

Pecyn Dogfennau Cyhoeddus

Pwyllgor Craffu Dysgu a Sgiliau

Man Cyfarfod
By Teams

Dyddiad y Cyfarfod
Dydd Iau, 29 Hydref 2020

Amser y Cyfarfod
2.00 pm

I gael rhagor o wybodaeth cysylltwch â
**Wyn Richards, Rheolwr Craffu a
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Democrataidd**

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Dyddiad Cyhoeddi

Mae croeso i'r rhai sy'n cymryd rhan ddefnyddio'r Gymraeg. Os hoffech chi siarad Cymraeg yn y cyfarfod, gofynnwn i chi roi gwybod i ni erbyn hanner dydd ddau ddiwrnod cyn y cyfarfod

AGENDA

1.	YMDDIHEURIADAU
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Derbyn ymddiheuriadau am absenoldeb.

2.	DATGANIADAU O DDIDDORDEB
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Derbyn datganiadau o ddiddordeb gan Aelodau.

3.	DATGANIADAU CHWIP Y BLAID
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Derbyn datganiadau ynglyn â gwaharddiad chwip plaid a gyflwynwyd i Aelod mewn perthynas â'r cyfarfod yn unol ag Adran 78 (3) Mesur Llywodraeth Leol 2001. (D.S: atgoffir yr Aelodau, dan Adran 78, na all Aelodau sydd wedi derbyn gwaharddiad chwip plaid bleidleisio ar fater gerbron y Pwyllgor.

4.	STRATEGAETH AM DDYFODOL ANGHENION ADDYSGOL ARBENNIG/ ANGHENION DYSGU YCHWANEGOL YM MHOWYS
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Craffu adroddiad yr Aelod Portffolio ar faterion Addysg a chynnig sylwadau / argymhellion i'w hystyried gan y Cabinet.

(Tudalennau 1 - 98)

5.	CYLLIDEBAU YSGOLION 2020-21
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5.1. Cyllidebau Ysgolion Dirprwyedig 2020-21

Derbyn ac ystyried yr adroddiad.

5.2. Eitem Eithriedig

Ystyried gwneud y Penderfyniad canlynol:

PENDERFYNWYD i eithrio'r cyhoedd ar gyfer yr eitemau canlynol o fusnes ar y sail y byddai gwybodaeth wedi'i eithrio yn cael ei ddatblygu o dan categori 3 Gorchymyn Awdurdodau Lleol (Mynediad i Wybodaeth)(Amrywiaeth)(Cymru) 2007).

Mae'r Swyddog Monitro wedi penderfynu bod yr eitemau canlynol yn destun categori 3, Rheolau Trefn Mynediad at Wybodaeth. Ei farn o ran prawf lles y cyhoedd (wedi ystyried darpariaethau Rheol 14.8, Rheolau Mynediad at Wybodaeth y Cyngor), oedd y byddai gwneud y wybodaeth hon yn gyhoeddus yn datgelu gwybodaeth ynghylch materion ariannol neu fusnes unigolyn (gan gynnwys yr awdurdod yr oedd y wybodaeth honno yn ei feddiant).

Roedd o'r farn bod diddordeb y cyhoedd wrth gadw'r eithriad yn fwy pwysig na diddordeb y cyhoedd wrth ddatgelu'r wybodaeth. Gofynnir i Aelodau ystyried y ffactorau hyn wrth benderfynu ar y prawf lles y cyhoedd, sy'n rhaid iddynt benderfynu wrth ystyried eithrio'r cyhoedd o'r rhan hon o'r cyfarfod.

5.3. Cyllidebau Drafft Ysgolion 2020-21

Derbyn ac ystyried Cyllidebau drafft Ysgolion 2020-21.

6.	RHAGLEN WAITH
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Dyddiadau ar gyfer cyfarfodydd y dyfodol:

11 Tachwedd 2020 – 2pm

16 Rhagfyr 2020 – 2pm

Mae'r dudalen hon wedi'i gadael yn wag yn fwriadol

CYNGOR SIR POWYS COUNTY COUNCIL.**CABINET EXECUTIVE
October 2020**

REPORT AUTHOR: County Councillor Phyl Davies
Portfolio holder for Education

REPORT TITLE: The future of Special Educational Needs/ Additional Learning Needs in Powys Strategy

REPORT FOR: Decision

1. Purpose

1.1 This report requests Cabinet approval to agree and implement a new Future of Special Educational Needs/ Additional Learning Needs in Powys Strategy from October 2020.

1.2 This is required due to:

- Current inadequate / inconsistent SEN/ALN provision
- Findings in the Estyn report and recommendation from the post inspection action plan
- The implementation of Additional Learning Needs and Educational Tribunal (Wales) Act (ALN Act)

1.2 The report is supported by the following appendices:

Appendix A – Future of Special Educational Needs/ Additional Learning Needs in Powys Engagement Document

Appendix B – Future of Special Educational Needs/ Additional Learning Needs in Powys Engagement Feedback Document

Appendix C – Scrutiny Recommendations

Appendix D – Future of Special Educational Needs/ Additional Learning Needs in Powys Strategy

Appendix E – Costs by Activities

2. Background

2.1 There are currently 3545 pupils with special educational needs (SEN)/additional learning needs (ALN) in Powys. Out of these, 2011 pupils are on School Action, 1119 are on School Action Plus and 415 pupils have statements of SEN. 279 pupils attend one of the special schools and 138 attend primary or secondary specialist centres.

2.3 In terms of delegated funding, figures for 2019-20 are as follows:

Table 1: 2020-21 funding for ALN

	Paragraph	Primary	Secondary
Formula led			
ALNCo	3.4	732,740	394,488
Proxy Indicators	3.5	2,154,118	-
Pastoral Support	3.7	-	311,629
15:1 ratio classes	3.8	-	1,870,342
Banding Top Up	3.2	91,428	352,088
Total per sector		2,978,286	2,928,547

2.4 Information on overall and per pupil SEN expenditure can be found in this link:

https://gov.wales/sites/default/files/statistics-and-research/2019-07/budgeted-expenditure-special-educational-needs-sen-provision-april-2019-march-2020-revised_0.pdf

2.5 Additional costs will be the restructure of the ALN team, which has been cut over recent years. Other costs will be very similar e.g. peripatetic pre-school support rather than specialist pre-school centres, satellites for some of the special school pupils, behaviour programmes reducing the need for later intervention. Some savings have been identified e.g. reduction in transport costs.

2.6 How this strategy was arrived at

- Review of SEN/ALN in September 2019 by education consultant, brought in following Estyn inspection
- Commitment made in PIAP to resolve deficiencies in SEN/ALN
- Review of specialist centres in November/December 2019
- Paper setting out the areas in which changes are required, including costs sent to Corporate Transformation in March 2020
- Areas for development approved by Transformation Board as part of the Workstream 4 PID – May 2020
- Vision shared with Improvement and Assurance Board – May 2020
- Vision shared with Scrutiny – June 2020
- Vision shared with Cabinet – June 2020
- Engagement with headteachers through meetings and emails to discuss the way forward in relation to behaviour provision and specialist centres

- Engagement exercise in July 2020 on the vision and areas for transformation
- Summary of the engagement process & results presented to Transformation Board August 2020
- Draft strategy September 2020
- Options appraisal – do nothing / do minimum (bronze) / do medium (silver – this is where the strategy is pitched at the moment) / do maximum (gold std) – against a short list of criteria drawn from vision / aims of strategy e.g.
 - Improves accessibility, equality and consistency of provision
 - Develops inclusive education within mainstream education wherever feasible
 - Supports early identification, intervention & effective transition planning
 - Meets the requirements of the ALN Act
 - Makes the improvements required by Estyn and Welsh Government

2.7 In June 2020, Cabinet agreed to an engagement process on a Future of Special Educational Needs/ Additional Learning Needs in Powys Engagement Document (Appendix A).

Proposed change	Reason for change
<p>Six areas of transformation have been identified:</p> <ul style="list-style-type: none"> • Mainstream • Early Support/Assessment • Specialist provision for pupils of statutory school age with the most complex needs • Specialist Centres • Specialist Behaviour provision • Provision for SEN/ALN learners up to the age of 25. 	<ul style="list-style-type: none"> • Depending on where pupils live, they have access to a different quality and type of provision • Some pupils have to travel long distances to reach a provision that meets their needs • Access to provision through the medium of Welsh is inconsistent • Currently, not all pupils are educated in the setting that meets their needs best • Mainstream schools do not all have the facilities or expertise required to support pupils with a wide range of learning need

- 2.8 The engagement period started on the 24th June 2020 and ended on the 22th July 2020. A questionnaire was prepared which asked respondents for their views on the Future of Special Educational Needs/ Additional Learning Needs in Powys Engagement Document. This questionnaire was available online on the Council's website throughout the engagement period.
- 2.9 As well as responding via the questionnaire, respondents could submit written responses, either by e-mail or by post.
- 2.10 The engagement was publicised via social media and the Council's webpage, as well as direct targeting to all schools for dissemination to parents, pupils, governors and staff. It was also circulated to our partners in PThB and NPTC
- 2.11 A total of 82 individuals completed the engagement questionnaire in English and 4 in Welsh
- 2.12 Ten written responses were received to the engagement exercise.
- 2.13 An Engagement Feedback Report has been drafted – this can be found in Appendix B – but the following summarises the quantitative responses.

Question	Agree / strongly agree	Neither agree nor disagree	Disagree or strongly disagree
1. To what extent do you agree with the draft vision for SEN/ALN in Powys?	88%	7%	5%
2. To what extent they agree with the main issues identified relating to SEN/ALN provision in Powys	77%	14%	9%
3. To what extent do you agree with these as the 6 main areas that Powys County Council has identified for transformation	92%	6%	2%
4. To what extent do you agree with the ideas set out under Area of Transformation 1: Mainstream?	83%	13%	4%
5. To what extent do you agree with the ideas set out under Area of Transformation 2: Early Support/Assessment	79%	13%	8%

6. To what extent do you agree with the ideas set out under Area of Transformation 3: Specialist provision for pupils of statutory school age with the most complex needs	83%	12%	5%
7. To what extent do you agree with the ideas set out under Area of Transformation 4: Specialist Centres	78%	16%	6%
8. To what extent do you agree with the ideas set out under Area of Transformation 5: Specialist provision for pupils with behavioural, emotional and social difficulties (BESD)	78%	17%	5%
9. To what extent do you agree with the ideas set out under Area of Transformation 6: Provision for SEN/ALN learners up to the age of 25	83%	14%	3%

3. Advice

3.1 The comments received in response to the engagement report (Appendix B) were taken into consideration when developing the Future of Special Educational Needs / Additional Learning Needs in Powys Strategy (Appendix D)

3.2 Consequences of not taking action

- Failure to meet the needs of pupils with SEN/ALN in Powys
- Increase in out of county placements due to lack of space at special schools
- Increase in tribunals due to lack of appropriate provision or specialist support
- Further criticism from Estyn due to inadequate progress made against recommendations
- Failure to meet statutory duties under Additional Learning Needs and Educational Tribunal (Wales) Act (ALN Act)
- Potential for authority to have control of its education services taken away

4. Resource Implications

4.1 The Council's current budget includes a total of £4.6 million for SEN / ALN provision and pupil inclusion. Of this, £2 million relates to the existing staffing structure. Table 4.1 sets out the overall additional estimated costs to deliver the proposed ALN strategy. Appendix E

confirms the detail of additional costs and cost savings projected over the next three years.

Table 4.1

	Year 1 2020-21 £	Year 2 2021-22 £	Year 3 2022-23 £
Cost of Existing Structure (excluding grant funded elements)	2,027,570	2,027,570	2,027,570
Additional Annual Cost of ALN Strategy as proposed (net of estimated savings)	523,350	756,260	466,800
Total Annual Cost of ALN Strategy as proposed (net of estimated savings)	2,550,920	2,783,830	2,494,370
Funded by:			
– ALN Transformation Grant	142,270	0	0
– Regional ALN Grant	82,940	0	0
– 21st Century Schools Transformation Funding	49,230	256,150	256,150
– PCC Transformation Fund	292,520	107,720	0
– Existing Base	2,027,570	2,027,570	2,027,570
Total Funding	2,594,530	2,391,440	2,283,720
Surplus / Shortfall (-) in funding	43,610	-392,390	-210,650

- 1.2 The proposed ALN strategy is estimated to cost an additional £523,350 in the current financial year, 2020-21, for which funding is identified as set out above, in particular there are two government grants available in 2020-21 only.
- 1.3 In 2021-22, as the ALN strategy rolls out further the cost increases to an additional £756,260 (£232,910 more than in 2020-21). This plus the loss of the one-off grant funding from 2020-21 results in a total revenue cost pressure of £392,390 for the financial year.
- 1.4 In 2022-23 further potential savings as a result of implementing the ALN strategy are anticipated which will reduce the additional ongoing annual costs to £466,800, however the funding is still not sufficient to cover this and there remains an ongoing annual revenue cost pressure of £210,650.
- 1.5 It should be noted that in 2024-25, it is likely that the 21st Century Schools Transformation Funding will cease and this amount (£256,150)

will become an additional cost pressure unless costs can be reduced in line with the reduction in available funding.

- 1.6 The table sets out a number of funding sources that have been identified to part-fund the implementation of the strategy, including a bid to the Council's Transformation Fund and the Welsh Government's 21st Century Schools Capital Grant. Clear evidence is yet to be provided to confirm eligibility of these costs under these funding streams and it should also be noted that officers are awaiting confirmation from Welsh Government as to whether this element can be funded in this way.
- 1.7 The costings include potential cost reductions that the strategy could deliver as it is implemented year on year, including the potential to reduce future out of county placements as satellite provision comes on stream.
- 1.8 In addition to the potential savings already included, it is likely that there will be cost reductions identified within Home to School Transport, possibly around £130,000, and these will need to be confirmed and considered as part of funding proposals.
- 1.9 The greatest longer term benefit to the Council will be cost avoidance of approximately £70,000 per out of county placement as the more inclusive approach to ALN provision is embedded over a period of five to ten years, through supporting mainstream schools to meet the needs of pupils with a wide range of learning needs
- 1.10 The additional cost pressures identified in sections 4.3 and 4.4 above for 2021-22 and 2022-23 cannot be accommodated within the Schools Service budget. In order for the recommendation to be approved a commitment to allocate additional funding from 2021-22 is required. This funding will be considered as part of the Council's revenue budget setting process.
- 1.11 Some elements of the strategy will require capital investment through the 21st Century Schools programme so are included within the wider Transforming Education programme costs rather than within these costings. The funding to support these costs will be considered as part of the overarching financial strategy for the delivery of the entire Council's Strategy for Transforming Education in Powys 2020-30, which will be provided for Cabinet's consideration later this Autumn.
- 1.12 The Head of Finance (section 151 officer) notes the content of the report. Implementation of the strategy is reliant on the provision of additional revenue budget to support it and approval of the recommendation commits to prioritising this within the revenue budget from 2021/22. On this basis the recommendation can be supported.

5. Legal implications

5.1 Comment from Monitoring Officer noted and amended

6. Comment from local member(s)

6.1 N/A

7. Recommendation

7.1 It is recommended that Cabinet:

- i) Approves the Future of Special Educational Needs/ Additional Learning Needs in Powys Strategy (Appendix D) for implementation from October 2020.
- ii) That the costs be included in the Financial Resource Model (FRM)

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Corporate Director:	Dr Caroline Turner



Transforming Education in Powys

The future of Special Educational/Additional Learning
Needs in Powys

Engagement Document
24th June to 22nd July 2020

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Foreword

Over the last 8 months we have had significant engagement with parents, learners, school staff and others to help inform the re-shaping and transformation of the educational provision for children and young people in Powys.

This engagement has now focused our activity on 4 key work streams as we plan for the future:

- The provision of primary and secondary mainstream education, and the need for significant investment to make our facilities fit for delivering a broad 21st century curriculum for all of our learners
- The need to transform our provision for post-16 learners
- The provision needed to provide equity for learners studying in Welsh, improving progression and accessibility
- The need to transform our provision for learners who need additional support, usually defined as learners with special educational needs (SEN) or additional learning needs (ALN).

We hope to spend £350m on the Transformation programme in partnership with Welsh Government, and our intention is that we get it right.

In line with changes in legislation, the LA will be responsible for children and young people with additional learning needs from 0 to 25.

This document is an important development for the final workstream -provision for learners with SEN/ALN.

Cllr Phyl Davies

Portfolio Holder for
Education & Property



The current provision for these learners includes in-class support in a mainstream setting, placement in a specialist facility attached to a mainstream school and highly specialist support in one of our special schools.

Through our engagement we know that there is much to be done to provide better alignment of services and greater equity across Powys, as well as a need for investment to enable our schools to be able to make stronger provision for learners with SEN/ALN.

This document is designed to take that dialogue to the next steps. We are setting out a draft vision for how we believe we can make stronger provision for our learners with SEN/ALN – from those who require short-term support to those who need residential care and respite care. We would urge you to read the document, and express your views to us, to help inform our way forward as we plan the most significant investment ever in Powys schools.

Your views will be greatly appreciated as we take matters forward to secure final investment plans.

Diolch yn fawr

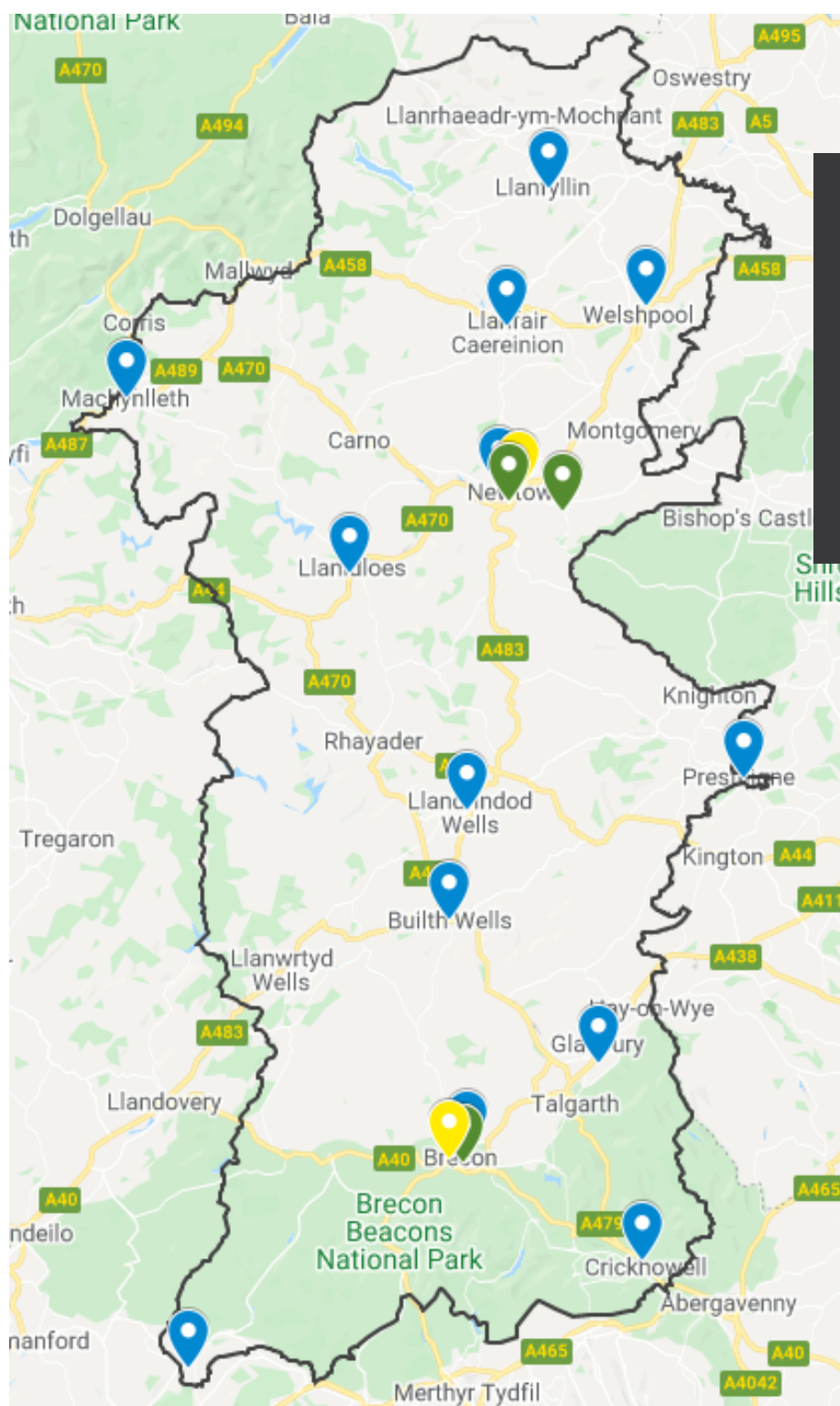
Cllr Phyl Davies

Portfolio Holder for Education and Property

Current situation in Powys

There are currently 3545 pupils with special educational needs (SEN)/additional learning needs (ALN) in Powys. Out of these, 2011 pupils are on School Action, 1119 are on School Action Plus and 415 pupils have statements of SEN. 279 pupils attend one of the special schools and 138 attend primary or secondary specialist centres.

Powys currently has three special schools and two pupil referral unit (PRU) settings, as shown on the map below.



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In addition, there are currently 23 specialist centres in Powys. 19 of these cater mainly for pupils with moderate learning difficulties (MLD), and autistic spectrum disorder (ASD), based in primary and secondary schools. Four of them are also pre-school assessment centres.

School	Key Stage (KS)	Need
Llanfaes Primary	Pre-school	Children with emerging or identified needs
Llandrindod Wells CP Cefnlllys	Pre-school	Children with emerging or identified needs
Maesyrrhandir CP	Pre-school	Children with emerging or identified needs
Ysgol Golwg y Cwm	Pre-school	Children with emerging or identified needs
Welshpool C in W Primary	Foundation Phase (FP)	MLD
Mount Street Infants	FP	MLD
Mount Street Juniors	KS2	MLD
Ysgol Bro Tawe	FP and KS2	ASD and diagnosed social communication difficulties
Ysgol Dyffryn y Glowyr	FP and KS2 Welsh medium	MLD
Ysgol Golwg y Cwm	FP	MLD
Ysgol Golwg y Cwm	KS2	MLD
Builth CP	KS2	MLD
Knighton CP	FP and KS2	MLD
Llandrindod Wells CP Cefnlllys	FP	MLD
Llandrindod Wells CP Cefnlllys	KS2	MLD
Llanidloes Primary	KS2	MLD
Bro Hyddgen	FP and KS2	MLD
Maesyrrhandir Primary	KS2	MLD
Welshpool C in W Primary	KS2	MLD
Brecon High	Secondary	ASD and diagnosed social communication difficulties
Calon Cymru (Llandrindod)	Secondary	ASD
Llanidloes High	Secondary	ASD
Ysgol Maesydderwen	Secondary	MLD
Ysgol Maesydderwen	Secondary	ASD

SEN/ALN Vision - Guiding Principles

The Draft ALN Code of Practice sets out its aim and principles as follows:

Aim

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

Principles

- a) **A rights-based approach** where the views, wishes and feelings of the child, child's parents/carers or young person are central to planning and provision of support,
- b) **Early identification, intervention and effective transition planning,**
- c) **Collaboration** where all involved work together in the best interests of the child or young person,
- d) **Inclusive education** supporting participation fully in mainstream education, wherever, feasible and a whole setting approach to meeting the needs of learners with ALN, and
- e) **A bilingual system** where all reasonable steps are taken to deliver additional learning provision (ALP) in Welsh for children and young people who require support through the medium of Welsh.

The vision for SEN/ALN in Powys

The vision for SEN/ALN in Powys is that:

- All pupils across Powys will receive high quality provision that meets their needs, no matter where they live,
- Most pupils with SEN/ALN will be taught in their local mainstream school
- All pupils with SEN/ALN will be placed in a provision that meets their needs, as near to home as is practicably possible, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential
- There will be a comprehensive range of specialist provision, including special schools, PRU, specialist centres, satellite centres and early assessment provision
- This will include both English and Welsh medium provision
- Special schools will cater for those pupils who have the most complex needs, for example severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and complex ASD
- Schools within and across geographical areas will support each other and share effective practice

Current issues

The current issues facing Powys at the moment include:

- Depending on where pupils live, they have access to a different quality and type of provision
- Some pupils have to travel long distances to reach a provision that meets their needs
- Access to provision through the medium of Welsh is inconsistent
- Currently, not all pupils are educated in the setting that meets their needs best
- There are pupils in special schools who could be taught in mainstream classes or specialist centres
- There are pupils in specialist centres who should be in mainstream classes
- There are pupils in the PRU who, with the right type of provision and support, could attend mainstream schools
- Mainstream schools do not all have the facilities or expertise required to support pupils with a wide range of learning needs



What should SEN/ALN provision across Powys look like in the future?

It is proposed that all mainstream schools should be supported to meet the needs of pupils with a wide range of learning needs. It will only be the pupils with the most complex needs who should be attending specialist provision.

It is proposed that for the purpose of specialist provision, Powys should be divided into four or five areas. These **could** be as follows:

- Area 1 - Llanfyllin, Welshpool and Llanfair Caereinion
- Area 2 - Machynlleth, Llanidloes and Newtown
- Area 3 - Presteigne, Llandrindod Wells and Builth Wells
- Area 4 - Gwernyfed, Brecon, Crickhowell and Ystradgynlais

In terms of Welsh medium provision, it may be necessary to develop one county-wide model.

The intention is that each area should have similar (though not identical provision). Differences may be where there is already an existing special school, or where the needs of the region are different. For example, one area may have a greater need for behaviour provision than another. Provision may include special schools, satellites of special schools, PRU, outreach from special schools and PRU, specialist centres and pre-school provision.

Areas in which transformation is required

In order to achieve this vision, wholesale transformation is going to be required. This will involve the refiguration of current provision and development of new provision as well as supporting mainstream schools to be able to meet the learners of a wider range of pupils with SEN/ALN.

Alongside the proposed transformation described in this document, there will be a restructure of central services. This will enable the local authority (LA) to provide the support for schools that will be required to take this transformation forward. Information about the restructure will be provided in a separate paper at the appropriate time, in line with advice from HR.

Six areas of transformation have been identified:

- Mainstream
- Early Support/Assessment
- Specialist provision for pupils of statutory school age with the most complex needs
- Specialist Centres
- Specialist Behaviour provision
- Provision for SEN/ALN learners up to the age of 25.

Area of Transformation 1: Mainstream

The Additional Learning Needs and Education Tribunal (Wales) Act 2018 states that local authorities have a duty to favour education for children at mainstream maintained schools:

Additional Learning Needs and Educational Tribunal (Wales) Act 2018

51. Duty to favour education for children at mainstream maintained schools

(1) A local authority exercising functions under this Part in relation to a child of compulsory school age with additional learning needs who should be educated in a school must secure that the child is educated in a mainstream maintained school unless any of the circumstances in paragraphs (a) to (c) of subsection (2) apply.

(2) The circumstances are—

- (a) that educating the child in a mainstream maintained school is incompatible with the provision of efficient education for other children;
- (b) that educating the child otherwise than in a mainstream maintained school is appropriate in the best interests of the child and compatible with the provision of efficient education for other children;
- (c) that the child's parent wishes the child to be educated otherwise than in a mainstream maintained school.

Current situation

- In Powys, there are examples of effective practice in mainstream schools in relation to pupils with SEN/ALN
- However, there are pupils in specialist provision who could attend mainstream classes. This includes pupils with MLD and ASD.
- School buildings do not always make it easy for schools to support pupils who need time out of the classroom, such as wellbeing centres
- Not all mainstream schools in Powys are fully accessible for pupils, staff and parents with disabilities, including changing and washing facilities, and adaptations for pupils with visual or hearing impairment
- The current stock of school buildings do not always have the facilities required for staff to carry out essential SEN/ALN work, such as meeting rooms for reviews of statements, rooms for specialists such as educational psychologists and therapists

Challenges caused by the current arrangements

- Not all mainstream pupils with SEN/ALN are able to attend their local school alongside their siblings and friends

What improvements could be made through change

- All schools should be adapted over time to meet the needs of children, young people and adults with disabilities
- All schools should have a suitable environment and/or facilities for supporting pupils with SEN/ALN and/or wellbeing issues
- Most pupils with SEN/ALN should be educated in mainstream classes. This will include pupils with a range of difficulties including ASD, MLD, physical difficulties, behavioural, emotional and social difficulties (BESD).

Proposals for immediate consideration

- Carry out an audit of all school buildings and identify where work is required
- When building new secondary schools, include areas for supporting pupils with SEN and/or wellbeing issues
- Review and revise the delegation of SEN/ALN funding
- Review the effectiveness of teaching assistants (TAs) across Powys
- Strengthen special school and PRU outreach services to provide advice, support and guidance to more schools

Planned impact

- Most pupils with SEN/ALN will be able to attend their local mainstream school and be fully included in all activities
- Only those with the most complex needs will need to access specialist provision

What would be the process for implementing this proposal?

- A county-wide training programme will be developed, so that staff in all schools can be upskilled in relation to a wider range of SEN/ALN, including autistic spectrum disorder, speech, language and communication difficulties, specific learning difficulties (including dyslexia) and BESD
- The LA ALN service will be strengthened through a restructure, to ensure that central staff have a high level of expertise in specific aspects of SEN/ALN. This may include the secondment of specialist staff from schools
- Training will be provided not only by centrally employed staff but also by the special schools, PRU and other specialist provision
- School-to-school support will be an important part of upskilling schools. This will include identifying and sharing effective practice
- Where appropriate, staff in each area will be trained as trainers, so that they can train other staff within their area on a rolling programme

Area of Transformation 1: Mainstream

Process for Consultation

- Follow HR processes for the restructure of the ALN Service

Area of Transformation 2: Early Support/Assessment

Current situation

Currently there are four pre-school assessment centres in mainstream schools in Powys. At some of the centres, most of the children only attend the centre for around 5 hours a week, alongside 5 hours at a nursery provision. This is not felt to be an effective model.

Numbers of pupils currently attending these provisions are as follows:

Setting	No of children attending (March 2020)
Cefnlllys	5
Golwg Y Cwm	4
Llanfaes	4
Maesyrhandir	8

Challenges caused by the current arrangements

- Overall, headteachers report that the current model of 5 hours a week is not as effective as it could be
- Only a small number of pupils who live near one of the four centres can benefit from this provision
- Headteachers report that there are increasing numbers of children who start school without the skills they need to be able to learn
- Not all staff in the centres have a high enough level of expertise in SEN/ALN, and intervention is not always targeted enough
- Not all centres have sufficient access to multi-agency support
- Some young children are currently travelling long distances in taxis to reach a specialist centre
- Placing children together who have, for example, speech and language difficulties does not give them role models to copy

What improvements could be made through change

The Draft Additional Learning Needs Code for Wales states that:

Draft Additional Learning Needs Code for Wales

'Where multi-agency working is required to support children and young people making transitions, the agencies involved should work together to provide personalised, integrated support that delivers positive outcomes for children and young people, bringing together support across education, health, social care and other relevant agencies from early childhood through to adult life'

'The earlier action is taken, the more effective the action is likely to be. Identifying ALN at an early stage and delivering appropriate interventions can also prevent the need for future more costly and less effective interventions'.

A significant change that will be taking place under the Additional Learning Needs and Educational Tribunal (Wales) Act (ALN Act) is the requirement for LAs to take responsibility for children and young people aged 0 to 25. This will require:

- Identification of pupils with SEN at an earlier stage i.e. from birth
- Equity of services for children and families across Powys
- More effective multi-agency support for settings and parents
- Training for early years settings to enable them to identify children with SEN/ALN
- Training for early years settings to enable them to address the needs of children with SEN/ALN
- Improved support for children on transition to primary
- Support for pre-school settings in the development of individual development plans (IDPs) – a requirement of the ALN Act

Proposals for immediate consideration

To develop a multi-agency team/model, consisting of education, Children's Services and health staff, who would be able to cover the whole of Powys. An Early Years ALN Lead Officer (ALNLO) has recently been appointed and will be part of this team. This is a statutory role.

The team could include the Early Years ALNLO, Educational Psychologist, Sensory team, Speech, Language and Communication therapist, Early Years team, Health visitors and Flying Start.

The role of the team will be to identify children with (emerging) SEN/ALN, assess their needs, provide advice and guidance to families and settings and monitor the progress made. The team will also provide a robust programme of training for pre-school settings, so that they feel confident in supporting pupils with a range of needs.

Area of Transformation 2: Early Support/Assessment

It is likely that, once this provision is well-established, there will no longer be a need for some or all of the four pre-school centres.

Planned impact

- Young children will be able to attend pre-school provision in their own communities, rather than having to travel long distances
- They will be educated with their siblings and friends
- They will benefit from being educated alongside peers who do not have learning difficulties
- A multi-agency model will provide a more effective early intervention by highly qualified staff and should help children to make progress and reduce the need for intervention at a later stage
- A much larger number of children will be supported across Powys
- When children first enter school, there will be a wealth of information which will enable schools to address the needs of pupils from the start
- Families will be able to receive support as soon as their child has been identified as having a possible learning need

What would be the process for implementing this proposal?

- Work with other agencies to develop a model of multi-agency support

Process for Consultation

- No formal consultation will be needed for the development of a multi-agency team, but the views of stakeholders will be sought
- Once this provision is established, there may no longer be need for some or all of the pre-school centres. If this is the case, formal consultation will be required

Area of Transformation 3: Specialist provision for pupils of statutory school age with the most complex needs

Current situation

In Powys there are currently two special schools for pupils with a range of complex SEN:

- Ysgol Cedewain (Newtown) - for pupils aged 3 to 19
- Ysgol Penmaes (Brecon) - for pupils aged 3 to 19

Current numbers at these two special schools are as follows:

School	No. on Roll
Ysgol Cedewain	120
Ysgol Penmaes	110

Challenges caused by the current arrangements

- There are some pupils with complex needs who are not able to attend one of the special schools because of the long distances they would have to travel
- Currently there are no clear shared entry and exit criteria across Powys
- In some cases, parents of pupils with significant needs do not wish their children to attend a special school. Currently, dependent on where they live, these parents do not have a wide enough range of options.
- In a few cases, due to the lack of nearby provision, pupils attend mainstream schools which struggle to meet their needs
- There is no Welsh medium special school provision in Powys
- Currently there are some pupils in Ysgol Cedewain and Ysgol Penmaes who should not be in special schools. This includes pupils with mental health issues such as anxiety who are working towards and achieving A levels
- Pupils attending the special schools have limited opportunities to access mainstream education – there is a need for more flexibility

What improvements could be made through change

In the future, special schools in Powys will provide education for those pupils who have the most complex needs. Pupils should only attend these schools when they are unable to access mainstream provision despite high quality teaching, appropriate curriculum and a high level of support. Entry and exit criteria for all specialist provisions need to be developed and shared.

Area of Transformation 3: Specialist provision for pupils of statutory school age with the most complex needs

While some pupils will attend a special school for the whole of their education, for others, placement at a special school may be for a fixed period of time. This should be reviewed regularly. All pupils should have the right to return to mainstream education if appropriate.

There will be more opportunities for pupils with the most complex needs to attend specialist provision within a local mainstream school, or spend part of the week at a special school and the rest of the time in a mainstream schools.

Proposals for immediate consideration

The two complex needs special schools are based in the Newtown and Brecon areas. Plans are already in place to build a new school for Ysgol Cedewain. The design takes into consideration the fact that classes will be smaller than in the current building in order to cater for pupils with highly complex needs.

In the other geographical areas, we will establish satellites* of these special schools.

Satellites of special schools will provide education mainly for pupils who meet the criteria for a special school, but who do not live within easy travelling distance of a special school. They will provide for pupils from the age of three, in line with the special schools, allowing more effective early intervention.

Satellites will normally consist of six to eight pupils, with one teacher, one higher level teaching assistant (HLTA) and one TA who will either have been seconded from one of the special schools or will be appointed to the role and will be part of the staff of the special school. Dependent on the number of pupils in the class and their level of need, it may be necessary to provide additional TA support.

Pupils will be on roll at the special school. If appropriate, they will attend the satellite four days a week and the special school one day a week.

Although on the roll of the special school, pupils will be part of the mainstream school. They will access activities such as assemblies, break and lunchtimes, as well as some lessons if appropriate.

* A satellite is, essentially, a special school class within or attached to a mainstream school. This is a model that works extremely effectively in other LAs, for example Caerphilly.

Area of Transformation 3: Specialist provision for pupils of statutory school age with the most complex needs

Planned impact

By creating satellites, there will be:

- greater equity across Powys as pupils with the most complex needs will be within reach of either one of the special schools or one of the satellite centres, including those who wish to be educated through the medium of Welsh
- a reduction in home to school transport costs
- a reduction in the need for special school places which in turn may lead to a reduction in the need for expensive out of county placements
- increased opportunities for pupils to move from a special school to a satellite or vice versa, in line with pupil needs and wishes
- upskilling of mainstream staff through the presence of highly specialist staff in the satellites

What would be the process for implementing this proposal?

- In order to implement these changes, there is a need to identify schools with:
 - Appropriate accommodation
 - An inclusive ethos
 - A senior leadership team committed to inclusion
- Officers and staff from the mainstream schools identified will work closely with the special school headteachers to develop the provisions
- Clear entry criteria will be developed
- A service level agreement between the LA, special school and mainstream school will be produced, to ensure that roles and responsibilities are clear
- Staff from the special schools will be given the opportunity for secondment to a satellite

Process for Consultation

It is unlikely that there will be a need for statutory processes to take place in order to set up a satellite. However, it is proposed that engagement with relevant stakeholders would take place.

Area of Transformation 4: Specialist Centres

Current situation

There are currently 19 specialist centres for school-age pupils, in addition to the four pre-school centres.

Challenges caused by the current arrangements

A review of the specialist centres was carried out by the SEN/ALN team in December 2019. Although strong features were observed in some of the centres, overall many areas for development were identified in relation to the current model. These include:

- Many of the specialist centres cater for pupils with MLD who should be educated in mainstream classes
- Some of the specialist centres cater for pupils with ASD who attend mainstream lessons for a high percentage of the week, but go to the centre for support – these pupils should not be in a LA funded provision
- There is a lack of clarity around the designation of some of the centres – are they MLD or ASD?
- A lack of strategic planning means that there are issues around transition from primary to secondary. Pupils who attend an MLD provision in primary currently move on to either mainstream secondary school or special school provision. This results in pupils who should be in mainstream entering special schools
- Access to specialist provision varies according to where a pupil lives
- Only a few of the staff working in the specialist centres have specialist qualifications in SEN/ALN
- Entry criteria to the centres are at times too vague
- Too much of the provision is long-term, and does not have a clear enough focus on helping pupils to return to mainstream education

What improvements could be made through change

- In the future, specialist centres should provide education for those pupils who are generally not able to manage in mainstream classes, despite effective teaching and the use of appropriate strategies
- Specialist centres in Powys will cater for pupils who are unable to access many mainstream lessons, but who can benefit from being in a mainstream school
- Classes will normally have 6 to 8 pupils, with one teacher and one/two TAs
- Where possible, placement at the centres will be short-term and part-time
- There will be an expectation that where possible pupils will return to mainstream after a period at a centre
- Teachers will hold a post-graduate diploma in a relevant area of SEN/ALN
- A majority of the teaching will take place in the centre.
- Pupils will access some lessons or activities in line with their needs
- Teaching in the centres will include targeted specialist programme

Proposals for immediate consideration

There is a need to reorganise the 19 specialist centres, to ensure that they support the right pupils at the right time in the right place. This is likely to involve closing or moving some of the centres, changing the nature of other centres and opening new provisions. Meetings with headteachers are currently taking place to discuss the future of all provision for SEN/ALN.

Initial thoughts, in line with what happens across much of Wales, is that Powys should have the following:

- Centres for pupils with complex needs rather than MLD
- Centres for pupils with more complex ASD rather than for pupils who can access a high percentage of mainstream lessons
- Centres for pupils with significant speech, language and communication difficulties
- Centres that are spread out more evenly across Powys, where there is identified need
- Similar centres in primary and secondary, so that pupils can transition smoothly

Within the four or five geographical areas referred to earlier in the report, we will aim to ensure that there is a suitable (but not necessarily identical) range of provision in each area. At the same time we will take into consideration the fact that different areas may have slightly different needs.

Planned Impact

- Pupils with a wide range of needs will receive high quality specialist intervention, as close to their homes as is possible
- There will be greater equity across Powys
- Pupils with significant needs will be able to attend mainstream schools
- The special school will be able to focus on those pupils who have the most complex needs
- There will be a reduction in the frequency of tribunals as a result of a more appropriate range of provision

What would be the process for implementing this proposal?

The changes will need to be made in a number of phases over two or three years. This is in order to manage the statutory processes, make sure that schools and parents are on board, and make sure that individual pupils are not affected negatively by the changes.

Data has been collated on where pupils with SEN/ALN live, as well as their type of need. This information will also inform planning.

Area of Transformation 4: Specialist Centres

Process for Consultation

A meeting has been held with the headteachers of schools with specialist centres to obtain their views. Further meetings were planned for March 20th and 24th to obtain the views of all headteachers. These have had to be cancelled. Instead, an email has been sent out to all headteachers asking for their views. Responses will be taken into account when developing proposals further. In addition, virtual meetings have been held with focus groups of headteachers while schools are closed. It is essential that headteachers are on board, if we are going to be successful in making changes.

Statutory processes will need to be followed in order to open or close specialist centres.

Area of Transformation 5: Specialist provision for pupils with behavioural, emotional and social difficulties (BESD)

Current situation

In Powys the current provision for pupils with BESD is as follows:

- Ysgol Brynllwarch (Kerry)
- Pupil Referral Unit (PRU) North (Newtown)
- Pupil Referral Unit (PRU) South (Brecon)

Ysgol Brynllwarch provides education for pupils at KS2 and above, who have significant BESD. They should have received regular input from behaviour specialists while they are attending mainstream schools. Despite this input, they will still struggle to regulate their behaviour, and will require more specialist provision. After a period of time at Ysgol Brynllwarch, they may be able to return to mainstream.

The PRU caters for pupils with a range of needs, including:

- Pupils with BESD
- Pupils who have been permanently excluded for a one-off incident and for whom an alternative school placement cannot be found
- Pupils with medical needs
- Pupils with anxiety
- Pregnant schoolgirls

The PRU caters mainly for pupils aged 11-16, but also for a few pupils at KS2 at one of the centres. Provision currently includes:

- Part-time placement for KS2 pupils (one day a week).
- Full-time short-term placement for KS3 pupils – usually up to 12 weeks
- Full-time placement for KS4 pupils

Area of Transformation 5: Specialist provision for pupils with BESD

At KS3, the intention is that pupils should return to a mainstream school after a period at the PRU. At KS4, pupils are more likely to move on to further education, work-based learning or employment.

The following pupils with behavioural difficulties can be eligible for admission to the PRU:

- Pupils who are struggling to regulate their behaviour, despite high quality teaching, appropriate curriculum, well-developed pastoral systems and ongoing support from the outreach service
- Pupils attending mainstream secondary schools who are at risk of permanent exclusion
- Pupils permanently excluded from mainstream secondary schools, where a managed move is not appropriate
- Pupils excluded from a mainstream school who require a short-term intervention before moving to an alternative mainstream school
- Pupils moving into the county who have been attending comparable provision

Generally, pupils with anxiety should be supported to remain in mainstream schools.

Challenges caused by the current arrangements

- There is a lack of BESD provision at Foundation Phase and Key Stage 2
- Support for BESD is generally not provided until a pupil's difficulties have reached a certain level
- Training for behaviour across the LA has not been coordinated well enough
- Dependent on where they live, not all pupils in Powys have access to appropriate behaviour provision
- Although some pupils accessing behaviour provision return to mainstream education, this is infrequent
- There is no Welsh medium BESD provision
- Ysgol Brynlywarch currently consists of an old building that is not fit for purpose
- The two buildings currently used by the PRU lack space and facilities and therefore limit the range of learning experiences that can be offered

What improvements could be made through change

- All schools and pupils will have access to the same type of training, support and provision at the right time
- Schools will build up expertise
- Early intervention will allow schools to support most pupils without the need for a specialist placement
- Only those with the most significant difficulties will access specialist provision
- There will be more opportunities for pupils who attend specialist provision to access or return to mainstream schools
- Capital projects will ensure that pupils are educated in buildings that are fit for purpose and meet their needs

Area of Transformation 5: Specialist provision for pupils with BESD

Proposals for immediate consideration

Plans are already in place to build a new school for Ysgol Brynllwarch.

Consideration should be given to developing new buildings for the PRU. More work needs to be done to establish exactly where in Powys this provision should be, and how many sites are required.

Headteachers have expressed the need to develop some kind of BESD provision, especially at Foundation Phase and KS2. They report that there are increasing numbers of pupils who start school without the skills they need to be able to learn. Many children and young people struggle in school or display challenging behaviour because of their adverse childhood experiences (ACEs), including trauma. Further discussion is needed regarding the exact nature of these provisions. However, it is envisaged that they will offer short-term part-time interventions for groups of pupils. By offering short-term interventions, a larger number of pupils will be able to access support.

One possible model is that pupils will receive a six-week programme of targeted intervention, after which time the expectation is that they should return to their mainstream school. Where required, a further six-week programme may be offered. Pupils will remain on the roll of their local school.

Prior to the start of the programme, specialist teachers will:

- visit and observe pupils in their home schools
- talk to headteacher/Additional Learning Needs Co-ordinator/class teacher about the individual pupil
- scrutinise documentation including statement/individual plans, reports from specialists etc.

During the six weeks, attendance at the specialist provision will be as follows:

Week 1	5 days on specialist programme
Week 2	4 days on specialist programme, 1 day at home school
Week 3	3 days on specialist programme, 2 days at home school
Week 4	2 days on specialist programme, 3 days at home school
Week 5	1 day on specialist programme, 4 days at home school
Week 6	5 days at home school

Area of Transformation 5: Specialist provision for pupils with BESD

The areas where these are most likely to be needed are:

- Welshpool
- Llandrindod
- Ystradgynlais

Alongside these interventions, the LA will provide or facilitate a suite of training for all schools. There will be an expectation that schools will have accessed this training and tried a range of strategies before applying for a pupil to attend specialist provision.

The LA will also work with schools to develop their own nurture or wellbeing provision.

Planned impact

- Targeted intervention will reduce the number of exclusions
- There will be a reduction in the number of pupils requiring full-time PRU or special school provision
- Schools will be more able to manage pupils who display BESD
- Short-term provision will mean that more pupils will be able to access specialist input
- Part-time placement will mean that pupils will continue to attend their mainstream school
- Mainstream staff will be able to benefit from the input of specialist staff and develop strategies to support other pupils at the school

What would be the process for implementing this proposal?

A behaviour focus group of headteachers has been established, and met on May 1st. LA officers will continue to work with this group (and with other headteachers) to develop the model.

It is possible that the provision will be managed by the PRU headteachers. Further discussion is required here.

Process for consultation

There should be no need for statutory processes in order to set up the behaviour programmes. If a decision were made to set them up as centres, statutory processes would need to be followed.

Area of Transformation 6: Provision for SEN/ALN learners up to the age of 25

Current situation

Under the ALN Act, LAs will be responsible for providing education and training for learners with ALN up to the age of 25. Most pupils attending special schools do so up until the age of 19. Many other pupils with SEN/ALN leave school at 16.

The post-16 workstream of the national ALN Transformation programme in Powys has started to plan for the future, through developing links with a range of providers. However, at this point, it is not clear what new provision will be needed for these learners after they leave school.

Challenges caused by the current arrangements

- Nationally there is a lack of suitable provision for learners with SEN/ALN once they have left school
- The additional responsibility that is being put on LAs under the ALN Act is going to increase the workload of officers significantly
- The role of Careers Wales in relation to the placement of learners in independent specialist colleges is changing

What improvements could be made through change

- There is a need for a comprehensive suite of support and/or provision for learners from 0 to 25
- This needs to be considered as part of Strategic Aim 2 of the Powys Transformation Strategy: Improving learner entitlement and experience for post-16 learners

Proposals for immediate consideration

- Work with college/s, work-based learning providers and schools to ensure that they provide a suitable range of appropriate provision for learners with SEN/ALN
- This will include relevant course and qualifications, as well as support for learners' wellbeing and SEN/ALN

Planned impact

- Learners with SEN/ALN will have access to an appropriate range of post-16 provision
- They will be able to continue their education up to 25 where appropriate
- The provision they access will prepare them well for future life and, where possible, employment

What would be the process for implementing this proposal?

- Carry out a mapping exercise of the provision that is currently available in Powys
- Carry out an audit of where post-16 learners with SEN/ALN continue their education after leaving school – this will include independent specialist colleges currently funded by Welsh Government
- Identify gaps in provision
- Work with relevant providers, including colleges

Process for consultation

Not yet known

After engagement, what next?

After the engagement, this document will be updated to reflect the feedback received during the engagement period. These will be considered by Cabinet in October 2020.

How to respond

To respond to the engagement you can:

- Respond to our questionnaire either online at:
www.powys.gov.uk/transformingeducation

- Sending us a written response either via email or post.

school.organisation@powys.gov.uk

School Transformation Team, Schools Service, County Hall, Spa Road East, Llandrindod Wells, LD1 5LG

Please respond by **22nd July 2020**



Engagement Feedback Report

August 2020

V1.2



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1. Background and Introduction

In April 2020, the Council approved the 'Strategy for Transforming Education in Powys 2020-2030'. This Strategy sets out ambitious plans to transform the Powys schools' infrastructure over the next 10 years.

The Strategy sets out a number of Strategic Aims and Objectives which will shape the Council's work to transform the Powys education system over the coming years. The Strategy states that:

'The purpose of this aim (Strategic Aim 4) is to ensure that all schools are fully inclusive, educating pupils with a wide range of SEN/ALN. This will require all schools to have an inclusive ethos, a skilled workforce and buildings and resources that can support all learners. For learners with more complex needs, the aim will be to ensure that there is a range of specialist provision and support as close to home as is possible'.

The primary driver is to improve the educational experience for Powys learners, now and in the future. The project aims to reconfigure the provision for pupils with SEN/ALN in Powys.

To support this, an opportunity was provided for stakeholders to give their views on the draft document, 'The future of Special Educational Needs/Additional Learning Needs in Powys' that was agreed by cabinet in June 2020. This report provides a summary of the feedback received.

1.1 Methodology

The engagement period started on the 24th June 2020 and ended on the 22nd July 2020. A questionnaire was prepared which asked respondents for their views on the draft document 'The future of Special Educational Needs/Additional Learning Needs in Powys'. This questionnaire was available online on the Council's website throughout the engagement period. It was advertised via corporate communications and through all the council's media platforms

As well as responding via the questionnaire, respondents could submit written responses, either by e-mail or by post.

An 'easy read' version of the engagement document was also prepared, and published alongside the full version of the engagement document

1.2 Responses Received

A total of 82 individuals completed the engagement questionnaire in English.
A total of 4 individuals completed the engagement questionnaire in Welsh.

In addition, 10 written responses were received to the engagement exercise.

2 Online Questionnaire

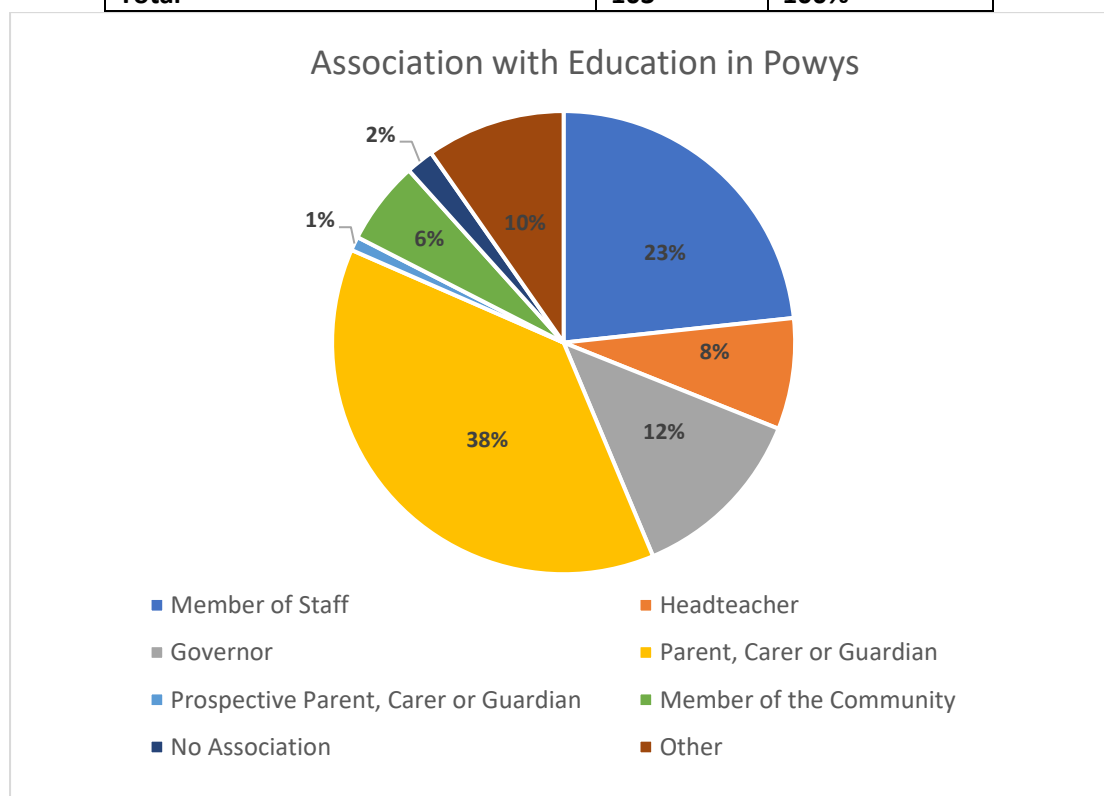
This section provides a summary of the responses received to the online questionnaire which was available during the engagement period.

2.1 Summary of Responses – Introduction

Respondents were asked to indicate how they are associated with education in Powys. 86 online questionnaires were completed. However, 103 individual responses were received to this question. This is higher than the number of questionnaires completed as some respondents indicated more than one association.

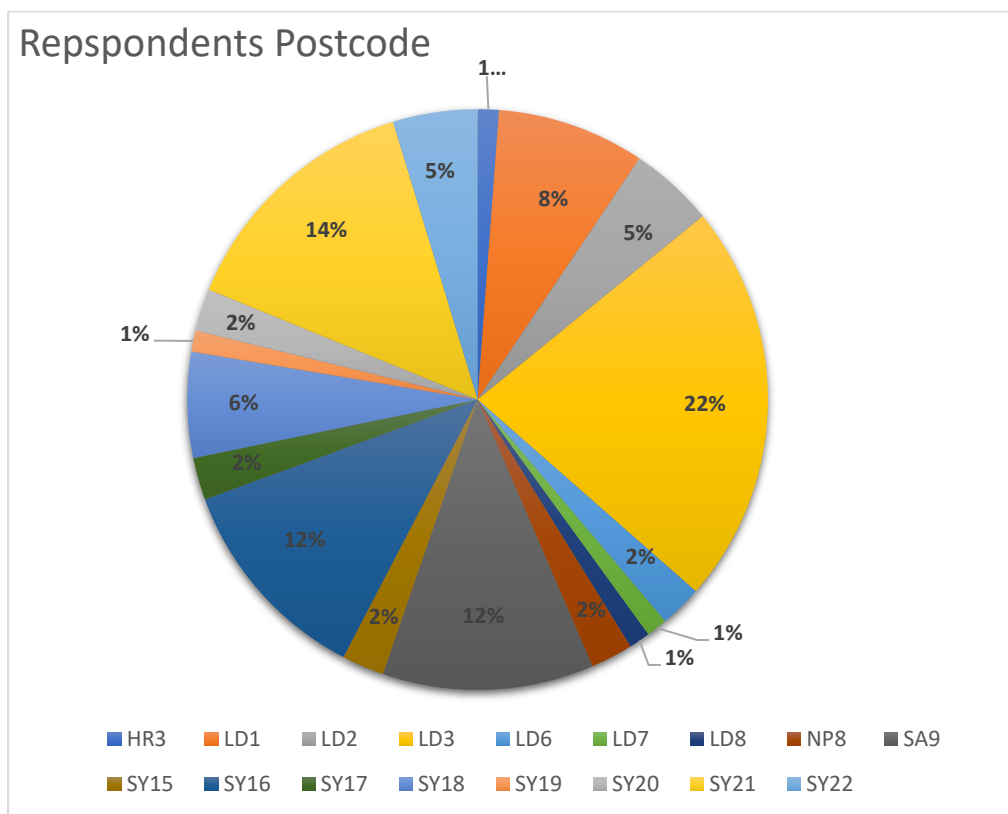
The responses received are as outlined in the table below.

Association with education in Powys	Number of responses	% of total responses to questionnaire
Member of Staff	24	23.3%
Headteacher	8	7.8%
Governor	13	12.6%
Parent, Carer or Guardian	39	37.9%
Prospective Parent, Carer or Guardian	1	1.0%
Member of the Community	6	5.8%
No Association	2	1.9%
Other	10	9.7%
Total	103	100%



Respondents were asked to provide their postcode. 86 online questionnaires were completed; 85 respondents gave their postcode. The postcodes provided were as follows:

Postcode	Area	Number of responses	%
HR3	West Hereford, Hay on Wye	1	1.2%
LD1	Llandrindod Wells	7	8.2%
LD2	Builth Wells, Llandrindod Wells	4	4.7%
LD3	Brecon, Talgarth, Llandrindod Wells	19	22.4%
LD6	Rhayader, Llandrindod Wells	2	2.4%
LD7	Knighton, Llandrindod Wells	1	1.2%
LD8	Presteigne, Llandrindod Wells	1	1.2%
NP8	Crickhowell, Powys	2	2.4%
SA9	Abercraf, Cwmtwrch, Ystalyfera, Ystradgynlais, Neath Port Talbot	10	11.8%
SY15	Montgomery, Powys	2	2.4%
SY16	Newtown, Powys	10	11.8%
SY17	Caersws, Llandinam, Powys	2	2.4%
SY18	Llanidloes, Powys	5	5.9%
SY19	Llanbrynmair, Powys	1	1.2%
SY20	Machynlleth, Powys	2	2.4%
SY21	Welshpool, Powys	12	14.1%
SY22	Llanfechain, Llanfyllin, Llansantffraid, Llanymynech, Meifod, Powys	4	4.7%
Total		85	100.0%



2.2 Summary of Responses to Engagement Exercise

Respondents were asked to give their views on the document 'The future of Special Educational Needs/Additional Learning Needs in Powys'.

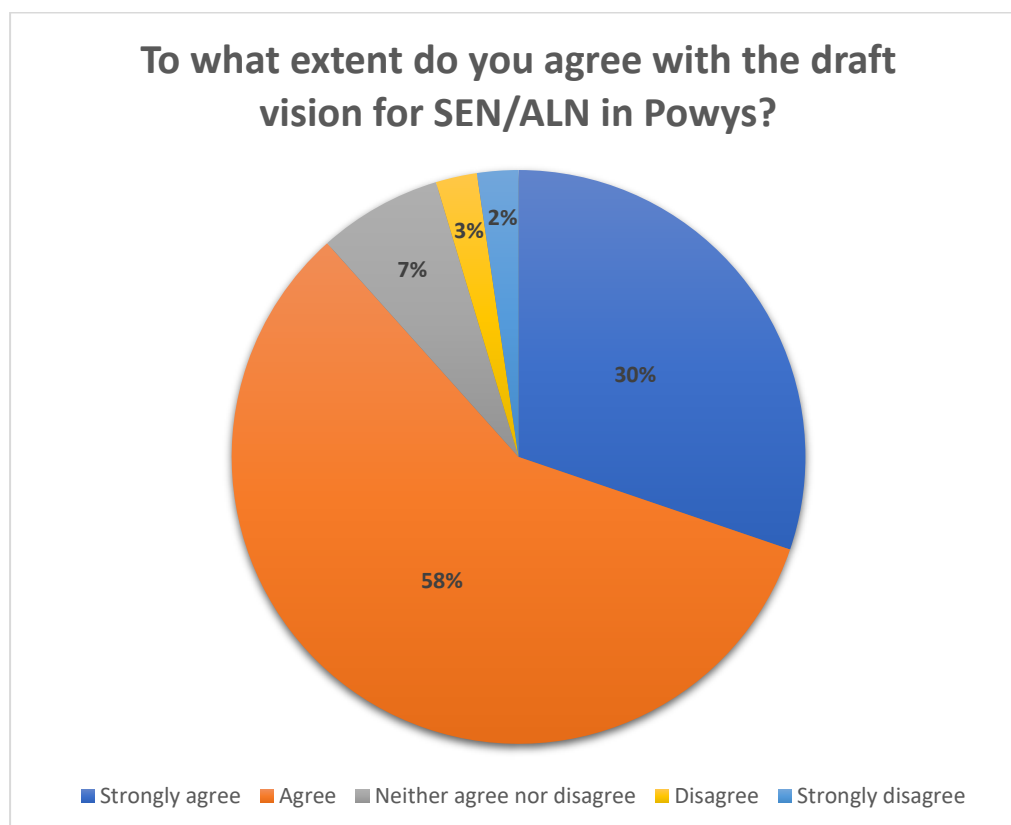
A summary of the responses received to each question is provided below.

Vision for SEN/ALN in Powys

Respondents were asked to what extent they agreed with the draft vision for SEN/ALN in Powys which was included in the 'The future of Special Educational Needs/Additional Learning Needs in Powys' document.

86 respondents answered this question. Their responses were as follows:

To what extent do you agree with the draft vision for SEN/ALN in Powys?	Number of responses	%
Strongly agree	26	30.2%
Agree	50	58.1%
Neither agree nor disagree	6	7.0%
Disagree	2	2.3%
Strongly disagree	2	2.3%
Total	86	100.0%



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Overall, **88%** of respondents agreed or strongly agreed with the draft vision. **5%** of respondents disagreed or strongly disagreed, with the remaining **7%** stating that they neither agreed nor disagreed.

Respondents were asked to suggest any amendments which they thought the Council should consider.

Summary of comments and queries

Comments were received from 27 respondents, with most comments in support of the vision for SEN/ALN/. Most respondents agreed that the objectives set out within the vision are valid. One comment noted that *'It is pleasing to see Powys's desire and ambition to transform the SEN/ALN education sector for the better in response to the Additional Learning Needs and Education Tribunal Act'*. However, there were a few queries raised which the new strategy for SEN/ALN will need to address:

- Welsh medium provision for pupils with SEN/ALN including transport
- Equity of provision across the authority and financial support to share best practice
- Training, including financial support, for teaching and support staff in mainstream schools
- Early identification and support for pre-school children
- The length of time taken for assessments and diagnoses of pupils with moderate learning difficulties (MLD) and autistic spectrum disorder (ASD) and those with mental health, emotional and behavioural difficulties
- Support from Child and Adolescent Mental Health Services (CAMHS)
- Funding for pupils with SEN/ALN in mainstream schools
- Revision of the support for 'Out of County' and 'In County' placements
- Expanded specialist provision through special schools and satellites
- Improved provision for nurture and support for pupils with behaviour difficulties and their families
- Improved support, including transport, for pupils with physical and sensory impairment
- Improved training and qualifications for Additional Learning Needs Co-ordinators (ALNCOs)

Current issues relating to SEN/ALN provision in Powys

The draft 'The future of Special Educational Needs/Additional Learning Needs in Powys' document states that the current issues facing Powys at the moment include:

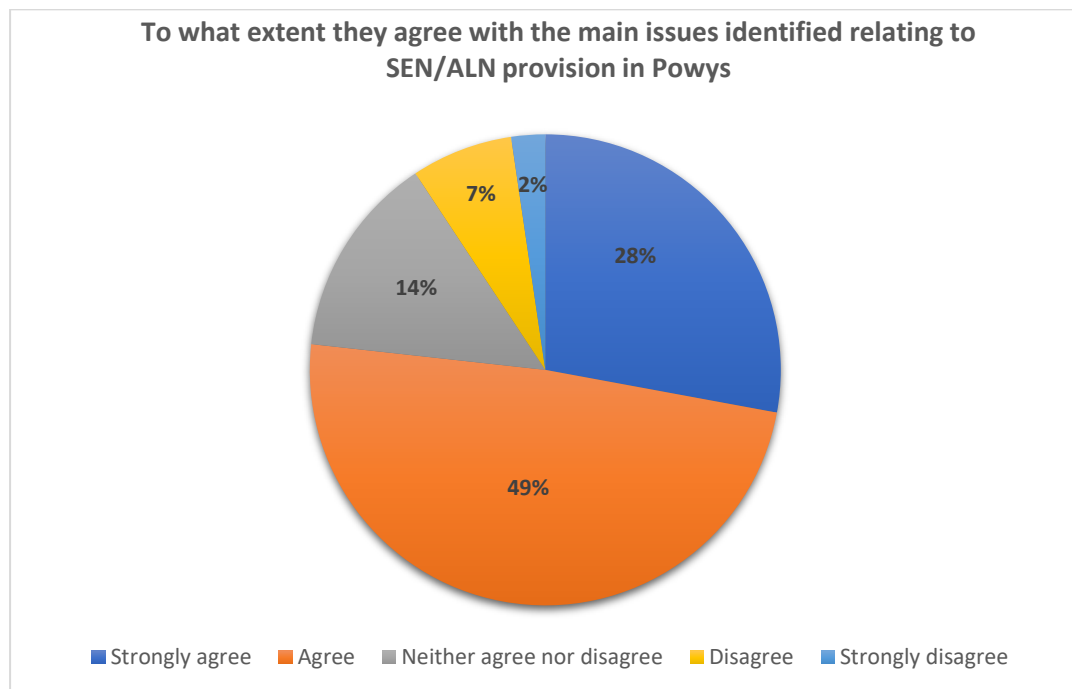
- Depending on where pupils live, they have access to a different quality and type of provision

- Some pupils have to travel long distances to reach a provision that meets their needs
- Access to provision through the medium of Welsh is inconsistent. Currently, not all pupils are educated in the setting that meets their needs best
- There are pupils in special schools who could be taught in mainstream classes or specialist centres
- There are pupils in specialist centres who should be in mainstream classes
- There are pupils in the PRU who, with the right type of provision and support, could attend mainstream schools
- Mainstream schools do not all have the facilities or expertise required to support pupils with a wide range of learning need

Respondents were asked to what extent they agree with the main issues identified relating to SEN/ALN provision in Powys

86 respondents answered this question. Their responses were as follows:

To what extent they agree with the main issues identified relating to SEN/ALN provision in Powys	Number of responses	%
Strongly agree	24	27.9%
Agree	42	48.8%
Neither agree nor disagree	12	14.0%
Disagree	6	7.0%
Strongly disagree	2	2.3%
Total	86	100.0%



Overall, **77%** of respondents agreed or strongly agreed with the issues identified. **9%** of respondents disagreed or strongly disagreed, with the remaining **14%** stating that they neither agreed nor disagreed.

Respondents were asked to suggest any amendments which they thought the Council should consider.

Summary of comments and queries

Comments were received from 32 respondents, with many in agreement with the issues identified with the current provision in Powys. For example, some respondents noted that *'More specialist support should be available locally'* and *'We agree with the aim to ensure all pupils have the optimal level of education closer to home'*. However, there were a few queries raised which the new strategy for SEN/ALN will need to address:

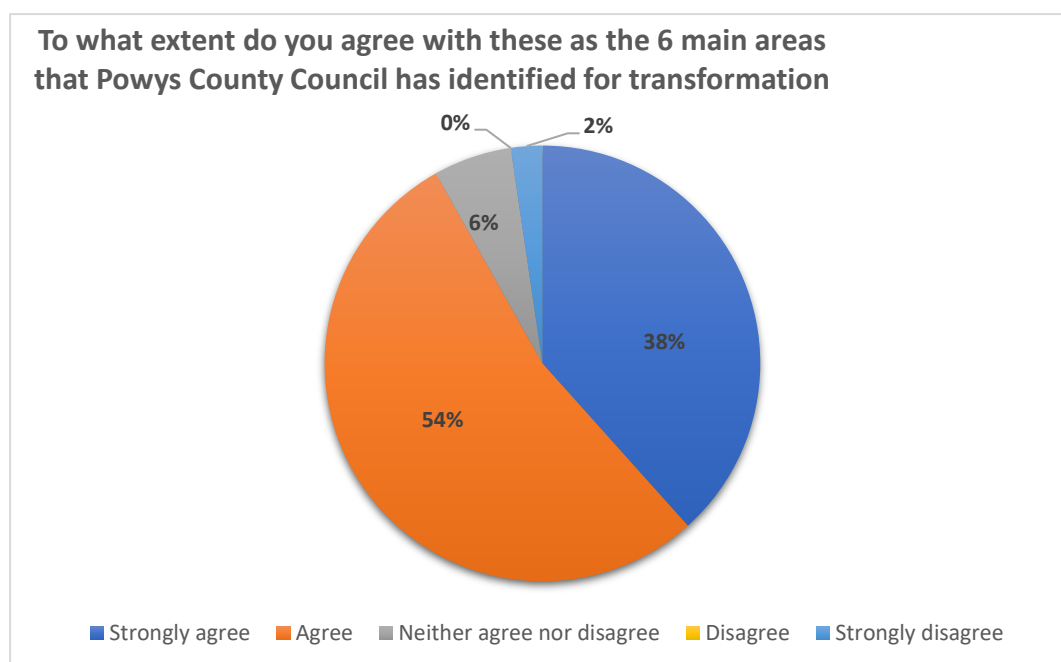
- Many pupils with SEN/ALN should not be educated in mainstream schools and need specialist provision
- Pupils with MLD need to be in specialist centres
- More trained staff are needed to support pupils in mainstream schools and other settings
- Satellites and other settings need to be appropriately sized and well equipped
- The need to consider the vulnerability of pupils with SEN/ALN and how this would be managed in mainstream schools
- Early intervention at pre-school level should be available before they start school
- Need to refine the entry and exit criteria for special schools and share this with parents
- Moving pupils from special schools into mainstream education would be traumatic
- Ensure that senior leaders in the authority share the same vision
- Share best practice across special and mainstream schools
- Ensure that the authority listens to the wishes of parents
- Improve the provision for pupils with emotional, social and behavioural difficulties
- Improve the support from specialist services, including health
- Not enough early intervention for younger pupils
- Ensure that pupils with autistic spectrum disorder (ASD) can access mainstream but with support
- Address cultural issues and attitudes
- Seek the views of children and young people
- The system needs to have built in flexibility so that the package of support can be bespoke to the individual and the support for children and families can be closer to home.
- Good quality facilities that include short and medium-term respite care
- Ensure that there are enough Educational Psychologists across Powys
- Improve ALN support in secondary schools, especially at post-16
- Improve the understanding of senior leaders and governors of schools and settings with regard to ALN

Areas of Transformation

Respondents were asked to what extent do you agree with these as the 6 main areas that Powys County Council has identified for transformation, as outlined in the 'future of Special Educational/Additional Learning Needs in Powys' document.

86 respondents answered this question. Their responses were as follows:

To what extent do you agree with these as the 6 main areas that Powys County Council has identified for transformation	Number of responses	%
Strongly agree	33	38.4%
Agree	46	53.5%
Neither agree nor disagree	5	5.8%
Disagree	0	0.0%
Strongly disagree	2	2.3%
Total	86	100%



Overall, **92%** of respondents agreed or strongly agreed with the 6 main areas that Powys County Council has identified for transformation. **2%** of respondents strongly disagreed, with the remaining **6%** stating that they neither agreed nor disagreed.

Respondents were asked to suggest any amendments which they thought the Council should consider.

Summary of comments and queries

Comments were received from 26 respondents, with many in agreement with the areas identified in the transformation programme. For example, some respondents noted that

'There is a definite need for behaviour provision in foundation phase and KS2' and 'I strongly agree with the need for Primary Specific support with BESD'. 'The report identifies a satellite model within a mainstream school, which would enable pupils to access the support they require nearer to home as well as improving awareness and empathy of all pupils of pupils of all abilities. To hide them away in specialist units does not help us build a more empathetic and supporting society'.

However, there were a few queries raised which the new strategy for SEN/ALN will need to address:

- Greater emphasis on assessment, diagnosis and intervention to access the right level of support
- The need to understand the support form health as is there is a crossover here
- Early interventions and assessment for pre-schools pupils
- Improve links with Social Services, the NHS and parents
- Welsh medium provision
- High quality training for all staff
- Support for pupils with SEN/ALN during exam time
- Provision for post 16, alternative learning, apprenticeships and support for employment
- Support for the families of pupils with SEN/ALN who speak other languages
- Challenge for pupils with specials needs
- Early support / assessment should begin from birth of a child – this needs to be incorporated into the planning

Respondents were asked to suggest any amendments which they thought the Council should consider.

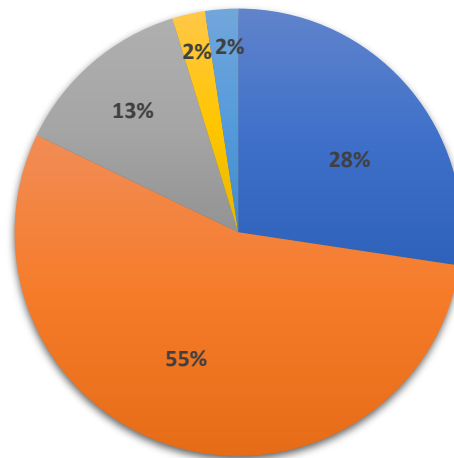
Area of Transformation 1: Mainstream

Respondents were asked to what extent they agree with the ideas set out under Area of Transformation 1: Mainstream

84 respondents answered this question. Their responses were as follows:

To what extent do you agree with the ideas set out under Area of Transformation 1: Mainstream?	Number of responses	%
Strongly agree	23	28%
Agree	46	55%
Neither agree nor disagree	11	13%
Disagree	2	2%
Strongly disagree	2	2%
Total	84	100%

To what extent do you agree with the ideas set out under Area of Transformation 1: Mainstream?



■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Overall, **83%** of respondents agreed or strongly agreed with the ideas set out under Area of Transformation 1: Mainstream. **4%** of respondents disagreed or strongly disagreed, with the remaining **13%** stating that they neither agreed nor disagreed

Respondents were asked to suggest any amendments which they thought the Council should consider.

Summary of comments and queries

Comments were received from 18 respondents, with most in agreement with the suggestions for the education of pupils with SEN/ALN in mainstream education. For example, some respondents noted that *'Additional training for teachers and support workers in mainstream will allow enable children with ND conditions to remain in mainstream and in local area'*. However, there were a few queries raised which the new strategy for SEN/ALN will need to address:

- Training with funding for staff in mainstream schools
- Changing the mindset of some teachers in mainstream schools to be more inclusive
- Support from quality outdoor agencies should be available for all mainstream schools
- Wellbeing centres in every school to support pupils' mental health
- The use of programmes such as ELSA and Incredible Years need to be in every school
- An audit of teachers' skills needs to be carried out to see if they have the skills to meet the pupils ALN
- Improve provision for BESD
- Investing in all schools to ensure that they are fully accessible and adaptable to children and young people

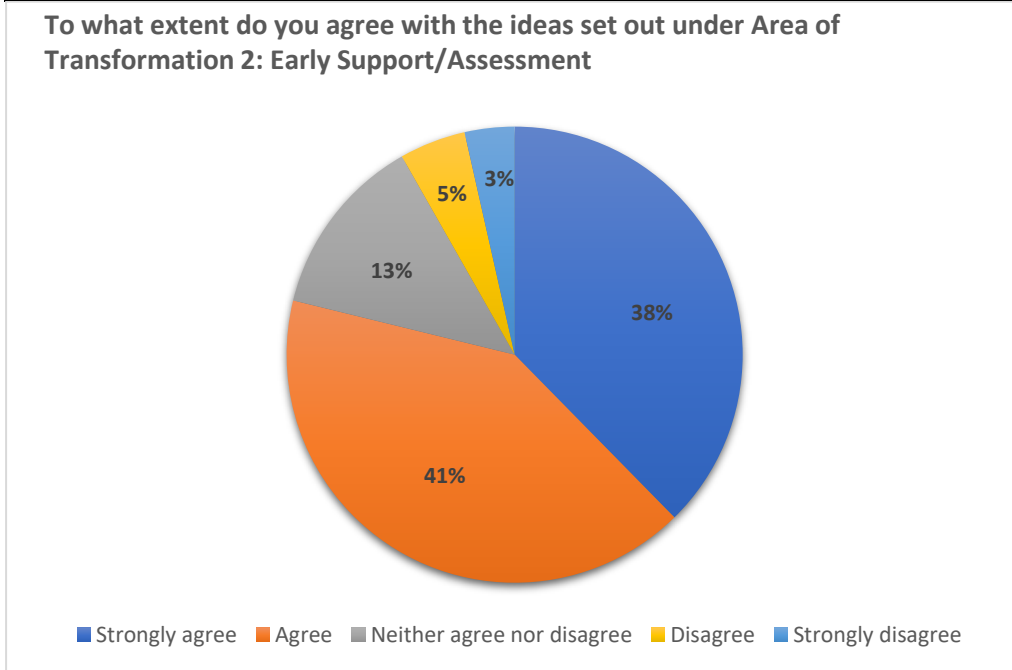
- Ensure that new schools that are built have wellbeing centres and support for pupils with SEN/ALN

Area of Transformation 2: Early Support/Assessment

Respondents were asked to what extent do you agree with the ideas set out under Area of Transformation 2: Early Support/Assessment

respondents answered this question. Their responses were as follows:

To what extent do you agree with the ideas set out under Area of Transformation 2: Early Support/Assessment	Number of responses	%
Strongly agree	32	37.6%
Agree	35	41.2%
Neither agree nor disagree	11	12.9%
Disagree	4	4.7%
Strongly disagree	3	3.5%
Total	85	100%



Overall, **79%** of respondents agreed or strongly agreed with the ideas set out under Area of Transformation 2: Early Year Support/Assessment. **8%** of respondents disagreed or strongly disagreed, with the remaining **13%** stating that they neither agreed nor disagreed

Respondents were asked to suggest any amendments which they thought the Council should consider.

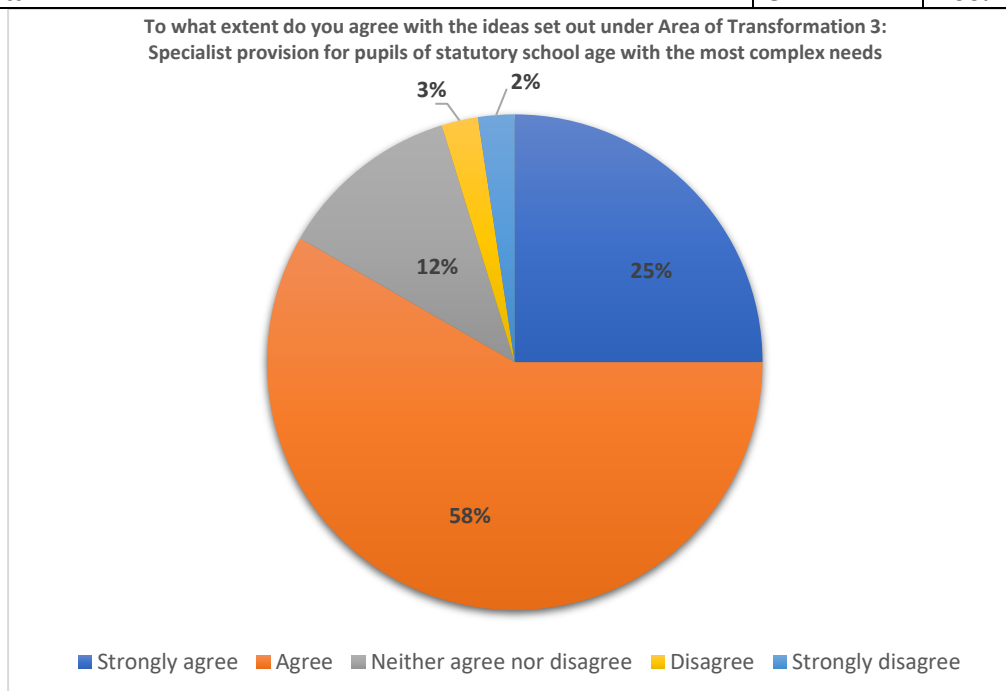
Summary of comments and queries

Comments were received from 15 respondents, with most in agreement with the suggestions for early support and assessment. For example, a respondent noted that *'This is vital! I have a child that benefited from early intervention that is now in high school. Beginning the diagnosis process early on not only helps the child but will also help support the needs of the family around them'*. However, there were a few queries raised which the new strategy for SEN/ALN will need to address:

- The pre-school assessment units do not work for the majority of pre-schoolers and does not reflect the new model for transforming SEN/ALN education.
- ALNCOs for pre-schools need support and guidance.
- The graduated response should begin at pre-school.
- Family support is needed at this stage.
- Training and support for play therapy, mental health, Adverse Childhood Experiences (ACEs) and Trauma Informed Schools UK (TISC UK) and Incredible Years.
- Ensuring support and training for setting staff.
- Multi-agency working to benefit the child, including liaison with health colleagues to support the training of support workers to undertake health interventions in mainstream schools. Closer links with CAMHS and Team around the Family (TAF).
- Improve the time taken from assessment/diagnosis to support provided.
- Strengthen the use of pre-school assessment so that it is equal and fair across Powys.
- Improved support for younger children with physical and sensory impairment.
- Establish clear assessments and destinations with clear pathways for parents to understand the options.

Area of Transformation 3: Specialist provision for pupils of statutory school age with the most complex needs

To what extent do you agree with the ideas set out under Area of Transformation 3: Specialist provision for pupils of statutory school age with the most complex needs	Number of responses	%
Strongly agree	21	25.0%
Agree	49	58.3%
Neither agree nor disagree	10	11.9%
Disagree	2	2.4%
Strongly disagree	2	2.4%
Total	84	100%



Overall, **83%** of respondents agreed or strongly agreed with the ideas set out under Area of Transformation 3: Specialist provision for pupils of statutory school age with the most complex needs. **5%** of respondents disagreed or strongly disagreed, with the remaining **12%** stating that they neither agreed nor disagreed

Respondents were asked to suggest any amendments which they thought the Council should consider.

Summary of comments and queries

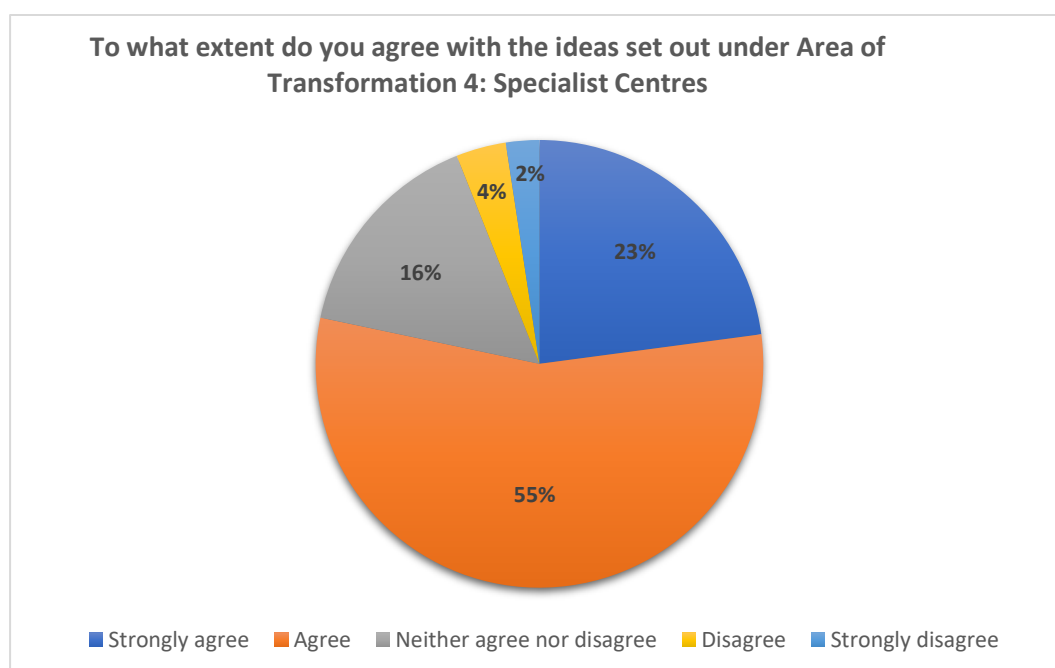
Comments were received from 17 respondents, with most in agreement with the suggestions for the provision for children and young people with complex needs. For example, respondents noted that *'Distance at the moment is an issue. I would support this if the appropriate resources, including staffing were put in place'* and *'The special schools are amazing hubs for expertise, multi-professional working, a huge resource for multi-*

professional training, especially now virtual'. However, there were a few queries raised which the new strategy for SEN/ALN will need to address:

- The need for a range of specialist provision, including ASD.
- More training and specialist teachers needed in special schools.
- Balancing pupil voice with the view of parents.
- Support for the wellbeing of staff and pupils in special schools.
- Satellite centres can accommodate children who have to travel further distances
- Provision for satellites for pupils with behavioural emotional and social difficulties (BESD).
- New buildings for pupils with complex needs, especially in the north of Powys.
- Ensure that all clusters have access to specialist provision.
- Funding required to maintain the satellite provision and having access to the same equipment, for example sensory room, audio equipment or modified playground equipment.
- The age range in satellites needs to be considered.
- Reducing out of county placements.

Area of Transformation 4: Specialist Centres

To what extent do you agree with the ideas set out under Area of Transformation 4: Specialist Centres	Number of responses	%
Strongly agree	19	22.9%
Agree	46	55.4%
Neither agree nor disagree	13	15.7%
Disagree	3	3.6%
Strongly disagree	2	2.4%
Total	83	100%



Overall **78%** of respondents agreed or strongly agreed with the ideas set out under Area of Transformation 4: Specialist Centres. **6%** of respondents disagreed or strongly disagreed, with the remaining **16%** stating that they neither agreed nor disagreed

Respondents were asked to suggest any amendments which they thought the Council should consider.

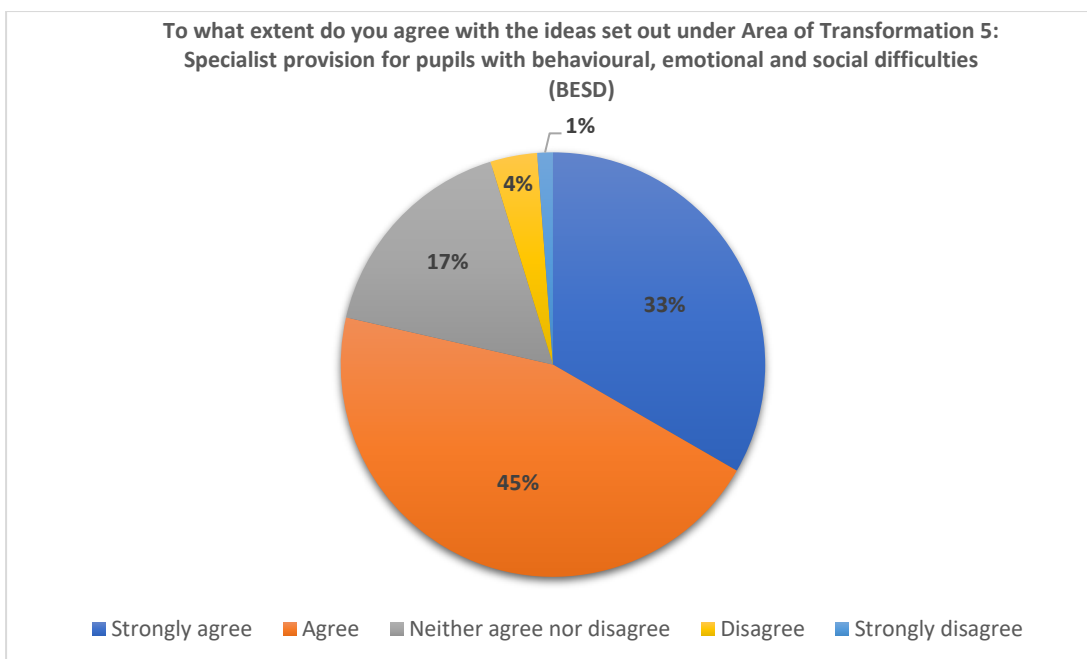
Summary of comments and queries

Comments were received from 9 respondents, with most in agreement with the suggestions for the provision for children and young people with complex needs. For example, respondents noted that *'Specialist centres can and do work, they have been very successful in the Ystradgynlais area'* however *'The purpose of specialist centres has never been clear. There needs to be equitable access to pupils from ALL schools'*. There were a few queries raised which the new strategy for SEN/ALN will need to address:

- Entry criteria to specialist centres or satellites.
- Training for specialist staff across Powys to support pupils with SEN/ALN.
- Early assessment and diagnosis of pupils with complex needs.
- The regular monitoring and evaluation to ensure the system is working effectively.
- Transition at all stages, including into school, primary to secondary and post-16.
- Specialist centres provide valuable provision which needs to be shared.
- Consultation with governors is needed regarding any change to specialist centre provision.
- Support for pupils with speech and language difficulties.
- The potential vulnerabilities of pupils with SEN/ALN and how this is managed in mainstream classes.

Area of Transformation 5: Specialist provision for pupils with behavioural, emotional and social difficulties (BESD)

To what extent do you agree with the ideas set out under Area of Transformation 5: Specialist provision for pupils with behavioural, emotional and social difficulties (BESD)	Number of responses	%
Strongly agree	28	33.3%
Agree	38	45.2%
Neither agree nor disagree	14	16.7%
Disagree	3	3.6%
Strongly disagree	1	1.2%
Total	84	100%



Overall **78%** of respondents agreed or strongly agreed with the ideas set out under Area of Transformation 5: Specialist provision for pupils with behavioural, emotional and social difficulties (BESD), **5%** of respondents disagreed or strongly disagreed, with the remaining **17%** stating that they neither agreed nor disagreed

Respondents were asked to suggest any amendments which they thought the Council should consider.

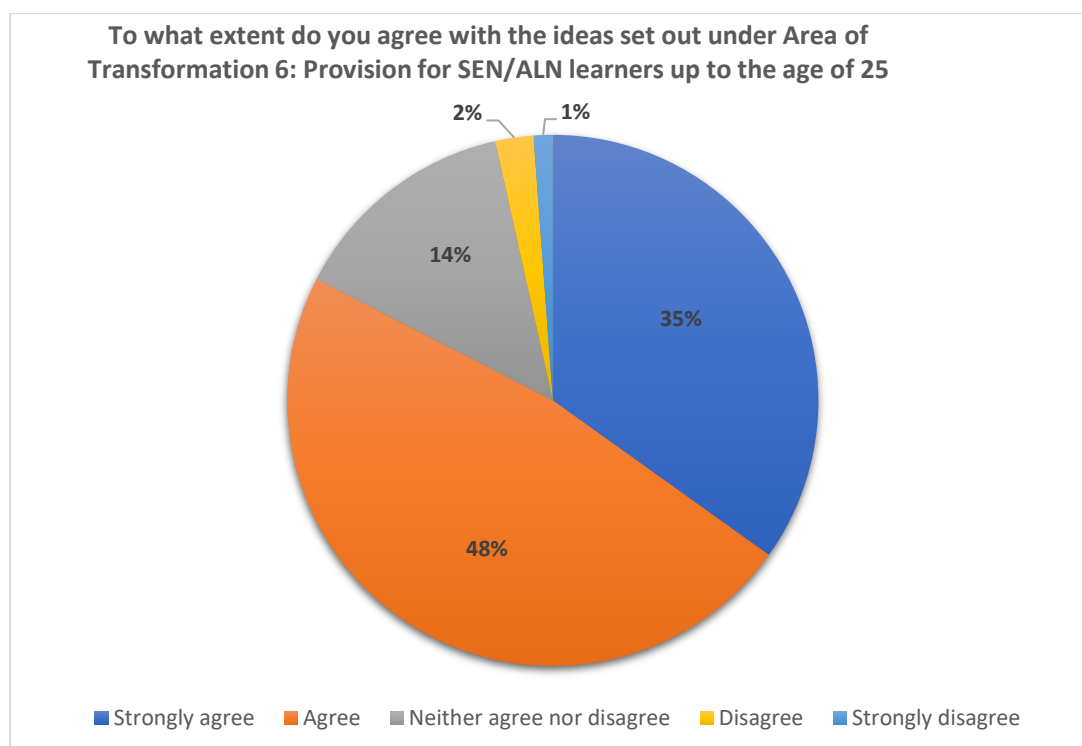
Summary of comments and queries

Comments were received from 15 respondents, with most in agreement with the suggestions for the provision for children and young people with BESD. For example, respondents noted that *'this is the most difficult thing that mainstream teachers face. When it is clear that a child is not coping in mainstream education and that the graduated response isn't working there needs to be something in place to help these children'* and *'This is an area where early intervention will have the biggest success therefore early assessments and intervention is key'*. However, there were a few queries raised which the new strategy for SEN/ALN will need to address:

- The need for equity of provision for pupils with BESD across Powys.
- Early identification and intervention.
- Training and resources for all schools.
- Flexibility around the six weeks attendance at the pupil referral unit (PRU)
- Promotion of positive behaviour strategies at a younger age and support for families.
- Multi-agency support.
- Consistent approached across education, health and social services.
- Implementing the Emotional health and wellbeing strategy in Powys.

Area of Transformation 6: Provision for SEN/ALN learners up to the age of 25

To what extent do you agree with the ideas set out under Area of Transformation 6: Provision for SEN/ALN learners up to the age of 25	Number of responses	%
Strongly agree	30	34.9%
Agree	41	47.7%
Neither agree nor disagree	12	14.0%
Disagree	2	2.3%
Strongly disagree	1	1.2%
Total	86	100%



Overall **83%** of respondents agreed or strongly agreed with the ideas set out under Area of Transformation 6: Provision for SEN/ALN learners up to the age of 25, **3%** of respondents disagreed or strongly disagreed, with the remaining **14%** stating that they neither agreed nor disagreed

Respondents were asked to suggest any amendments which they thought the Council should consider.

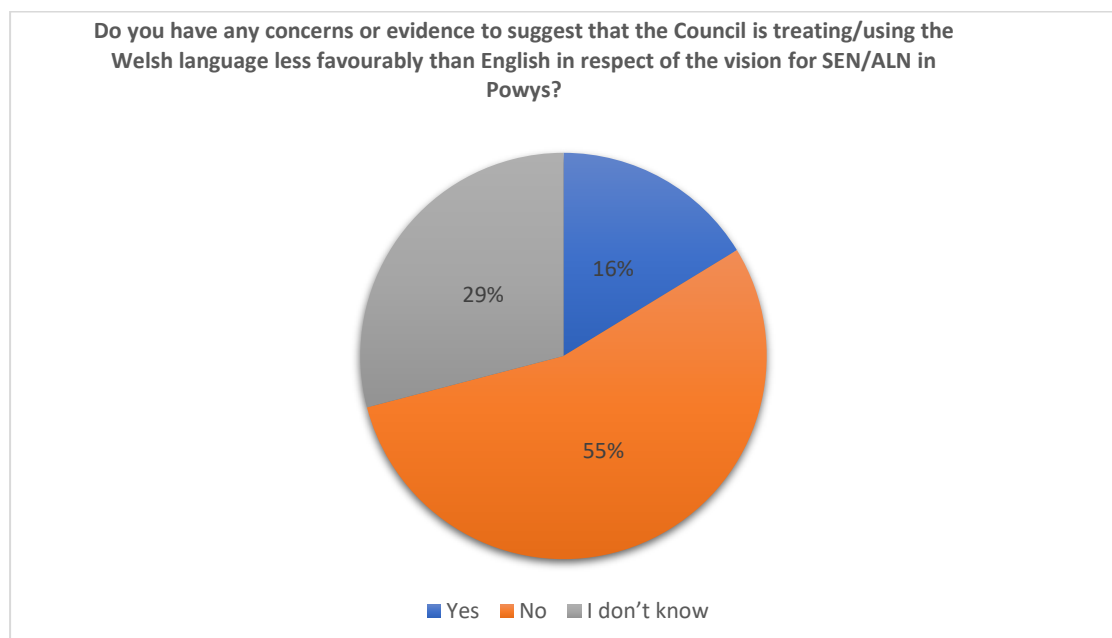
Summary of comments and queries

Comments were received from 15 respondents, with most in agreement with the suggestions for the provision for learners up to the age of 25. For example, respondents noted that *'Children and young people with SEN should be able to access further education/ on the job training opportunities that will support them into employment.* However, there were a few queries raised which the new strategy for SEN/ALN will need to address:

- Welsh Government strategy needs to inform the work in Powys.
- Support pupils with SEN/ALN into adulthood and preparing them for the work of work.
- Support for pupils with SEN/ALN at college, including small group and one to one support.
- Virtual packages of training to support individualised learning.
- Individual education and development plans for post-16.
- Barriers to learning and the correlation between wellbeing and achievement.
- Support for young people at university, including wellbeing support.
- Provision for young adults to learn about daily living (cooking, cleaning, managing their own budgets), being more independent in the community (learning how to catch a bus to various places on their own, going shopping and so on), leisure activities, or work.
- Provision for disabled children and young people should be closer to home.

Welsh language and the vision for SEN/ALN in Powys

Do you have any concerns or evidence to suggest that the Council is treating/using the Welsh language less favourably than English in respect of the vision for SEN/ALN in Powys?	Number of responses	%
Yes	14	16.3%
No	47	54.7%
I don't know	25	29.1%
Total	86	100.0%



Comments were received from 13 respondents, for example:

'As a Welsh speaker I know there are a very few Welsh speaking people involved in ALN in Powys. With that in mind however I do feel that care must be taken to look at what is best for the child when it comes to using Welsh language.'

'The document does confirm that there is very little provision for children with SEN/ALN to be taught through the medium of Welsh in Powys.'

'You correctly state that the aim is to ensure that all learners have access to the same quality of provision through their language of choice, but in our view you have not stated what are the key actions required to ensure that this aim is met.'

'Mae angen gwneud gwaith helaeth i gynllunio at y dyfodol wrth ystyried lleoliad unedau ADY cynradd ac uwchradd o fewn ysgolion y sir. Rhaid iddynt fod mewn lleoliad canolog fel na fydd teuluoedd a phlant yn profi anfantaes wrth geisio cael mynediad atynt. Rhaid iddynt gael staff cwbl ddwyieithog sydd wedi'u hyfforddi'n drwyadl iawn ar ADY'. (Extensive work is required to plan ahead when considering the location of primary and secondary ALN units within the county's schools. They must be in a central location so that families and children do not experience disadvantage when trying to access them. They must have fully bilingual staff who are very thoroughly trained on ALN'.

Other comments

Respondents were asked Do you have any other comments on The Future of SEN/ALN in Powys? Forty-seven respondents answered this question. All views will be carefully considered. Several examples are included here:

'I worry about the increased pressure that will be placed on individual schools where a considerably higher amount of learners with ALN will be attending instead of receiving specialised support. Currently funding will not support this approach. I especially worry about the pressures on School SENCos particularly in larger schools.'

'As a parent of a pupil with MLD, and A serious medical condition, I am happy to see that the council are taking steps to strengthen SEN/ALN in Powys. I for 1 cannot thank our mainstream school enough for the help they have given my child and how the specialist unit has helped his education and confidence over the past 2 years. I really hope that Powys take this seriously and implement all that they hope, so that our children have the best chance at a good education and bright future.'

'I am concerned that the vulnerability of children with SEN/ALN in mainstream secondary schools, has not been taken into account.'

'Many staff feel unequipped to support pupils with ever-growing ALN needs and at times, require outside support. Providing a local LA ALN support would provide teachers and support staff with support themselves as well as a local advisor that liaises with their area/cluster schools and can get to know children with ALN.'

'I welcome the county wide learning programme , and the addition of training for all teachers in aspects of ASD , dyslexia , communication and behavioural difficulties , disability inclusion training.'

'I think it is so important to support all children reach their full potential. It is a brilliant proposal. I hope the end result will support children and adults and be possible for overworked staff to carry out.'

'I applaud the work done so far, and hope that the vision will be realised. One thing that will be key is in upskilling and further training both ALNCos and Tas (teaching assistants). Some mainstream schools are much better prepared than others to cope with ACE children, and those presenting with BESD. There persists, even in some special schools, an idea that children need to learn in the way that they teach! Some school buildings will need re-imagining to accommodate the need for safe spaces. Governing bodies need to be brought on board with what we are trying to achieve; there is a tendency to believe that every change is motivated by a need to save money. The governor briefings that featured the ALN transformation were among the best attended and could usefully be repeated. Relations between the authority and governors are the most positive they have been in years, mostly because it feels that you are talking to us, and actually want us involved in co-producing the vision for education in Powys.'

Next Steps

- Information from this engagement exercise will be used to inform an SEN/ALN strategy for Powys
- The local authority will work with headteachers and other stakeholders to develop proposals in relation to the six areas identified
- As we move forward with the Transforming Education programme, SEN/ALN proposals will be integral to the other workstreams i.e. All-age schools, Welsh medium and Post-16

Appendix A – Equalities Information

Respondents that completed the online survey were also to respond to a number of equalities questions. The responses provided are outlined below. This includes the responses provided by all respondents, including pupils.

What is your gender	Number of responses	%
Male	8	9.4%
Female	72	85.0%
Gender Fluid/Non-binary/Gender neutral	0	0.0%
Prefer not to say	5	5.6%
Total	85	100.0%

Is your gender the same now as when assigned at birth?	Number of responses	%
Yes	83	97.5%
No	0	0.0%
Prefer not to say	3	2.5%
Total	86	100.0%

How old are you?	Number of responses	%
Under 16	0	0.0%
16-24	0	0.0%
25-34	13	15.1%
35-44	30	34.9%
45-54	25	29.0%
55-64	10	11.6%
65-74	3	3.4%
75-84	0	0.0%
85 +	0	0.0%
Prefer not to say	5	6.0%
Total	86	100.0%

Do you have a substantial and long term physical or mental health condition or illness that reduces your ability to carry out normal day to day activities?	Number of responses	%
Yes	2	2.3%
No	76	88.3%
Prefer not to say	8	9.4%
Total	86	100.0%

If you answered 'Yes' please indicate all that apply to you:	Number of responses	% of responses to this question
Hearing Impairment	0	0.0%
Visual Impairment	0	0.0%

Speech Impairment	0	0.0%
Learning Disability or difficulty	0	0.0%
Mental Health Issues	1	50.0%
Physical/Mobility Impairment	0	0.0%
Other	1	50.0%
Prefer not to say	0	0.0%
Total	2	100.0%

How would you describe your national identity?	Number of responses	%
Welsh	43	50.0%
English	8	9.3%
Scottish	0	0.0%
Northern Irish	0	0.0%
British	26	30.2%
Irish	0	0.0%
Other	4	4.6%
Prefer not to say	5	5.8%
Total	86	100.0%

What is your ethnic group?	Number of responses	%
White	75	87.2%
Bangladeshi	0	0.0%
Black Caribbean	0	0.0%
Black Other	0	0.0%
Chinese	0	0.0%
Mixed Ethnicity	1	1.2%
Gypsy/Traveller	0	0.0%
Irish Traveller	0	0.0%
Indian	0	0.0%
Pakistani	0	0.0%
Any Other ethnic group	1	1.2%
Prefer not to say	9	10.4%
Total	86	100.0%

What is your preferred language?	Number of responses	%
Welsh	6	7.0%
English	75	87.2%
BSL - British Sign Language	0	0.0%
Other	0	0.0%
Prefer not to say	5	5.8%
Total	86	100.0%

Can you....?	Yes	%	No	%
Understand spoken Welsh	48	55.8%	38	44.2%

Speak Welsh	43	50.0%	43	50.0%
Read Welsh	32	37.2%	54	62.8%
Write Welsh	22	25.6%	64	74.4%

What is your religion?	Number of responses	%
Christian (all denominations)	40	46.5%
Buddhist	0	0.0%
Hindu	0	0.0%
Muslim	0	0.0%
Sikh	0	0.0%
Jewish	0	0.0%
Atheist	3	3.5%
No religion	19	22.0%
Other	4	4.7%
Prefer not to say	20	23.3%
Total	86	100.0%

Are you?	Number of responses	%
Working full time	76	88.4%
Working part time	2	2.3%
Unemployed	1	1.2%
Still in education	1	1.2%
Volunteering	0	0.0%
Retired	2	2.4%
Other	2	2.4%
Prefer not to say	2	2.4%
Total	86	100.0%

Which of the following best describes how you think of yourself?	Number of responses	%
Heterosexual/Straight	71	82.6%
Gay Man	0	0.0%
Gay Woman/Lesbian	0	0.0%
Bisexual	1	1.2%
Other	0	0.0%
Prefer not to say	14	16.2%
Total	86	100.0%

Which of the following best describes your partnership status?	Number of responses	%
Single	8	9.3%
Married	49	57.0%
Co-habiting	7	8.1%
Separated	4	4.7%
Divorced	7	8.1%

Widowed	1	1.2%
Civil Partnership	0	0.0%
Other	0	0.0%
Prefer not to say	10	11.6%
Total	86	100.0%

Do you have dependants, or caring responsibilities for family members or other persons?	Number of responses	%
Yes	5	5.8%
No	81	94.2%
Total	86	100.0%

If yes, are your dependants or the people your look after...?	Number of responses	% of responses to this question
A child or children	5	100.0%
A disabled person or persons	0	0.0%
An elderly person or persons	0	0.0%
Total	5	100.0%



Learning and Skills Scrutiny Committee

Scrutiny Observations to Cabinet on: 23-06-2020

The Learning and Skills Scrutiny Committee met on 15-06-2020 and considered the following documents:

- SEN – ALN Future Engagement

The Learning and Skills Scrutiny Committee thank the Portfolio Holder for Education and Property and officers for attending scrutiny.

Scrutiny make the following observations:

- Need for the engagement exercise to be as widely accessible as possible to ensure that groups outside school age (i.e. pre and post school age – 19 to 25) are able to engage
- Suggested that clerks to governing bodies be advised of the engagement as well as other bodies such as Mudiad Ysgolion Meithrin and other pre-school groups.
- Concern was expressed:
- that the Service had sufficient resource (both financial and staff) to undertake the engagement / later consultation and the implementation of the ALN – SEN Transformation.
- with regard to making school buildings / specialist centres more fit for purpose for the future, that capital funding was identified early enough for this to be in the main project rather than an add-on at a later date.
- that pupils were not disadvantaged in the short term where there were no immediate proposals for improvements to a school property.

Scrutiny was supportive of:

- the proposed training and upskilling of staff and Teaching Assistants as long as we do not also exclude those with experience from working within the service area. **(Scrutiny might wish to review progress on training in the future).**
- the review of Teaching Assistants and the sharing of good practice.
- The need for foundation level support for pupils' behavioural issues to that pupils come to school prepared to learn and pre-school multi agency support for families.
- Schools and specialist centres having a common suite of facilities which should be available in all buildings e.g. wellbeing centre.
- Need to ensure that the ALN – SEN workstream is integrated fully with other workstreams such as Welsh Language and Post 16. **(Scrutiny might wish to review progress with Welsh Language ALN – SEN provision in future).**

Scrutiny noted:

- that with the realignment of pupils between specialist centres and mainstream provision, that the funding for mainstream provision took account of this realignment.
- that the work on 19 to 25 ALN – SEN provision was in a very early stage and was a significant area of work. It was suggested that after the initial engagement the

Education Service might wish to undertake specific consultation on this single element due to its significance. **(Scrutiny might wish to also look at this workstream as a specific piece of scrutiny).**

- that the delegated ALN – SEN funding was being reviewed.

Scrutiny's Recommendation	Accept (plus Action and timescale)
Need for the engagement exercise to be as widely accessible as possible especially to include pre-school and 19-25 age groups.	<p>Accept</p> <p>The engagement document will be available on the website from June 24th. We will make it clear that it is relevant to all involved with children and young people from the age of 0 to 25.</p> <p>A children and young people's version will be available.</p> <p>A further engagement exercise will be carried out with pupils with ALN when the schools reopen (depending on Covid 19 situation).</p>
That clerks to governing bodies and other organisations be advised of the engagement exercise	<p>Accept</p> <p>The ALN team send out a monthly SEN/ALN update to schools.</p> <p>The June update includes information about this engagement exercise.</p> <p>A copy of this update will be sent to chairs and clerks of governing bodies.</p> <p>We will contact specific organisations such as SNAP Cymru to advise them of the engagement.</p>

Scrutiny's Recommendation	Partially Accept (plus Rationale and Action and timescale)
19 – 25 provision - that after the initial engagement the Education Service might wish to undertake specific consultation on this single element due to its significance	<p>Partially accept</p> <p>This area of work is not as well advanced as some of the other areas. It is likely that specific engagement and/or consultation will be required at a later date.</p> <p>Dependent on the number and quality of responses to the engagement exercise in relation to 19-25, we will determine what is required.</p> <p>We already have a post-16 working group looking at this area, through the Education Transformation. This group will be working with partners over the coming months.</p>

In accordance with Rule 7.27.2 the Cabinet is asked to provide a written response to the scrutiny report, including an action plan where appropriate, as soon as possible or at the latest within 2 months of the date of the Cabinet meeting i.e. by 23-08-2020.

Membership of the Learning and Skills Scrutiny Group / Committee on 15-06-2020:
County Councillors:

P Roberts, J Berriman, L Roberts, E Roderick, G Thomas, K Laurie-Parry, S Davies
A Davies, S. Davies, G Robson (Co-opted Members)

Mae'r dudalen hon wedi'i gadael yn wag yn fwriadol



The Future of Special Educational
Needs/Additional Learning Needs in Powys

Proposed Strategy
September 2020



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Foreword

Over the last 8 months we have had significant engagement with parents, learners, school staff and others to help inform the re-shaping and transformation of the educational provision for children and young people in Powys.

This engagement has now focused our activity on 4 key work streams as we plan for the future:

- The provision of primary and secondary mainstream education, and the need for significant investment to make our facilities fit for delivering a broad 21st century curriculum for all of our learners
- The need to transform our provision for post-16 learners
- The provision needed to provide equity for learners studying in Welsh, improving progression and accessibility
- The need to transform our provision for learners who need additional support, usually defined as learners with special educational needs (SEN) or additional learning needs (ALN).

We hope to spend £350m on the Transformation programme in partnership with Welsh Government, and our intention is that we get it right.

In line with changes in legislation, the LA will be responsible for children and young people with additional learning needs from 0 to 25.

This document is an important development for the final workstream -provision for learners with SEN/ALN.

The current provision for these learners includes in-class support in a mainstream

setting, placement in a specialist facility

Cllr Phyl Davies

Portfolio Holder for
Education & Property



attached to a mainstream school and highly specialist support in one of our special schools.

Through our engagement we know that there is much to be done to provide better alignment of services and greater equity across Powys, as well as a need for investment to enable our schools to be able to make stronger provision for learners with SEN/ALN.

This document is designed to take that dialogue to the next steps. We are setting out a draft vision for how we believe we can make stronger provision for our learners with SEN/ALN – from those who require short-term support to those who need residential care and respite care. We would urge you to read the document, and express your views to us, to help inform our way forward as we plan the most significant investment ever in Powys schools.

Your views will be greatly appreciated as we take matters forward to secure final investment plans.

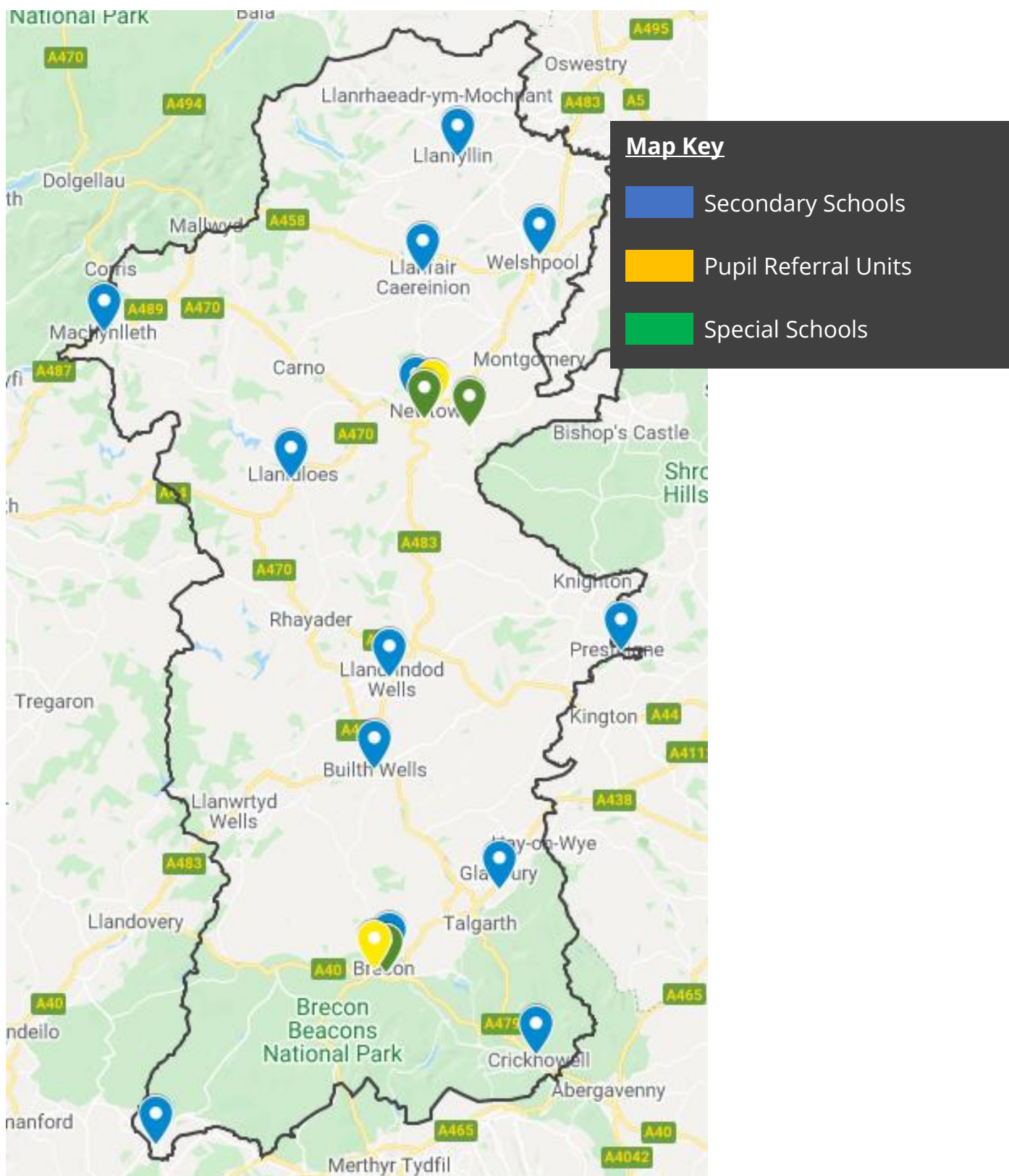
Diolch yn fawr

Cllr Phyl Davies

Portfolio Holder for Education and Property

Current situation in Powys

There are currently 3545 pupils with special educational needs (SEN)/additional learning needs (ALN) in Powys. Out of these, 2011 pupils are on School Action, 1119 are on School Action Plus and 415 pupils have statements of SEN. 279 pupils attend one of the special schools and 138 attend primary or secondary specialist centres. Powys currently has three special schools and two pupil referral unit (PRU) settings, as shown on the map below.



In addition, there are currently 23 specialist centres in Powys. 19 of these cater mainly for pupils with moderate learning difficulties (MLD), and autistic spectrum disorder (ASD), based in primary and secondary schools. Four of them are also pre-school assessment centres.

School	Key Stage	Need
Ysgol Cefnlllys	Pre-school	Children with emerging or identified needs
Llanfaes C.P. School	Pre-school	Children with emerging or identified needs
Maesyrhandir C.P. School	Pre-school	Children with emerging or identified needs
Ysgol Golwg y Cwm	Pre-school	Children with emerging or identified needs

School	Key Stage	Need
Builth Wells C.P. School	KS2	MLD
Knighton C.P. School	KS2 in morning FP in afternoon	MLD
Llanidloes C.P. School	KS2	MLD
Maesyrhandir C.P. School	KS2	MLD
Mount Street Infants	FP	MLD
Mount Street Juniors	KS2	MLD
Welshpool C. in W. School	FP and KS2	MLD
Ysgol Bro Hyddgen	FP and KS2	MLD
Ysgol Bro Tawe	FP and KS2	ASD and diagnosed social communication difficulties
Ysgol Cefnlllys	FP and KS2	MLD
Ysgol Dyffryn y Glowyr	FP and KS2 Welsh medium	MLD
Ysgol Golwg y Cwm	FP and KS2	MLD

School	Key Stage	Need
Brecon High School	Secondary	ASD and diagnosed social communication difficulties
Llanidloes High School	Secondary	ASD
Ysgol Calon Cymru (Llandrindod Campus)	Secondary	ASD
Ysgol Maesydderwen	Secondary	MLD and ASD

SEN/ALN Vision – Guiding Principles

The Draft ALN Code of Practice sets out its aim and principles as follows:

Aim

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

Principles

- a) **A rights-based approach** where the views, wishes and feelings of the child, child's parents/carers or young person are central to planning and provision of support.
- b) **Early identification, intervention and effective transition planning**
- c) **Collaboration** where all involved work together in the best interests of the child or young person
- d) **Inclusive education** supporting participation fully in mainstream education, wherever, feasible and a whole setting approach to meeting the needs of learners with ALN.
- e) **A bilingual system** where all reasonable steps are taken to deliver additional learning provision (ALP) in Welsh for children and young people who require support through the medium of Welsh.

The vision for SEN/ALN in Powys is that:

- All pupils across Powys will receive high quality provision that meets their needs, no matter where they live
- Most pupils with SEN/ALN will be taught in their local mainstream school
- All pupils with SEN/ALN will be placed in a provision that meets their needs, as near to home as is practicably possible, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential
- There will be a comprehensive range of specialist provision, including special schools, pupil referral unit (PRU), specialist centres, satellite centres and early assessment provision
- This will include both English and Welsh medium provision
- Special schools will cater for those pupils who have the most complex needs, for example severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and complex autistic spectrum disorder (ASD)
- Schools within and across geographical areas will support each other and share effective practice

In the recent engagement exercise, **88%** of respondents agreed or strongly agreed with the draft vision. **5%** of respondents disagreed or strongly disagreed, with the remaining **7%** stating that they neither agreed nor disagreed.

Current Issues

The current issues facing Powys at the moment include:

- Until recently, the local authority (LA) has not had a clear enough vision for learners with SEN/ALN
- The purpose of some of the specialist provision has been unclear
- Depending on where pupils live, they have access to a different quality and type of provision
- Some pupils have to travel long distances to reach a provision that meets their needs
- Some pupils who are currently placed in specialist provision (special schools or specialist centres) could be educated in a mainstream school
- Access to provision through the medium of Welsh is inconsistent
- Mainstream schools do not all have the facilities or expertise required to support pupils with a wide range of learning needs

What should SEN/ALN provision across Powys look like in the future?

It is proposed that all mainstream schools should be supported to meet the needs of pupils with a wide range of learning needs. It will only be the pupils with the most complex needs who should be attending specialist provision.

Specialist provision will include:

- Special Schools
- Satellites of special schools
- Specialist centres
- Pupil Referral Unit (PRU)
- Behaviour/nurture programmes

In addition, support for pupils will be provided by central staff and outreach services from the specialist provision listed above, as well as from the early years team.

It is proposed that for the purpose of specialist provision, Powys should be divided into a number of geographical areas.

In terms of Welsh medium provision, it may be necessary to develop one county-wide model.

The intention is that each area should have similar (though not identical provision). Differences may be where there is already an existing special school, or where the needs of the region are different. For example, one area may have a greater need for behaviour provision than another.

Pupils will continue to be placed in specialist provision through the relevant LA panel. However, more emphasis will be placed on involving headteachers and ALNCoS in deciding which is the most appropriate provision for an individual child within their area. The LA is very keen to work in partnership with schools to make sure that pupils are placed in the most appropriate setting.

Areas in which transformation is required

In order to achieve this vision, wholesale transformation is going to be required. This will involve the refiguration of current provision and development of new provision as well as supporting mainstream schools to be able to meet the learners of a wider range of pupils with SEN/ALN.

Alongside the proposed transformation described in this document, there will be a restructure of central services. This will enable the LA to provide the support for schools that will be required to take this transformation forward. Information about the restructure will be provided in a separate paper at the appropriate time, in line with advice from HR.

Six areas of transformation were initially identified:

- Mainstream

- Early support/assessment
- Specialist provision for pupils of statutory school age with the most complex needs
- Specialist centres
- Specialist behaviour provision
- Provision for SEN/ALN learners up to the age of 25

In the recent engagement exercise, **92%** of respondents agreed or strongly agreed with the 6 main areas identified for transformation. **2%** of respondents strongly disagreed, with the remaining **6%** stating that they neither agreed nor disagreed.

Following the engagement exercise, a further area of transformation has been added: Welsh medium support and provision for pupils with SEN/ALN.

Important considerations

- The aim of this transformation is to make sure that every child and young person with SEN/ALN in Powys receives the education they need to help them develop as happy, confident and independent individuals
- It is not the intention of the LA to close provision suddenly or to move pupils out of a provision if this is not in their best interest. Changes will take place over several years.
- The view of the child or young person will be fully considered in any decision that is made.
- The LA will work closely with parents and carers and other professionals to make sure that provision meets pupils' needs
- There will be a need to monitor and evaluate all aspects of provision on a regular basis to ensure that the system is working effectively.

Area of Transformation 1: Mainstream

In the recent engagement exercise, **83%** of respondents agreed or strongly agreed with the ideas set out under Area of Transformation 1: Mainstream. **4%** of respondents disagreed or strongly disagreed, with the remaining **13%** stating that they neither agreed nor disagreed.

The **Additional Learning Needs and Education Tribunal (Wales) Act 2018**¹ states that local authorities have a duty to favour education for children at mainstream, maintained schools:

51 Duty to favour education for children at mainstream, maintained schools

- (1) A local authority exercising functions under this Part in relation to a child of compulsory school age with additional learning needs who should be educated in a school must secure that the child is educated in a mainstream maintained school unless any of the circumstances in paragraphs (a) to (c) of subsection (2) apply.
- (2) The circumstances are—
 - (a) that educating the child in a mainstream maintained school is incompatible with the provision of efficient education for other children
 - (b) that educating the child otherwise than in a mainstream maintained school is appropriate in the best interests of the child and compatible with the provision of efficient education for other children
 - (c) that the child's parent wishes the child to be educated otherwise than in a mainstream maintained school.

Current Situation

The county has 73 primary schools, 2 infant schools and 2 junior schools – these are a combination of community primaries, Church in Wales voluntary controlled or voluntary aided schools, and one foundation school. The county has 9 secondary schools across 11 sites, 2 all-age school, 3 special schools, 2 pupil referral units. 17 of these currently have one or more specialist centres on site.

Important considerations

- In Powys, there are examples of effective practice in mainstream schools in relation to pupils with SEN/ALN
- However, there are some pupils in specialist provision who could attend mainstream classes. This includes pupils with moderate learning difficulties (MLD) and some pupils with ASD.
- All pupils should be educated in the setting that meets their needs best
- Although most pupils will be educated in mainstream schools, some of these may need to attend a specialist centre within a mainstream school. This may be on a short-term basis
- During this period of change, pupils should not be taken out of a specialist provision unless this is in their best interest

¹ <https://www.legislation.gov.uk/anaw/2018/2/contents>

- The purpose of making any proposed changes should be to improve opportunities for children and young people
- Teachers and teaching assistants (Tas) in mainstream schools do not all have sufficient knowledge and expertise in order to meet the needs of pupils with SEN/ALN
- In order for more pupils to be educated in mainstream schools, staff must receive high-quality training – this includes SENCos/ALNCos and Tas as well as senior management and governing bodies
- Training is required in a wide range of areas, including ASD, specific learning difficulties (SpLD) and speech, language and communication difficulties
- Training will enable more pupils to stay in their local school with their friends and siblings.
- Having a sense of belonging and connection is important to pupils' wellbeing
- An audit of the skills of teachers and Tas needs to be carried out to identify any further training required
- Programmes such as ELSA and Incredible Years should be in every relevant setting
- All mainstream schools must be supported to develop a fully inclusive, mentally healthy, nurturing, trauma informed ethos
- Every school should have an emotional wellbeing and mental health policy as well as a designated member of staff to take responsibility for implementation of this policy
- One of the key challenges for schools at the moment is the increasing number of pupils who experience difficulties as a result of Adverse Childhood Experiences (ACEs)
- The wellbeing of all pupils, including those with SEN/ALN is essential in order for pupils to achieve – wellbeing is not always given enough emphasis in schools
- All staff working with pupils with SEN/ALN should understand the vulnerability of these pupils
- All schools should have 'wellbeing' facilities to support pupils who are anxious at an early stage, before their difficulties become more severe
- In order for mainstream schools to be able to address the needs of pupils with SEN/ALN effectively, there is a need to review the way in which funding is delegated to schools
- Some pupils will need additional support from a TA. However, it is crucial that Tas are deployed in a way that will help pupils to develop their learning skills and independence
- Where possible, additional support should be provided to a group of pupils, rather than individuals. This is to ensure that pupils benefit from learning alongside their peers, and that they do not become over-dependent on adult support
- Schools should use provision mapping to support the effective use of interventions and deployment of Tas and should measure the impact of interventions and support
- The impact of the ALN Act and this proposed transformation on the work of SENCOs/ALNCos needs to be recognised and support/training put in place
- School buildings do not always make it easy for schools to support pupils who need time out of the classroom, such as wellbeing centres
- Isolation booths should not be used, as they can be humiliating.
- Not all mainstream schools in Powys are fully accessible for pupils, staff and parents with disabilities, including changing and washing facilities, and adaptations for pupils with visual or hearing impairment

- The current stock of school buildings do not always have the facilities required for staff to carry out essential SEN/ALN work, such as meeting rooms for reviews of statements, rooms for specialists such as educational psychologists and therapists
- All schools should be fully accessible and adaptable to children and young people
- Some school buildings will need reorganising to accommodate the need for safe spaces.
- Support from quality external agencies should be available for all mainstream schools
- Some pupils who are learning English as an additional language (EAL) may also have an SEN/ALN. It is essential that both of these aspects are recognised and appropriate support put in place when required
- Refugees and asylum seekers are especially vulnerable to having significant mental health needs

What we have already done

- ✓ The local authority is using grant funding in 2020 – 21 to place a clear focus on training for mainstream school staff
- ✓ The LA is funding 14 teachers in 2020 – 2022 to carry out 2-year post-graduate diplomas in ASD, Speech and Language, Behaviour, SPMLD and inclusion
- ✓ These staff will be used to provide support and advice to other schools across Powys
- ✓ We have carried out a review of SEN/ALN delegated funding for implementation in April 2021
- ✓ We have developed a proposed new structure for the central SEN/ALN team, with a clearer focus on support for pupils, families and schools
- ✓ Regular SENCo/ALNCo forum meetings have been planned for the coming year
- ✓ Monthly updates have been provided for schools and governors
- ✓ We have developed a single point of access for all referrals into the Schools Service through the Powys Inclusion Panel (PIP)

What we plan to do

- A county-wide training programme will be developed, so that staff in all schools can be upskilled in relation to a wider range of SEN/ALN, including autistic spectrum disorder, speech, language and communication difficulties, specific learning difficulties (including dyslexia) and BESD
- The LA ALN service will be strengthened through a restructure, to ensure that central staff have a high level of expertise in specific aspects of SEN/ALN. This may include the secondment of specialist staff from schools
- LA officers will work in teams within specific geographical areas, so that they get to know their schools very well and are able to provide relevant and timely support to schools, pupils and families
- Training will be provided not only by centrally employed staff but also by the special schools, PRU and other specialist provision
- We will work with the special schools and PRU to develop their outreach services in order to provide co-ordinated, consistent advice, support and guidance to more schools

- School-to-school support will be an important part of upskilling schools. This will include identifying and sharing effective practice
- Where appropriate, staff in each area will be trained as trainers, so that they can train other staff within their area on a rolling programme
- We will work with schools to develop a shared understanding of school and LA responsibilities – the LA should only fund over and above what can reasonably be provided by the school
- We will review the deployment of teaching assistants (Tas) across Powys
- The LA will carry out an audit of all school buildings and Pupil Referral Units to identify where work is required
- Plans for new schools will include facilities for supporting pupils with SEN/ALN and for promoting the wellbeing of all pupils
- We will use grant funding to appoint a teacher to support pupils who have English as an Additional Language as well as their families. This teacher will work closely with SEN/ALN specialists to ensure that the needs of these pupils are fully met

Area of Transformation 2: Early Support/Assessment

In the recent engagement exercise, **79%** of respondents agreed or strongly agreed with the ideas set out under Area of Transformation 2: Early Year Support/Assessment. **8%** of respondents disagreed or strongly disagreed, with the remaining **13%** stating that they neither agreed nor disagreed.

The **draft ALN Code of Practice²** states that:

'Where multi-agency working is required to support children and young people making transitions, the agencies involved should work together to provide personalised, integrated support that delivers positive outcomes for children and young people, bringing together support across education, health, social care and other relevant agencies from early childhood through to adult life'

and that:

'The earlier action is taken, the more effective the action is likely to be. Identifying ALN at an early stage and delivering appropriate interventions can also prevent the need for future more costly and less effective interventions.'

Current Situation

Currently there are four pre-school assessment centres in mainstream schools in Powys. However, most areas of Powys do not have a pre-school centre. Pupils in these areas attend non-specialist pre-school settings.

Numbers of pupils attending these provisions in March 2020 were as follows:

Setting	No of children attending (March 2020)
Cefnlllys	5
Golwg Y Cwm	4
Llanfaes	4
Maesyrrhandir	8

Important considerations

- Early assessment is crucial, so that the needs of each individual child are identified and support, advice and/or guidance are put in place promptly. In some cases, intervention will be required from birth

² https://gov.wales/sites/default/files/consultations/2018-12/draft-additional-learning-needs-code-for-wales_0.pdf

- This should include intervention from a range of professionals, including education, health and social care (including CAMHS and Team around the Family)
- In many cases, intervention at an early stage will prevent the need for a higher level of intervention later on
- Support for families is a key element of this intervention
- The time taken from assessment/diagnosis to support is sometimes slow. However, it should be recognised that support does not necessarily mean additional adult support in a setting. It might mean training, advice and guidance for staff.
- Currently, the provision available depends on where a family live
- We need to ensure consistency across Powys, but do not want to lose any good practice
- We need to consider each geographical area, and identify the needs of the children in each area
- The current model of the pre-school specialist centre in some cases is not fit for purpose
- Children attending some of the pre-school specialist centres only attend for around 5 hours a week, alongside 5 hours at another early years setting
- Not all staff in the centres have a high enough level of expertise in SEN/ALN, and intervention is not always targeted enough
- Not all centres have sufficient access to multi-agency support
- Some young children are currently travelling long distances in taxis to reach a specialist centre
- Placing children together who have, for example, speech and language difficulties does not give them role models to copy
- Staff in non-specialist early years settings do not always have the skills they need to support children with SEN/ALN – there is a need to develop training for all staff working in these settings

What we have already done

- ✓ We have appointed an Early Years Additional Learning Needs Officer (ALNLO). This is a statutory role under the ALN Act.
- ✓ An ALN group, including representatives from Children's Services and Health, meets regularly and reports to the ALN Workstream of the overall Transforming Education Programme
- ✓ An audit has been carried out of all the professionals currently working with pre-school children with SEN/ALN, and what their role consists of
- ✓ A multi-agency model is being developed, and pre-school children who are being identified as having a (possible) SEN/ALN are now referred to the team.

What we plan to do

- We will develop the multi-agency model further, so that every pre-school child with a possible/identified SEN/ALN receives appropriate assessment and support, wherever they live. The role of the team will be to identify children with (emerging) SEN/ALN, assess their needs, provide advice and guidance to families and settings and monitor the progress made. A multi-

agency model with highly qualified staff should help children to make progress and reduce the need for intervention at a later stage

- We will develop clear criteria for access to the multi-agency model
- We will meet with the headteachers in the areas where there are pre-school specialist centres to discuss the future need and way forward. This **may** involve closing the pre-school centres or changing them into a different type of provision
- We will provide a robust programme of training for early years settings to enable them to identify and feel confident in addressing the needs of children with a range of needs. This is likely to include training and support for play therapy, mental health, Adverse Childhood Experience (ACEs) and Trauma Informed Schools UK (TISC UK) and Incredible Years.
- This will enable more children to be educated in their own communities alongside their siblings and friends, rather than having to travel long distances to access a specialist provision
- We will develop improved support for children on transition to primary, ensuring that there is a wealth of information which will enable schools to address the needs of pupils from the start
- We will provide support for pre-school settings in the development of individual development plans (IDPs)
- We will consider the need for satellites of the special schools, for children with very complex needs from the age of three

Area of Transformation 3: Specialist provision for pupils of statutory school age with the most complex needs

In the recent engagement exercise, **83%** of respondents agreed or strongly agreed with the ideas set out under Area of Transformation 3: Specialist provision for pupils of statutory school age with the most complex needs. **5%** of respondents disagreed or strongly disagreed, with the remaining **12%** stating that they neither agreed nor disagreed.

Current Situation

In Powys there are currently two special schools for pupils with a range of complex SEN:

- Ysgol Penmaes (Brecon) – for pupils aged 3 to 19
- Ysgol Cedewain (Newtown) - for pupils aged 3 to 19

Current numbers at these two special schools are as follows:

School	March 2020	September 2020
Ysgol Cedewain	120	117
Ysgol Penmaes	110	110

Important considerations

- There will always be a need in Powys for special school provision for the pupils who have the most complex needs
- Pupil who attend special schools should be those whose needs cannot be met in a mainstream class or specialist centre
- We need to reduce the number of pupils travelling out of county to attend special schools, by ensuring that we can meet their educational needs in our special schools and by working with Children’s Services to develop provision for those who require long-term residential care or respite
- Out-of-county placements should be a last resort
- Parents are concerned about the distances their children sometimes have to travel to reach special school provision
- We need to ensure greater equity across Powys by ensuring that pupils with the most complex needs will be within reach of either one of the special schools or one of the satellite centres, including those who wish to be educated through the medium of Welsh
- Satellites should not be a second best. Pupils attending satellites should have access to the same resources for example a sensory room, audio equipment or modified playground equipment as well as the same level of staff expertise
- By creating satellites, it is hoped that there will be a reduction in home to school transport costs

- Schools hosting a satellite will benefit from the expertise of the specialist staff working in the satellite
- The expertise of special school and specialist centre staff needs to be used more effectively to support other schools, pupils and families

What we have already done

- ✓ Officers and special school headteachers meet regularly to develop future provision
- ✓ We have developed new draft entry criteria for the special schools
- ✓ Funding for the building of new schools at Cedewain and Brynllwarch has been agreed by Welsh Government. This means that the two schools will have greatly improved facilities. The plans take into account that there will be smaller numbers of pupils in each class, as the needs of pupils in special schools are becoming increasingly complex
- ✓ Seven teachers in special schools are being funded this year to carry out post-graduate diplomas in ASD, severe, profound and multiple learning disabilities (SPMLD), visual impairment (VI), hearing impairment (HI) and multi-sensory impairment (MSI). The expertise of these staff will be used to benefit other schools, pupils and their families.
- ✓ Officers have visited satellite provisions in another local authority
- ✓ A model for satellites in Powys is currently being developed

What we plan to do

- We will finalise and share special school entry and exit criteria
- We will ensure, through the panel, that only those pupils with the most complex needs are given a placement at one of the special schools
- We will develop proposals to open a small number of satellites of the Ysgol Penmaes and/or Ysgol Cedewain for pupils who require special school provision but who do not live near one of the special schools.
- We will carry out an audit to identify the potential need for Welsh medium special school or satellite provision in Powys
- We will work with headteachers and other stakeholders to establish what is best for pupils with significant anxiety and other mental health issues – some of these pupils currently attend the special schools although they are working at a high level
- We will develop closer links between the special schools and mainstream schools so that pupils, where appropriate, can access aspects of both special and mainstream provision and, where appropriate, return to mainstream
- We will work with the special schools to ensure that staff working in these schools have a high level of knowledge and expertise

Satellites

A satellite is, essentially, a special school class within or attached to a mainstream school. This is a model that works extremely effectively in other LAs.

Satellites of special schools in Powys will provide education mainly for pupils who meet the criteria for a special school, but who do not live within easy travelling distance of a special school. They will provide for pupils from the age of three, in line with the special schools, allowing more effective early intervention.

Satellites will normally consist of six to eight pupils, with one teacher, one higher level teaching assistant (HLTA) and one teaching assistant (TA) who will either have been seconded from one of the special schools or will be appointed to the role and will be part of the staff of the special school. Dependent on the number of pupils in the class and their level of need, it may be necessary to provide additional TA support.

Pupils will be on roll at the special school. If appropriate, they will attend the satellite four days a week and the special school one day a week.

Although on the roll of the special school, pupils will be part of the mainstream school. They will access activities such as assemblies, break and lunchtimes, as well as some lessons if appropriate.

When setting up satellites, we will need to identify schools with:

- *Appropriate accommodation*
- *An inclusive ethos*
- *A senior leadership team committed to inclusion*

A service level agreement between the LA, special school and mainstream school will be produced, to ensure that roles and responsibilities are clear.

Area of Transformation 4: Specialist centres

In the recent engagement exercise, **78%** of respondents agreed or strongly agreed with the ideas set out under Area of Transformation 4: Specialist Centres. **6%** of respondents disagreed or strongly disagreed, with the remaining **16%** stating that they neither agreed nor disagreed.

Current Situation:

There are currently 19 specialist centres for school-age pupils, in addition to the four pre-school centres. These centres cater mainly for pupils with moderate learning difficulties (MLD) and autistic spectrum disorder (ASD).

School	Key Stage	Need
Builth Wells C.P. School	KS2	MLD
Knighton C.P. School	KS2 in morning FP in afternoon	MLD
Llanidloes C.P. School	KS2	MLD
Maesyrhandir C.P. School	KS2	MLD
Mount Street Infants	FP	MLD
Mount Street Juniors	KS2	MLD
Welshpool C. in W. School	FP and KS2	MLD
Ysgol Bro Hyddgen	FP and KS2	MLD
Ysgol Bro Tawe	FP and KS2	ASD and diagnosed social communication difficulties
Ysgol Cefnlllys	FP and KS2	MLD
Ysgol Dyffryn y Glowyr	FP and KS2 Welsh medium	MLD
Ysgol Golwg y Cwm	FP and KS2	MLD

School	Key Stage	Need
Brecon High School	Secondary	ASD and diagnosed social communication difficulties
Llanidloes High School	Secondary	ASD
Ysgol Calon Cymru (Llandrindod Campus)	Secondary	ASD
Ysgol Maesydderwen	Secondary	MLD and ASD

It should be noted that, although some of the centres were originally designated as centres for pupils with MLD, in reality many of the pupils attending these centres by now have more complex needs.

Important considerations

- We recognise the need for some specialist centres
- The specialist centre model can be a highly effective model, as pupils benefit from being in a mainstream school but also from receiving specialist input
- Schools that host specialist centres can benefit from the knowledge and expertise of specialist centre staff
- Specialist centres should be for those pupils who need highly specialised input from staff with specialist expertise and qualifications. This will include pupils who have speech and language difficulties, autistic spectrum disorder and complex needs
- In some schools, especially secondary schools, pupils attending the specialist centres access mainstream lessons for most of the day and week. They mainly access the centre for emotional support. While this is crucial, schools should be providing this type of support themselves
- Placement at a specialist centre should not always be full-time and long-term. Where possible, part-time, short-term placements should be considered
- Many of the current centres have become too large, with around 12 pupils. This number needs to be reduced to around six to eight.
- Feedback from the engagement exercise suggested that some people feel that pupils are 'stuck in a unit.' There is a need to change this perception. Pupils in specialist centres should feel fully part of the school but receive specialist intervention in the centre.
- There will be a need to reorganise the specialist centre provision over the coming years. This will be in order to:
 - ensure more equitable access across the county
 - ensure progression from primary to secondary
 - ensure that pupils with a wide range of needs will receive high quality specialist intervention, as close to their homes as is possible
- The purpose of the specialist centres has not been made clear enough by the local authority
- While there is a need for greater equity across Powys, it should also be recognised that different geographical areas may have slightly different needs
- Before any changes are made, discussion will take place between officers, headteachers and governing bodies and a formal consultation process will take place
- Where pupils are currently attending specialist centres, we will consider each pupil on an individual basis, to assess whether they are in the right type of provision
- It is likely that any changes will need to be made in a number of phases over two or three years. This is in order to manage the statutory processes, make sure that schools and parents are on board, and make sure that individual pupils are not affected negatively by the changes.
- Where there are specialist centres, these should cater for children across the region, not only children within the school where the centre is based
- Placement at a specialist centre should always be considered and agreed at the relevant LA panel in order to ensure consistency across the county

What we have already done

- ✓ We have carried out a review of the specialist centres, identifying strengths and areas for development
- ✓ We have collated data on where pupils with SEN/ALN live, as well as their type of need. This will inform planning
- ✓ We are funding five teachers in the specialist centres in 2020 to undertake post-graduate diplomas in autism, behaviour and inclusion. In September 2021 we will be offering the same opportunity to more teachers in the centres
- ✓ The views of headteachers have been taken into when producing the engagement document and this proposed strategy. This includes a meeting with the headteachers of schools with specialist centres and an email to all headteachers asking for their views
- ✓ Very helpful feedback was received as part of the engagement exercise, and this has been used to inform the proposed strategy

What we plan to do

- Work with headteachers to identify four or five geographical areas, each one linked to two or three secondary schools
- Meet with the headteachers in each geographical area to consider the needs of pupils in that area, and to review whether each area has an appropriate range of provision. This may involve closing some of the centres or changing them into a different type of provision. The first meeting of this kind is taking place in September 2020
- Clarify the entry and exit criteria for each of the specialist centres
- Work with the Transformation team in the planning of new schools to determine whether some type of LA funded provision is needed in these schools
- Ensure that, in the future, all teachers working in specialist centres have achieved or are working towards a post-graduate diploma in an area of SEN/ALN

Area of Transformation 5: Specialist provision for pupils with behavioural, emotional and social difficulties (BESD)

In the recent engagement exercise, **78%** of respondents agreed or strongly agreed with the ideas set out under Area of Transformation 5: Specialist provision for pupils with behavioural, emotional and social difficulties (BESD), **5%** of respondents disagreed or strongly disagreed, with the remaining **17%** stating that they neither agreed nor disagreed.

Current Situation:

In Powys, the current provision for pupils with BESD is as follows:

- Ysgol Brynllwarch (Kerry)
- PRU North (Newtown)
- PRU South (Brecon)

Ysgol Brynllwarch provides education for pupils at Key Stage 2 and above, who have significant BESD. They should have received regular input from behaviour specialists while they are attending mainstream schools. Despite this input, they will still struggle to regulate their behaviour, and will require more specialist provision. After a period of time at Ysgol Brynllwarch, they may be able to return to mainstream.

The PRU caters for pupils with a range of needs, including:

- Pupils with BESD
- Pupils who have been permanently excluded for a one-off incident and for whom an alternative school placement cannot be found
- Pupils with medical needs
- Pupils with anxiety
- Pregnant schoolgirls

The PRU caters mainly for pupils aged 11-16, but also for a few pupils at key stage 2 (KS2).

At KS2 and KS3, the intention is that pupils should return to a mainstream school after a period at the PRU. At KS4, pupils are more likely to move on to further education, work-based learning or employment.

Important considerations

- There is currently a lack of support for pupils with behavioural difficulties and their families at an early stage. By this we mean both early in terms of age and also early in terms of the presentation of BESD, which might not happen until secondary school

- Although it is the responsibility of schools and other settings to address low level behaviours, in line with the graduated response, not all mainstream staff have the expertise to do this – this needs to be addressed by training and the provision of resources
- Many children and young people struggle in school or display challenging behaviour because of their adverse childhood experiences (ACEs), including trauma
- Many mainstream teachers feel that BESD is the most difficult challenge that they face
- Early intervention for pupils with BESD is essential, in order to address pupils' needs at an early stage and to prevent further difficulties
- Some children have needs that are harder to manage in a large class because they are not emotionally/developmentally ready for learning. These pupils may benefit from access to a well-established nurture group
- Intervention should normally be short-term
- There is a need for all schools to build up expertise in relation to behaviour
- There should be a focus on the promotion of positive behaviour strategies at a younger age
- A coordinated approach across education, health and social services is key
- Early intervention should allow schools to support most pupils without the need for a specialist placement
- In line with the graduated response, schools should have accessed a level of training and tried and evaluated a range of strategies before applying for a pupil to attend specialist provision.
- The needs of the child or young person should be at the forefront of any decision made
- All staff involved with a particular pupil should be familiar with their one-page profile, especially at times of transition
- Pupils should be involved in making decisions about their current and future education
- Every effort should be made to enable pupils to attend their local school where this is appropriate
- Pupils with behavioural difficulties should have access to suitable provision and intervention wherever they live
- Pupils who attend Welsh-medium schools should have access to appropriate support through the medium of Welsh
- The special schools should only be attended by those pupils who have the greatest needs which cannot be met in a mainstream class or specialist centre
- Entry criteria for the special schools should be clear and shared with all
- Ysgol Brynllwarch currently consists of an old building that is not fit for purpose
- The two buildings currently used by the PRU lack space and facilities and therefore limit the range of learning experiences that can be offered
- Only those with the most significant difficulties should access specialist provision
- There should be more opportunities for pupils who attend specialist provision to access or return to mainstream schools
- Special schools and mainstream schools should work together to promote joint placements (e.g. a mainstream pupil accessing specialist intervention in a special school, or a special school pupil accessing specific subjects or activities in a mainstream school)

- Placement at a special school does not mean that the pupil has to stay at that school throughout their education
- Placement at a mainstream school does not mean that the pupil has to stay at that school throughout their education
- The length of placement at specialist provision, for example at the PRU or Brynllwarch should be flexible in line with the needs of the individual pupil
- Generally, pupils with anxiety should be supported to remain in mainstream schools.
- Ysgol Brynllwarch and the PRU already provide some outreach and training for mainstream schools, without additional funding. However, there is a need to ensure that this work is coordinated more effectively.

What we have already done

- ✓ Funding has been granted by Welsh Government for the building of a new school for Brynllwarch
- ✓ We have drafted new entry criteria for the special schools
- ✓ Officers and special school headteachers have met regularly to develop this vision and to plan the way forward
- ✓ We have started to develop a pilot nurture programme for pupils in foundation phase/key stage 2
- ✓ We have developed an Emotional, Health and Wellbeing strategy in Powys
- ✓ A few schools already run nurture groups

What we plan to do

- We will do a mapping exercise to establish what is currently available in Powys to support pupils with BESD and where there are gaps in provision
- We will implement the Emotional Health and Wellbeing strategy in Powys
- We will roll out nurture programmes in other areas of Powys if the pilot is successful
- We will improve PRU facilities
- We will provide training for all early years settings and schools to support children and young people with BESD
- We will work with early years settings, schools and other professionals to identify the universal provision that all schools will provide for pupils
- We will work closely with other colleagues in children's services, youth services and health to provide support to children and young people with BESD and their families
- We will work closely with parents/carers and external agencies to ensure collaboration and access to parenting/family support

Nurture programme

The nurture programme will be delivered by trained staff, in line with Nurture UK guidance. Pupils will initially receive a twelve-week programme of targeted intervention, after which time the expectation is that if possible they should return to their mainstream school. Where required, a further twelve-week programme may be offered. Pupils will remain on the roll of their local school.

Prior to the start of the programme, specialist teachers will:

- *visit and observe pupils in their home schools*
- *talk to headteacher/ALNCo/class teacher about the individual pupil*
- *scrutinise documentation including statement/individual plans, reports from specialists etc.*

During the programme, in line with individual needs, pupils will spend time at their own school.

Planned impact

- *Targeted intervention will reduce the number of exclusions*
- *There will be a reduction in the number of pupils requiring full-time PRU or special school provision*
- *Schools will be more able to manage pupils who display BESD*
- *Short-term provision will mean that more pupils will be able to access specialist input*
- *Part-time placement will mean that pupils will continue to attend their mainstream school*
- *Mainstream staff will be able to benefit from the input of specialist staff and develop strategies to support other pupils at the school*

Area of Transformation 6: Provision for SEN/ALN learners up to the age of 25

In the recent engagement exercise, **83%** of respondents agreed or strongly agreed with the ideas set out under Area of Transformation 6: Provision for SEN/ALN learners up to the age of 25, **3%** of respondents disagreed or strongly disagreed, with the remaining **14%** stating that they neither agreed nor disagreed.

Current Situation

Under the ALN Act, LAs will be responsible for providing education and training for learners with ALN potentially up to the age of 25. Most pupils attending special schools do so up until the age of 19. Many other pupils with SEN/ALN leave school at 16.

The post-16 workstream of the national ALN Transformation programme in Powys has started to plan for the future through developing links with a range of providers. However, at this point, it is not clear what new provision will be needed for these learners after they leave school.

Important considerations

- One of the changes that will be required as a result of the ALN Act is that LAs will be responsible for SEN/ALN learners after they have left statutory education
- This is therefore a new area of responsibility for the LA and, as such, is not yet very well developed
- There will be a need for officers to develop knowledge and expertise in this area
- Nationally there is lack of suitable provision for learners with SEN/ALN once they have left school
- There is a need for a comprehensive suite of support and/or provision for learners from 0 to 25 – this is likely to include apprenticeships and supported employment
- The priority should be supporting learners to develop the skills they need in future life.
- For some, this will involve basic living skills - cooking, cleaning, managing their own budgets, being more independent in the community (learning how to catch a bus to various places on their own, going shopping and so on), leisure activities, or work.
- Welsh Government strategy needs to inform the work in Powys
- Under the ALN Act, some learners with ALN in the future will have individual development plans which will remain in place after they have left school. We will need to work with providers to develop these plans
- Some parents have concerns about the level of support available for learners at college, including small group and one to one support. Similarly, there are concerns about support for young people at university, including wellbeing support.

What we have already done

- ✓ Officers are in the process of carrying out a review of post-16 provision for learners with SEN/ALN
- ✓ This review asks the questions:
- ✓ What is currently available for post-16 learners with SEN/ALN who live in Powys?
- ✓ What gaps are there in provision?
- ✓ What do we need to do to address these gaps?

What we plan to do

- Ensure that learners with SEN/ALN are fully considered as part of Strategic Aim 2 of the Powys Transformation Strategy: Improving learner entitlement and experience for post-16 learners
- Work with college/s, work-based learning providers and schools to ensure that they provide a suitable range of appropriate provision for learners with SEN/ALN - this will include relevant courses and qualifications, as well as support for learners' wellbeing and SEN/ALN

Area of Transformation 7: Welsh medium support for pupils with SEN/ALN

Welsh medium support and provision should be taken into consideration in relation to each of the areas of transformation above. However, following the engagement exercise and in order to make sure that issues relating to Welsh-medium support are given appropriate attention, this has been added as an area for transformation in its own right.

Current situation

- There is currently very little LA funded provision or support through the medium of Welsh.
- There is one specialist centre in a Welsh medium school, namely Ysgol Dyffryn y Glowyr. This caters for pupils in foundation phase and key stage 2 with a range of needs. This wide age range and broad range of needs poses some challenges for the school.
- The specialist centre in Ysgol Bro Hyddgen, a dual streamed school, also provides for a few pupils through the medium of Welsh.
- Although there are a few centrally employed specialist teachers or educational psychologists who have some knowledge of Welsh, there are none who are able to work completely through the medium of Welsh.

Important considerations

- Pupils with SEN/ALN who wish to be educated through the medium of Welsh should be able to do so.
- It has to be recognised that where numbers of pupils are very low, it is not always possible to provide exactly the same provision in Welsh as is available in English, without requiring pupils to travel very long distances
- When posts have been advertised for central staff, there have been very few or no Welsh speaking applicants

What we have already done

- ✓ We are using grant funding to enable a Welsh-speaking teacher in one of our specialist centres to carry out a two-year post-graduate diploma in ASD
- ✓ We have used grant funding to purchase specialist resources in Welsh for two of the specialist centres

What we plan to do

- We will make efforts to employ Welsh-speaking staff when there are vacancies in the central team – however, it is essential that anyone appointed has excellent knowledge and experience in SEN/ALN
- We will encourage central staff to improve their knowledge of Welsh, so that they are able to provide support to schools and pupils through the medium of Welsh
- We will explore options for training Welsh speaking staff who work in Powys schools to provide outreach for other schools
- We will carry out an audit of children and young people with SEN/ALN who require specialist provision through the medium of Welsh
- We will identify and address gaps in provision
- We will work with relevant officers to ensure that, where new Welsh-medium schools are being developed, this includes provision for pupils with SEN/ALN
- We will establish a group of Welsh medium school headteachers and/or ALNCoS, to consider the specific issues relating to Welsh medium SEN/ALN

Conclusion

This report has identified a significant amount of work that is needed to ensure that all pupils across Powys will receive high quality provision that meets their needs, no matter where they live.

The local authority will work with headteachers and other stakeholders to develop proposals in relation to the seven areas identified. At the same time, as the LA moves forward with its Transforming Education programme, it is essential that the SEN/ALN needs of pupils are considered fully at every stage.

Activity	Year 1 2020-21		Total Additional Costs		Year 3 2022-23	
	£	Funding Stream	£	Funding Stream	£	Funding Stream
Additional cost of Restructure of Central ALN services	98,890	Part ALN Transformation Grant (£93,270); Part 21st Century Schools Transformation capital grant	339,260	Part 21st Century Schools Transformation capital grant (£147,690); Part shortfall (£191,570)	339,260	Part 21st Century Schools Transformation capital grant (£147,690); Part shortfall (£191,570)
Upskilling Schools	107,720	PCC Transformation	107,720	PCC Transformation	107,720	
Reorganisation of 19 primary / secondary specialist centres / Post Graduate Diplomas	49,000	ALN Transformation Grant	70,000		21,000	
New Behaviour Programme	28,160	Regional ALN Grant	218,230		253,430	
Estimated Savings	0		-36,000		-257,670	
Early years provision	26,490	Regional ALN Grant	105,970		105,970	
Estimated Savings	0		-162,950		-279,340	
Satellites	28,290	Regional ALN Grant	265,170		339,470	
Estimated Savings	0		-280,000		-280,000	
ALN Transformation Programme Support Team & ICT	184,800	PCC Transformation	128,860	21st Century Schools Transformation capital grant; £20,400 part of shortfall	116,960	21st Century Schools Transformation capital grant; £8,500 part of shortfall
TOTAL:	523,350		756,260		466,800	
Funding Stream	£		£		£	
ALN Transformation Grant	142,270		0		0	
Regional ALN Grant	82,940		0		0	
21st Century Schools Transformation Funding	49,230		256,150		256,150	
PCC Transformation Fund	292,520		107,720		0	
Total Funding	566,960		363,870		256,150	
Surplus / Shortfall (-) in funding	43,610		-392,390		-210,650	
Potential impact on base budget if approved: (increase needed / reduction available (-))	-43,610		392,390		-181,740	

Mae'r dudalen hon wedi'i gadael yn wag yn fwriadol