



Transforming Education in Powys

The future of Special Educational/Additional Learning
Needs in Powys

Engagement Document
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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

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 should be in 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

Area of Transformation 1: Mainstream

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

Area of Transformation 1: Mainstream

- 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

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
Maesyrrhandir	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

Area of Transformation 2: Early Support/Assessment

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.

Area of Transformation 2: Early Support/Assessment

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.

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

Area of Transformation 4: Specialist Centres

- 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

Area of Transformation 4: Specialist Centres

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.

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.

Area of Transformation 5: Specialist provision for pupils with BESD

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

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

Area of Transformation 5: Specialist provision for pupils with BESD

- There is no Welsh medium BESD provision
- Ysgol Brynlllywarch 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

Proposals for immediate consideration

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

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.

Area of Transformation 5: Specialist provision for pupils with BESD

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

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

Area of Transformation 5: Specialist provision for pupils with BESD

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

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

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
or at your nearest public library.
- Sending us a written response either via email or post.
school.organisation@powys.gov.uk
**School Organisation & Capital Team, Schools Service,
County Hall, Spa Road East, Llandrindod Wells, LD1 5LG**

Please respond by **[date]**

