

# Pecyn Dogfennau



Mark James LLM, DPA, DCA  
Prif Weithredwr,  
Chief Executive,  
Neuadd y Sir, Caerfyrddin. SA31 1JP  
County Hall, Carmarthen. SA31 1JP

DYDD IAU, 30 MAI 2019

**AT: HOLL AELODAU'R PWYLLGOR CRAFFU ADDYSG A PHLANT**

YR WYF DRWY HYN YN EICH GALW I FYNYSCHU CYFARFOD O'R **PWYLLGOR CRAFFU ADDYSG A PHLANT** SYDD I'W GYNNAL YN **SIAMBR- NEUADD Y SIR, CAERFYRDDIN. SA31 1JP. AM 10.00 YB AR DDYDD IAU, 6ED MEHEFIN, 2019** ER MWYN CYFLAWNI'R MATERION A AMLINELLIR AR YR AGENDA ATODEDIG.

*Mark James* DYB

**PRIF WEITHREDWR**



**AILGYLCHWCH OS GWELWCH YN DDA**

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Cyf:	AD016-001

# PWYLLGOR CRAFFU ADDYSG A PHLANT

**14 AELOD O'R CYNGOR, 2 AELOD ANETHOLEDIG SYDD Â PHLEIDLAIS  
A 3 RHIANT-LYWODRAETHWYR ETHOLEDIG SYDD Â PHLEIDLAIS**

## GRŴP PLAID CYMRU – 7 AELOD

- |    |            |                          |
|----|------------|--------------------------|
| 1. | Cynghorydd | Liam Bowen               |
| 2. | Cynghorydd | Kim Broom                |
| 3. | Cynghorydd | Betsan Jones             |
| 4. | Cynghorydd | Jean Lewis               |
| 5. | Cynghorydd | Darren Price (Cadeirydd) |
| 6. | Cynghorydd | Emlyn Schiavone          |
| 7. | Cynghorydd | Dorian Williams          |

## GRŴP LLAFUR – 3 AELOD

- |    |            |             |
|----|------------|-------------|
| 1. | Cynghorydd | Dot Jones   |
| 2. | Cynghorydd | Gary Jones  |
| 3. | Cynghorydd | Bill Thomas |

## GRŴP ANNIBYNNOL – 2 AELOD

- |    |            |                              |
|----|------------|------------------------------|
| 1. | Cynghorydd | Ieuan Wyn Davies             |
| 2. | Cynghorydd | Edward Thomas (Is-Gadeirydd) |

## GRŴP ANNIBYNNOL NEWYDD – 1 AELOD

- |    |            |               |
|----|------------|---------------|
| 1. | Cynghorydd | Shahana Najmi |
|----|------------|---------------|

## HEB GYSYLLTIAD PLEIDIOL – 1 AELOD

- |    |            |              |
|----|------------|--------------|
| 1. | Cynghorydd | John Jenkins |
|----|------------|--------------|

## AELODAU ANETHOLEDIG SYDD Â PHLEIDLAIS (2)

- |    |                     |                             |
|----|---------------------|-----------------------------|
| 1. | Mrs V. Kenny        | Yr Eglwys Gatholig Rufeinig |
| 2. | Y Parch D. Richards | Yr Eglwys yng Nghymru       |

## RHIANT LYWODRAETHWYR ETHOLEDIG SYDD Â PHLEIDLAIS (3)

*Cyfnod yn y swydd yn dod i ben ar y 31/03/2020*

- |    |                      |                       |
|----|----------------------|-----------------------|
| 1. | Mrs M. Jones         | Ardal 1 – Dinefwr     |
| 2. | Mrs G. Cornock-Evans | Ardal 2 – Caerfyrddin |
| 3. | Mr J. Davies         | Ardal 3 – Llanelli    |

# AGENDA

1. YMDDIHEURIADAU AM ABSENOLDEB
2. DATGANIADAU O FUDDIANNAU PERSONOL GAN GYNNWYS UNRHYW CHWIPIAU PLEIDIAU A RODDIR MEWN YMATEB I UNRHYW EITEM AR YR AGENDA.
3. CWESTIYNAU GAN Y CYHOEDD (NID OEDD DIM WEDI DOD I LAW)
4. DIWEDDARIAD RHAGLEN DRAWSNEWID ANGHENION DYSGU YCHWANEGOL 5 - 82
5. DIWEDDARIAD AR Y GWASANAETH CERDD: MAI/MEHEFIN 2019 83 - 92
6. EGLURHAD AM BEIDIO Â CHYFLWYNO ADRODDIAD CRAFFU 93 - 94
7. EITEMAU AR GYFER Y DYFODOL 95 - 96

Mae'r dudalen hon yn wag yn fwriadol

# PWYLLGOR CRAFFU ADDYSG A PHLANT 6<sup>ed</sup> O FEHEFIN 2019

## Diweddariad Rhaglen Drawsnewid Anghenion Dysgu Ychwanegol (ADY)

### Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Nodi cynnwys yr adroddiad a'r materion allweddol sy'n codi o ganlyniad wrth weithredu Rhaglen Trawsnewid ADY ar draws ysgolion Sir Gâr.

### Rhesymau:

- Hwyluso a chynorthwyo aelodau'r Pwyllgor Craffu i gyflawni eu swyddogaeth allweddol o ran monitro cynnydd a chynorthwyo blaenoriaethau'r dyfodol o ganlyniad i'r materion sydd yn codi.

**Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad: NAC OES**

**Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:**  
Cyng. Glynog Davies

<b>Y Gyfarwyddiaeth:</b> Addysg a Phlant  <b>Enw Pennaeth y Gwasanaeth:</b> Andi Morgan  <b>Awdur yr adroddiad:</b> Rebecca Williams Helen Adams	<b>Swyddi:</b>  Pennaeth Gwasanaethau Addysg  Rheolwyr ADY	<b>Rhifau Ffôn / Cyfeiriadau E-bost:</b>  Telephone: 01267 246645 Email: andimorgan@sirgar.gov.uk  Telephone: 01267 246451 Email: RAWilliams@sirgar.gov.uk HAdams@sirgar.gov.uk
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## EXECUTIVE SUMMARY

# EDUCATION & CHILDREN SCRUTINY COMMITTEE 6<sup>th</sup> JUNE 2019

### Additional Learning Needs (ALN) Transformation Programme Update

The ALN Transformation Programme update aims to provide Scrutiny Panel members with an overview of content and developments within this crucial area of work across our schools and communities.

### **Background and context:**

The Additional Learning Needs and Education Tribunal (Wales) Bill was unanimously passed by Welsh Government on 12 December 2017. The Act will be supported by regulations and a new ALN Code, both of which will be revised and then consulted on during the Autumn 2018. They will then be laid before Welsh Government and published. It is anticipated that both will be in place by the end of 2019 following Assembly scrutiny.

Kirsty Williams, Cabinet Secretary for Education stated ...

‘The Additional Learning Needs and Education Tribunal (Wales) Bill is at the heart of our programme to transform the education and support for children and young people with additional learning needs in Wales. To make sure stakeholders are fully involved in developing and delivering our reforms, we have consulted widely about how we should implement the new additional learning needs system.’ (December 2017)

### **Three overarching aims of the Bill:**

- **A unified legislative framework** to support all children of compulsory school age or below with ALN, and young people with ALN in school or further education (FE) (rather than two separate systems of SEN up to age 16 and Learning Skills Plans for post-16/19, both of which are currently covered by separate legislation);
- **An integrated, collaborative** process of assessment, planning and monitoring which facilitates **early, timely and effective** interventions (including duties on health boards and local authorities to collaborate with each other through a statutory Individual Development Plan for each learner with ALN);
- **A fair and transparent system** for providing information and advice, and for resolving concerns and appeals (including requiring local authorities to make arrangements for avoiding and resolving disagreements, revising a system found by previous reviews to be ‘complex, bewildering and adversarial’)

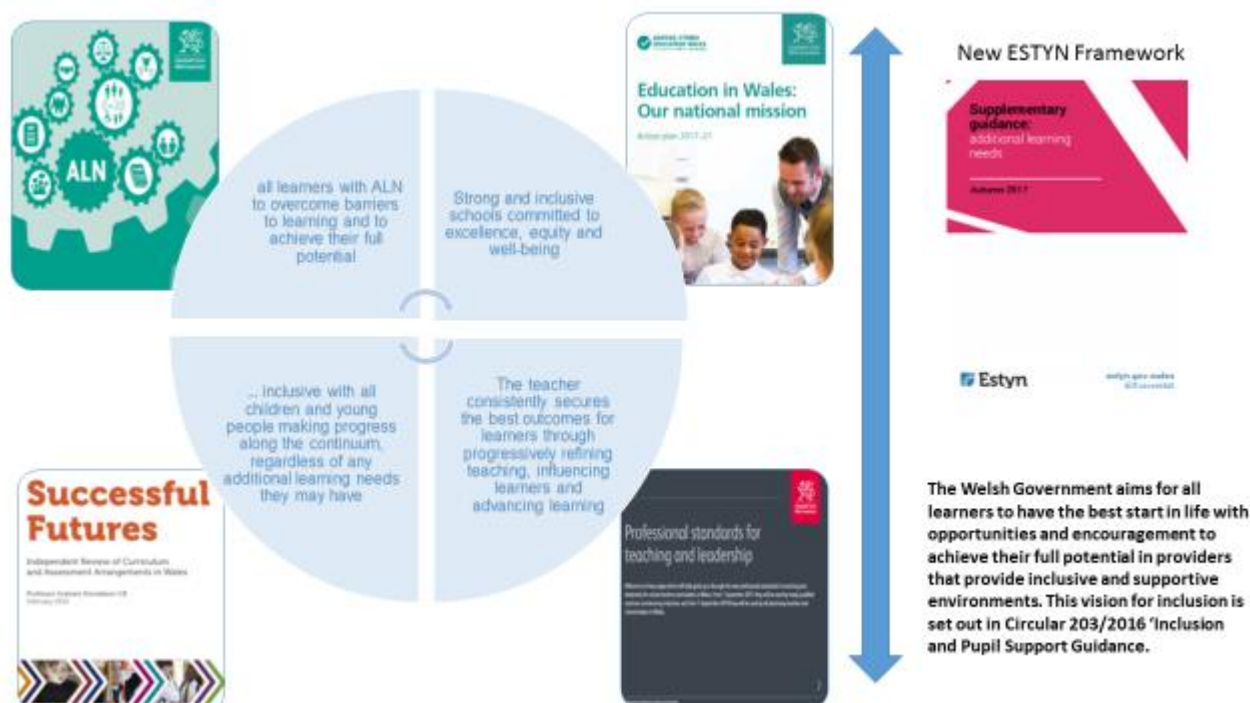
### **ALN Transformation Timeline:**

## Additional learning needs (ALN) timeline



### ALN Transformation - an integral part of our provision:

We are currently working within an exciting and evolving climate of curriculum provision and learning opportunities for all children and young people across Wales. The ALN Transformation agenda has an integral part to play within this development, sitting firmly at the root of excellent teaching and learning practice. The key links to current strategic documentation are demonstrated as follows:



### Regional working in support of Transformation:

As part of the wider ALN Transformation Programme the Welsh Government initiated a two year, pre-legislative grant to support collaborative projects across each of the four



consortia. The key purpose is to develop innovative practice in readiness for the roll-out of legislative changes. Carmarthenshire officers have contributed greatly and benefited from engagement with this model.

### **The Carmarthenshire perspective:**

We are proud of our progress and collaborative approach to enhancing ALN provision across our schools. We have a solid foundation of skills and experience which supports the Transformation agenda well. We have focused successfully on:

#### **1. Person Centred Planning:**

- Conferences for **Senior Managers, Headteachers, ALNCOs**
- Termly input through ALNCo\* Forum (\*Additional Learning Needs Coordinator)
- EP Coaching Model followed by Inclusion Department support **directly to schools**
- Champions and Coaches Training: Six 'Champions' and forty 'Coaches'

#### **2. One Page Profiles (1PPs):**

- Significant support **over the past 6 years** has been given to schools to develop '1PPs' through training and the ALNCo Forum
- All schools should already be undertaking '1PP' with individuals/clusters of children as a minimum **and should have plans in place for embedding practice across the whole school**
- 1PPs sit under the context of personalised learning as set out by Donaldson, Foundation Phase agenda and revised Estyn Framework
- ALNCOs have received extensive training through the ALNCo Forum
- IDPs will contain the child's 1PPs

#### **3. Individual Development Plans (IDPs):**

- Well developed within Carmarthenshire through its initial piloting within the Glan y Môr Family of Schools
- Standard format will be issued by WG possibly based on the Gwynedd Model (the Carmarthenshire model is aligned to this)
- A significant number of children already have IDPs within Carmarthenshire
- Build into the statutory process
- All schools have received training and support (schools can access resources/ practical support through Learning Wales Website / Helen Sanderson Website / plus ongoing support available from the department)
- ALNCOs are now on a journey to refine their practices and supporting teaching staff to develop across the school

#### **4. Developing the role of the ALNCo:**

The new Bill sets out clear expectations for the role of the ALNCo. The role will be mandatory for every school set at a senior leadership position. In partnership with schools, the Local Authority has been supporting and enhancing the role of the ALNCo through

packages of training and opportunities to share, resources and provision mapping tools.

- ALNCoS offered significant training on: PCPs, 1PPs, IDPs, Provision Mapping
- PCP Coaching model
- Support and training from their EP (Educational Psychologist)

### **5. Additional Learning Provision – ‘Provision Mapping Tool’:**

An electronic ‘provision mapping tool’ has been devised by our Team to enable the ALNCo to set up a recording system (identifies provision within the school, tracks’ pupils’ progress, measures effectiveness at each stage of intervention).

- Carmarthenshire is leading within ERW on the development of this work
- Tried and tested successfully within a small cluster of schools
- All schools are already expected to map provision for all areas of ALN at universal, targeted and specific levels of need

### **6. Working with Families to create a less-adversarial system:**

- The development of high quality help and advice which is easily accessible to families is a key element of our service. We feel this has been further strengthened by the new Bill.
- Carmarthenshire offers families readily available/ face-to-face support from our two Family Liaison Officers. They are assigned to the Primary and Secondary sector. Their role is to provide advice and support regarding SEN processes and range of services available. They act as an advocate for parents and the voice of the child.
- Our Family Liaison Officers attend third sector organisation events, facilitate network groups and workshops for families across the Carmarthenshire area.

**A useful link:**

**Additional Learning Needs and Education Tribunal (Wales) Act 2018 – Act Summary:**

<https://seneddresearch.blog/2018/03/13/new-publication-additional-learning-needs-and-education-tribunal-wales-act-2018-act-summary/>

## IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: **Andi Morgan** Head of Education Services

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
NONE	NONE	NONE	NONE	NONE	NONE	NONE

## CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: **Andi Morgan** Head of Education Services

1. Local Member(s) – N/A
2. Community / Town Council – N/A
3. Relevant Partners – N/A
4. Staff Side Representatives and other Organisations – N/A

**Section 100D Local Government Act, 1972 – Access to Information**  
**List of Background Papers used in the preparation of this report:**  
**THERE ARE NONE**

Title of Document	File Ref No. / Locations that the papers are available for public inspection

Mae'r dudalen hon yn wag yn fwriadol

# Adran Addysg a Gwasanaethau Plant

## Department for Education and Children's Services

### Carmarthenshire County Council

#### Additional Learning Needs Transformation Implementation Plan Update

#### ECS Scrutiny Panel Report – June 2019

ALN Managers	Rebecca Williams Helen Adams
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**YOUR COUNCIL** **doitonline**

[www.carmarthenshire.gov.uk](http://www.carmarthenshire.gov.uk)

## **1. ALN Implementation Plan**

Recent proposed legislation and the Draft ALN Code aim to transform what the Welsh Government describes as a separate system for learners with special educational needs and learning difficulties and/or disabilities in schools and in further education by creating a unified system for all learners 0-25 with Additional Learning Needs (ALN).

The purpose of the Carmarthenshire ALN Transformation Implementation Plan is to ensure that the legislation is embedded in Carmarthenshire and all learners with ALN within Carmarthenshire access their entitlement to a broad, balanced and relevant education within an inclusive learning environment. This ALN Transformation Implementation Plan is guided by the requirements of the Regional ALN Transformation Implementation Plan and sets out to promote the achievement and wellbeing of all children and young people. In essence, it makes sure that all children and young people with ALN have the same opportunities and services as everybody else.

## **2. Background**

The new ALN legislative framework aims to put approaches in place to ensure learners' views, wishes and feelings are at the heart of the planning process and focuses on the importance of identifying needs early and providing timely and effective interventions that are monitored and adapted to ensure they deliver the desired outcomes.

As part of the ALN Transformation Implementation Plan the Welsh Government has allocated an ALN Transformation Grant for 3 years to support Local Authorities and schools in the roll out of the legislation.

## **3. Over-arching Elements**

The ALN Transformation Implementation Plan is guided by the Carmarthenshire County Council Education Services Business Plan and is part of the objectives set out in the service plan for inclusion.

The development of service policies within Carmarthenshire is ultimately guided by statutory requirement and by the Welsh Government's 'Education in Wales; Our National Mission, Action Plan 2017-2021' where strong and inclusive schools are committed to excellence, equity and well-being so that learners are:

- supported to be emotionally and physically ready to learn in a safe and supportive environment;
- in schools that take account of and respond to the unique challenges that present themselves to individuals and group of learners with ALN;
- respected and challenged to achieve the best they are capable of, while being supported to overcome barriers that inhibit their learning;
- able to foster strong relationships and a positive sense of self – can understand and manage their own health and emotions – are in a better position to reach their full potential in the future.

#### 4. ALN Transformation Implementation Plan objectives

- i. To raise the awareness of all stakeholders of ALN Transformation and to ensure the rights of the child are central through strengthened approaches that enable the voice of children, young people and their families to play a key role in shaping the support and provision for their additional learning needs.
- ii. To have, in place, a workforce that values diversity, has inclusion at its heart and the skill set to meet the needs of all its learners.
- iii. To continue to improve the outcomes of all learners and is able to evidence the achievements and distance travelled through the use of Person Centred Planning approaches and the creation of Individual Development Plans for all learners with ALN who require Additional Learning Provision.
- iv. To have a local, integrated, early help offer that is easily accessible and adaptable to meet changing need.
- v. To ensure early and accurate identification of need providing an integrated, wrap around response and strengthened transitions into school settings and across stages.
- vi. To ensure a seamless transition for post 16 learners that is responsive to learners' hopes and aspirations, extending local learner opportunities through collaborative working and preparing Carmarthenshire's most vulnerable learners, wherever possible, for independent living.

#### 5. ALN Transformation Implementation Plan Work-streams

- (i) **Awareness raising to ensure the rights of the child are central through strengthened approaches that enable the voice of children, young people and their families to play a key role in shaping the support and provision for their additional learning needs.**

To build on the existing Children and Young People with ALN Participation Framework to engage with consultative groups of children and young people to inform the work of the programme.

To roll out and increase the reach of parents accessing parent engagement sessions, parent workshops/consultations and parent networks to strengthen relationships established on trust and support families in meeting the needs of their children's differences.

To finalise and implement the newly designed Inclusion and Parent Partnership websites for young people, families and the wider communication strategies including Twitter, Instagram and Facebook to strengthen partnership working.

To ensure the quality of information for parents and tools for sharing and providing feedback of parents' views is effective in minimising disputes.

To create a parent newsletter for families and investigate and implement additional methods for circulation.

To fully implement the reporting and monitoring system for identifying potential areas of dispute and develop targeted approaches to resolve issues identified early.

**(ii) To have in place a workforce that values diversity, has inclusion at its heart and the skill set to meet the needs of all its learners.**

To roll out a range of consultation approaches for parents and carers including conference events, workshops and social media (website, Twitter and Instagram) in readiness for the statutory reform.

To roll out a programme of events for Health and Social Care, School Governors, Headteachers, ALNCos, Inclusion Team, Challenge Advisors, Educational and Child Psychologists and Elected Members, to aid understanding of their roles and responsibilities in relation to the ALNET Act and how it links with the wider reform agenda.

To ensure all schools have evaluated their readiness for ALN Transformation and identified areas for development in their School Development Plan in preparation for the implementation of the Act.

To support Challenge Advisors to include readiness for reform as a line of enquiry in support visits and provide advice on what to include within the school self-evaluation and school development plan.

To specifically develop the workforce in relation to the use of person centred approaches for assessing, intervening and quality assuring the effectiveness of ALN support and provision.

To develop a plan for the conversion of statements into individual development plans ("IDPs") during the transformation period for embedding the ALNET Act including a common understanding of the criteria for maintained IDPs.

To roll out a bespoke professional development programme to develop workforce skills and strengthen an inclusive classroom ethos.

To continue to develop the ALN resources section of the corporate website.

To develop and deliver leadership, change management skills for the ALNCo to prepare for reform through a range of professional development approaches.

**(iii) Continue to improve the outcomes of all learners through the use of PCP approaches and IDPs and to be able to evidence the achievements and distance travelled.**



To ensure that schools and specialised support services are able to track all pupils and measure the effectiveness of provision for ALN using the electronic provision mapping tool.

To support the work of Challenge Advisors to ensure good quality teaching and learning is in place to provide differentiated learning and remove barriers to learning.

**(iv) To have a local, integrated early help offer that is easily accessible and adaptable to meet changing need.**

To develop the model of integrated local support for schools and a Cluster Group model to support pupils, parents and schools across health and education to include ALN and wellbeing.

To establish school cluster groups, supported by specialised health and education workforce, to support each cluster of schools and respond in accordance with need.

To work closely with the DECLO and key health leaders to secure joint understanding in relation to statutory duties and the implementation of the new reform.

To fully implement multi-agency evidence based approaches for effective early identification and intervention of need through the embedding of the early identification and intervention programme.

**(v) Ensure early and accurate identification of need providing an integrated, wrap around response and strengthened transition into school.**

To appoint an Early Years ALN Lead Coordinator.

To develop an overarching integrated early years approach for supporting settings in conjunction with the Flying Start Team and health professionals.

To develop integrated local support for settings and families through the Children's Disability Team and Entry to Education systems with support from health and education professionals.

To roll out Early Years parent workshops/consultations and parent networks for strengthening relationships established on trust and supporting families in meeting the needs of their children's differences.

To develop and implement a professional development training and development programme for early years ALNCoS and for practitioners.

To specifically develop the workforce in relation to the use of person centred planning approaches for assessing, intervening and quality assuring the effectiveness of ALN support and provision.

To develop and implement specific guidance and resources for transition for settings, schools and families.

**(vi) Seamless transition for post 16 learners that is responsive to learners' hopes and aspirations, extending local learner opportunities through collaborative working and preparing Carmarthenshire's most vulnerable learners, for independent living.**

To continue to develop the FEI workforce in relation to the use of person centred planning approaches for assessing, intervening and quality assuring the effectiveness of ALN support and provision.

To develop a plan for the conversion of post 16 statements into IDPs during the transformation period.

To review the transition processes between FEI, Careers Wales and schools for young people with ALN working towards one process.

To work in partnership with Coleg Sir Gar to scope, plan and implement the development of specialist provision for young people with complex needs to include supporting living.

**(vii) Communication**

To develop a communication strategy to ensure all Key Stakeholders are kept up to date throughout the implementation of the Legislation.

To identify key events for stakeholders and to provide appropriate publicity using a range of communication strategies.



## **Developing a framework to support the implementation of the Additional Learning Needs & Educational Tribunal Bill within Carmarthenshire**

### **ALN Transformation Implementation Plan**

**September 2018**

**(2018 – 2023)**

**Version 1**

**Created by: Rebecca Williams – ALN Provision Manager / Elinor Williams – ALN Process Manager**

## 1. Purpose of the Programme

The purpose of this programme is to provide Carmarthenshire with a framework to support the implementation of the Additional Learning Needs and Education Tribunal Bill that will replace the existing SEN legislation for children up to the age of 19. In particular the new legislative framework will support children and young people aged 0 - 25, providing an integrated, collaborative process of assessment, planning and monitoring with early, effective and timely interventions. In doing so, services for children and young people should be fair and transparent with effective systems for providing information and advice and for resolving concerns and disputes.

## 2. Background

Proposed legislation aims to transform what the Welsh Government describes as a separate system for learners with special educational needs and learning difficulties and/or disabilities in schools and in further education by creating a **unified system** for all learners 0 - 25 with Additional Learning Needs. The new legislative framework aims to place learners' needs, views, wishes and feelings at the heart of the planning process and focuses on the importance of identifying needs early, putting in timely and effective interventions that are monitored and adapted to ensure they deliver the desired outcomes to meet the aspirations of children and young people.

As part of the transformation programme the Welsh Government initially provided LAs with an Innovation Fund, a two year, pre-legislative grant to support collaborative projects that identified innovative practice, sought to improve systems and relationships in preparation for the roll out of the legislation. Following on from the Innovation Fund, Welsh Government has set in place a Transformation Grant to support consortium regions to continue to prepare for ALN Transformation.

The Welsh Government asked all Local Authority services to complete an ALN Transformation Readiness Survey that has informed the development of a Regional Implementation Programme of work.

### 3. Carmarthenshire's Vision for ALN Transformation:

#### Inclusion in Carmarthenshire:

- All have a responsibility to ensure equality of opportunity for all learners.
- Believe children and young people have a right to their education in their local schools with their peers.
- Acknowledge that inclusive learning enriches the experience of all pupils.
- Are committed to delivering teaching and learning that sets high expectations of everyone.
- Recognise that all teachers has a responsibility for all learners in their class.
- Believe that effective teaching and learning is the key to successful inclusion.
- Support the concept of personalising learning to ensure that children make optimum progress.
- Recognise that some individual pupils have additional and different learning needs that challenge the skills, resources and capability of schools, families, linked agencies and communities.
- Are committed to supporting schools through advice, guidance, training, development, funding and resources to ensure that pupils with additional needs can make progress within their local school.
- Recognise that in working together, evaluating and reflecting upon our practise, we can learn from each other and increase our capacity to be inclusive.
- Accept that for a very small number of pupils we may, as yet, lack the skills, facilities and resources to enable them to fulfil their potential in their local school.

#### Fostering the 3 overarching objectives of the Bill:

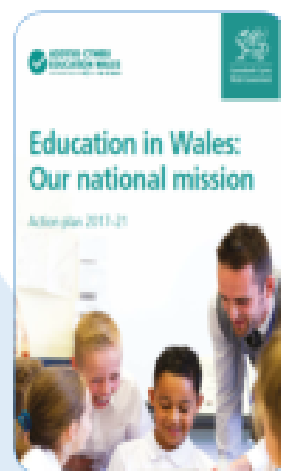
- **A unified legislative framework** to support all children of compulsory school age or below with ALN, and young people with ALN in school or further education (FE) (rather than two separate systems of SEN up to age 16 and Learning Skills Plans for post-16/19, both of which are currently covered by separate legislation).

- **An integrated, collaborative** process of assessment, planning and monitoring which facilitates **early, timely and effective** interventions (including duties on health boards and local authorities to collaborate with each other through a statutory Individual Development Plan for each learner with ALN).
- A **fair and transparent system** for providing information and advice, and for resolving concerns and appeals (including requiring local authorities to make arrangements for avoiding and resolving disagreements, revising a system found by previous reviews to be 'complex, bewildering and adversarial').

### **Carmarthenshire Welsh in Education Strategic Plan**

The implementation of the ALNET Bill within Carmarthenshire will ensure the vision and principles which underpin Carmarthenshire's Welsh in Education Strategic Plan are supported and encourage: Welsh medium education is available to all learners, Learners who follow the 1<sup>st</sup> language welsh programme will have the opportunity to continue the programme into secondary education, work with other services to promote and increase bilingualism, celebrate progress and commitment to develop the Welsh language and learners with additional learning needs receive equal linguistic opportunity.

Carmarthenshire already currently provides a fully bilingual service to all stakeholders this will continue and be enhanced through ALN Transformation.



## New ESTYN Framework



[estyn.gov.wales](http://estyn.gov.wales)  
01492 444444

The Welsh Government aims for all learners to have the best start in life with opportunities and encouragement to achieve their full potential in providers that provide inclusive and supportive environments. This vision for inclusion is set out in Circular 203/2016 'Inclusion and Pupil Support Guidance.

## Successful Futures

Independent Review of Curriculum and Assessment Arrangements in Wales

Professor Graham Donaldson CB  
February 2015



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### 3. Carmarthenshire's key target areas

- To develop an integrated target setting approach across education for recording and monitoring pupil progress through the development of person centred approaches and the implementation of the Individual Development Plan, including eligibility criteria. This target setting approach will include our partner services in health and social care.
- To create an electronic dynamic provision mapping tool and Local Authority analysis data card to map and evaluate the effectiveness of provision for all additional learning needs pupils.
- To establish Family of Schools Cluster Groups in order to create an effective service delivery model that supports schools in building their capacity to effectively meet the needs of the majority of learners locally and in an inclusive manner.
- To ensure effective support and provision is in place for learners with additional learning needs during key transition points in the Early Years, Foundation Phase and across all key stages into adulthood.
- To continue to develop and improve the already well established Pupil and Parent Partnership model that supports families of children with additional learning needs, raises awareness in relation to the availability of local services and the provision for learners with additional learning needs and rights for appeal.

## Carmarthenshire's priorities, strategic goals and expected outcomes

### Priority One: Awareness Raising

**Delivering an awareness raising programme that ensures all Education, Social Care and Health professionals, parents, carers, children and young people receive timely information relating to ALN Transformation and associated timescales.**

### **Priority One: Awareness Raising**

**Delivering an awareness raising programme that ensures all Education, Social Care and Health professionals, parents, carers, children and young people receive timely information relating to ALN Transformation and associated timescales.**

#### **Strategic Goals:**

- To ensure that all stakeholders understand the purpose of the ALNET Act and the wider transformation programme through clear and timely messages and targeted communications.
- To manage expectations, concerns and 'myths' around what the ALNET Act means for stakeholders and those concerned with the new ALN system.

#### **Expected Outcomes:**

1. To develop and implement Carmarthenshire's ALN Transformation Communications Strategy.
2. To ensure a consistent approach by creating capacity at a local level for co-ordinating the ALN Transformation communication strategy.
3. To ensure that all Carmarthenshire stakeholders have a clear and consistent understanding of the requirements of the ALNET Act and the duties placed on the local authority, schools, preschool settings, specialist settings, further education colleges and LHB.
4. To promote effective practice in relation to ALN and Inclusive practice by working with all partners, identifying best practice, developing case studies and sharing information through Carmarthenshire systems.
5. Carmarthenshire's Inclusion Officers and Educational personnel and the regional transformation group work collaboratively to provide consistent and clear messages to partners.
6. That LA engages with parents/carers and CYP to raise their awareness of ALNET in general and the implications for parents/carers, children and young people in Carmarthenshire.
7. The LA provides clear information on the array of local services available, including provision and information about ALNET on its website and other media platforms.
8. That Carmarthenshire creates an ongoing approach to engaging and consulting with parents/carers on ALN Transformation.
9. That Carmarthenshire schools evaluate their "readiness" for ALN Transformation and include plans for improvements within their SDPs/SIPs.

10. That all Carmarthenshire stakeholders will be invited to engage in the consultation on the ALN Code.
11. That all Carmarthenshire practitioners complete Welsh Government's tier one training on ALN Transformation.
12. That all Senior leaders within Carmarthenshire [elected members, governors, board members, senior leadership teams] complete Welsh Government's tier four training on ALN Transformation.
13. That Carmarthenshire's LA Officers and schools are clear about the new statutory duties placed on them in the ALN Code and on health and what this means in practice for them.
14. That the LA and schools have a clear understanding of thresholds for intervention from the Local Health Board.
15. That the LA has regular and meaningful engagement with the Local Health Board.
16. That Carmarthenshire Challenge Advisors are aware of the ALNET reforms, engage in meaningful discussions around school readiness for ALN Transformation and support schools in identifying areas for development.

Expected Outcome	Action	Responsible Officers	Dependencies	Progress Reporting
1. To develop and implement Carmarthenshire's Communication Strategy.  2. To ensure a consistent approach by creating capacity at a local level for co-ordinating the communication strategy.	<b><u>Autumn Term 2018</u></b> <ul style="list-style-type: none"> <li>To review and implement the regional communication strategy and identify local approach.</li> <li>Put Communication Plan into effect.</li> </ul>	RW/EW/AM/A D/BJ  Inclusion Officers  SS and Disability Team (KB)	Completion of Regional Communication Strategy	March 2019
3. To ensure that all Carmarthenshire stakeholders have a clear and consistent understanding of the requirements of the ALNET Act and the duties placed on the local authority, schools, preschool settings, specialist settings, further education colleges and LHB.	<b><u>Autumn Term 2018</u></b> <ul style="list-style-type: none"> <li>To design a joint programme of awareness raising for Education and Children's Services.</li> <li>Task and finish group to be established to plan for awareness raising events. Identify Children's Services Coordinator.</li> <li>Inclusion Officers will meet with Children's Services Coordinator to determine collaborative approaches to working going forward.</li> <li>Inclusion Officers to create map of training and events that have already been undertaken by Carmarthenshire to raise awareness with schools.</li> <li>KJ/FR to plan awareness raising events for parent/carers.</li> <li>Coleg Sir Gar representatives to be invited to all ALNCo Fora and Secondary ALNCo Fora. KJ to meet termly with representative from Coleg Sir Gar to plan ALN Transformation collaborative working.</li> <li>To link with the LHB's DECLO to plan awareness raising events.</li> </ul>	Inclusion Officers with colleagues from Children's Services (to be identified)  KJ/FR EYALNLO P16ALNLO	Appointment of EYALNLO and P16ALNLO DECLO	March 2019



Expected Outcome	Actions	Responsible Officers	Dependencies	Progress Reporting
9. Carmarthenshire schools evaluate their “readiness” for ALN reform and include plans for improvements within their SDPs/SIPs.	<b><u>Autumn Term 2018</u></b> <ul style="list-style-type: none"> <li>ALN Officers to create ALN readiness tool (Summer 2018), to be distributed to schools and discussed with the Principal Challenge Advisor during scheduled half termly meetings.</li> </ul>	RW/EW/EF		Completed
10. All Carmarthenshire stakeholders will be invited to engage in consultation on the ALN Code.	<b><u>Autumn Term 2018</u></b> <ul style="list-style-type: none"> <li>Draft ALN code expected Autumn 2018 – will be shared at ALNCo Forum and Head Teachers meetings early Spring 2019.</li> <li>ALN Code consultation events to be arranged.</li> <li>KJ/FR to share with parents – stakeholder events to be arranged for parents.</li> </ul>	RW/HA/AM  Inclusion Officers	WG to finalise ALN Code	April 2019
11. All Carmarthenshire practitioners complete Tier One training on ALN Transformation.	<b><u>Autumn Term 2018</u></b> <ul style="list-style-type: none"> <li>Tier One training materials will be available from Autumn 2018.</li> <li>Carmarthenshire will ensure that all materials are shared with schools. The LA will support and monitor schools to plan for all staff to complete the online training.</li> <li>Discuss with Andi/Glenn/Elin how training materials can be shared and undertaken by schools through the INSET programme.</li> </ul>	GM/AM/RW/E W/GE/EF	WG to provide Tier 1 training materials	TBC

Expected Outcome	Actions	Responsible Officers	Dependencies	Progress Reporting
	<ul style="list-style-type: none"> <li>Director of Education to write to practitioners to advise/suggest appropriate time for completion of training.</li> </ul>	GM/AM/EW/RW		
	<ul style="list-style-type: none"> <li>A training programme will be created for ALNCos to deliver training in their schools in order to upskill all staff in preparation for ALN Transformation.</li> <li>Develop a Power Point for senior leadership teams as part of the INSET programme for whole staff training on school responsibilities in implementing the new Code.</li> </ul>	Inclusion Officers		<p>November 2019</p> <p>November 2019</p>
<p>12. All Carmarthenshire Senior leaders [elected members, governors, board members, senior leadership teams] complete Welsh Government Tier Four training and receive bulletin updates on ALN Transformation.</p> <p>13. Carmarthenshire's LA Officers and schools are clear about the new statutory duties on health and what this means in practice for them.</p>	<p><b><u>Autumn Term 2018</u></b></p> <ul style="list-style-type: none"> <li>Create regular bulletins updating on Carmarthenshire's progress with ALN Transformation for elected members and governors.</li> <li>Establish how Welsh Government Tier Four training will be rolled out to senior leaders. Director to write to practitioners to advise/suggest appropriate time for completion of training.</li> <li>Termly Governor training is well established and will continue. Discuss programme for Elected members with Senior Managers.</li> <li>LA Officers and schools will be provided with a health briefing paper when received.</li> </ul>	<p>AM/RW/EW</p> <p>GM</p> <p>AM/EW/RW</p> <p>RW/EW</p>	<p>WG to provide Tier 4 training</p> <p>WG ALN code of Practice/ DECLO</p>	<p>Termly 2018 – 2023</p> <p>TBC</p> <p>TBS</p>



[illegible]

	<ul style="list-style-type: none"> <li>Joint development of ALN Toolkit for Core Visits. ALN Officers, ChADs and school reps in full to develop an ALN toolkit that can be trialled in cluster of schools.</li> </ul>	EF/RW/EF		
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## Carmarthenshire's priorities, strategic goals and expected outcomes

### Priority Two: Workforce Development

Implementing a comprehensive workforce development plan for Carmarthenshire to support the ALNET Act and underpin the wider national education reforms.

## **Priority Two: Workforce Development**

Implementing a comprehensive workforce development plan for Carmarthenshire to support the ALNET Act and underpins the wider national education reforms.

### **Strategic Goals:**

- All Carmarthenshire schools have a sound appreciation of the values of inclusion and are committed to creating a culture and ethos where diversity is recognised and celebrated.
- To develop a skilled workforce within the LA and Carmarthenshire schools to implement all aspects of the ALNET Act.
- To continue to build capacity to meet identified need.

### **Expected Outcomes:**

1. Staff in early years settings, schools, the LA, Local Health Board and Coleg Sir Gar have a sound understanding of the implications of the ALNET Act and are supported by development opportunities that enhance their ability to progress and support all learners with ALN. To continue to strengthen Carmarthenshire ALN/ALN Transformation training plan to develop a skilled workforce to meet the needs of all learners in mainstream/specialist settings.
2. Ensure that Carmarthenshire LA-based staff are well-informed about wider educational reforms and ALN Transformation.
3. All Carmarthenshire's early years settings, schools and Coleg Sir Gâr personnel are trained in the person centred practice model and that there are appropriate quality assurance arrangements in place across settings.
4. Carmarthenshire LA develops an Action Plan for the conversion of statements plus preschool and nursery early years/early years action + plans to IDPs from 9/2020 to 8/2022.
5. Carmarthenshire develops a training plan and timeframe to ensure smooth transition of convergence of statements and other statutory plans to IDPs
6. Through WG additional funding for sensory impairment training Carmarthenshire supports the training of (i)an additional Specialist Teacher of the Deaf through accessing a specialist advanced mandatory qualification to effectively meet the needs of HI children in the county and (ii)a Specialist

Teacher of CYP with Multi-Sensory Impairment through accessing a specialist advanced mandatory qualification to effectively meet the needs of MSI children in the county (and across the region).

7. All Carmarthenshire stakeholders are confident in understanding the legal implications of ALNET Act.
8. That there is clarity around the role of Carmarthenshire Challenge Advisors working collaboratively with ECPS and Inclusion Department Officers in judging standards, provision and leadership of ALN in all school settings.
9. Carmarthenshire has a co-ordinated and consistent approach to developing the knowledge, skills and understanding of NQTs in relation to ALN and high quality teaching approaches.
10. Carmarthenshire has a co-ordinated and consistent approach to developing the knowledge, skills and understanding of staff in Coleg Sir Gar in relation to ALN and high quality teaching approaches.
11. Carmarthenshire's Post 16 Realising Potential project is strengthened by the appointment of a Post 16 project coordinator to gain a secure understanding of gaps in knowledge, skills and provision and that plans are developed to address these gaps across the post 16/19 age range.
12. Carmarthenshire has a co-ordinated and consistent approach to developing the knowledge, skills and understanding of Early Years Practitioners (Flying Start/ Health Visitors) in relation to ALN and high quality teaching approaches.
13. To design a Cluster of Schools Group as a model of support in Carmarthenshire that will facilitate and strengthen collaborative working/shared planning and understanding of ALN Transformation.
14. Cluster of Schools Group will serve to build school capacity to meet needs at universal, targeted and specialist levels and support chalk face decision making through excellent teaching and learning. The standing Cluster of Schools Group agenda items would include:
  - i. Progress on school ALN Transformation journey.
  - ii. PCP development and review/identifying further coaching needs.
  - iii. Early identification/intervention tool kits.
  - iv. Provision reviews/updates.
  - v. Individual/group cases causing concern: monitoring and supporting individual children and groups of learners.
  - vi. Identifying training needs to build capacity in specific areas of need.
15. To explore the federated ALNCo model whereby a group of small schools make economies of scale/effective use of public funds by designating one ALNCo across a group of schools.

16. Work with federated schools to explore the "One ALNCo Model".
17. To continue to strengthen Carmarthenshire ALN/ALN Transformation training plan to develop a skilled workforce to meet the needs of all learners in mainstream/specialist settings.
18. Ensure that Carmarthenshire schools understand the importance of using high-quality assessment tools and a range of approaches to improve teaching and learning for ALN. To enable all pupils with ALN to benefit from an inclusive education.
19. Develop school leadership to meet the needs of all pupils with ALN by strengthening the role of the ALNCo to secure decision making authority relating to ALP.
20. To improve engagement and outcomes for Carmarthenshire's most complex ALN learners in specialist settings and embed the support and monitoring processes for specialist planned places.
21. By using the new ALN Code develop a handbook for ALNCoS to assist in their professional development and their ability to assess and support children/young people.
22. Develop the suite of tools required to complement the current early intervention tools (ChATT, ASD Awareness, Language to Literacy, Emotional Literacy).
23. LA service processes will be reviewed and redesigned to reflect implications of ALNET Bill (transfer of system from staged code to IDPs for all learners with an identified additional learning need).
24. Creation of a local Educational Provision Offer which links with the local offer from the Local Health Board.
25. Review of roles and responsibilities of services and officers.
26. Each school to have a comprehensive provision map and ALN policy which outlines processes for quality assurance. LA to develop high quality examples to be shared.
27. Early appointment of EYALNLO & P16ALNLO.

Expected Outcome	Actions	Responsible Officers	Dependencies	Progress Reporting
<p>1. Staff in early years settings, schools, the LA, Local Health Board and Coleg Sir Gar have a sound understanding of the implications of the ALNET Act and are supported by development opportunities that enhance their ability to progress and support all learners with ALN. To continue to strengthen Carmarthenshire ALN/ALN Transformation training plan to develop a skilled workforce to meet the needs of all learners in mainstream/specialist settings.</p> <p>2. Ensure that Carmarthenshire LA-based staff are well-informed about wider educational reforms.</p>	<p><b>Autumn Term 2018</b></p> <ul style="list-style-type: none"> <li>Officers to complete ALN Annual Review Document detailing ALN numbers and Service needs and consider jointly with WG published SEN Specialist services workforce data.</li> <li>Consider the future workforce/ Department structure in relation to ALN Transformation.</li> <li>Map of current training delivered to schools.</li> <li>Map of proposed training year on year to schools.</li> <li>Develop a comprehensive multi agency training plan with stakeholders (see Priority One).</li> <li>All partners to ensure effective delivery mechanisms to ensure that WG online e-learning materials at Tier 1 and Tier 4 are available for all practitioners (see Priority One).</li> <li>Carmarthenshire to establish a Task and Finish Group that will produces a multi-agency training plan to ensure that all stakeholders understand and implement the new ALN Code of Practice and approaches.</li> <li>Evaluate schools' PCP Audit updates.</li> </ul>	<p>RW/EW</p> <p>AM/RW/EW</p> <p>RW/EW/ Inclusion Officers</p> <p>Inclusion Officers/Soci al Care/ EYALNLO/ P16ALNLO</p>	<p>WG to send out training material</p>	<p>October 2018</p> <p>October 2018</p> <p>January 2019</p> <p>Termly</p>

Expected Outcome	Actions	Responsible Officers	Dependencies	Progress Reporting
3. All Carmarthenshire's early years settings, schools and Coleg Sir Gar personnel are trained in the person centred practice model and that there are appropriate quality assurance arrangements in place across settings (see also priority 3, 4 and 5).	<ul style="list-style-type: none"> <li>Inclusion Officers to continue to offer coaching/mentoring/training on PCP. This process will be monitored by LA Inclusion Officers and will be fed into Challenge Advisor core visit information.</li> <li>Schools to identify PCP as a key driver for ALN Transformation and consider in their SERs and SDPs.</li> <li>Inclusion Officers to discuss ALN Transformation Review document with Challenge Advisors.</li> <li>To quality assure and monitor the use of PCP and creation of IDPs through training, core visits and LA verification processes.</li> </ul>	RW/EW/EF	WG ALN Code of Practice Publication	Summer 2019
<p>4. That Carmarthenshire LA develops an Action Plan for the conversion of statements plus preschool and nursery early years/early years action + plans to IDPs from 9/2020 to 8/2022.</p> <p>5. That Carmarthenshire develop a training plan and timeframe to ensure smooth transition of convergence of statements and other statutory plans to IDPs.</p>	<p><b><u>Autumn Term 2018</u></b></p> <ul style="list-style-type: none"> <li>Inclusion Managers and Principal ECP meet to plan programme of transfer and training plan.</li> <li>ALN Statutory Team implement and monitor Programme of Transfer.</li> </ul>	<p>RW/EW/ASD</p> <p>EW/KJ/EW/S L</p>		TBC



Expected Outcomes	Actions	Responsible Officers	Dependencies	Progress Reporting
6. Through WG additional funding for sensory impairment training Carmarthenshire supports the training of (i)an additional Specialist Teacher of the Deaf through accessing a specialist advanced mandatory qualification to effectively meet the needs of HI children in the county and (ii)a Specialist Teacher of CYP with Multi-Sensory Impairment through accessing a specialist advanced mandatory qualification to effectively meet the needs of MSI children in the county (and across the region).	<b><u>Autumn Term 2018</u></b> <ul style="list-style-type: none"> <li>Sensory Impairment Manager to coordinate the TOD training for September 2018.</li> <li>Sensory Impairment Manager to work in partnership with other LAs and lead LA to plan and support training requirements and competencies through shadowing and mentoring alongside existing Advisory Teacher for MSI from September 2018.</li> </ul>	SD  SD	WG SI Grant (to NPT as lead LA)	July 2019  July 2019
7. That all Carmarthenshire stakeholders are confident in understanding the legal implications of the Act.	<b><u>Autumn Term 2018</u></b> <ul style="list-style-type: none"> <li>Inclusion Managers and Carmarthenshire Legal Department to attend training provided by London Chamber Barristers.</li> <li>Inclusion Managers following attending the above training to plan for all stakeholders including Head Teachers to attend training focusing on the legal implications of ALNET Act.</li> </ul>	AM/RW/EW/ Inclusion Officers  AM/RW/EW	TG allocation Regionally	March 2019  tbc

Expected Outcomes	Actions	Responsible Officers	Dependencies	Progress Reporting
8. That there is clarity around the role of Carmarthenshire Challenge Advisors in judging standards, provision and leadership of ALN in all school settings.	<b><u>Autumn Term 2018</u></b> <ul style="list-style-type: none"> <li>Inclusion Managers to discuss with Principal CA the requirements of both services in judging standards, provision and leadership of ALN in schools.</li> <li>Inclusion Managers to share ALN Review documentation and regional/local plans.</li> </ul>	AM/EF/EW/R W  AM/EF/EW/R W		TBC
9. That in Carmarthenshire there is a co-ordinated and consistent approach to developing the knowledge, skills and understanding of NQTs in relation to ALN and high quality teaching approaches.	<b><u>Autumn Term 2018</u></b> <ul style="list-style-type: none"> <li>Inclusion Officers across the region collaboratively developed the ALN training module for NQTs that is currently being delivered.</li> <li>Inclusion Officers participate in the delivery of the NQT modules through delivering the ALN/Inclusion element.</li> <li>Regional group to consider amendments that may be required to the NQT training module to reflect the ALN Transformation.</li> </ul>	SC  Inclusion Officers  Regional Inclusion Officers	ALN Code publication	On-going
10. Carmarthenshire has a co-ordinated and consistent approach to developing the knowledge, skills and understanding of Colege Sir Gar staff in relation to ALN and high quality teaching approaches.	<b><u>Autumn Term 2018</u></b> <ul style="list-style-type: none"> <li>LA to consider Job Profile for a Post 16 ALN Lead Officer to coordinate processes and provision for children preparing for post 16 transition.</li> <li>To recruit/second a Post 16 ALN Lead Officer into the role.</li> </ul>	AM/RW/EW	TG Funding allocated	October 2019

Expected Outcome	Actions	Responsible Officers	Dependencies	Progress Reporting
	<ul style="list-style-type: none"> <li>A key component of this role will be to establish the requirements of the service moving from a Foundation Phase &gt; 16/19 to 0 &gt; 25 service range, case manage children and young people who require support with transition from KS4 onwards and liaise with Post 16 education providers.</li> </ul>			
11. Carmarthenshire's Post 16 Realising Potential project is strengthened by the appointment of a Post 16 Project Coordinator to gain a secure understanding of gaps in knowledge, skills and provision and that plans are developed to address these gaps across the post 16/19 age range.	<p><b><u>Autumn Term 2018</u></b></p> <ul style="list-style-type: none"> <li>Inclusion Department to work jointly with Children's services to develop a Job Profile for a Post 16 Project Coordinator.</li> <li>Inclusion Department to jointly recruit to the post.</li> </ul>	KB/RW/ASD		TBC
12. Carmarthenshire has a co-ordinated and consistent approach to developing the knowledge, skills and understanding of Early Years Practitioners (Flying Start/Health Visitor's) in relation to ALN and high quality teaching.	<p><b><u>Autumn Term 2018</u></b></p> <ul style="list-style-type: none"> <li>LA to consider job profile for an ALN Early Years Lead Officer to coordinate processes and provision for children preparing to transition into education.</li> <li>To recruit/second an ALN Early Years Lead Officer into the role.</li> <li>A key part of this role will be to establish the requirements of the service moving from a Foundation Phase &gt; 16/19 to 0 &gt; 25 service range, manage a case load of children who require support with transition in to school and liaise with a wide range of preschool stakeholders.</li> </ul>	AM/EW/RW	TG Funds allocated	October 2018

Expected Outcomes	Actions	Responsible Officers	Dependencies	Progress Reporting
13. To design a Cluster of Schools Group as a model of support in Carmarthenshire that will facilitate and strengthen collaborative working/shared planning and understanding of ALN Transformation.	<b><u>Autumn Term 2018</u></b> <ul style="list-style-type: none"> <li>Create a task and finish group to scope the model of delivery for cluster working across families of schools within Carmarthenshire. The group will include Inclusion Managers, Principal ECP, Senior ECPs and Advisory Teachers/ALNCos/Head Teachers.</li> </ul>	RW/EW/ASD /SECPs/ATs/I nclusion Officers		Ongoing
14. Cluster of Schools Group will serve to build school capacity to meet needs at universal, targeted and specialist levels and support chalk face decision making through excellent teaching and learning. The standing Cluster of Schools Group agenda items would include: <ul style="list-style-type: none"> <li>i. Progress on school ALN Transformation journey.</li> <li>ii. PCP development and review/identifying further coaching needs.</li> <li>iii. Early identification/intervention tool kits.</li> <li>iv. Provision reviews/updates.</li> <li>v. Individual/group cases causing concern: monitoring and supporting individual children and groups of learners.</li> </ul>	<b><u>Autumn Term 2018</u></b> <ul style="list-style-type: none"> <li>Inclusion Department Officers and ECPS will work collaboratively to develop terms of reference for the management and operational model of the Cluster of Schools Group.</li> <li>Possible need for budget allocation for cluster of school group.</li> </ul>	RW/EW/ASD /SECPs/ATs/I nclusion Officers  AM/SS		Ongoing

vi. Identifying training needs to build capacity in specific areas of need.				
Expected Outcomes	Actions	Responsible Officers	Dependencies	Progress Reporting
<p>15. To explore the federated ALNCo model whereby a group of small schools make economies of scale/effective use of public funds through the designation of one ALNCo across a group of schools.</p> <p>16. Work with federated schools to explore the "One ALNCo Model".</p>	<p><b><u>Autumn Term 2018</u></b></p> <ul style="list-style-type: none"> <li>Establish a task and finish group to plan for trialling a federated ALNCo model.</li> <li>Establish a pilot project with one group of small school.</li> <li>Analyse ALN data across schools under 100, identify trends and schools that may benefit from applying the principle. Identify natural groups.</li> <li>Link to outcome of SAPA funding review.</li> </ul>	<p>MD/JD</p> <p>JD</p>	<p>Role of the ALNCo in the new ALN Code</p>	
<p>17. To continue to strengthen Carmarthenshire ALN/ALN Transformation training plan to develop a skilled workforce to meet the needs of all learners in mainstream/specialist settings.</p> <p>18. Ensure that Carmarthenshire schools understand the importance of using high-quality assessment tools and a range of approaches to improve teaching and learning for ALN. To enable all pupils with ALN to benefit from an inclusive education.</p>	<p><b><u>Autumn Term 2018</u></b></p> <ul style="list-style-type: none"> <li>Carmarthenshire's current training plan focuses on PCP, IDPs, reasonable adjustment and specialist areas of support.</li> <li>Following the publishing of the ALN Code further modules to be added/developed e.g. legal implications of the Act, graduated response, family engagement, quality assurance of new process and dispute resolution.</li> </ul>	<p>AM/EW/RW/EF</p>	<p>WG'S ALN Code</p>	<p>Summer 2020</p>

Expected Outcomes	Actions	Responsible Officers	Dependencies	Progress Reporting
19. Develop school leadership to meet the needs of all pupils with ALN by strengthening the role of the ALNCo to secure decision making authority relating to ALP.	<ul style="list-style-type: none"> <li>Continue to support schools and specialist settings with the use of high quality assessment tools, training, ALN auditing and core visits. Joint work on speech, language and specialist settings profiles.</li> <li>Supporting schools to implement a range of inclusive approaches to teaching and learning in line with the Donaldson ethos of developing schools ability to enable all learners.</li> <li>A well establish termly ALNCo Fora is in place. The publishing of the ALN Code will enable the LA to consider further training requirements to support the strategic role of the ALNCo.</li> </ul>	EG/VT		
20. To improve engagement and outcomes for Carmarthenshire's most complex ALN learners in specialist settings and embed the support and monitoring processes for specialist planned places.	<p><b><u>Autumn Term 2018</u></b></p> <ul style="list-style-type: none"> <li>Jointly construct with School Improvement and ECPS a joint approach to improving engagement and outcomes for most complex ALN learners.</li> <li>Inclusion Managers to discuss and prepare model of school improvement for delivery collaboratively Principal ECP and Principal Challenge Advisor.</li> <li>Inclusion Managers to share regional plans and local plans for ALN Transformation that will support the formulation of school improvement planning.</li> </ul>	AM/RW/EW/ EF/ASD	Workforce capacity	September 2019 onwards

Expected Outcomes	Actions	Responsible Officers	Dependencies	Progress Reporting
<p>21. By using the new ALN Code develop a handbook for ALNCoS to assist in their professional development and their ability to assess and support children/young people.</p> <p>22. Develop the suite of tools required to complement the current early intervention tools (ChATT, ASD Awareness, Language to Literacy, Emotional Literacy).</p>	<p><b><u>Autumn Term 2018</u></b></p> <ul style="list-style-type: none"> <li>Discuss at a regional level the joint development of an ALNCo Handbook.</li> <li>Hwb and Sharepoint to be further developed and utilised as a platform to share resources with schools.</li> <li>Advisory Teachers and Family Liaison Officers to draw together resources and tools to be shared on Hwb/Sharepoint with schools.</li> </ul>	WG's ALN Code of Practice		
23. LA service processes will be reviewed and redesigned to reflect implications of ALNET Bill (transfer of system from staged code to IDPs for all learners with an identified additional learning need).	<ul style="list-style-type: none"> <li>Inclusion Managers and Officers to undertake review of SA processes in line with guidance document issues by Welsh Government. Redesign of processes will take place to reflect new ALN system.</li> </ul>	RW/EW		End of 2019
24. Creation of a local Educational Provision Offer which links with the local offer from the Local Health Board.	<ul style="list-style-type: none"> <li>Inclusion Department staff in conjunction with ECPS to create Local Education Provision Offer which will be expected to be delivered within schools. This will link with LHB Local Offer.</li> </ul>	Inclusion Department staff	ALN Code	End of 2020
25. Review of roles and responsibilities of services and officers.	<ul style="list-style-type: none"> <li>Inclusion Managers to review the roles and responsibilities of services and officers in light of ALN Code.</li> </ul>	RW/EW	ALN Code	End of 2019
26. Each school to have a comprehensive provision map and ALN policy which	<ul style="list-style-type: none"> <li>Programme of monitoring schools provision maps/ALN policies and processes for quality assurance.</li> </ul>	Inclusion Managers and Officers	ALN Code	End of 2019

outlines processes for quality assurance. LA to develop high quality examples to be shared.	<ul style="list-style-type: none"> <li>Creation of high quality examples to be shared.</li> </ul>			
27. Early appointment of EYALNLO & P16ALNLO.	<ul style="list-style-type: none"> <li>Create job descriptions and service profiles to recruit to posts.</li> </ul>	RW/EW	Funds from Transformation Grant	End of 2019



## **Carmarthenshire's priorities, strategic goals and expected outcomes**

### **Priority Three: Person Centred Practice and Individual Development Plans**

- a] To ensure that all settings understand the philosophy of person-centred practices, implement PCP consistently and develop quality assurance frameworks for this aspect of work.
  
- b] To ensure that the PCP model is used to identify need and to ensure that IDPs are appropriately in place for children and young people across the 0-25 age range who require one.

### Priority three: Person Centred Practice and Individual Development Plans.

a] To ensure that all settings understand the philosophy of person-centred practices, implement PCP consistently and develop quality assurance frameworks for this aspect of settings' work.

b] To ensure that the PCP model is used to identify need and to ensure that IDPs are appropriately in place for children and young people across the 0-25 age range who require one.

#### Strategic goals:

- To build capacity in Carmarthenshire by releasing appropriate staff from schools, the LA and Coleg Sir Gar to support the LA in its preparation for ALN Transformation.
- To build on existing developments in Carmarthenshire to ensure that all 0-25 settings/provision understand the philosophy and ethos of the person centred practice model.
- To build on existing Carmarthenshire developments by embedding and quality assuring person centred practices across 0-25 settings/provisions
- To ensure that every child / young person in Carmarthenshire who require an IDP is in receipt of a high quality, holistic plan that clearly identifies:  
a] his/her need b] the provision needed to meet those needs and that IDPs are an outcome of the person centred planning process.

#### Expected outcomes:

1. That ALN Advisory Teachers and Inclusion Officers work under the direction of the ALN Managers. Their role will focus on supporting schools to embed and consolidate developments in the key area of PCP, determine and support improvements to the quality of the PCP process, assess settings provision maps and support schools in determining the appropriate placing of pupils on ALN registers.

2. That whole school staff in every school/early years settings in Carmarthenshire has received training in person centred practice and that the approach is an established aspect of the schools work/everyday practice (One Page Profiles are good practice for all learners as a means to personalising learning in line with Donaldson).
3. To ensure that all schools have rigorous systems in place to quality assure their work around PCP and support valid outcomes for learners with ALN.
4. That Carmarthenshire LA is prepared for the conversion of statements to IDPs.
5. That the needs of children and young people are identified and met at the earliest opportunity and where appropriate through the use of established multi-agency working.
6. To ensure that staff in all schools are clear what constitutes an additional learning need and what is provided as a result of high quality teaching with appropriate differentiation and reasonable adjustments.
7. To ensure that all children and young people who require an IDP have one.
8. To ensure that all IDPs are of high quality, based on a sound understanding of levels of development and level of need and that appropriate provision has been identified.
9. To ensure that decisions relating to ALP can be made in a timely manner. Finalisation of ALN Code will outline timescales for ALP and process.
10. To have clarity and agreement around a graduated response and criteria for IDPs that are maintained by: early years settings, schools and those to be maintained by the LA.
11. Carmarthenshire schools to use provision maps to evaluate the impact of universal, targeted and specific provision on learner progress and standards.

<b>Expected Outcomes</b>	<b>Actions</b>	<b>Responsible Officers</b>	<b>Dependencies</b>	<b>Progress Reporting</b>
1. That ALN Advisory Teachers and Inclusion Officers work under the direction of the ALN Managers. Their role will focus on supporting schools to embed and consolidate developments in the key area of PCP, determine and support improvements to the quality of the PCP process, assess settings provision maps and support schools in determining the appropriate placing of pupils on ALN registers.	<p><b><u>Autumn Term 2018</u></b></p> <ul style="list-style-type: none"> <li>PCP Champion Coaching model to continue for another year in the first instance. Staff in 44 schools have already completed the coaching modules – see PCP training plan. Support and monitoring of the 44 schools needs to be mapped out in order to support the cascading of PCP knowledge and understanding to all staff members, this should be undertaken in conjunction with the schools, ChADs and ECP service.</li> <li>Plans in place with timetabled scheduled visits to schools where Champions will work with coaches to develop/monitor action plans and re-visit audit linking closely with School Imp and informing SDPs.</li> <li>Half termly meetings with PChAd, PECP and ALN Managers to plan and evaluate the strategic plan. This will include evaluation of outcomes from the coaching model, school readiness documentation, provision maps, use of Plasc and training plan development.</li> <li>Provide PCP training for: Challenge Advisors, New ALNCos and Partner agencies</li> </ul>	Inclusion Managers and Officers		On-going Rolling programme.                      Spring 2019
2. That whole school staff in every school/early years setting in Carmarthenshire has received training in person centred practice and that the	<p><b><u>Autumn Term 2018</u></b></p> <ul style="list-style-type: none"> <li>Local Authority to continue to deliver PCP Coaching Model Training.</li> </ul>	AM/EW/RW/P ECP/PChAd		On-going

approach is an established aspect of the schools work/everyday practice (One	<ul style="list-style-type: none"> <li>Schools to create whole school training plan targeted through their school development plan.</li> </ul>			
<b>Expected Outcome</b>	<b>Actions</b>	<b>Responsible Officers</b>	<b>Dependencies</b>	<b>Progress Reporting</b>
Page Profiles are good practice for all learners as a means to personalising learning in line with Donaldson).	<ul style="list-style-type: none"> <li>Schools to determine leadership/facilitators roles and responsibilities.</li> <li>All PCP Coaches to train and build capacity within own settings. Allocated Champions to support coaches to develop action plans and monitor audit which should inform SDP's and discussion with School Imp and link ECP.</li> </ul>			
3. To ensure that all schools have rigorous systems in place to quality assure their work around PCP and support valid outcomes for learners with ALN.	<p><b><u>Autumn Term 2018</u></b></p> <ul style="list-style-type: none"> <li>See above.</li> <li>Advisory Teachers to plan for specific training on improving the quality of outcome measurements for learners.</li> <li>Create a task and finish group to scope the model of delivery for cluster working across families of schools within Carmarthenshire. The group will include Inclusion Managers, Principal ECP, Senior ECPs and Advisory Teachers/ALNCos/Head Teachers (see workforce development plan).</li> </ul>	RW/EW/PECP/SECPs/ATs		Ongoing
4. That Carmarthenshire LA is prepared for the conversion of statements to IDPs.	<p><b><u>Autumn Term 2018</u></b></p> <ul style="list-style-type: none"> <li>That Carmarthenshire LA develops an action plan for the conversion of statements plus preschool and</li> </ul>	EW/RW		By 08/2022

	nursery early years/early years action + plans to IDPs from 9/2020 to 8/2022.			
Expected Outcomes	Actions	Responsible Officers	Dependencies	Progress Reporting
	<ul style="list-style-type: none"> <li>That Carmarthenshire develops a training plan and time frame to ensure smooth transition of convergence of statements and other statutory plans to IDPs.</li> <li>Provision of PCP/IDP training for all Inclusion Staff</li> <li>Inclusion Managers to work with Principal ECP to plan for timeline of events to ensure smooth transition.</li> </ul>			March 2019
5. That the needs of children and young people are identified and met at the earliest opportunity and where appropriate through the use of established multi-agency working.	See – Early Years Section for details of developments for key area.			
6. To ensure that staff in all schools are clear what constitutes an additional learning need and what is provided as a result of high quality teaching with appropriate differentiation and reasonable adjustments.	<u><b>Autumn Term 2018</b></u> <ul style="list-style-type: none"> <li>Regional ALNCo Handbook to be developed.</li> <li>Audit of ALN Register to identify target schools for discussion with ChADs, ECPs and Advisory Teachers.</li> <li>Revisit expectations for high quality teaching and learning approaches. Inclusion Department to map delivery of local offer at universal, targeted and specific levels of graduated response processes and</li> </ul>	EW/RW/ECPS/ATs	Awaiting WG Code of Practice	

	concepts/legal implications of reasonable adjustments.			
Expected Outcomes	Actions	Responsible Officers	Dependencies	Progress Reporting
7. To ensure that all children and young people who require an IDP have one.	<u><b>Autumn Term 2018</b></u> <ul style="list-style-type: none"> <li>All LAs are awaiting the final version of the national IDP template from WG.</li> <li>As a consequence to Carmarthenshire piloting the IDP a large number of children and young people already have an IDP monitored by schools and the LA.</li> <li>IDPs identify needs and provision and are reviewed through PCP approaches.</li> </ul>	RW/EW/HT/ ALNCos/ ATs	WG IDP template	
8. To ensure that all IDPs are of high quality, based on a sound understanding of levels of development and level of need and that appropriate provision has been identified.  9. To ensure that decisions relating to ALP can be made in a timely manner.	<u><b>Autumn Term 2018</b></u> <ul style="list-style-type: none"> <li>Resources to support schools with improving quality of IDPs and PCP approaches have already been developed.</li> <li>Guidance documentation is reviewed to align with WG developments.</li> <li>Further discussion required around the role of the ECP is required.</li> </ul>	SC/ATs/Inclusion Officers	WG IDP template	Ongoing

10. To have clarity and agreement around a graduated response and criteria for IDPs that are maintained by: early years	<u><b>Autumn Term 2018</b></u> <ul style="list-style-type: none"> <li>Inclusion Managers to work regionally to clarify graduated response and criteria for IDPs that are</li> </ul>	Inclusion Managers/ PECP	WG ALN Code o	
<b>Expected Outcome</b>	<b>Actions</b>	<b>Responsible Officers</b>	<b>Dependencies</b>	<b>Progress Reporting</b>
settings, schools and those to be maintained by the LA.	maintained by: early years settings, schools and those to be maintained by the LA.			
11. Carmarthenshire schools to use provision maps to evaluate the impact of universal, targeted and specific provision on learner progress and standards.	<u><b>Autumn Term 2018</b></u> <ul style="list-style-type: none"> <li>Review of ALN Funding Formula in light of new ALN Code.</li> <li>Electronic provision mapping too has been developed by Carmarthenshire and planned development to locate tool on Teacher Centre and Sims currently being undertaken by Ceredigion LA. Transformation Grant used across the region to fund the building of the tool.</li> <li>Small pilot completed and evaluated within Carmarthenshire. Wider pilot to be considered across the region once build completed.</li> </ul>	Accountancy/ Head Teachers/ALN Managers	ALN Code	



## **Carmarthenshire's priorities, strategic goals and expected outcomes**

### **Priority Four: Early Years**

**To ensure that local authorities and early years' providers understand the new statutory duties and that there is appropriate support to increase capacity in early years' settings.**

#### Priority Four: Early Years

**To ensure that local authorities and early years' providers understand the new statutory duties and that there is appropriate support to increase capacity in early years' settings.**

#### Strategic Goals:

- To scope the role of the EYALNLO at a local level in preparation for the requirement to have such a role in place by September 2020 at the latest.
- To scope out the workforce structure at a local level to create effective systems and procedures for the identification of children with ALN in early years/preschool settings.
- To review the current structure of Carmarthenshire early years teams in light of the appointment of the new EYALNLO.
- To review the current early years training offer and ensure all EY staff are trained in PCP approaches.
- To ensure that all early years services work in a co-ordinated way and make best use of the available expertise.
- To ensure that there are effective systems and procedures in place for the identification of children in Early Years/Preschool settings with ALN through the use of PCP approaches.
- To ensure that all staff in Early Years/Preschool settings have the confidence to make suitable provision for children with ALN.
- To ensure that there are appropriate transition arrangements in place.
- To ensure that all Early Years/Preschool settings have access to an appropriately experienced Early Years ALNCO.
- To ensure that parents of children in Early Years/Preschool settings have access to a range of services and that they are supported well.
- To ensure that Carmarthenshire LA has a secure overview of the standards, provision and leadership in all early years settings, including those in the non-maintained sector.

### Expected Outcomes:

1. Carmarthenshire will appoint an Early Years Additional Learning Needs Lead Officer (EYALNLO) to identify the current strengths and areas for improvement, specifically in relation to the following expected outcomes:
  - a. Effective and efficient communications between the LA and its early years/preschool settings.
  - b. Carmarthenshire parents will have a better understanding of ALN issues, person centred planning and the use of IDPs and know how to access advice, support and guidance.
  - c. Support EY settings in understanding developmental milestones and progress and all children will have their needs identified early and supported well.
  - d. That all children make at least expected progress and progress is tracked and monitored and outcomes recorded.
  - e. That fewer children remain on the ALN register as they progress. New ALN Code will advise schools on graduated response.
  - f. That the PCP approach is adopted in all EY settings including non-maintained settings.
  - g. That all EY setting staff are confident in using the PCP approach and formulating IDPs and one page profiles.
2. Carmarthenshire under the direction of the appointed EYALNLO to run an integrated model of delivery and support to all early years/preschool settings, ensuring that a multidisciplinary approach is applied which will include participation from Health and social care (look at Denbighshire model).
3. To review Entry to Education and CDT processes and protocols in Carmarthenshire to support transition into education for children with complex needs.
4. To enable preschool settings to work in collaboration with a range of agencies across education, health and social care to identify and support the needs of preschool children with ALN.
5. To develop and implement guidance and resources for settings, nurseries, health, education and social care programmes in the implementation of the Early Years Code of Practice. Settings to have points of contact for support and guidance.

6. To improve the knowledge and understanding of preschool educators in the field of ALN.

Expected Outcomes	Actions	Responsible Officer	Dependencies	Progress Reporting
<p>1. Carmarthenshire will appoint an Early Years Additional Learning Needs Lead Officer (EYALNLO) to identify the current strengths and areas for improvement, specifically in relation to the following expected outcomes:</p> <p>a. Effective and efficient communications between the LA and its early years/preschool settings.</p> <p>b. Carmarthenshire parents will have a better understanding of ALN issues, person centred planning and the use of IDPs and know how to access advice, support and guidance.</p> <p>c. Support EY settings in understanding developmental milestones and progress and all children will have their needs identified early and supported well.</p> <p>d. That all children make at least expected progress and progress is tracked and monitored and outcomes recorded.</p> <p>e. That fewer children remain on the ALN register as they progress. New ALN Code will advise schools on graduated response.</p> <p>f. That the PCP approach is adopted in all EY settings including non-maintained settings.</p>	<p><b><u>Autumn Term 2018</u></b></p> <ul style="list-style-type: none"> <li>• To develop a job description and specifications for the role of EYALNLO that will encompass the noted expected outcomes.</li> <li>• This post will sit under the line management the ALN Managers within the Inclusion Department.</li> <li>• Review management and operation of the E to E process.</li> <li>• Attendance at Local Health Boards Children's Disability Team Meetings.</li> <li>• To create terms of reference relating to roles and responsibilities of all key areas and stakeholders of Early years' services.</li> <li>• Creation of an updated Early Year ALN Strategy.</li> </ul>	<p>AM/RW/EW/P ECP</p>	<p>Awaiting ALN Code of Practice</p>	<p>December 2021</p>

Expected Outcomes	Actions	Responsible Officers	Dependencies	Progress Reporting
g. That all EY setting staff are confident in using the PCP approach and formulating IDPs and one page profiles.				
2. Carmarthenshire under the direction of the appointed EYALNLO to run an integrated model of delivery and support to all early years/preschool settings, ensuring that a multidisciplinary approach is applied which will include participation from Health and social care (look at Denbighshire model).	<b><u>Autumn Term 2018</u></b> <ul style="list-style-type: none"> <li>EYALNLO will work collaboratively with Inclusion Managers, Principal ECP, School Improvement, Health and Social Care colleagues to scope out the requirements for an integrated service model for preschool children with ALN.</li> <li>Implementation of requirements as set out with ALNET Bill and Early Years Code of Practice.</li> </ul>	AM/ Inclusion Managers/ECP S/PChADs/SC	WG ALN Code of Practice	December 2021
3. To review Entry to Education and CDT processes and protocols in Carmarthenshire to support transition into education for children with complex needs.	<b><u>Autumn Term 2018</u></b> <ul style="list-style-type: none"> <li>To coordinate plans/engage with all E to E and CDT stakeholders to review current processes and redesign existing processes and protocols in line with ALNET Bill and the Early Years Code of Practice.</li> </ul>	EYALNLO	Post recruitment	December 2021

Expected Outcomes	Actions	Responsible Officers	Dependencies	Progress Reporting
<p>4. To enable preschool settings to work in collaboration with a range of agencies across education, health and social care to identify and support the needs of preschool children with ALN.</p> <p>5. To develop and implement guidance and resources for settings, nurseries, health, education and social care programmes in the implementation of the Early Years Code of Practice. Settings to have points of contact for support and guidance.</p> <p>6. To improve the knowledge and understanding of preschool educators in the field of ALN.</p>	<p><b><u>Autumn Term 2018</u></b></p> <ul style="list-style-type: none"> <li>EYALNLO to work with stakeholders to develop guidance documentation, good practice resources, EY Handbook and support offer.</li> <li>Training Menu to be developed.</li> </ul>	EYALNLO	Post recruitment	December 2021

## **Carmarthenshire's priorities, strategic goals and expected outcomes**

### **Priority Five: Post 16**

To ensure that there is a seamless transition for post 16 learners, where their needs, abilities and aspirations are accounted for and that post 16 providers are able to access relevant advice and support in securing appropriate provision for learners.



### Priority Five: Post 16 Learners

To ensure that there is a seamless transition for Post 16 Learners, where their needs, abilities and aspirations are accounted for and that post 16 providers are able to access relevant advice and support in securing appropriate provision for learners.

Further clarification is required around this area of development. There will be a requirement for a Post 16 ALN Lead officer to lead this area of work as well as a role for a Post 16 Project Officer as identified through the Realising Potential Project.

Two options to be considered:

- 1) Two separate Officers – one working under the direction of the Inclusion Managers to facilitate the Post 16 Transformation Agenda and one to lead the Post 16 Project (Realising Potential).
- 2) One Post to cover both areas of activity. The Post 16 Project Officer may initially focus on collaborative work with CSG to scope local provision and gaps. This role will evolve to focus around Post 16 ALN Transformation.

### Strategic Goals:

#### Post 16 Project Officer (Realising Potential) –

- The role of the Post 16 Project Officer (as identified through the Realising Potential Project) will be to identify current strengths and areas for improvement in relation to identification, provision, standards/outcomes and destinations of Post 16 learners with ALN, supporting transition Further Education, employment or training.
- The Post 16 will work in partnership with local further education colleges to scope what is available at a local level and identify gaps in provision.

#### Post 16 ALN Lead officer -

- To scope the role of a Post 16 ALN Lead Officer for Carmarthenshire and recruit. The P16ALNLO will work under the direction of Inclusion Managers.

- The P16ALNLO will ensure that there are robust transition arrangements in place and that pupils and their parents/careers are aware of the local FEI offer at an early stage of transition.
- To ensure that there is a timely and effective information sharing system between Carmarthenshire schools, Local Authority and further education colleges.
- To ensure that there are appropriate systems in place to identify Post 16 learners with ALN.
- To ensure that there is appropriate provision in place that meets the needs of Post 16 learners with ALN and that they are able to take advantage of continuity of specialist support provided during statutory schooling.
- To liaise and co-construct plans with Social Care staff/disability team and FE settings to support the development of the post 16 workforce.
- To support the development of a Post 16 workforce to ensure that they are well placed to meet the needs of Post 16 learners with ALN.
- To ensure that wherever possible, Post 16 learners are educated locally.

#### **Expected Outcomes:**

1. Carmarthenshire will appoint an Post16 Additional Learning Needs Lead Officer (P16ALNLO) to identify the current strengths and areas for improvement, specifically in relation to the following expected outcomes:
  - a. Effective transition arrangements in place for all Post 16 learners with ALN.
  - b. Effective and efficient communications between the LA and its post 16 settings/providers.
  - c. Carmarthenshire parents will have a better understanding of ALN issues, person centred planning and the use of IDPs and know how to access advice, support and guidance.
  - d. Support Post 16 settings in understanding developmental milestones and progress and all children will have their needs identified early and supported well.
  - e. That all children make at least expected progress and progress is tracked and monitored and outcomes recorded.
  - f. That fewer children remain on the ALN register as they progress.
  - g. That the PCP approach is adopted in all Post 16 settings.
  - h. That all Post 16 setting staff are confident in using the PCP approach and formulating IDPs and one page profiles.

- i. Appropriateness of tracking systems clearly demonstrate the progress made by Post 16 learners.
  - j. That provision is based on a secure understanding of Post 16 learners' known abilities, aptitudes and prior learning. There will be an awareness of the range of specialist provision available.
  - k. Curriculum offer is matched well to Post 16 learner interest and intended outcome/destination.
  - l. Staff have a secure understanding of the need to provide high quality learning experiences that are based on a thorough understanding of the needs of the learner.
  - m. That there are appropriate progression routes for Post 16 learners, in particular those progressing beyond KS4.
  - n. That there is a guarantee that work based learning is appropriate progression for Post 16 learners.
  - o. That appropriate arrangements are in place or being developed for Post 16 learners who may not fully understand the benefits in having their ALN identified and ALP made for them.
  - p. Effective engagement with and sharing of information with parents/carers.
  - q. The destinations of all Post 16 learners with ALN is known and that there are appropriate follow-up protocols.
2. That Carmarthenshire will contribute to and learn from the feasibility study lead by GWE around meeting the needs of post 16 learners with complex needs.
  3. That there are Post 16 Advocate services and approaches in place to aid decision making and transition.
  4. Carmarthenshire under the direction of the appointed P16ALNLO to run an integrated model of delivery and support all schools and post 16 settings, ensuring that a multidisciplinary approach is applied which will include participation from Health and social care.
  5. To enable schools and post 16 settings/providers to work in collaboration with a range of agencies across education, health and social care to identify and support the needs of post 16 children and young people with ALN.
  6. To develop and implement guidance and resources for schools, post 16 settings and providers, health, education and social care programmes in the implementation of the ALN Code. To improve the knowledge and understanding of post 16 educators in the field of ALN. Schools and post 16 settings/providers to have points of contact for support and guidance.

Expected Outcomes	Actions	Responsible Officer	Dependencies	Progress Reporting
<p>1.Carmarthenshire will appoint an Post16 Additional Learning Needs Lead Officer (P16ALNLO) to identify the current strengths and areas for improvement, specifically in relation to the following expected outcomes:</p> <ul style="list-style-type: none"> <li>a. Effective transition arrangements in place for all Post 16 learners with ALN.</li> <li>b. Effective and efficient communications between the LA and its post 16 settings/providers.</li> <li>c. Carmarthenshire parents will have a better understanding of ALN issues, person centred planning and the use of IDPs and know how to access advice, support and guidance.</li> <li>d. Support Post 16 settings in understanding developmental milestones and progress and all children will have their needs identified early and supported well.</li> <li>e. That all children make at least expected progress and progress is tracked and monitored and outcomes recorded.</li> <li>f. That fewer children remain on the ALN register as they progress.</li> </ul>	To be confirmed.	AM/RW/EW		December 2020

<b>Expected Outcome</b>	<b>Actions</b>	<b>Responsible Officers</b>	<b>Dependencies</b>	<b>Progress Reporting</b>
<ul style="list-style-type: none"> <li>g. That appropriate arrangements are in place or being developed for Post 16 learners who may not fully understand the benefits in having their ALN identified and ALP made for them.</li> <li>h. Effective engagement with and sharing of information with parents/carers.</li> <li>i. The destinations of all Post 16 learners with ALN is known and that there are appropriate follow-up protocols.</li> <li>j. That the PCP approach is adopted in all Post 16 settings.</li> <li>k. That all Post 16 setting staff are confident in using the PCP approach and formulating IDPs and one page profiles.</li> <li>l. Appropriateness of tracking systems clearly demonstrate the progress made by Post 16 learners.</li> <li>m. That provision is based on a secure understanding of Post 16 learners' known abilities, aptitudes and prior learning. There will be an awareness of the range of specialist provision available.</li> </ul>	To be confirmed.			

Expected Outcomes	Actions	Responsible Officers	Dependencies	Progress Reporting
<ul style="list-style-type: none"> <li>n. Curriculum offer is matched well to Post 16 learner interest and intended outcome/destination.</li> <li>o. Staff have a secure understanding of the need to provide high quality learning experiences that are based on a thorough understanding of the needs of the learner.</li> <li>p. That there are appropriate progression routes for Post 16 learners, in particular those progressing beyond KS4.</li> <li>q. That there is a guarantee that work based learning is appropriate progression for Post 16 learners.</li> </ul>	To be confirmed.			
2.That Carmarthenshire will contribute to and learn from the feasibility study lead by GWE around meeting the needs of post 16 learners with complex needs	To be confirmed	RW/EW/KJ P16ALNLO	Recruitment to post	December 2020
3.That there are Post 16 Advocate services and approaches in place to aid decision making and transition.		RW/EW/KJ P16ALNLO	Recruitment to post	December 2020

Expected Outcomes	Actions	Responsible Officer	Dependencies	Progress Reporting
4.Carmarthenshire under the direction of the appointed P16ALNLO to run an integrated model of delivery and support all schools and post 16 settings, ensuring that a multidisciplinary approach is applied which will include participation from Health and social care.	To be confirmed.	RW/EW/KJ P16ALNLO	Recruitment to post	December 2020
5.To enable schools and post 16 settings/providers to work in collaboration with a range of agencies across education, health and social care to identify and support the needs of post 16 children and young people with ALN.	<b><u>Autumn Term 2018</u></b> Inclusion Managers and Officers to scope a model of collaboration which will be facilitated by the Post 16 ALN Lead Officer.			December 2020
6.To develop and implement guidance and resources for schools, post 16 settings and providers, health, education and social care programmes in the implementation of the ALN Code. To improve the knowledge and understanding of post 16 educators in the field of ALN. Schools and post 16 settings/providers to have points of contact for support and guidance.	<b><u>Autumn Term 2018</u></b> Create guidance and resources	P16ALNLO/KJ	ALN Code	December 2020

## Carmarthenshire's priorities, strategic goals and expected outcomes

### Priority Six: Pupil/Learner and Parent Partnership

**Pupil/Learner and parent partnerships - Supporting the rights of the child and young person with ALN through the development of user-friendly practices that clearly explain processes and what support they can expect to receive as well as promoting their rights of appeal.**



## Priority Six: Pupil/Learner and Parent Partnership

**Pupil and parent partnerships - Supporting the rights of the child and young person with ALN through the development of user-friendly practices that clearly explain processes and what support they can expect to receive as well as promoting their rights of appeal.**

### Strategic Goals:

- That Carmarthenshire ensures that the views, feelings and wishes of parents/carers, children and young people are considered fully in decisions that affect them.
- That Carmarthenshire has appropriate arrangements in place for meaningful and collaborative participation with parents and carers, children and young people.
- To ensure that there is an equality of access to educational settings.
- That Carmarthenshire provides Parents/Careers/Young People and children with opportunity to access dispute resolution services and acknowledge their rights to appeal.

### Expected Outcomes:

1. Carmarthenshire will provide clear guidance and training in relation to effective and meaningful participation with parents/carers, children and young people.
2. All schools will adopt and implement consistent guidance on participation with parents/carers, children and young people.
3. All schools to embed practice that is consistent with children and young people with ALN having a say in what is important for and to them – enabling the voice of the child and young people.
4. Carmarthenshire will offer dispute resolution services for young people up to 25 years of age and parents/careers.
5. All schools to have effective procedures in place to resolve disputes at a local level, including for example: mediation, advocacy and support.
6. All schools are able to provide services that assist in engaging with parents/careers to build trust and confidence.

7. The LA will provide all schools with resources/materials, provide appropriate information and guidance in relation to the voice of the child and the rights of appeal for children and young people and their parents/carers.
8. Carmarthenshire will ensure that the views of parents/carers, children and young people are duly considered in integrated decision making processes at a local authority, school and individual level.
9. Carmarthenshire's EHE Officer to provide assistance to parents/careers of/and children that are electively home educated.
10. Carmarthenshire to ensure that all schools are engaged with and use Family and Community Engagement (FaCE) resources/toolkit.

Expected Outcomes	Actions	Responsible Officers	Dependencies	Progress Reporting
1. Carmarthenshire will provide clear guidance and training in relation to effective and meaningful participation with parents/carers, children and young people.	<b><u>Autumn Term 2018</u></b> <ul style="list-style-type: none"> <li>To develop a programme of events for parents/carers and children and young people regarding person centred approaches/listening to learners/shaping services to meet future ALN Transformation requirements.</li> <li>Carmarthenshire will develop a suite of guidance documents and resources to support families with ALN Transformation, listening to learners and amendments to service delivery.</li> <li>Carmarthenshire LA website will display WG and local guidance on effective and meaningful participation with parents/carers, children and young people.</li> </ul>	KJ/FR		Termly
2. All schools will adopt and implement consistent guidance on participation with parents/carers, children and young people.	<b><u>Autumn Term 2018</u></b> <ul style="list-style-type: none"> <li>Carmarthenshire will provide schools with best practice guidance on participation with parents/carers, children and young people.</li> <li>Carmarthenshire will provide updates on the Children's Participation Standards.</li> </ul>	KJ/FR	ALN Code	December 2020
3. All schools to embed practice that is consistent with children and young people with ALN having a say in what is important for and to them –	<b><u>Autumn Term 2018</u></b> <ul style="list-style-type: none"> <li>Schools to continue to refine their practices in PCP approaches.</li> </ul>	Inclusion Officers/Family Liaison Officers		December 2020

enabling the voice of the child and young people.				
<b>Expected Outcomes</b>	<b>Actions</b>	<b>Responsible Officers</b>	<b>Dependencies</b>	<b>Progress Reporting</b>
	<ul style="list-style-type: none"> <li>Schools to ensure that PCP practices and processes reflect the views of the child. LA to reinforce these approaches through training and ALNCo Fora and Head Teachers meetings.</li> <li>Schools to ensure they implement the PCP Guidance provided by the LA. LA to monitor.</li> <li>Carmarthenshire LA website will display WG and local guidance on effective practices in engaging learners with expressing their wishes.</li> <li>Case studies to be shared at ALNCo For a on the development of PCP as a key element of school ethos in line with Donaldson approaches.</li> <li>All opportunity should be given to learners to express their views (revisit voice of the child agenda).</li> <li>PCP Language should be embedded throughout the curriculum – modelled through case studies etc.</li> </ul>	Inclusion Officers/Family Liaison Officers		December 2020
<b>4.</b> Carmarthenshire will offer dispute resolution services for young people up to 25 years of age and parents/careers.	<p><b><u>Autumn Term 2018</u></b></p> <ul style="list-style-type: none"> <li>Awaiting clarification from WG on framework for dispute resolution.</li> </ul>	Inclusion Managers/Family Liaison Officers	ALN Code	December 2020

Expected Outcomes	Actions	Responsible Officers	Dependencies	Progress Reporting
	<ul style="list-style-type: none"> <li>LA will revisit the Voice of the Child agenda with schools and parents through ALNCo Fora, Head Teachers meetings and FLO Family Sessions.</li> <li>Carmarthenshire LA website will display WG and local guidance on dispute resolution services for children, young people and families.</li> </ul>			
5. All schools to have effective procedures in place to resolve disputes at a local level, including for example: mediation, advocacy and support.	<p><b><u>Autumn Term 2018</u></b></p> <ul style="list-style-type: none"> <li>LA to audit dispute resolution processes in line with ALN Transformation guidance.</li> <li>LA to work with regional LAs to commission dispute resolution services for children, young people and families. Discuss as part of the Transformation Grant funding process.</li> <li>LA to work with schools to create systems to mediate, provide advocacy and early support at early stages of disputer/disagreement.</li> <li>Review capacity of the FLOs and request growth bid to strengthen/expand capacity of the team.</li> <li>Carmarthenshire HWB network and share point will hold resources for schools to access information regarding resolving disputes.</li> </ul>	Inclusion Managers/Officers/Family Liaison Officers	ALN Code	December 2020
6. All schools are able to provide services that assist in engaging with parents/carers to build trust and confidence.	<p><b><u>Autumn Term 2018</u></b></p> <ul style="list-style-type: none"> <li>All schools to develop programmes of family engagement activities. Link with the FaCE project (see point 11).</li> </ul>	ECPS/Inclusion Officers/Family Liaison Officers		December 2020

	<ul style="list-style-type: none"> <li>• Liaise with ECP Service, Health and Social Care on this key area.</li> <li>• Case studies of good practice to be shared at ALNCo Fora.</li> </ul>			
Expected Outcomes	Actions	Responsible Officers	Dependencies	Progress Reporting
7. The LA will provide all schools with resources/materials, provide appropriate information and guidance in relation to the voice of the child and the rights of appeal for children and young people and their parents/carers.	<p><b><u>Autumn Term 2018</u></b></p> <p>Carmarthenshire LA will update the Inclusion Handbook with regional LAs aligning processes and protocols with ALNET Bill and the new Code of Practice.</p> <p>Carmarthenshire LA to create an updated rights to appeal guidance document for use by schools, children, young people and families.</p> <p>Carmarthenshire LA to create an updated voice of the child guidance document for use by schools, children, young people and families. Revisit the WG documentation.</p> <p>Carmarthenshire LA to provide training events on: voice of the child and rights for appeal.</p> <p>All Carmarthenshire Head teachers will be required to attend mandatory training on: Disability Discrimination and Legal Implications of Reform.</p>	Inclusion Managers/Family Liaison Officers	ALN Code	December 2020

Expected Outcomes	Actions	Responsible Officers	Dependencies	Progress Reporting
8. Carmarthenshire will ensure that the views of parents/carers, children and young people are duly considered in integrated decision making processes at a local authority, school and individual level.	<u><b>Autumn Term 2018</b></u> <ul style="list-style-type: none"> <li>Carmarthenshire LA will hold a programme of events for parents/carers and children/young people to consider their views on how best services within Carmarthenshire can evolve to ensure integrated decision making processes are established at a local authority, school and individual level.</li> <li>Schools and wider stakeholders will also have the opportunity to engage in events to gather their views.</li> </ul>	Family Liaison Officers	ALN Code	December 2020
9. Carmarthenshire EHE Officer to provide assistance to parents/carers of/and children that are electively home educated.	<u><b>Autumn Term 2018</b></u> <p>Carmarthenshire is currently evaluating services for Electively Home Educated children (Processes, Roles &amp; Responsibilities). The amendments will fall in line with WG policy developments.</p>	EHE Officer		
10. Carmarthenshire to ensure that all schools are engaged with and using Family and Community Engagement (FaCE) resources/toolkit.	<u><b>Autumn Term 2018</b></u> <p>ALN Managers to discuss the FaCE programme with Principle ECP and plan for roll out to schools/piloting of programme.</p>	ECPS		

### **Funding Allocation to Priority Areas**

*Carmarthenshire Allocation for 2018>2019* = Carmarthenshire - **£149,200** which includes a **£25k** sum to initiate collaborative activities with relevant FE Colleges.

<b>Priority Area</b>	<b>Description of Spend for 2018/2019</b>	<b>Estimated Allocated Amount</b>
<b><u>Priority one: Awareness Raising</u></b>  Delivering an awareness raising programme that ensures all Education, Social Care and Health professionals, parents, carers, children and young people receive timely information relating to ALN Transformation and associated timescales.	LA/Head teachers' mandatory training on disability discrimination in schools. Ensuring implementation of the Equality Act and Education Act.  Local Web design	£3,500  Officer Time @ £240 per day = £1200 IT Time @£160 per day - £810 £2,010
<b><u>Priority Two: Workforce Development</u></b>  Implementing a comprehensive workforce development plan for Carmarthenshire to support the ALNET Act and underpin the wider national education reforms.  Creation of School Cluster Model to be scoped in preparation for funding allocation in April 2019	Secondment for a full time Inclusion Officer for 1 year in the first instance.  Continuation of outreach support from specialist setting to continue to support capacity building for ASD/SLD/Complex Needs. 3 days per week allocated (September 2018 – December 2018 in the first instance).	Soulbury 8 = £55,596  - £10,542  – £10,835  - £9,466
<b><u>Priority three: Person Centred Practice and Individual Development Plans</u></b>		1 licence @ £57 40 licences = £2,280



<p>a] To ensure that all settings understand the philosophy of person-centred practices, implement PCP consistently and develop quality assurance frameworks for this aspect of work.</p> <p>b] To ensure that the PCP model is used to identify need and to ensure that IDPs are appropriately in place for children and young people across the 0-25 age range who require one.</p>	<p>Continuation for 1 more year of PCP Coaches training. E-learning packages for 40 schools. September 2018 – July 2019.</p> <p>PCP Training for Inclusion Staff, New ALNCos, Challenge Advisors and Social Care Partners and Youth Service</p>	<p>Cost for planning and delivery:</p> <ul style="list-style-type: none"> <li>– 3 days = £730</li> <li>– 10 days = £1,250</li> <li>– 3 days = £730</li> <li>– 10 days = £2,500</li> <li>– 6 days = £1,460</li> </ul> <p>Total £5,970</p>
<p><b><u>Priority four: Early Years</u></b></p> <p>To ensure that local authorities and early years' providers understand the new statutory duties and that there is appropriate support to increase capacity in early years' settings.</p>	<p>Priority Area 2019 &gt; 2020.</p>	
<p><b><u>Priority five: Post 16</u></b></p> <p>To ensure that there is a seem-less transition for post 16 learners, where their needed, abilities and aspirations are accounted for and that post 16 providers are able to access relevant advice and support in securing appropriate provision for learners.</p>	<p>Priority Area 2019 &gt;2020.</p> <p>Clarification needed if allocation of 25K for FE is Post 16 Project Officer or Post 16 ALN Lead Officer.</p>	<p>£12,500</p>
<p><b><u>Priority six: Pupil/Learner and Parent Partnership</u></b></p>		<p>£5,000</p>

Pupil and parent partnerships - Supporting the rights of the child and young person with ALN through the development of user-friendly practices that clearly explain processes and what support they can expect to receive as well as promoting their rights of appeal.	Dispute resolution resources to be created (as per developed by the South East Consortium). To be further discussed through the regional group.  Family Liaison Officer (Soulbury 8) – 3 days Term time only	£30,015
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**Total £147,711**

**(Contingency - £1,489)**

# PWYLLGOR CRAFFU ADDYSG A PHLANT

## 6<sup>ed</sup> Mehefin 2019

### DIWEDDARIAD AR Y GWASANAETH CERDD: MAI/MEHEFIN 2019

#### Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

I dderbyn, a chynnig sylwadau ar, gynnwys yr adroddiad mewn perthynas â Gwasanaeth Cerdd Sir Gaerfyrddin

#### Rhesymau:

Mae'r Pwyllgor Craffu Addysg a Phlant wedi gorchymyn adroddiad briffio mewn perthynas â'r Gwasanaeth Cerdd

Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad: **NA**

#### Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:

Cyng. Glynog Davies (Addysg a Phlant)

<b>Y Gyfarwyddiaeth:</b> Addysg a Phlant  <b>Enw Pennaeth y Gwasanaeth:</b> J. Aeron Rees  <b>Awdur yr adroddiad:</b> Gareth Kirby	<b>Swyddi:</b>  Pennaeth Cwricwlwm a Lles  Cydlynnydd y Gwasanaeth Cerdd	<b>Rhifau Ffôn / Cyfeiriadau E-bost:</b>  01267 246 532 JARees@sirgar.gov.uk  01267 246 697 GKirby@sirgar.gov.uk
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**EXECUTIVE SUMMARY**

**EDUCATION & CHILDREN  
SCRUTINY COMMITTEE**

**6<sup>th</sup> JUNE 2019**

**MUSIC SERVICE UPDATE: MAY/JUNE 2019**

**1. BRIEF SUMMARY OF PURPOSE OF REPORT.**

The Education and Scrutiny Committee have requested an update report / briefing paper on the Music Service. This is timely, in lieu of current National discussions and introspection with respect to Music Services in Wales.

Carmarthenshire Music Service (CMS) has been enjoying a very pleasing run of successes, with a growing profile – both nationally and internationally. CMS also has firm plans for future developments, which build upon recent achievements.

This ambition has been in sharp contrast to certain funding and sustainability challenges – which CMS is proactively addressing.

The reports sets out:

- The National picture and Carmarthenshire's approach to developments
- Recent and ongoing achievements of CMS
- Future Plans
- Financial Situation and measures to ensure better financial stability
- Next steps and concluding comments

<b>DETAILED REPORT ATTACHED</b>	<b>YES</b>
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**IMPLICATIONS**

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

**Signed:**        **J. Aeron Rees**        **Head of Curriculum and Wellbeing**

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
<b>YES</b>	<b>NONE</b>	<b>YES</b>	<b>NONE</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

**POLICY, CRIME & DISORDER AND EQUALITIES**

The Music Service is non-statutory. That said, its mission and educational objectives are

dearly held within Carmarthenshire and National life. Musical education, its niche in Expressive Arts and its cross curriculum links feature strongly in the New Curriculum for Wales, which is currently out for consultation following the publication of the Successful Futures report (2015). The new curriculum commences statutory implementation from September 2022 onwards.

Furthermore, there is some debate currently regarding a re-configuration of Music services throughout Wales.

## FINANCE

The Music Service is almost wholly reliant on income harvested from school Service Level Agreements (SLAs). With school budgets under increasing pressure, there has been a decline in buy-back, which has undermined income generation. Steps have been taken to address the situation (see main report).

Pending further discussions, Elected Members may have a view on how CMS could be further supported and sustained.

## RISK MANAGEMENT

There is a risk to the future of service delivery. CMS has a strong brand, built upon elements of sector leading practice and high standards. Being LA-based, proposals to regionalise and nationalise provision risks standards being subject to the lowest common denominator, thus diluting quality of provision.

## STAFFING IMPLICATIONS

Cost cutting is a component of the evolving business model. Natural turnover to date has curbed the need to contemplate compulsory redundancies. The service needs to take account of service objectives and any potential changes to staffing should consider whether there is sufficient curriculum coverage and staff expertise to maintain breadth of provision.

# CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signature: J. Aeron Rees Head of Curriculum and Wellbeing

1. Local Member(s) – Last year's corporate process
2. Community / Town Council – N/A
3. Relevant Partners – N/A
4. Staff Side Representatives and other Organisations – staff and unions in terms of restructure proposals

**Section 100D Local Government Act, 1972 – Access to Information**  
List of Background Papers used in the preparation of this report:

**THESE ARE DETAILED BELOW:**

Title of Document	File Ref No. / Locations that the papers are available for public inspection
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2018 Music Service Report to Scrutiny	<a href="#">\\ntcarmcc\cfp\Education &amp; Skills\Learner Programmes\Music Service\MusicServiceScrutiny5.7.18.docx</a>
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# **ECS Scrutiny Committee Memo: Towards a Sustainable and Thriving Future for the Music Service**

## **Update – May 2019**

### **1.1. National Picture**

- On the 30<sup>th</sup> April 2019, the Welsh Government launched the **Draft Curriculum for Wales 2022**. One of the key areas of learning and experience is the Expressive Arts. In this new curriculum area, there are five key disciplines which consist of art, dance, drama, film and digital media and music. When introducing this new area of learning and experience, it is made clear that, “While these disciplines have a common creative process and share transferable skills, each has its own discrete body of knowledge and set of discernible skills. This area of learning and experience will ensure that learners are entitled to access all five disciplines”. Carmarthenshire Music Service is poised to be an integral part of this new curriculum delivery and is in a unique position to be able to support all schools throughout the county in delivering this new and balanced curriculum. Our ‘curriculum support’ and ‘whole class’ teachers are already providing opportunities for pupils to develop their creative talents and their artistic and performance skills. This is in addition to our bread-and-butter activity, namely: providing peripatetic tuition to individuals and small groups in Carmarthenshire schools and arranging a full programme of extra-curricular activity.
- In December 2018, the Welsh Government confirmed that grant funding support to further enhance music provision would be made available to local authorities. The allocation for Carmarthenshire was £86,289. Local authorities were advised to use the funding in accordance with local needs to deliver **any one, or a combination of** the following **nine options**: **FSM Support, Ensemble Access, Instruments, Access and Inclusion, Progression and Achievement, GCSE and A Level Music Support, Rock and Pop Ensemble, Master Classes and Co-operative Arrangements**.

In response to the support grant, Carmarthenshire Music Service has taken the following steps since January 2019:

### **1.2. FSM Support**

The Music Service has been able to provide free access to all FSM pupils (those in receipt of free school meals) wishing to take part in extra-curricular music activities during the 2018-2019 academic year. The service has been developing initiatives under a banner of ‘**Music for All**’ with whole class and curriculum support initiatives being piloted at Bynea School and Halfway School. These initiatives have been very successful and will be expanded during the 2019-2020 academic year.

### **1.3. Ensemble Access**

In the 2017-2018 academic year, Carmarthenshire Music Service (CMS) took the decision to greatly reduce the number of Key Stage 2, 3, 4 and 5 extra-curricular ensembles. In addition to this, the Music Service reduced the frequency of rehearsals across all Key Stages. This had a detrimental effect on standards and learner numbers. However, as a result of this grant, weekly music rehearsals were re-instated for secondary school pupils. A new ensemble was launched (the Carmarthenshire Intermediate Orchestra) and pupils that took part were given the opportunity to perform at Christmas and Easter in two concerts held at Queen Elizabeth High School. It was anticipated that approximately 50 – 60 pupils would take part, however, the number rose to a staggering 147 participants across the eighteen sessions.

#### **1.4. Instruments**

A significant amount of instruments owned by Carmarthenshire Music Service are in need of serious attention and therefore a rolling programme of instrument repair was established in January 2019. As a direct result of this, nearly all 'pupil use' saxophones have been serviced and repaired and are now able to be placed back in circulation. The service has also purchased instruments and sundries as required to further assist pupils.

#### **1.5. Access and Inclusion**

In order to reinvigorate numbers at Key Stage 2, Samba workshops were established to be delivered on a six week 'unit of work' model. These workshops are currently being delivered and have been very successful where piloted. The schools that have already taken part in this pilot are: Bynea, Myrddin, Coedcae and Q.E. High. Four Samba Kits have now been purchased and we intend to increase the number of participating schools for September 2019.

#### **1.6. Rock and Pop Ensemble**

Due to the timing of the grant, it has not been possible to establish an ensemble of this nature during the 2018-2019 academic year. New ensembles of this nature will be established from September 2019 across Key Stage 3, Key Stage 4 and Key Stage 5.

#### **1.7. Master Classes**

Due to the timing of the grant it has not been possible to establish masterclasses during the 2018-2019 academic year. Proposed Master Classes for the 2019-2020 academic year to include:

- Trombone Master Class – this will be led by Rupert Whitehead of the Royal Philharmonic Orchestra who is a former pupil of Ysgol Tre-Gib.
- Harp Master Class – this will be led by Anne Denholm who is the current Official Harpist to the Prince of Wales.
- Royal Welsh College of Music and Drama Access Master Class – this will be coordinated by John Cranmer / Kevin Price.

These Master Classes will target pupils at Key Stage 4 and Key Stage 5.

The WLGA have confirmed that there will be an additional year of grant funding for local authorities (2019-2020) in respect of music tuition. The details of this additional year's funding have not been released.

### **2. Recent and Ongoing Successes and Highlights**

Recent performance highlights 2016-2019	
<b>2016</b>	<ul style="list-style-type: none"><li>• Symphony Hall, Birmingham (July 2016) – Music for Youth Regional Finals – Secondary Schools Girls' Choir and Senior Orchestra</li><li>• Royal Albert Hall, London (November 2016) – Music for Youth Proms - Secondary Schools Girls' Choir</li><li>• BBC Radio Wales outside Broadcast (December 2016) – Carmarthenshire Music Service Brass Ensemble.</li></ul>



## 2017

- Côr Cymru (February 2017) – Carmarthenshire Secondary Schools Girls' Choir.
- Côr Cymru Finals (April 2017) Welsh youth choir of the year and overall Welsh choir of the year (all choir categories).
- Eurovision Choir of the Year (July 2017) - Côr Merched Sir Gâr – Awarded Second Place.
- Senior Orchestra Tour to New York (September 2017) – World Premier performance at the United Nations International School.
- National Assembly For Wales Carol Concert, Cardiff (December 2017) – Music co-ordination of the event which included performances by Côr Merched Sir Gâr and the County Senior Brass Ensemble.
- S4C's Carols from Llandudno (December 2017) - Côr Merched Sir Gâr
- Very laudable Junior, Intermediate and Senior Proms festivals, playing every evening to sell-out crowds.

## 2018

- Symphony Hall, Birmingham (July 2018) – Music for Youth Regional Finals – Côr Merched Sir Gâr, County Wind Band and Carmarthenshire Youth Jazz Orchestra
- Llangollen International Eisteddfod (July 2018) – Côr Merched Sir Gâr
- From 12th September to 14th September 2018 the Music Service staff performed a 'Peripatetic Music Tour' to Key Stage 2 pupils across the county. A total of six concerts were held and over 2,000 Carmarthenshire pupils were in attendance.

## 2019

- Sell-out Intermediate and Senior Proms festivals during March / April.
- Symphony Hall, Birmingham (July 2019) – Music for Youth Regional Finals – Carmarthenshire Youth Orchestra.
- Royal Performance for HRH The Duchess of Cornwall (July 2019) – Carmarthenshire Youth Jazz Orchestra.
- Trombone Workshop with Rupert Whitehead of the Royal Philharmonic Orchestra, London (October / November 2019).
- Harp Workshop with Anne Denholm, Official Harpist to the Prince of Wales (October, November 2019).

## 2020

- Senior Orchestra Tour to New York (September 2020) to include performances at the United Nations International School and Carnegie Hall.
- Afternoon concert performance at the Royal Festival Hall London (April 2020 TBC) – Carmarthenshire Youth Jazz Orchestra.

## 2021

- Urdd Eisteddfod 2021 – The Music Service will be heavily involved in the support and planning of key strategic musical requirements for the Urdd Eisteddfod in 2021.

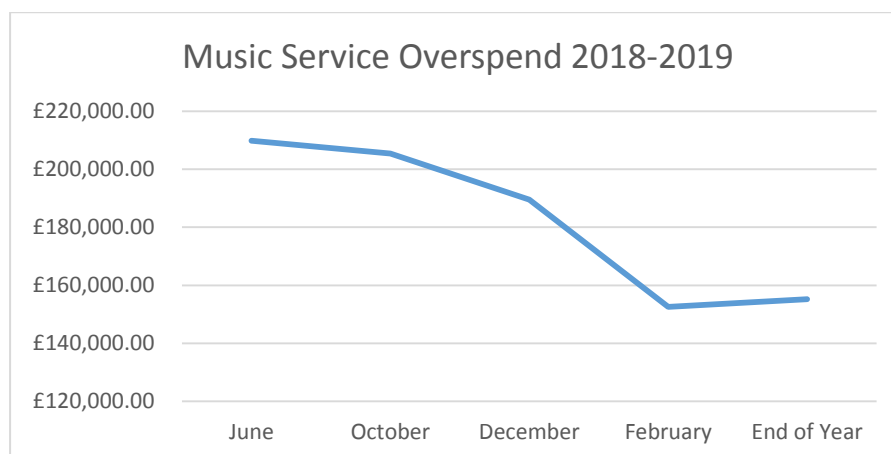
### 3. Future Plans

- Develop and extend the **Therapeutic Music** Initiative (e.g. workshops at Ysgol Heol Goffa and Canolfan Elfed).
- **Music for Vulnerable and Disadvantaged Learners** will be finalised on confirmation of the grant funding for 2019-2020. A number of initiatives have started in Scotland with significant improvements in the engagement, behaviour, concentration and teamwork of learners e.g. in the disadvantaged areas of East Glasgow.

- The Music Service is also keen to develop new service delivery options based on the **links between language acquisition and music**. The service would like to develop a pilot initiative for Carmarthenshire and link it to the work that is being undertaken by the Welsh in Education Strategic Plan.
- The service is also in the process of **developing links with Urdd Eisteddfod and Coleg Sir Gâr** for a performing arts project to be launch during the build-up to the 2021 Urdd Eisteddfod in Carmarthenshire. This is a very exciting initiative and potentially will involve a very large number of pupils across all Key Stages.

#### 4. Financial Situation

4.1. The Music Service has worked hard to reduce its overspend during the 2018-2019 financial year:



The situation will be challenging for the 2019-2020 financial year as a number of schools have reduced provision due to the strain on school budgets.

Conversely, it is also noted that a number of schools, of late, are in negotiation to re-instate tuition from the Music Service in response to a number of factors including the Expressive Arts curriculum documentation released last month including St Mary's Catholic School (Carmarthen) and Ysgol Bro Brynach. The service will investigate remodelling the SLA (Service Level Agreement) offer to schools following the launch of the new curriculum documentation. This will enhance the curriculum and whole class support for PPA time (teacher non-contact time) as schools prepare for the implementation of the new curriculum.

#### 4.2. Measures to secure better financial stability

- The Music Service is working through its proposals to 'restructure to save' and is currently consulting with two of its teams. The service is in the final stages of reducing the Woodwind Team by 1 FTE (Full Time Equivalent member of staff) and the service is in the final stages of reducing the vocal team by 0.8 FTE. It is anticipated that a management restructure will commence from July 2019 with a view of further reducing staffing by 1 FT.
- The Service continues to work closely with neighbouring authorities to deliver tuition. However, this has become more difficult over recent months due to an ongoing restructure within Ceredigion Music Service.
- The Music Service will continue to evaluate the SLAs on an annual basis and restructure the staff according to ongoing needs.

## 5. Next Steps

A suite of options were considered last year to tackle budgetary pressures (*Note: Last year's report to scrutiny is hyperlinked in the top copy papers*). Following the receipt of grant funding from Welsh Government this year, the service has proceeded with **Maintaining the Status Quo, to also develop the service with grant funding**).

The advantages of this approach are:

- This creates time for current recovery plan to have full year effect (a strategy of maximising income and minimising costs whenever possible)
- Permits an eighteen month to two year window for national funding and delivery model to become clearer.
- Permits further opportunities to consider further innovative approaches, including a collaboration with the TIC team to look at alternative ways of working including a management re-structure.
- This allows the service to continue to integrate its operation with the schools MIS team which will achieve greater efficiency through automation across a number of areas including staffing and charging for tuition e.g. Parent Pay.

Continued funding from Welsh Government and continuing to restructure the service based on SLA purchase will allow the Music Service time to continue to maximise income available and reduce costs over the next twelve months. All staffing reductions will be complete by December 2019 and further consultation and reductions will commence from April 2020.

Mae'r dudalen hon yn wag yn fwriadol

# EDUCATION & CHILDREN SCRUTINY COMMITTEE

## 6<sup>th</sup> June 2019

### EXPLANATION FOR NON-SUBMISSION OF SCRUTINY REPORT

ITEM	RESPONSIBLE OFFICER	EXPLANATION	REVISED SUBMISSION DATE
<b>Fostering Annual Report</b>	Stefan Smith	Awaiting further information for completion of report	Await advice on date for scrutiny committee

Mae'r dudalen hon yn wag yn fwriadol

# EDUCATION & CHILDREN SCRUTINY COMMITTEE – 6<sup>th</sup> June 2019

## FORTHCOMING ITEMS FOR NEXT MEETING – 5<sup>th</sup> July 2019

The Education and Children Scrutiny Committee will meet on the 5<sup>th</sup> June 2019 to review the Forward Work Programme, which may result in changes to the proposed items below. A copy of the revised Forward Work Programme will be circulated ahead of the meeting on the 5<sup>th</sup> July 2019.

Proposed Agenda Item	Background	Reason for report
E&C Scrutiny Committee Forward Work Programme 2019/20 (LJ)	The County Council's Constitution requires Scrutiny Committees to develop and publish annual forward work programmes that identify issues and reports to be considered during the course of the municipal year. This report will enable the Committee to confirm its Forward Work Programme for 2019/20.	To enable members to undertake their key role in monitoring standards of education within the county's schools and assist in determining future priorities as a result of the issues raised.
Fostering Annual Report	To provide under statutory requirements the quality of care annual fostering report to enable members to scrutinise and consider performance as a service within the local authority	Statutory requirement. To enable the Committee to undertake its monitoring role.
Update – Digital Schools Strategy (ND)	A Digital Schools Strategy was presented to the Committee on the 23 <sup>rd</sup> April 2018	Requested by the Education and Children Scrutiny Committee

Tudalen 95 Items circulated to the Committee under separate cover since the last meeting –

Budget Monitoring Reports to 28<sup>th</sup> February 2019. *Circulated on the 28<sup>th</sup> May 2019*

Mae'r dudalen hon yn wag yn fwiadol