

**PWYLLGOR CRAFFU ADDYSG & PHLANT**  
**28 IONAWR 2021**

**ADRODDIAD TERFYNOL Y GRŴP GORCHWYL A GORFFEN – ADY  
FFORMIWLA ARIANNU**

**Pwrpas:**

Pwrpas yr adroddiad yw darparu'r Pwyllgor Addysg & Phlant gyda:

- Crynodeb terfynol o waith y Grŵp Gorchwyl a Gorffen yn ystod yr Hydref 2019.

**I ystyried a chynnig sylwadau ar y materion canlynol:**

- Cymeradwyo adroddiad y Grŵp Gorchwyl a Gorffen
- Argymhell y dylid dod â gwaith y Grŵp Gorchwyl a Gorffen i ben.

**Rhesymau:**

- Yn ei gyfarfod cytunodd y Pwyllgor Addysg a Phlant sefydlu Grŵp Gorchwyl a Gorffen i gynnal adolygiad o gyllid ar gyfer disgyblion ADY mewn ysgolion.
- Lluniwyd yr adroddiad i grynhoi'n fyr gwaith y Grŵp dros gyfres o gyfarfodydd a gynhaliwyd yn ystod yr Hydref 2019.

**Angen penderfyniad Bwrdd Gweithredol / Cyngor – NA**

**DEILYDD PORTFFOLIO BWRDD GWEITHREDOL: Cyng. Glynog Davies**

**Cynghorydd Darren Price**  
(Cadeirydd y Grŵp Gorchwyl a Gorffen)

**Awdur yr Adroddiad: Aneirin Thomas**

**Swyddogaethau:**  
Cadeirydd y Grŵp Gorchwyl a Gorffen

**Pennaeth Gwasanaethau Addysg & Chynhwysiant**

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# EDUCATION SCRUTINY COMMITTEE

28th JANUARY 2021

## SUBJECT: ADDITIONAL LEARNING NEEDS FUNDING

The Education and Children's Services Scrutiny Committee has a key role to play in monitoring services, development of key policies and strategies, as well as identifying areas for improvement or development within their remit.

The financial support for Additional Learning Needs has experienced much pressure and strain for some time due to increasing demands on the current level of resources available.

The Committee was also aware of the key changes being made by the Welsh Government in this area, which will lead to a new way of delivering support to pupils with Additional Learning Needs.

At their meeting on the 4<sup>th</sup> July 2019 the Committee agreed to establish a task and finish group to review the model for funding ALN in schools. The review was to examine the current funding formula and to consider possible alternative models to meet the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act.

The Act highlights the need for an integrated, collaborative process of assessment, planning and monitoring which facilitates early, timely and effective interventions. The underlying need for a more reactive model of funding was a key consideration.

The key aims and objectives for the review were detailed in a planning and scoping document endorsed at that meeting along with the membership of the Task and Finish Group, as follows:-

Councillor Darren Price (Chair)  
Councillor Edward Thomas (Vice-Chair)  
Councillor Kim Broom  
Councillor Gary Jones  
Councillor Shahana Najmi  
Councillor Dorian Williams  
Mr James Davies (Co-opted parent governor representative)

As part of its considerations the group considered a wide range of information in the form of written and verbal reports containing current funding models and possible new parameters for funding. The consultation process consisted of the following-

- Elected Members – 4 meetings
- ALN Workshop with headteachers
- Strategic Group including key officers and headteachers.

The task and finish group highlighted key principles to guide the work of the above consultation groups.

- Requirement for clear reasoning behind any proposed formula
- Tapering effect- that changes are gradual over time
- Headteachers and schools involved in the process
- With the number of statements falling how to make sure that this is going to affect the transition
- That there was sufficient consultation
- Comparisons- Identify good practice in other authorities

The group identified that there was a need for greater delegation of ALN resources to underpin:

- Strengthening universal and targeted provision for children with ALN.
- Supporting schools to set in place early intervention and staged approaches in a timely manner.
- Enabling schools to meet their statutory duties to make decisions relating to Additional Learning Provision.
- Building confidence of parents/carers that needs can be met promptly without unnecessary process or dispute.
- Promptly resourcing pupils at School Action Plus
- Reducing the requirement for statutory assessment and Statementing processes to direct funding for low incidence high need ALN pupils.
- Central pot for complex medical needs.
- Give schools financial flexibility, enabling schools to access timely external support for children, ensuring that schools have the flexibility to meet children's needs, and better involving schools in decisions relating to ALN.

The Group had regard to the Council's current delegated funding model. For most children in mainstream schools, including those with ALNs and disabilities funding is allocated to them through the school budget and is known as the per pupil funding. This funding supports all learning and is used for staff salaries, including the ALNCO, facilities and ALN resources.

A percentage of the total amount of per pupil funding received by a school should be spent on providing for pupils with ALN. In Carmarthenshire, schools are expected to allocate at least 5% of their per pupil funding to their ALN budget.

A series of workshops with headteachers considered various funding models. It was agreed during these workshops that any new formula funding mechanism needed to support ALN Transformation that will reform the way in which children with ALN are identified, assessed and supported. Previous categories of ALN- school action, school action + and statements will cease, and schools will be required to make statutory Additional Learning Provision through Individual Development Plans (IDPs).

Following input from the task and finish the LA in consultation with headteachers concluded and agreed to the following principles of funding-

- £1,000 per LAC pupil
- Remainder split 25% FSM, 25% school action, 50% school action +

With the intention that as statements reduce, funding will transfer to the ALN supplement to allow schools greater flexibility in meeting the needs of pupils with ALN.

In consultation with Headteachers the formula going forward considered a range of proxy indicators which reflected the contextual nature of schools.

- Social deprivation
- Pupil numbers
- Free School Meals
- Looked After Children

**Detailed report attached**

**YES**

## 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: Linda Rees-Jones

Head of Administration and Law

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

## CONSULTATIONS

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

Signed: Linda Rees-Jones

Head of Administration and Law

### 1. Local Member(s)

Not applicable

### 2. Community / Town Council

Not applicable

### 3. Relevant Partners

Not applicable

### 4. Staff Side Representatives and other Organisations

Not applicable

**EXECUTIVE BOARD PORTFOLIO HOLDER(S) AWARE/CONSULTED**

**YES**

**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 |
|-------------------|--------------|---|
|                   |              |   |