposals to ensure Maes Derw meets the changing needs of learners and to make fresh recommendations to Cabinet.

3. Summary

- 3.1 In Swansea, we have a whole school approach to promoting inclusion with many schools demonstrating innovative approaches to supporting CYP with social, emotional and behavioural difficulties. Despite this, and following a national trend, exclusions are increasing and some CYP need to access even more bespoke EOTAS provision.
- 3.2 We have good offers of EOTAS provision in Swansea and central to this is the local authority provision of Maes Derw. Notwithstanding significant investment, the needs of CYP are changing and we must always adapt and improve. The CYP who need to access this provision are amongst the most vulnerable and we must not miss the opportunity to offer them the best opportunities by sticking rigidly to a provision model designed at a time when the presenting need was different.

3.3 We can offer assurance that improvements have already been made. However, a more comprehensive review and redesign is needed and will be undertaken. In the meantime, individual learners are supported on a case-by-case basis to ensure they have the best provision available for them.

4. Legal Implications

4.1 There are no legal implications from this report. It is for an update only.

5. Finance Implications

5.1 There are no legal implications from this report. It is for an update only.

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 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'.

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 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.

Background papers: None

Appendices:

Appendix A – IIA Screening Form

Glossary of terms:

EOTAS – Education other than at School

PRU – pupil referral unit

CYP – children and young people

SEBD – social, emotional and behavioural difficulties

STF – specialist teaching facility

Integrated Impact Assessment Screening Form

Please ensure that you refer to the Screening Form Guidance while completing this form.

Which service area and directorate are you from?

Service Area: Vulnerable Learners Service – EOTAS

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:

No initiative is being proposed. This is an update briefing to Education Scrutiny Panel regarding EOTAS services.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Future Generations (yet to be born)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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**

Members of Education Scrutiny will be involved as the briefing is intended for them. They will be presented with a report and verbal elaborations of the contents of the report will be provided in the Scrutiny meeting. A recording of the meeting will be accessible to all through the council website. As this is a briefing paper, wider engagement is unnecessary.

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

The conclusions and recommendations could influence the development of EOTAS provision.

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?

(You may need to discuss this with your Service Head or Cabinet Member to consider more widely if this proposal will affect certain groups/ communities more adversely because of other decisions the organisation is making. For example, financial impact/poverty, withdrawal of multiple services and whether this is disadvantaging the same groups, e.g., disabled people, older people, single parents (who are mainly women), etc.)

No cumulative impact is envisaged.

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)

Summary of impacts: LOW. This is a briefing paper.

Summary of involvement: Member of Education Scrutiny will receive the briefing paper and ask any follow-up questions as they see fit.

WFG considerations: The briefing paper is regarding EOTAS provision which is linked to the corporate objective of improving education and skills.

Summary of risks: No risks have been identified. This is a briefing paper.

Cumulative impact: This is a briefing paper. No impact is envisaged.

This is a briefing paper. There are no associated risks or impacts.

(NB: This summary paragraph should be used in the relevant section of corporate report)

Full IIA to be completed

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

NB: Please email this completed form to the Access to Services Team for agreement before obtaining approval from your Head of Service. Head of Service approval is only required via email.

Screening completed by:
Name: Kate Phillips
Job title: Head of Vulnerable Learners Service
Date: 08.03.2022
Approval by Head of Service:
Name:
Position:
Date:

Please return the completed form to accesstoservices@swansea.gov.uk

Agenda Item 9



Report of the Cabinet Member for Education Improvement, Learning and Skills

Education Scrutiny Performance Panel – 15 March 2022

Curriculum for Wales Update

Purpose:	To brief/update the Scrutiny Panel on Curriculum for Wales
Content:	A briefing/update on: 1. CfW 2022 Update
Councillors are being asked to:	Consider the information provided and give views
Lead Councillor:	Councillor R Smith, Cabinet Member for Education Improvement, Learning and Skills
Lead Officer & Report Author:	Damien Beech, Head of School Improvement Team (Interim) Tel: 07810506259 E-mail: Damien.Beech@swansea.gov.uk

1. Background

- 1.1 New curriculum and assessment arrangements for Wales are due to come into force for learners up to and including year 6 from September 2022. Providers teaching year 7 learners can opt in to start teaching the new curriculum from that date. 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 will be at different points of their reform journey and Welsh Government (WG) have created a range of resources and prompts to:
 - support understanding of curriculum priorities and how to use the Curriculum for Wales (CfW) guidance effectively.
 - support schools to engage in the process of curriculum design.
 - encourage schools to consider the progress they have made so far, their next steps, and where to get further support.
- 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 In July 2021 (and again in January 2022), Estyn highlighted findings from their thematic report that focussed on how schools are preparing for the Curriculum for Wales. Where emerging plans are working well, school leaders have a good understanding of the Curriculum for Wales and have a strong vision for their curriculum. Schools focus on improving teaching and learning, and staff are encouraged to take considered risks to improve curriculum design and planning. Estyn also found that school-to-school collaboration is used effectively to understand what the progression of pupils from 3 to 16 looks like.
- 1.5 Estyn identified barriers that need to be overcome to ensure the successful implementation of the Curriculum for Wales. The barriers include schools finding time to think strategically and providing professional learning opportunities to ensure all staff understand the curriculum design process.

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 From September, all teaching assistants, teachers, and school leaders in Wales will have access to a ‘National Professional Learning Entitlement’. More details will be published in the summer term.
- 2.3 Resources for teachers and leaders are being developed, underpinned by academic research, which schools can use to support their work. These resources will be available from the summer term.
- 2.4 Collaboration will be promoted through the National Network. The Network is an open platform, with opportunity for all practitioners in Wales to gather and share understanding, co-construct approaches, connect people, and drive change. In spring 2022, the Network will hold conversations on Welsh history, curriculum design, and qualifications reform. 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 curriculum team, which informs the regional professional learning offer.
- 2.5 School Improvement guidance will be published in the summer term. It will make clear how evaluation and improvement work is separate from accountability. To support school improvement, WG encourage school leaders to use the National Resource for Evaluation and Improvement.
- 2.6 WG consulted on proposed changes to assessment in the autumn term 2021. In January 2022, updated assessment guidance was published. 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. School leaders are directed to develop processes and structures that enable practitioners to develop a shared understanding of progression within and beyond their own school. Schools are to conduct on-entry assessments and the personalised assessments remain a statutory requirement. WG intend to revoke the requirements for end of Foundation Phase and key stage 2 assessments to be undertaken from the 2021-22 academic year and remove the requirement to moderate end of key stage 2 and 3 assessments from 2021-22 onwards.

- 2.7 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.
- 2.8 Following the publication by the WG of the Religion, Values and Ethics (RVE) guidance and legislation in January, Swansea SACRE is in a position to start the development process for the RVE agreed syllabus. This will become the statutory document for RVE across all schools in Swansea. All schools in Swansea will be audited with regard to the agreed syllabus and how we can ensure that it is a document that is fit for purpose. The syllabus will be shared with schools by the end of the summer term with training provided in the autumn term of 2022.
- 2.9 Swansea SACRE hosted its second annual conference on 25 January 2022, with Lat Blaylock (national RE adviser) delivering sessions to both primary and secondary colleagues on the theme of ‘anti-racism and RVE’. This will be supplemented by further collaborative work within the LA to offer continued support and resources for schools and practitioners. Professional learning sessions are being delivered by the RVE adviser over the next six months to support practitioners and governors.
- 2.10 The WG Relationships and Sexuality Education (RSE) pilot finished in February 2022. Fourteen schools from Swansea were involved in the pilot and received funding to develop curriculum plans, strategies for working with their stakeholders, and the creation of supporting resources. WG will be publishing their findings from this pilot in the summer term. The RSE code and guidance was published by WG in January. Professional learning sessions are being delivered over the next few months to support practitioners and governors.
- 2.11 A working group has been set up to formulate a local authority RSE policy which can be adopted or adapted for schools in Swansea. The group will

include cross-phase practitioners who have been part of the RSE trial, headteachers, representatives from Violence Against Women, Domestic Abuse and Sexual Violence partnership, the healthy schools team, the LA safeguarding lead, and officers of the school improvement team.

2.12 In 2021, Qualifications Wales consulted on what GCSE subject and other made-for-Wales qualifications there should be for learners in Wales. The consultation covered the six Areas of Learning and Experience in the new curriculum. Having considered the feedback, Qualifications Wales has made the decisions outlined below.

In the Expressive Arts

- create new GCSEs in Art and Design, Drama and Music.
- create a new GCSE in Film and Digital Media.
- ensure learners in Wales have a choice of qualifications that assess dance and to work with professionals to create a new made-for-Wales Dance qualification.
- continue to offer a choice of qualifications that cover different areas of the expressive arts.

In Health and Well-being

- create new GCSEs in Food and Nutrition, Physical Education, Health and Social Care, and Childcare.

In Humanities

- create new GCSEs in Business, Geography, History, and Religious Studies.
- create a new GCSE in Social Studies.

In Languages, Literacy and Communication

- create a new GCSE in Welsh that combines language and literature (Welsh-medium and bilingual schools).
- create a new GCSE in Welsh (for English-medium schools).
- create a new additional qualification for pupils in English-medium settings who are ready to progress further in their Welsh language skills.
- create a new GCSE in English that combines language and literature.
- create new GCSEs in French, German, and Spanish.
- create a set of small, made-for-Wales qualifications in a range of international languages.
- ensure learners and schools can continue to access a range of British Sign Language (BSL) qualifications and to work with professionals to create a new made-for-Wales BSL qualification.

In Mathematics and Numeracy

- create a new combined GCSE in Mathematics and Numeracy.
- create a new small number skills qualification that can be taken in addition to the Mathematics GCSE.
- create a new made-for-Wales Level 2 qualification in Additional Mathematics.

In Science and Technology

- create new GCSEs in Computer Science, Built Environment, Design and Technology, and Digital Technology.
- create a new GCSE in Engineering and Manufacturing.
- create a new GCSE in Science (replacing the existing set of science GCSEs).

With regard to Integral Skills, Qualifications Wales will reform the Skills Challenge Certificate.

3. Conclusions/Key Points Summary

- 3.1 WG provide good quality resources and support for schools with regard to preparing to implement CfW. There are ambitious plans to refine and improve the resources, support and the professional learning offer.
- 3.2 Swansea schools are supported well by the LA's RSE/RVE Lead.
- 3.3 The LA needs to continue to support its school leaders and promote and create opportunities that allow time for them to think strategically. We should continue to collaborate with schools to review their progress towards CfW implementation, share effective practice and strengthen partnership working. School improvement advisers will sensitively monitor, evaluate, and support schools in areas related to curriculum development and their assessment arrangements. The LA needs to support school leaders create processes and structures that develop a shared understanding of progression.

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 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.
- 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
SACRE	Standing Advisory Council on Religious Education
IIA	Integrated Impact Assessment

Background papers: None

Appendices:

Appendix A – IIA Screening Form

Integrated Impact Assessment Screening Form

Please ensure that you refer to the Screening Form Guidance while completing this form.

Which service area and directorate are you from?

Service Area: Achievement and Partnerships – school improvement team

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:

No initiative is being proposed. This is an update briefing to Education Scrutiny Panel regarding the implementation of the Curriculum for Wales.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Future Generations (yet to be born)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>

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**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**

Members of Education Scrutiny will be involved as the briefing is intended for them. They will be presented with a report and verbal elaborations of the contents of the report will be provided in the Scrutiny meeting. A recording of the meeting will be accessible to all through the council website. As this is a briefing paper, wider engagement is unnecessary.

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

The conclusions and recommendations could influence the work of the school improvement team.

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?

(You may need to discuss this with your Service Head or Cabinet Member to consider more widely if this proposal will affect certain groups/ communities more adversely because of other decisions the organisation is making. For example, financial impact/poverty, withdrawal of multiple services and whether this is disadvantaging the same groups, e.g., disabled people, older people, single parents (who are mainly women), etc.)

No cumulative impact is envisaged.

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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)

Summary of impacts: LOW. This is a briefing paper.

Summary of involvement: Member of Education Scrutiny will receive the briefing paper and ask any follow-up questions as they see fit.

WFG considerations: The briefing paper is regarding the implementation of the Curriculum for Wales, which is linked to the corporate objective of improving education and skills.

Summary of risks: No risks have been identified. This is a briefing paper.

Cumulative impact: This is a briefing paper. No impact is envisaged.

This is a briefing paper. There are no associated risks or impacts.

(NB: This summary paragraph should be used in the relevant section of corporate report)

Full IIA to be completed

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

NB: Please email this completed form to the Access to Services Team for agreement before obtaining approval from your Head of Service. Head of Service approval is only required via email.

Screening completed by:
Name: Damien Beech
Job title: head of School Improvement Team
Date: 22.02.22
Approval by Head of Service:
Name:
Position:
Date:

Please return the completed form to accesstoservices@swansea.gov.uk

Agenda Item 10



Report of the Convener Education Scrutiny Performance Panel

Annual Review of Work 2021-22

Purpose:	As the municipal year ends, it is good practice to reflect on the Panel's work, experience, and effectiveness
Content:	A summary of the year's activities is provided
Councillors are being asked to:	a) Reflect on the year's work; and b) Share ideas to improve the effectiveness of Education scrutiny
Lead Councillor:	Councillor Lyndon Jones Convener of the Education Performance Panel
Lead Officer & Report Author:	Michelle Roberts, Scrutiny Officer E-mail: michelle.roberts@swansea.gov.uk

1. Background

- 1.1 As this is the final meeting of this municipal year, the Panel is invited to reflect on the year's scrutiny work, experiences and effectiveness. Any ideas that will improve the effectiveness of the scrutiny of education are welcome.
- 1.2 To aid panel members, a summary of the year's work has been included.
- 1.3 Some of the questions the Panel may want to consider:
 - What has gone well?
 - What did not go quite so well?
 - Did the Panel's work focus on the right things?
 - What have we learnt that will help us with future scrutiny?

2. Overview

- 2.1 The purpose of the Panel is to provide ongoing challenge to school performance to ensure that pupils in Swansea are receiving high quality education; and the authority is meeting its objectives in relation to improving school standards and pupil attainment.
- 2.2 **What were the lines of inquiry?**

To regularly review school performance including meeting with Head Teachers and Chairs of Governors to ask questions about performance and improvement, focusing on outcomes, provision and leadership. Look at relevant data,

commissioning reviews and anything that impacts on Education in Swansea including, for example, the new curriculum, Additional Learning Needs and Education Other Than at School Services.

2.2 The Panel has a core membership of 10 councillors and two parent governor co-opted members.

3. Supporting Data

There have been 10 Panel meetings, with 8 Conveners letters sent to the Cabinet Member. Councillor attendance at the Panel overall for the year has been 80%.

4. Education Scrutiny Performance Panel Work Programme for 2021/22

Date	Items to be discussed
24 Jun 21	<ol style="list-style-type: none"> 1. Harassment in School - deferred 2. Covid Recovery and key issues affecting Education moving forward 3. Planning 2021/2022 Council year in Education Scrutiny – Draft Work Programme (for discussion by Panel)
15 Jul 21	<ol style="list-style-type: none"> 1. Behaviour Strategy, how associated delegated spend to schools is being used – speak to two secondary schools (<i>Panel identified this item for scrutiny pre Covid</i>) 2. Feedback from ERW Scrutiny Councillor Group 28 Jun 21
1 Sep 21	<ol style="list-style-type: none"> 1. The New Estyn Regime and thematic reviews 2. Update – Education Covid Recovery moving into new school year 3. Update – Regional Scrutiny moving forward
30 Sep 21	How are we improving schools in Swansea? (How are School Improvement Advisers supporting, evaluating and monitoring schools in Swansea). Also including sharing good practice, supporting eFSM pupils and readiness for the City Deal.
21 Oct 21	<ol style="list-style-type: none"> 1. Harassment in Schools Update 2. Welsh in Education Strategic Plan (A new 10 year plan is being developed, an overview of requirements and the progress made) 3. New Curriculum progress update
18 Nov 21	School Scrutiny Session 1 – Morrison Comprehensive School
9 Dec 21	<ol style="list-style-type: none"> 1. Performance against identified education priorities (RAG) (Overview and then Cabinet Member Q&A) 2. Swansea Skills Partnership update 3. Update on progress – Regional Education Partnership
20 Jan 22	School Scrutiny Session 2 – Penyrheol Comprehensive School
14 Feb 22	Annual Budget as it relates to Educations matters. Including how education has been affected by energy price rises.
15 Mar 22	<p><i>Updates on watching brief items:</i></p> <ol style="list-style-type: none"> 1. Briefing on Asylum Seeker and Refugee Pupils 2. Additional Learning Needs Reform 3. New Curriculum 4. Education Other Than At School (EOTAS)

5.0 The Future Work Programme

5.1 The future work programme will be discussed by first Education Scrutiny Performance Panel in the new municipal year 2022/2023.