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**THIS IS A MEETING WHICH THE PUBLIC ARE ENTITLED TO ATTEND**

21<sup>st</sup> September 2022

Dear Sir/Madam

**PEOPLE SCRUTINY COMMITTEE**

A meeting of the People Scrutiny Committee will be held in Hybrid Meeting, via Microsoft Teams/Abraham Derby meeting room, General Offices, Ebbw Vale on Friday, 30th September, 2022 at 12.30 pm.

Yours faithfully

Damien McCann  
Interim Chief Executive

**AGENDA**

**Pages**

1. **SIMULTANEOUS TRANSLATION**

You are welcome to use Welsh at the meeting, a minimum notice period of 3 working days is required should you wish to do so. A simultaneous translation will be provided if requested.

2. **APOLOGIES**

To receive.

Mae'r Cyngor yn croesawu gohebiaeth yn Gymraeg a Saesneg a byddwn yn cyfathrebu gyda chi yn eich dewis iaith, dim ond i chi rhoi gwybod i ni pa un sydd well gennych. Ni fydd gohebu yn Gymraeg yn creu unrhyw oedi.

The Council welcomes correspondence in Welsh and English and we will communicate with you in the language of your choice, as long as you let us know which you prefer. Corresponding in Welsh will not lead to any delay.

3. **DECLARATIONS OF INTEREST AND DISPENSATIONS**
- To receive.
4. **PEOPLE SCRUTINY COMMITTEE** 5 - 10
- To receive the minutes of the People Scrutiny Committee held on 6<sup>th</sup> September, 2022.
- (Please note the minutes are submitted for points of accuracy only).
5. **ACTION SHEET - 6TH SEPTEMBER 2022** 11 - 12
- To receive.
6. **ANNUAL REPORT OF THE DIRECTOR OF SOCIAL SERVICES 2021/2022** 13 - 40
- To consider the report of the Interim Corporate Director Social Services.
7. **REVIEW OF INCLUSION/ALN STRATEGIES, POLICIES AND PRACTICES** 41 - 370
- To consider the report of the Corporate Director Education.
8. **FORWARD WORK PROGRAMME: 18TH OCTOBER 2022** 371 - 374
- To receive the report.

To: Councillor T. Smith (Chair)  
 Councillor J. Morgan, J.P. (Vice-Chair)  
 Councillor C. Bainton  
 Councillor D. Bevan  
 Councillor K. Chaplin  
 Councillor G. A. Davies  
 Councillor J. Holt  
 Councillor G. Thomas  
 Councillor D. Wilkshire  
 T. Baxter  
 T. Pritchard  
 Lewis R

All other Members (for information)

Interim Chief Executive  
Chief Officers

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**COUNTY BOROUGH OF BLAENAU GWENT**

**REPORT TO: THE CHAIR AND MEMBERS OF THE PEOPLE SCRUTINY COMMITTEE**

**SUBJECT: PEOPLE SCRUTINY COMMITTEE  
- 6<sup>TH</sup> SEPTEMBER, 2022**

**REPORT OF: DEMOCRATIC & COMMITTEE SUPPORT OFFICER**

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**PRESENT:** Councillor T. Smith (Chair)

Councillors Jen Morgan, J.P. (Vice-Chair)

C. Bainton

D. Bevan

K. Chaplin

G.A. Davies

J. Holt

D. Wilkshire

**Co-opted Members**

Mr. T. Baxter

Ms. R. Lewis

**WITH:** Corporate Director of Education  
Corporate Director of Social Services  
Head of Adult Services  
Head of Children's Services  
Strategic Education Improvement Manager  
Head of Governance & Partnerships  
Service Manager Young People & Partnerships  
Service Manager Education Transformation & Business  
Change  
Safeguarding in Education Manager  
Policy Officer Engagement & Equality  
Communications, Marketing and Customer Access Manager  
Press & Publicity Officer  
Communications & Policy Officer  
Scrutiny & Democratic Officer

AND: **Executive Member People & Social Services**  
Councillor H. Trollope

<b><u>ITEM</u></b>	<b><u>SUBJECT</u></b>	<b><u>ACTION</u></b>
<b>No. 1</b>	<p><b><u>SIMULTANEOUS TRANSLATION</u></b></p> <p>It was noted that no requests had been received for the simultaneous translation service.</p>	
<b>No. 2</b>	<p><b><u>APOLOGIES</u></b></p> <p>No apologies for absence were reported.</p>	
<b>No. 3</b>	<p><b><u>DECLARATIONS OF INTEREST AND DISPENSATIONS</u></b></p> <p>No declarations of interest or dispensations were reported.</p>	
-----	<p><b><u>KEY STAGE 4 OUTCOMES FOR BLAENAU GWENT (PROVISIONAL)</u></b></p> <p>At the invitation of the Chair, the Corporate Director of Education provided an overview of the Key Stage 4 outcomes based on the provisional data, and maybe subject to change.</p>	
<b>No. 4</b>	<p><b><u>SOCIAL SERVICES SCRUTINY COMMITTEE</u></b></p> <p>The minutes of the Social Services Scrutiny Committee held on 20<sup>th</sup> January, 2022 were submitted.</p> <p>The Committee AGREED that the minutes be accepted as a true record of proceedings.</p>	
<b>No. 5</b>	<p><b><u>ACTION SHEET – SOCIAL SERVICES SCRUTINY COMMITTEE – 20<sup>TH</sup> JANUARY, 2022</u></b></p> <p>The Action sheet arising from the meeting held on 20<sup>th</sup></p>	

	<p>January, 2022 was submitted.</p> <p>The Committee AGREED that the action sheet be noted.</p>	
<b>No. 6</b>	<p><b><u>JOINT EDUCATION &amp; LEARNING AND SOCIAL SERVICES SCRUTINY COMMITTEE (SAFEGUARDING) – 21<sup>ST</sup> JANUARY, 2022</u></b></p> <p>The minutes of the Joint Scrutiny Committee (Safeguarding) held on 21<sup>st</sup> January, 2022 were submitted.</p> <p>The Committee AGREED that the minutes be accepted as a true record of proceedings.</p>	
<b>No. 7</b>	<p><b><u>ACTION SHEET - JOINT EDUCATION &amp; LEARNING AND SOCIAL SERVICES SCRUTINY COMMITTEE (SAFEGUARDING) – 21<sup>ST</sup> JANUARY, 2022</u></b></p> <p>The Action sheet arising from the meeting held on 21<sup>st</sup> January, 2022 was submitted.</p> <p>The Committee AGREED that the action sheet be noted.</p>	
<b>No. 8</b>	<p><b><u>SPECIAL EDUCATION &amp; LEARNING SCRUTINY COMMITTEE – 26<sup>TH</sup> JANUARY, 2022</u></b></p> <p>The minutes of the Special Education &amp; Learning Scrutiny Committee held on 26<sup>th</sup> January, 2022 were submitted.</p> <p>The Committee AGREED that the minutes be accepted as a true record of proceedings.</p>	
<b>No. 9</b>	<p><b><u>EDUCATION &amp; LEARNING SCRUTINY COMMITTEE – 1<sup>ST</sup> FEBRUARY, 2022</u></b></p> <p>The minutes of the Education &amp; Learning Scrutiny Committee held on 1<sup>st</sup> February, 2022 were submitted.</p> <p>The Committee AGREED that the minutes be accepted as a true record of proceedings.</p>	
<b>No. 10</b>	<p><b><u>EDUCATION &amp; LEARNING SCRUTINY COMMITTEE – 15<sup>TH</sup></u></b></p>	

	<p><b><u>MARCH, 2022</u></b></p> <p>The minutes of the Education &amp; Learning Scrutiny Committee held on 15<sup>th</sup> March, 2022 were submitted.</p> <p>The Committee AGREED that the minutes be accepted as a true record of proceedings.</p>	
<b>No. 11</b>	<p><b><u>ACTION SHEET - EDUCATION &amp; LEARNING SCRUTINY COMMITTEE – 15<sup>TH</sup> MARCH, 2022</u></b></p> <p>The action sheet arising from the meeting held on 15<sup>th</sup> March, 2022 was submitted.</p> <p>The Committee AGREED that the action sheet be noted.</p>	
<b>No. 12</b>	<p><b><u>TIMING OF MEETINGS SURVEY RESULTS</u></b></p> <p>Consideration was given to report of the Scrutiny &amp; Democratic Officer.</p> <p>The Committee AGREED to alternative meeting times, i.e. 9.30am for 10.00am and 4.00pm for 4.30pm. (Option 2)</p>	
<b>No. 13</b>	<p><b><u>PROPOSED SCRUTINY FORWARD WORK PROGRAMME 2022-23</u></b></p> <p>Consideration was given to report of the Scrutiny &amp; Democratic Officer.</p> <p>The Committee AGREED the Forward Work Programme for the People Scrutiny Committee. (Option 1)</p>	
<b>No. 14</b>	<p><b><u>SUMMARY SELF EVALUATION REPORT 2022</u></b></p> <p>Consideration was given to report of the Corporate Director of Education.</p> <p>The Committee AGREED to recommend the information detailed within the report and contribute to the continuous assessment of effectiveness by making appropriate suggestions and/or recommendations to the Executive</p>	



	Committee. (Option 2)	
<b>No. 15</b>	<p><b><u>HOME TO SCHOOL AND POST 16 TRANSPORT POLICY REVIEW 2023–2024</u></b></p> <p>Consideration was given to report of the Corporate Director of Education and the Service Manager for Education Transformation and Business Change.</p> <p>The Committee AGREED to recommend the Home to School and Post 16 Transport Policy 2023/24 (<b>Appendix 1</b>) subject to comments/amendments prior recommending it to Executive Committee for approval. (Option 2)</p>	
<b>No. 16</b>	<p><b><u>PROPOSAL TO EXPLORE AND DEVELOP A BUSINESS CASE FOR CHILDREN’S RESIDENTIAL PROVISION IN BLAENAU GWENT</u></b></p> <p>Consideration was given to report of the Corporate Director of Social Services.</p> <p>The Committee AGREED to recommend that the Executive Committee agree to the development of a business case to deliver local authority residential placements for children looked after; and to enter into a collaborative arrangement with a neighbouring authority for them to provide the management, staffing and oversight required to provide quality residential care for our children looked after. This will reduce our reliance on private childcare providers, provide care closer to home for our children looked after and remove the profit element included within the current charges made by private providers. (Option 1)</p>	

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**Blaenau Gwent County Borough Council**

**Action Sheet**

**People Scrutiny Committee – Tuesday 6<sup>th</sup> September 2022**

<b>Item</b>	<b>Action to be Taken</b>	<b>By Whom</b>	<b>Action Taken</b>
16	Member Briefing Session in relation to Children Looked After and residential provision to be arranged.	Tanya Evans / Democratic Team	Briefing session included in Member Development Programme and will be arranged at an appropriate time.

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# Agenda Item 6

Executive Committee and Council only

Date signed off by the Monitoring Officer:

Date signed off by the Section 151 Officer:

Committee: **People Scrutiny Committee**  
Date of meeting: **30<sup>th</sup> September 2022**  
Report Subject: **Annual Report of the Director of Social Services 2021/2022**  
Portfolio Holder: **Councillor Hayden Trollope**  
Report Written by: **Tanya Evans, Interim Corporate Director of Social Services**

Reporting Pathway								
Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Audit Committee	Democratic Services Committee	Scrutiny Committee	Executive Committee	Council	Other (please state)
	25.8.22	9.9.22			30.9.22		29.09.22	

1. **Purpose of the Report**  
The purpose of this report is to provide the People Scrutiny Committee with the Annual Report of the Director of Social Services 2021/2022 (Appendix 1).
2. **Scope and Background**
  - 2.1 The performance of the department is monitored throughout the financial year from April to March, with quarterly reports presented to the previous Social Services Committee during 2021- 22. At the end of the year a comprehensive self-evaluation of performance is undertaken to inform the Annual Report of the Director of Social Services
  - 2.2 The Social Services and Well-being (Wales) Act 2014 (SSWBA) places a statutory duty on all local authorities to produce an annual report on the discharge of its social services functions.
3. **Options for Recommendation**
  - Option 1**  
Members are asked to consider the detail contained in the Annual Report of the Director of Social Services 2021/2022 and contribute to the continuous assessment of effectiveness by making appropriate comments and or recommendations for amendment to the report before approval at Council.
  - Option 2**  
Accept the report as provided.
4. **Evidence of how does this topic support the achievement of the Corporate Plan / Statutory Responsibilities / Blaenau Gwent Well-being Plan**  
It is a statutory responsibility of the Director of Social Services to assess the effectiveness of the delivery of Social Services and produce an Annual Report. The Annual Report contributes and forms part of the Annual Council Reporting Framework (ACRF).
5. **Implications Against Each Option**
  - 5.1 **Impact on Budget (short and long term impact)**

The Director's Annual Report identifies the pressures and budgetary implications for 2021/2022.

## 5.2 **Risk including Mitigating Actions**

Social Services maintain a directorate risk register which is aligned to both service level and corporate risk. The risk register is reviewed as part of the business planning process and included within the performance reporting of the Director of Social Services.

## 5.3 **Legal**

There are no legal implications with this report

## 5.4 **Human Resources**

There are no staffing implications related in this report

## 6. **Supporting Evidence**

### 6.1 **Performance Information and Data**

Detail is provided within the Director's Annual Report 2021/2022.

The following is taken from the Directors Summary within the report.

#### **Headline updates:**

- 6.1.1 During 2021/22 Children's and Adult Services continued to maintain the majority of services whilst adhering to the continual changes to guidance from Welsh Government. Safeguarding remained a priority throughout with home visits being undertaken to children on the Child Protection Register, Children Looked After, care leavers, and those children on the 'edge of care'. Adult services continued to discharge patients from hospital (including those recovering from COVID-19) and undertake emergency assessments. However, Adult Services at the outset of the pandemic had to close our day services and respite care facility to ensure the safety of our most vulnerable people. However, during 2021/22 adult services respite care has reopened all be it in a staged way to continue to manage the risks associated with the virus.
- 6.1.2 During 2021/ 22 both Augusta House and the Local Authority Community Options Service have resumed full operations although both have had to adapt their models of delivery to meet the requirements of Welsh Government guidance and the increasing needs and demands of our citizens and their families.
- 6.1.3 In April 2021 the council adopted an agile working policy. All staff were categorised according to their role as home working, agile or Service /Community Worker. Very few Social Services staff fell into the home working category as the majority of our services are front facing and a large proportion of staff are frontline care workers which are service based i.e. Adult Services Provider teams including our care workers and support workers. Staff have coped well with this transition largely due to becoming used to working from home as a result of the pandemic. Social services staff continued to work from our main offices at Anvil Court, the VITCC, Beaufort Road, Blaina ICC as well as working from home. Much has been done to ensure this new way of working has not had a negative impact on the workforce.

For example, teams still come together face to face for team meetings, newly qualified staff are required to attend the office full time to ensure the correct levels of support are in place, plus the council has developed a Well-being Wednesday bulletin providing information and links on all aspects of well-being to staff.

6.1.4 One of the biggest challenges faced during 2021/22 related to lack of workforce capacity. Within Adult Social Services this was across our in frontline registered care worker roles, both our in-house and externally commissioned care and support services. In Children's Services the pressure was in the locality teams which manage the majority of children on the child protection register, children looked after and court work. The department as a whole has been working hard to look at innovative ways of managing the workload in these areas as well as developing recruitment and retention strategies to address workforce pressures. Despite these significant pressures the existing staff and providers of services have continued to ensure children and adults needs are met, risks are managed and safeguarding issues dealt with.

6.1.5 Our Early Year's Child Care and Play Team have continued to provide a full range of services throughout 2021/22. The Flying Start settings remained open to the communities they serve and offered space to enable Health Visitors to undertake their clinics. The team successfully coordinated and delivered an amazing programme of activities using the summer of fun and winter of well-being grants from Welsh Government which was aimed at providing children and young people 0 –25 with activities.

6.1.6 The Safe Reduction of Children Looked After Strategy 2020-25 continues to reduce the numbers of children looked after and at the end of March 2022 numbers stood at 198 down from 211 the previous year (down from a high of 237). The My Support Team have continued to engage with our most complex children in residential care by providing intensive face to face support. Due to the success of the team Blaenau Gwent and Monmouthshire have decided to move away from a joint to individual teams. The Blaenau Gwent team will become operational from April 2022 and is expected to continue to reduce the numbers of children in residential care.

6.1.7 Adult Services continue to work to the 8 key themes of the Living Independently in the Blaenau Gwent in the 21st Century Strategy. This strategy was due to be reviewed during 21/22 however the pressures of dealing with the pandemic did not allow this. Work to the review the strategy will be completed during 2022/23 in collaboration with our colleagues in Aneurin Bevan University Health Board.

## 6.2 ***Expected outcome for the public***

The key theme of the Social Services and Well-being Act is to promote the well-being of people who need care and support. Within the annual report it is highlighted where the Directorate has worked closely with the public to improve service delivery and user outcomes. Reporting provides the public with the opportunity to view progress of the Directorate and ensure accountability.

## 6.3 ***Involvement (consultation, engagement, participation)***

The Social Services and Well-being (Wales) Act 2014 looks to build and strengthen on existing arrangements by involving service users, carers and other key partners where possible in helping shape and influence future design of services.

6.4 ***Thinking for the Long term (forward planning)***

The Annual report enables the department to plan for the future as spend, risk and performance is continuously reported on and provides a baseline of where the department is currently and where it needs to be in the future.

6.5 ***Preventative focus***

The work undertaken by the department looks to promote a preventative approach to practice through early identification and intervention. Having a proactive rather than re active approach to service planning can also help with planning resources and not spending as much on services in the future.

6.6 ***Collaboration / partnership working***

Social Services work collaboratively across boundaries to benefit citizens requiring health and social care services across Gwent.

6.7 ***Integration (across service areas)***

The purpose of the SSWBA is to foster integration between Health and Social Services.

6.8 ***Decarbonisation and Reducing Carbon Emissions***

The workforce who deliver the functions of the SSWBA 2014 have adopted the agile working policy of the council which will have a positive impact on car emissions as staff are now able to work from home to undertake paperwork and do not have to travel to the office.

6.9a ***Socio Economic Duty Impact Assessment***

All service provision and functions that sit under social services are subject to socio economic disadvantages for example, low income, material and area deprivation. All programmes work towards addressing these disadvantages.

6.9b ***Equality Impact Assessment***

The overarching vision is to support the needs of the most vulnerable children and adults in our communities through a range of early intervention, prevention and support mechanisms. With the aim of building resilient individuals, resilient families and resilient communities.

7. **Monitoring Arrangements**

7.1 Monitoring of the performance of the Social Services Directorate will be reported through the People Scrutiny Committee as per the forward work programme.

**Background Documents /Electronic Links**

Appendix 1 – Annual Report of the Director of Social Services



# Social Services Annual Report 2021/22



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Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

# Introduction

**Welcome to the Blaenau Gwent County Borough Council Social Services Annual Report 2021/2022**  
**Over the past few years the Department has been developing this annual report to highlight the key areas of improvements and challenges that have been faced.**

This report has been developed in line with the Social Services and Well-being (Wales) Act 2014, referred to as 'the Act' throughout this document. The Act aims to provide the most radical change to the way in which Social Services is provided since 1948. It focuses on improving the well-being of people who come to Social Services for support. It is person centred and focuses on prevention and reducing the need for care and support. It recognises that responsibility lies not only within Social Services Departments, but also within the wider Local Authority and with partners (particularly Health and the Third Sector).

The Act shares similar principles with a number of key national/regional strategies that are being implemented throughout the Council, in particular the Well-being of Future Generations (Wales) Act 2015.

The Director of Social Services has a statutory requirement to publish an annual report in relation to the delivery of its functions, to evaluate its performance and also include lessons learned. A key aspect of the report is showing how the six Quality Standards have been implemented in relation to well-being outcomes.

This report provides a strategic overview of the work undertaken throughout 2021/2022 and what plans are in place to move forward and includes where Social Services have worked collaboratively with partners. Further supporting information can be found from **page 21** of the report.

Experiences and learning from service users has been considered as part of the development of the report. Care Inspectorate Wales (CIW) findings, Audit Wales (AW) findings, case studies, complaints and compliments and quarterly reporting have all been considered as part of the development of this report and evidence from these has been used to inform future learning.

The annual report is used to demonstrate accountability to citizens and service users. As part of this process, the report will be presented to full Council for ratification before it is published on the Council's website and will then be sent to Welsh Ministers. The report will be available on line bilingually and will be shared with partner agencies in order to share good practice, learning and experiences.

## ***COVID – 19 The Council’s Response***

In March 2020, a decision was made by the UK Government to put the UK into lockdown in order to try and curb the spread of the global pandemic COVID 19. As part of this, the Council had to act quickly and had to consider alternative methods of service delivery, ensuring that the most vulnerable in society were supported.

There has been a particular focus on continuing our services to ensure that our most vulnerable residents and children continue to get the care and support they require, both in their own homes and registered settings.

The COVID-19 pandemic has been one of the most dramatic and far reaching events to impact on everyday life. Whilst departments like Social Services are still in part in the responsive phase, there was a need for reflection on how we responded to this pandemic in order to inform and shape the recovery phase, as well as prepare for the possibility of any future outbreak.

### ***The Council’s Response to COVID 19 – Recovery and Renewal***

The Council has identified a number of priorities for recovery and renewal, as part of the response to the COVID-19 pandemic. The Council has identified an overarching recovery theme of ‘community’ with four supporting themes, one of which is Social Services, which covers both Children’s and Adult Services, and has an action plan and monitoring methods in place.

The recovery and renewal plan will act as working document, outlining how we will continue to support the most vulnerable in the community both during and beyond the pandemic.

In Autumn, the Council undertook a Community Impact Assessment pilot which considered a range of qualitative and quantitative research to consider how pre-existing inequalities have been exacerbated by Covid-19 for key groups such as young people, families with young children and people with learning disabilities. The work identified several key impacts, such as mental health and the digital divide, and our intention is to build on this approach and maximise our use of intelligence to inform future recovery work and ensure decision-making is evidence based.

The significant input from staff has been extremely positive which has enabled services to adapt to change in working conditions and was key to the response and continuation of effective service delivery going forward.



## Director's Summary of Performance

As the Interim Corporate Director of Social Services in Blaenau Gwent, I am pleased to present the annual report for 2021/22 which is a requirement of the Care Inspectorate Wales (CIW) and the Social Services and Well-being (Wales) Act 2014 (the Act).

Prior to taking up the post of Interim Director in April 2022, I held the Head of Children's Social Services post for 9 years in Blaenau Gwent working closely with colleagues in Adult Social Services and our partner agencies.

It is fair to say 2021/22 was an equally challenging year to the previous one when the pandemic began. It continued to be difficult and exhausting for all our staff in Social Services as we continued to battle with the impact and the changing landscape of the COVID 19 pandemic. It was another roller coaster of a year with many ups and downs throughout. I have nothing but admiration and pride for our staff who in the face of the virus did not take a backward step, they were truly inspiring, courageous, focussed, committed and professional throughout.

During 2021/22 Children's and Adult Services continued to maintain the majority of services whilst adhering to the continual changes to guidance from Welsh Government. Safeguarding remained a priority throughout with home visits being undertaken to children on the Child Protection Register, Children Looked After, care leavers, and those children on the 'edge of care'. Adult services continued to discharge patients from hospital (including those recovering from COVID-19) and undertake emergency assessments. However, Adult Services at the outset of the pandemic had to close some of our services including our Community Options day centre buildings and Augusta Respite care facility to ensure the safety of our most vulnerable people in line with relevant Welsh Government public health. Both services were remodelled to enable citizens and their families who were assessed as requiring the most critical levels of support and thankfully during 2021/22 the department was able to gradually increase availability of both services with Augusta House resuming operations all be it in a staged way to continue to manage the risks associated with the virus. Our Community Options team have continued to review the way in which day services have been provided and this ongoing remodelling work will continue through 2022/23.

In April 2021 the council adopted an agile working policy. All staff were categorised according to their role as home working, agile or Service / Community Worker. Very few Social Services staff fell into the home working category as the majority of our services are front facing and a large proportion of staff are frontline care workers which are service based i.e. Adult Services Provider teams including our care workers and support workers. Staff have coped well with this transition largely due to becoming used to working from home as a result of the pandemic. Social services staff continued to work from our main offices at Anvil Court, the VITCC, Beaufort Road, Blaina ICC as well as working from home.

Much has been done to ensure this new way of working has not had a negative impact on the workforce. For example teams still come together face to face for team meetings, newly qualified staff are required to attend the office full time to ensure the correct levels of support are in place, plus the council has developed a Well-being Wednesday bulletin providing information and links on all aspects of well-being to staff.

One of the biggest challenges faced during 2021/22 related to lack of workforce capacity. Within Adult Social Services this was predominantly across our in frontline registered care worker roles, both our in-house and externally commissioned care and support services. In Childrens Services the pressure was in the locality teams which manage the majority of children on the child protection register, children looked after and court work.

The department as a whole has been working hard to look at innovative ways of managing the workload in these areas as well as trying to attract staff into these areas of work. Despite these significant pressures the existing staff and providers of services have continued to ensure children and adults needs are met, risks are managed and safeguarding issues dealt with. Our staff are our greatest asset and I am constantly amazed and grateful for the additional tasks they undertake and how they always go that extra mile to ensure the job gets done.

Our Early Year's Child Care and Play Team have continued to provide a full range of services throughout 2021/22. The Flying Start settings remained open to the communities they serve and offered space to enable Health Visitors to undertake their clinics. The team successfully coordinated and delivered an amazing programme of activities using the summer of fun and winter of well-being grants from Welsh Government which was aimed at providing children and young people 0 –25 with activities.

The Safe Reduction of Children Looked After Strategy 2020-25 continues to reduce the numbers of children looked after and at the end of March 2022 numbers stood at 198 down from 211 the previous year (down from a high of 237). The My Support Team have continued to engage with our most complex children in residential care by providing intensive face to face support. Due to the success of the team Blaenau Gwent and Monmouthshire have decided to move away from a joint to individual teams. The Blaenau Gwent team will become operational from April 2022 and is expected to continue to reduce the numbers of children in residential care.

Adult Services continue to work to the 8 key themes of the Living Independently in Blaenau Gwent in the 21st Century Strategy. This strategy was due to be reviewed during 21/22 however the pressures of dealing with the pandemic did not allow this. Work to the review the strategy will be completed during 2022/23 in collaboration with our colleagues in Aneurin Bevan University Health Board.

Ensuring our children looked after remain as close to home is a clear priority for the department. Maintaining our existing foster carers and recruiting more is key to achieving this priority. We have continued to support our foster carers and show our appreciation by holding regular events and support groups. Feedback from questionnaires provide evidence that our foster carers feel well supported and valued.

Finally, I would want to say a huge 'thank you' to all staff, as they have worked immensely hard during such difficult times. Their resilience and strength of character has shone through as all times. They have continued to meet the care and support needs of the citizens of Blaenau Gwent for which I am very grateful.



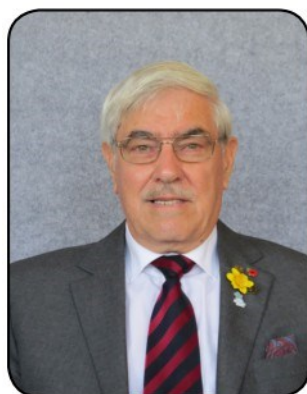
**Tanya Evans**

Interim Corporate Director of  
Social Services 2022/23



**Damien McCann**

Corporate Director of  
Social Services 2021/22



**Cllr John Mason**

Executive Member  
Social Services 2021/22

## How People are shaping our Services

Previously, as part of the Act, people who use care and support services were invited to complete an annual survey in relation to the provision of care and support. Due to the COVID outbreak and available resources being redeployed to support the emergency response, questionnaires were put on hold whilst services were redirected to support the most vulnerable within our community. Welsh Government were also involved heavily in the COVID 19 response and stated that they did require any local authority to provide a questionnaire analysis. On further review of the survey, Welsh Government decided that this was not the best way to engage with service users and the requirement ended. Social Services Departments are now required to work proactively with service users to shape services moving forward.

The Social Services Directorate is committed to providing high quality services to its citizens and below are some examples of consultation and engagement activity throughout the year.

### **Consultation**

- Formal consultation took place with Blaenau Gwent Foster Carers. The feedback received was very positive regarding the level of support that Foster Carers received from the department.
- Consultation from the Fostering Well-being programme – this is ongoing consultation work after each set of masterclasses and feedback has been positive. Feedback is used to help shape future masterclasses and the role of the fostering well-being pioneers.
- Consultation survey to all staff and foster carers across the region regarding the Learning and Development Framework – Between November 21 and January 22 a series of workshops (10 in total) regarding the Learning and Development Framework for foster carers were hosted by the RDM. There were separate workshops for staff and foster carers. The presentation made reference to the outcomes of the surveys that were completed earlier in the year and addressed any queries. This then fed into the regional learning and development policy and procedures and is also feeding into the national work on the review of the Framework in practice.

### **Engagement**

Involvement with Individuals, children and families occurs on a daily basis and is recorded as part of care planning. Examples of other engagement activities throughout the year include:-

- Participation and Engagement with the LGBTQ+ groups within all secondary schools. This is supported by the social workers in schools and the community engagement officers who have all received training through Umbrella Cymru.
- Kinship Carers support group sessions
- Inclusive Disabilities Club continues to run every week at the Rassau Resource Centre and is facilitated by families First and is for all those affected by disability. This provides a support group for children with a disability and those who support them including their parent/carers and siblings.
- Skills to Care training
- Presentation opportunity x5 to all foster carers and staff across the region to provide information on Foster Wales, the changes, brand etc. The remit of the event was to welcome people to a new era of Local Authority fostering.
- Carers Engagement service, providing carers telephone engagement service, carers support groups etc

Examples of engagement and consultation are included throughout the report.



## **Complaints and Compliments**

The Social Services Department is committed to providing high quality services to its users; however, despite best intentions, it is recognised that sometimes things can go wrong and the Social Services complaints procedure provides people with the opportunity to voice their concerns when they are dissatisfied with a service.

During 2021/22, there were 3 complaints received in Children's Services. Of these, 2 were classed as stage 1 and 1 was classed as stage 2.

Examples of complaints received in Children's Services this year were :-

- Social Services did not listen to the wishes of the individual during the assessment process; and
- Lack of and miscommunication between parties.

During 2021/22, there were 2 complaints received in Adult Services. Of these, 1 was classed as stage 1 and 1 was classed as stage 2.

Examples of complaints received in Adult Services this year were :-

- Questioning the processes within a service (this however was not upheld); and
- On-going stage 2 complaint regarding a lack of communication from the service.

In order to continue to improve services, the outcomes of complaint investigations and learning from them are undertaken to prevent the situation from occurring again. During 2021/2022 examples of learning identified and actioned include:

### **Children's Services:-**

- Discussions took place during team meetings to share the learning with all Social Workers completing certain types of assessments.

### **Adults Services:-**

- The stage 1 complaint not upheld, and the stage 2 complaint is on-going at this time.

The service also welcomes positive feedback and compliments and uses this learning to improve services moving forward. Examples of compliments received were:-

- You really don't understand what this means to my family and how grateful I am that we have been helped. I thank you all from the bottom of heart—**Family receiving food and gifts from the Christmas appeal**
- I felt so lonely and isolated having a baby during lockdown. It was lovely to talk to other mums, especially about what to expect and knowing I am not the only one feeling like I might be doing it all wrong. Thank you so much for visiting me and letting me be part of this group. Thank you so much for showing me how important I am to my son and that it's ok to take each day as it comes and to enjoy each stage of his precious development—**Flying Start mum attending a virtual parenting programme**
- Thankyou for the wonderful service that you provided and for making our life a lot easier.—**Care Home Team**
- I would like to say a HUGE thank you for all your support to us a family. You have pulled out the stops to help us meet a deadline and you have been professional, patient and empathetic at all times. We appreciate what you have done for us. You have a demanding job and these are challenging times, from what I've gleaned social work requires stamina, both mental and physical! - **Long Term Care**

# Promoting and Improving the Well-being of Those We Help

## Priorities

The Corporate Plan 2020/22 is the Council’s roadmap setting out the vision, values and priorities of the Council. One key priority within the Plan is, ‘To enable people to maximise their independence, develop solutions and take an active role in their communities’. The business plans throughout the Council, including within Social Services, are aligned directly to the Corporate Plan to ensure that the priorities can be monitored and implemented over the lifespan of the plan. The priorities for Social Services are shown below and the Quality Standards demonstrate where improvement have been made, challenges have been addressed and where outcomes have been achieved.

### Corporate Plan Priorities 2020/22 for Social Services are:

- To improve accessibility, provision of information and advice to enable people to support their own well-being;
- To work with people to make sure they have a say in achieving what matters to them;
- To intervene early to prevent problems from becoming greater;
- To promote and facilitate new ways of delivering integrated responsive care and support with partners;
- To continue our programme of public engagement and respond in a timely and effective way to feedback;
- To build a collaborative culture between services, partners and communities working together and with people directly to shape and deliver services;
- To put effective safeguarding arrangements in place to protect people from harm; and
- To develop a partnership approach to maximising income reducing the impacts of Poverty.

*There are also a number of Corporate priorities identified within the Corporate Plan which all directorates across the Council are expected to implement.*

### Children’s Services Priorities 2021/22

<b>Priority Title</b>	<b>BRAG</b>
Enhance screening and IAA provision (children and adults)	Green
Support and encourage a cultural change across Children’s services by ensuring that community members have a say in what matters to them	Green
Implementation of the Prevention and Early Intervention Strategy	Green
Improve outcomes for Children Looked After by implementing the Corporate Parenting Action Plan	Green
Implement the Safe Reduction of Looked After Children Strategy 2017 –2020	Green
Ensure that all children in Blaenau Gwent have the best start in life (Early Years)	Green
To provide and commission a flexible and affordable mix of high quality placements	Green
All teams to ensure the children and young people of Blaenau Gwent are safeguarded	Amber
Manage the Children’s Services budget to ensure expenditure comes within budget	Green
Children's Services contributes to meeting the Sustainable Development Principles	Green

Adults Services Priorities 2021/22

<b>Priority Title</b>	<b>BRAG</b>
Enhance screening and IAA Adult Services support at our front door in line with recommendations within the SSWB (Wales) Act 2014	Green
Support and encourage a cultural change across Adults services by ensuring that citizens have a say in what matters to them	Green
Ensure that preventative support is available to citizens - promoting personal independence and reducing dependencies	Green
Ensure that we provide / commission modern, high quality care and support provision that meet both current and future well-being needs of our citizens	Green
To develop alternative models of support that promotes independence and supports well-being outcomes	Green
Ensure that vulnerable adults are safeguarded	Green
Develop and maximise opportunities for partnership working across Welsh Government Flexibilities Grants and Welfare reform related programmes	Green
Manage the Adults Service core budget and grant programmes to ensure that expenditure comes within budget	Green
Adult Services contributes to meeting the Sustainable Development Principles	Green

The framework below shows how reporting and monitoring works throughout the Council to create a 'golden thread'.

**Planning Framework**



## Progress of the Quality Standards

During a comprehensive assessment of performance at the end of 2021/22, the following achievements and challenges were identified as part of the Council's Performance Management Framework.

### Working with people to define and co-produce personal well-being outcomes that people wish to achieve

During 2021/22, the Information Advice and Assistance Service (IAA) in both children, adults services saw a significant increase in the numbers of referrals received across all partners. Analysis of the data over the past two years has been undertaken to understand the increase in the numbers pre and post pandemic. The total number and average monthly referrals increased and in order to respond to this demand, funding for additional resources in the childrens services IAA Team was agreed until March 2022, from the Social Services Sustainability Fund. A report has been drafted demonstrating that the additional temporary staffing capacity, in place since 2019, was still required and, in fact, further additional capacity is needed in order to support the increase in the number of referrals into the team. It was agreed for the additional temporary posts to be made permanent utilising monies from the core budget in order to ensure sustainability of the team. A number of additional temporary posts were also agreed to be in place for the next 12 months to deal with the further increase in workload. With this additional capacity and sustainability the team is well placed to ensure compliance with part 2 of the Act. During 2021/ 22 a full review of the Adult Services IAA team was completed and the service has now been developed to no longer be reliant on temporary grant funding. The service has been remodelled and the new working arrangements will go live from April 22. The new service promotes an integrated Health and Social Care service that promotes preventative assessments with citizens.

All Children Services IAA Staff have been trained in use of the outcomes approach and the mentors programme continues with 6 weekly meetings. Staff are able to share how the approach is being embedded within their teams and day to day practice, with live cases being discussed and feedback from families and children is also included. In addition, the service as a whole continues to deliver interventions based on an outcomes/strengths based approach which has the voices of children and families at the centre of care planning. Assessment and care planning activity continues to promote the active voice, choice and control philosophy of the Act. Outcomes focused and strengths based approaches to practice continue to be modelled, and the National Youth Advocacy Service (NYAS) remains an active partner in ensuring that children and their families engage in a meaningful way. From April 2022, we will have a large number of newly qualified staff who will also receive this training and adopt this approach into their practice.

An important aspect of providing Social Services to service users is that their voice is heard and they are able to shape the services they receive. Consultation with children and families occurs on a case by case basis and is captured in the care planning documents of each child. A recent example of this was when some of the Children Looked After, which the Council supports, challenged some of the language used and subsequently this encouraged amendments to be made to working practices. The 'Contact Team' is now called the 'Family Time Team'.

In order to raise awareness of advocacy and increase demand into the service an awareness campaign was undertaken so that the Gwent Access to Advocacy (GATA) helpline was utilised. However, the Covid-19 pandemic halted progress and made it difficult to identify the true need and demand for advocacy across Gwent. Advocacy providers and the GATA helpline have highlighted that referrals are now returning to pre-covid levels with a marked increase in parent advocacy relating to child protection cases. In 2023, the Community Health Council will be replaced by a new 'Citizen Voice Body' which should provide the opportunity to co-ordinate the provision of advocacy support across the health board in order to strengthen the citizen's voice in relation to health and social care. Delivery of the Adult Services Gwent advocacy strategy has continued throughout the pandemic and our advocacy framework has continued to support vulnerable adults throughout 2021/22.

The Regional Partnership Board previously successfully submitted a 'Gwent transformational offer' to Welsh Government in response to 'A Healthier Wales' which set out a new £100 million transformational programme. The programme was awarded £8,313,131 for 2021/22. Sustainability will be the focus in this final year, bringing together successful elements alongside successful ICF programmes, to create a framework of services within a model of 'Place Based Care'. All four programmes, have embedded well and the evaluation reports demonstrate both financial efficiencies and improved well-being outcomes for citizens have been achieved.

## Working with people and partners to protect and promote people's physical and mental health and emotional well-being

In 2021 a formal consultation with Blaenau Gwent Foster Carers was undertaken and the results of which have been shared internally with Senior Management Team, the Placement Team and with Foster Carers. The response rate was just under 17% with a higher response received from the Kinship Foster Carers. The consultation showed that the highest satisfaction rate was achieved regarding support received from Link Workers and the Placement Team (10 out of 10 from generic Foster Carers), and a significant increase in satisfaction with the training and learning opportunities available (8.85/9.35 out of 10). An Action Plan was developed and all actions implemented prior to the 2022 formal consultation which commenced in March 2022 and is due to end May 2022. An analysis of returns including comparisons to the 2021 data will be presented to Senior Management Team in mid 2022.

The Skills to Care course has become mandatory for all those applying to be approved as Kinship Foster Carers. The Foster Wales Marketing Strategy has been rolled out which has included a national media campaign on TV as well as other advertising taking place. Overall, Blaenau Gwent have more children placed with Blaenau Gwent Foster Carers than independent providers which is a huge achievement.

Worcester University has concluded their evaluation of disability services with regards to data collection. Their review included the involvement and contribution of children, young people and their families/carers. The researchers are now analysing the information gathered and completing their report, its findings and recommendations will be shared more widely in September 2022. A longitudinal study by Worcester University will be commencing shortly, during the Autumn of 2022, which will follow children, young people and their families journey through transition from the ages 14 to 24 years.

Families First hold mandatory reflective practice sessions on a monthly basis. These sessions are facilitated by the Team Manager and Clinical Psychologist on an alternate basis and members of the Team are able to discuss cases, share ideas, reflect on what is working well or not, what is important to the family, and how best to support the family to achieve their identified outcomes. Families First paperwork is also being reviewed to become more strength based. Supervision is used to help support workers reflect on their practice and to reinforce an outcomes based approach when discussing families, including the 'what matters question'. This is then reinforced during monthly reflective practice sessions.

There continues to be ongoing strengthening links between the Community Resource Team (Gwent Frailty) and IAA Team. This includes close working with GP colleagues to support pressures across the Health and Social Care sectors. Close work is also ongoing with other professionals such as WAST as well as Primary and Secondary Care colleagues to deliver proportionate assessments at the front door. We have continued to develop a Hospital Hub at Ysbyty Aneurin Bevan to expedite the safe discharge from hospital sites. Working with Gwent Local Authorities the service has been able to support unnecessary hospital admissions to acute sites by enhancing the support provided by the Gwent Home First Service. The hospital hub is focussing on a model of 'Discharge to Recover and Assess' whereby a patient undertakes an assessment at home as opposed to being assessed in hospital when it is deemed appropriate. Integral to promoting independence and reducing dependency on traditional care agencies, is the further enhancement of the Care Management, IAA, Community Resource Team and preventative works streams. In order to meet anticipated health and social care demands over the winter period, there has been an increase in the capacity of a number of projects including: • Commissioning additional third sector support from the Age Cymru Hospital Discharge Team; • Recruiting additional Health Care Support Workers to increase the assessments of those receiving double handed care packages, with the aim of reducing these to single handed care with new state of the art equipment; • Increased capacity of Pharmacy support to enable citizens to be independent with medication; • Increased availability of Community Meals service to include a potential offer of tea parcels; • Reviewing all current care packages as part of contingency planning; • Increasing the capacity of the emergency care @ home / DASH service to respond to urgent care packages, including where there has been a rapid deterioration on a person's condition; • Scoping the potential to implement a night time response service in partnership with out of hours GP service, WAST, ABUHB and assistive technology providers; and • Reviewing the dementia reablement service due to the low numbers of referrals.

Meetings are held daily with ABUHB to discuss the escalating crisis across hospital sites. Where possible, to avoid lengthy in patient stays, owing to availability in care homes, assessments at hospital are being prioritised for social work assessments and the availability of domiciliary care packages.

The Children Looked After (CLA) Reduction Strategy has been reviewed and actions are in place up until 2025. This has been aligned to the Prevention and Early Intervention Strategy. Through implementation of these, there has been a slow downward trend of CLA. The end of year figure for 2021/22 is showing a further decrease in the number of CLA moving from 200 to 198 children. Welsh Government has recognised the need to safely reduce the number of children coming into care and identified this as a priority area. In light of this, Integrated Care Fund (ICF) money was allocated to each local authority in Wales, via the Regional Partnership Board in April 2019, to invest in and develop services to safely reduce the numbers of children coming into care. It is important to recognise that the success of the CLA Reduction Strategy is dependent on a whole service approach. The robust preventative interventions delivered by Families First and Flying Start prevent needs from escalating into statutory services. The Information Advice and Assistance Team provides robust screening and initial assessment of all referrals ensuring appropriate action is taken in order to meet need. All of the Social Work Teams work exceptionally hard to keep families together and work with families using a strengths based approach. One of the key elements of the Strategy is to promote workforce stability. However, operational teams are facing staffing shortages. It is accepted that this is a Wales wide position and there is no simple solution. The senior leadership team is addressing how best to respond to the staffing short-fall from multiple standpoints; a separate strategy has been devised to consider short, medium and longer-term solutions (and considering the opportunity to collaborate on a regional basis). In order to support this further, Blaenau Gwent has decided to establish its own My Support Service, rather than operating jointly with Monmouthshire. The residential children budget has shifted from an overspend position to a significant underspend position over the last three years. This is a direct result of having a My Support Team (MyST) and the 14 Plus Team working hard to move children out of residential care and closer to Blaenau Gwent.

As a service area, we continue to prioritise safeguarding across all the teams. The Children's Senior Leadership Team receive quarterly reports on the child protection activity. Safeguarding information in relation to Social Services and Education is also provided to Elected Members through the Democratic process. There are a high number of social work vacancies across the locality teams which is making this work difficult to manage, therefore, safeguarding has been identified a service and corporate risk.

The 2021/22 Corporate Parenting action plan has been delivered throughout the year with great progress being made. A review of this plan has also taken place to determine what needs to be rolled over into the 2022/23 action plan.

As part of the continuous improvement plan, work has been ongoing regarding the pathway for Part 5 investigations. In line with the All Wales Safeguarding Procedures, strategy discussions, in connection with a potential person in a position of trust, will be held by the Safeguarding Manager. The information will then be assessed to consider if the threshold has been met to proceed to a full strategy meeting. The chairing of these meetings will continue to be the responsibility of the service manager.

A new action for 2021 was for the Placement Team to receive attachment training, which will then be delivered via a variety of methods to Foster Carers to enable them to support children who are experiencing attachment and trauma based problems.

For 2021/22 a priority was agreed to support those children where exploitation has been identified as part of the newly adopted Child Exploitation Measurement Tool (CEMT). The CEMT tool kit has been adopted across Gwent and has been built into the Social Services Data System, WCCIS. Officers have ensured all relevant professionals will be invited to Child Exploitation meetings and are currently finalising the prompt indicators. All team training has been completed and will be delivered periodically for new staff. A review of the effectiveness of the new tool will be carried out later in 2022.

This year, after being cancelled last year, the Annual Achievement Award for CLA was incorporated with the Winter Wonderland Event held on 1st December 2021. The annual event recognises the many educational successes of our CLA through the continued period of Covid disruption.

Members from the Safeguarding Team are being based within the IAA Service each week in order to further enhance the service at the 'front door'. A three-year Strategic Plan was published for The South East Wales Safeguarding Children Board (SEWSCB) and the Gwent-wide Adult Safeguarding Board (GwASB). The pandemic has caused significant disruption to all services and communities across the region. Despite this, Gwent Safeguarding Board and Blaenau Gwent Safeguarding Team have worked diligently to ensure that essential services have remained operational to provide support to the most vulnerable adults. We continue to plan for the implementation of the Liberty Protection Safeguards (LPS) legislation as a replacement for Deprivation of Liberty Safeguards (DoLS), and are delivering training as part of the Regional consortium in addition to increasing capacity at a local level. There has been a shortage of staff, in particular within the domiciliary care sector, which has created problems for service delivery. In order to manage the expected increases in demand over the winter period, a risk management tool is to be implemented to prioritise assessments and care packages. This will be undertaken in partnership with ABUHB and CIW.

A full review of all legacy commissioned projects is underway. Financial management procedures are being used as the basis for the review, focusing on outcomes. Findings from the Community Impact Assessment (CIA) have been reviewed in order to identify the needs and demands falling out of it and how they link to the community element of the Care and Communities Grant (CCG). A significant proportion of the preventative services delivered in Children's Services are dependent on grant funding which is allocated on an annual basis. If this funding was removed, it would be a significant risk to the department. We have seen a decrease in the number of public court applications, which is direct evidence that our preventative approach is working in relation to keeping families together.

Funding assisted places continues to be the priority of the Child Development Fund, this is to enable children in need to experience learning from an early age. Take up of the offer is very positive.

Implementation of the new Care and Support Plan, which is outcome focused and much more user friendly, is now complete and available on the Social Services System, WCCIS. A Blaenau Gwent easy to read brochure, detailing children's rights, entitlements and assistance, is available and includes bespoke local information relevant to our care leavers.

The Authorities Corporate Training Scheme for care leavers goes from strength to strength. The officer responsible for the scheme is employed through the Aspire programme funded from the CCG Legacy funding until March 2022. The brochure has been redeveloped and the programmes on offer broadened to capture all young people. The programme supports all care leavers up to age 25 years. A brochure of external opportunities will also be completed. Young people are supported to find a placement externally if there is nothing suitable available internally.

Families first social workers are now back working face to face in schools and have started working with the River Centre. The community workers have set up a number of groups around bereavement, mental health and LGBT+. The new parenting support worker for the abolition of corporal punishment is in post in readiness for the implementation of the new legislation.

Children's Services has received feedback from Care Inspectorate Wales (CIW) who undertook an assurance check in May 2021. The following comments were made in relation to the outcomes culture in Blaenau Gwent and how the voice of the child is heard: *'Senior managers with staff and partners have worked hard to embed strength based outcomes focused practice. The authority's commitment to strength based outcome focused practice was evident in the files reviewed and staff spoke of how this underpinned their work in both adult and children's services. The authority recognises the importance of gaining people's views to inform practice development and support service improvement. We saw evidence of mentoring groups and peer supervision to share and reflect on case issues and identify potential responses to learning. Evidence showed people's views were sought and their voices heard. Information gathering to represent people's circumstances was also informed by intelligence from a number of relevant partner agencies, notably during early stages of intervention.'*

Consultation has taken place with staff regarding the reconfiguration of preventative services, including the Support Worker roles within IAA and CRT and the Community Connector roles. The new structure, which will be in place from April 2022, will be resilient and sustainable and not reliant on grant funding. Within the new structure, a Senior Practitioner and Senior Therapist will be co-located within the IAA Team to be at the 'front door'. Capacity at Augusta House has been safely increased to support up to four guests. Work is continuing to develop new Augusta Promoting Independence Pods at the site. This project has been delayed due to complications with planning approval and increasing development costs, but the project has now secured additional funding from Welsh Government and should be open late 2022. As part of these plans, the respite offer to young adults, as part of the transition planning from Children's to Adult Services will be increased. The development of the enhanced Day Activities / Community Options Team has progressed well despite the ongoing COVID 19 pressures. Both the Lake View and Bert Denning buildings have safely re-opened but with limited sessional access initially which will be increased as we progress through the year. The outreach service is growing well and is successfully supporting citizens to meet their outcomes both in their own home or in wider community settings.

## Supporting people to develop safely and to maintain healthy domestic, family and personal relationships

Both Children and Adult Services has seen an increase in the number of referrals received by the IAA Team. Also, the total number of adults suspected of being at risk of abuse or neglect reported during 2021/22 was 415, which is an increase from the previous year where the figure was 394. The number of children on the child protection register at 31st March 2022 was 64 an increase of 12 from the previous year.

As at 31st March 2022 there were 5 children placed outside of Wales. This is a reduction of 1 from the previous quarter. However, as well as a reduction, it is important to understand that the cohort of individual children has changed. 2 children were the subject of care proceedings and placed with a parent, with the final care plan recommending that there should be no order in place. The plan was accepted by Court and those children are no longer looked after. A 3rd child was placed with extended family, subject to an interim care order, with a final care plan recommending Special Guardianship. That plan was also accepted and that child is no longer looked after. 2 children were placed with kinship carers on a long-term basis. Those children remain in that placement in accordance with their long-term plan. 1 child was placed in residential provision with a plan to return to Blaenau Gwent when the time is right. That child remains in the provision in accordance with the long-term plan. The cohort, therefore, has reduced by 3 in January and February 2022. However, in March 2022 the cohort increased again with two unaccompanied asylum seeking young people, placed in England via the National Referral Scheme (NRS). Though ideally the Local Authority would place within Blaenau Gwent, the young people became Blaenau Gwent's responsibility in March 2022 having been supported in a welcome centre in England (since December 2021). In that time, they developed their individual links and support networks and Blaenau Gwent has attempted to support the maintenance of those links wherever possible. For future young people referred via the NRS, it is hoped that timely referral will enable those young people to be placed more quickly, so that links can be made within area.

The Beaufort Road upgrade is entering into the final phase of the building refurb and will be completed by the Autumn 2022. Crisis facilities are now also available in the bathroom and kitchen. A Harvest festival was held using food the children had grown in the garden. New equipment has been purchased for the rooms and further work is needed outdoors for a trampoline and a shed for storage.

Work is currently ongoing with our third sector partners to consider options for remodelling the service to increase capacity in order to deliver a 7-day emergency response team, working alongside the Domiciliary Care Brokerage service. This will then assist in responding to the current pressures in the domiciliary care sector by providing low level support to domiciliary care agencies and the in house emergency care @ home team (DASH). The service will also support hospital discharge and provide low level prevention support post discharge, to help alleviate the current demands facing hospitals and support people to return home with the support they require. The Welsh Government Carers Grant has been utilised and provides additional support for unpaid carers through a number of initiatives across our in-house services and commissioned provision. The service is carefully monitoring the core budget and, in particular, the new ways of supporting people owing to COVID restrictions and having to offer alternative models of day support, increased staffing levels and increased infection control processes. The use of agency staff is also being monitored due to high levels of staff absences. The Carers Lead Officer and GP Engagement Support Officers continue to support unpaid carers; providing information, advice, assistance on referral carers assessments. They maintain a presence in GP Surgeries and in Ysbyty Aneurin Bevan, and carers are also supported with one to one sessions and appointments. A number of enhanced support opportunities are also being developed, via the COVID recovery grant, to support unpaid carers including:

- Increasing the capacity of the Carers Engagement team from November 2021;
- Increased third sector support for carers;
- Blocked booking of respite beds to support carers;
- Increased availability of respite at Augusta House; and
- Carers 'well-being sessions' and peer support events.

Over the past year, and with the easing of COVID restrictions, Adult Services has seen an increase in reablement packages being provided in terms of right sizing packages of care. Due to the commencement of the single handed care review, the bettercare project has seen an increase in the number of referrals it has received over the year. The total number of packages of reablement completed during 2021/22 was 539 up from 232 in 2020/21.



## Working with and supporting people to achieve greater economic well-being, have a social life and live in suitable accommodation that meets their needs

The Children Looked After (CLA) education coordinator has successfully completed the Trauma Informed Diploma to inform and improve practice for our CLA. A number of schools across Gwent have also completed this programme. The Placement Team and Locality Teams undertake parallel planning to prevent drift and ensure children are moved onto their long-term provision as quickly as possible. Placement stability meetings take place for unstable placements and the learning from those meetings informs service and practice development.

A mapping exercise to identify all leisure and community opportunities in the region has been completed and now work will be undertaken to understand local facilities. The take up of social events and activities has taken a downward spiral throughout the pandemic and there seems little appetite from our CLA, but we do aim to prioritise this in the 2022/23 action plan.

The key priority of delivering new outcomes and opportunities for our children each year continues to go from strength to strength including:

- An Accommodation Audit is updated annually and care leavers for the year are identified. Meetings are then held with RSL's to inform them the level of accommodation that will be required that year.
- A new Supported Lodgings advertising and promotion scheme has now been developed and is run by Llamau and funded by the Housing Support Grant (HSG). There have been 3 new supported lodging providers recruited by the Authority in a short time along with another waiting to be approved. From the HSG a dedicated floating support service within Llamau has been established and have now recruited a male and female support worker.
- Care leavers are wanting 1 bedroom flats and this continues to be a problem with few RSL's interested in developing this type of accommodation. Meetings with Housing and various RSL's have been held to take this forward and now additional funding has been made available within the Housing Strategy.
- The 'move on' panel has been hugely successful since revised 18 months ago. Lots of young people are accessing accommodation and doing well with the assistance from the RSLs, Supporting People Team and Housing Options.
- The Implementation of a Foster Wales Campaign at both a local and regional level was undertaken in 2021 in order to recruit more foster carers. As a result of the Foster Wales Campaign, we have seen an increase in the number of enquiries for new foster care applicants. At the end of 2021/22, Blaenau Gwent had 49 Foster Carers which is an increase of 32.4% from last year and 23 Kinship Carers (family members caring for children who would otherwise need to enter the care system) which is an increase of 57.5%.

The Service has recently recruited a Housing Support Worker who will be based within the IAA Team providing support to people with housing needs. The Community Resource Team continues to operate a home visiting service so that patients are supported to undertake preventative assessments to avoid the need for health or social care services. The service is continuing to look at funding options in order to increase capacity and enhance Technology Enabled Care (TEC) provision via the Gwent TEC group. A SMART flat is in development, within a sheltered housing scheme, to demonstrate the range of TEC available to support people to continue to live independently within the community. An increase of £828,401 has been received in our Housing Support Grants (HSG) allocation for 2021/22. These monies can now be used to commission services, as evidenced in the Commissioning Plan/Spend Plan, to meet the housing support needs of the citizens of Blaenau Gwent. The following services have been commissioned:

- Increase in the capacity of the generic floating support service to meet current and future demand;
- Increase of the in-house housing first provision to support individuals with complex needs. Currently, the team are working with 5 individuals, and the introduction of the 9 units at a property in Brynmawr will enhance the scheme and allow the scheme to be delivered effectively;
- A Crisis Worker supporting people affected by domestic abuse has been recruited. The worker will be able to provide timely support to people in a crisis and will also assist in reducing the current demand on the domestic abuse floating support service;
- There is a high demand for the mental health floating support service. The current service has been enhanced by commissioning a Senior Support Worker, a dedicated Benefits Support Worker and an Asset Coach providing strengths based housing related support which is person led;
- An Assertive Outreach Service is now available offering support to people with substance misuse issues residing in temporary accommodation and HSG accommodation based schemes. The service is in the process of commissioning the following service provisions: a young person's floating support service; a Housing Support Worker co-located within Adult Social Services Information, Advice and Assistance Team; and further development of a new supported housing project in Tredegar which will include tenancy support. Regular contact is being maintained with all care homes throughout Blaenau Gwent.

# How We Do What We Do

## Our Workforce and How We Support their Professional Roles

The past year continued to be a challenging period for the Social Care Sector but the workforce responded with resolve, dedication and commitment.

Workforce Development, as a support service, contributed to the challenges faced in whatever way the sector needed. Whilst pandemic restrictions relaxed overtime, the workforce had to step up to meet the additional pressure caused by high vacancy and sickness absence rates.

The year focused on:

- the continued provision of essential care skills;
- the well-being of the workforce;
- creatively using new ways to enable the successful qualification and registration of student social workers and social care workers;
- supporting recruitment initiatives; and
- providing a risk assessed, prioritised and phased options for the sector.

Innovative ways of delivering training continue to be developed. The changed preferences of the workforce have changed the future delivery models for workforce development. Models that better suit the workforce and the employer.

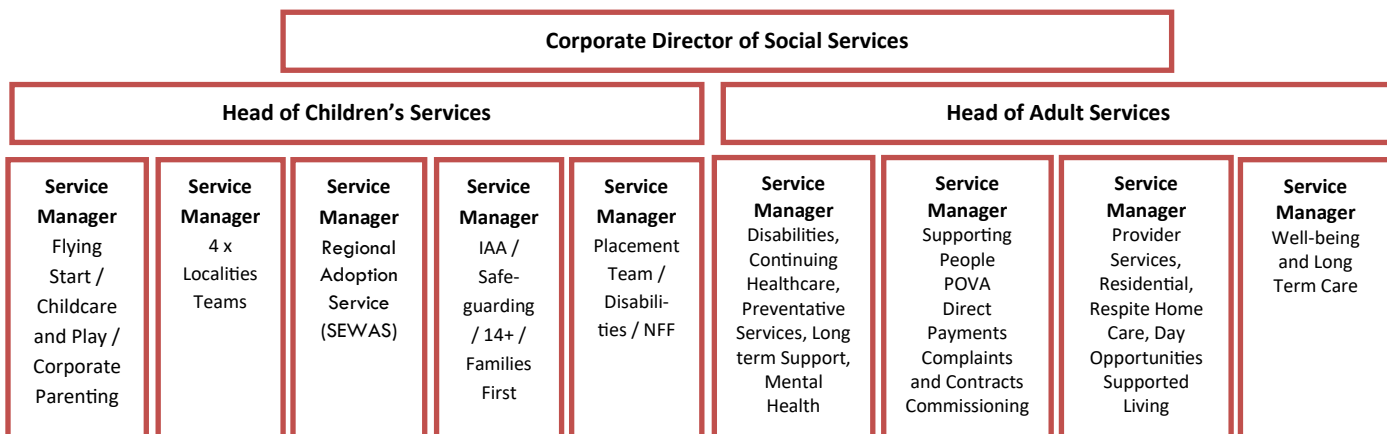
The sector has been provided with the tools to enable an improved learner experience with digital learning. Additional external funding was secured to invest in projectors and screens for establishments and settings enabling the learners to feel the benefits of group learning, shift friendly timing, and minimised costs associated to travel.

Additional funding from Social Care Wales has enabled the authority to improve its investment in its ‘grow your own’ recruitment strategy, particularly for the current hard to recruit roles.

The organisation has learnt fast on the evolution of workforce development to the extent the authority, in partnership with three other local authorities, is leading on an all-Wales project to secure a fit for purpose digital learner system. The system will respond to the future trends in learning and most importantly put the learner first in its design and functionality.

Benefits continue to be realised for and by the workforce through the scale of opportunity possible due to the joint workforce development service model hosted by Blaenau Gwent in partnership with Caerphilly.

## Our Partnership Working, Political and Corporate Leadership, Governance and Accountability



The Corporate Director of Social Services is a member of the Council's Corporate Leadership Team, whereby all Council Directors meet on a weekly basis to consider and make strategic and operational decisions (although some decisions need to be considered by Scrutiny and then ratified by Executive or Council).

In 2021/22 the Directorate had one Executive Member with Portfolio responsibility for Social Services as a whole and was scrutinised by the Social Services Scrutiny Committee, with safeguarding information reported to the Joint Social Services and Education and Learning Scrutiny Committee. Regular liaison meetings were held with the Directorate, the Executive Member and the Chair and Vice Chair of the Scrutiny Committee.

As a whole, the Council has a clear governance and accountability framework and Performance Management Framework in place which all directorates are signed up to. These frameworks are complied with by Social Services who also have additional monitoring requirements as part of the Act.

The Social Services Directorate is subject to audit, inspection and review by the Care Inspectorate Wales (CIW). On a quarterly basis Social Services Senior Managers meet with CIW for liaison meetings. CIW also undertake an annual review and evaluation of the Directorate's performance.

### **Audit and Inspection Progress**

#### **Audit Wales**

Following on from an initial Audit in 2019 'Corporate Arrangements for Safeguarding of Children', Audit Wales, in February 2022, commenced a follow-up review. The focus of the review was to determine the extent to which the Council had addressed the eight outstanding recommendations and proposals for improvement to strengthen its corporate arrangements for the safeguarding of children. Seeking to answer the following question: Can the Council provide assurance that it has made effective progress since 2019 in addressing the outstanding recommendations / proposals for improvements? The review is now ongoing and being undertaken in two phases. The first phase required the Council to complete a self-assessment and the second phase being a set of structured interviews based on the self-assessment with lead officers and elected members.

## **Collaboration**

Blaenau Gwent Council supports partnership and collaborative working and the Social Services Department continues to work with a wide range of partners where partnership opportunities provide better outcomes for local residents than the Council could achieve if working on its own. Social Services work in partnership with a variety of stakeholders including staff, residents and businesses. In addition, Social Services fully participates in the sharing of knowledge, good practice and information, which can result in improved services.

### **Regional Partnership Boards**

The Social Services and Well-being Act sets out a statutory requirement for the development of Regional Partnership Boards. The Boards have been established on current local health board footprints. The Gwent Board includes ABUHB and Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen local authorities. The Executive member in each local authority, with responsibility for health and social care, sits on the Regional Partnership Board. It is an advisory body which provides oversight and direction for areas of integrated working across health and social care. The main priorities of the Board for 2021/22 has been firstly, the continued response to the Coronavirus outbreak across partner agencies and the effect on services. Secondly, the continuation of the Integrated Care Revenue and Capital Funds and the Transformational Offer beyond 2022, Finally, it has been considering the crisis in health and social care with the inability to recruit staff to certain parts of the system.



## 'Mwy na geiriau/ More than just words

As a department we continue to monitor compliance with our responsibilities within More Than Just Words and the Active Offer. We continue to ensure that when citizens contact both our Adult and Children Services Departments, that they are offered the opportunity to communicate in the language of their choice. Our assessment tools within our Welsh Community Care Information System (WCCIS) system specifically asks the question "Do you require this conversation / assessment to be carried out in Welsh?" The form is then attached to the person's referral.

Our commissioned providers work in partnership with us to promote the Welsh Language and this is reflected in our contracts and service level agreements.

### Our Financial Resources and How We Plan For the Future

The total budget allocation for Social Services for 2021/22 was £46.7m. This is an increase from the previous year of £1.300m. At the end of 2021/22 Social Services had an underspend of £3,902,155 and this is due to vacant posts, ICF, Transformation, Home First, Social Services Recovery and Winter Pressures Budget Overspends Grant Funding.

The provision of regular financial forecasting reports in line with the budget monitoring and reporting framework has enabled the Social Services Senior Management Team to make informed decisions on service delivery.

The allocated budget and outturn for 2021/22 is provided in the table below:

The budget for 2022/23 is provided in the table below and includes Strategic Business Reviews savings of £0.155m.

Service Area	Budget	Outturn	Variance (Adverse)/ Favourable
Children's Services	£14,006,860	£12,652,520	1,354,340
Adult Services	£26,509,200	£23,379,940	3,129,260
Business Management / Staff Support	£6,135,580	£6,717,025	(581,445)
<b>Total</b>	<b>£46,651,640</b>	<b>£42,749,485</b>	<b>£3,902,155</b>

Social Services Budget 2022/23		£
1	Commissioning & Social Work	3,939,340
2	Children Looked After	7,389,860
3	Family Support Services	192,370
4	Youth Justice	237,580
5	Other Children's and Family Services	2,389,000
6	Older People Aged 65 and Over	6,862,430

<b>Social Services Budget 2020/21</b>		<b>£</b>
7	Adults under 65 with Physical Disabilities	42,630
8	Adults under 65 with Learning Disabilities	3,608,670
9	Adults under 65 with Mental Health Needs	535,270
10	Other Adult Services	417,650
11	Community Care	17,782,100
12	Support Service & Management Costs	934,170
13	Corporate Recharges	5,487,140
<b>Grand Total</b>		<b>49,818,210</b>

## Conclusion

The previous 18 months has been the most significantly challenging in our life time. We have not witnessed a public health crisis of this scale and ferocity in over a 100 years. The consequences of the global health pandemic mean that we have needed to innovate and evolve the way we work and deliver services. Although there has been a lot of emphasis on recovery, the virus has been very much still prevalent this year and there has continued to be significant pressure in managing the delivery of services.

At the end of this reporting period, Welsh Government announced that all legal Covid measures could be removed from 28th March if the public health situation remains stable. This includes a long term transition plan setting out how Wales can live safely with coronavirus just as we live with many other infectious diseases. Learning from this pandemic, along with the implementation of the Act, will shape and influence future design of services going forward.

It is recognised that in the current financial climate there is a need to work smarter and in partnership. Collaborative work with colleagues, partners and as a region ensures a consistent approach to delivering effective services. Assessment and care planning activity continues to promote the active voice, choice and control philosophy of the Act. Outcomes focused and strengths based approaches to practice continue to be modelled, with the involvement of service users, carers and other key partners, where possible, in helping to shape and influence current and future design of services. A preventative approach to practice is promoted by the directorate through early identification and intervention.

During the reporting period the Directorate were subject to numerous audits, reviewing and evaluating the Directorate's performance. These audits highlighted the good work that is being delivered with positive feedback being received.

CIW undertook an assurance check of Social Services to review how the service helps adults, children and carers, with a focus on safety and well-being. The key lines of enquiry covered the four principles of the Act with the judgements and findings aligned to these: People - Voice and Control; Prevention; Partnerships; and Integration and Well-being. Positive feedback was received.

Audit Wales are currently undertaking a review of the Council's safeguarding arrangements, with a particular focus on the activity being undertaken corporately. The review is still ongoing but a great deal of work has progressed within the Council with regards to safeguarding over the past few years.

This Annual Report of the Director of Social Services provides a snapshot of service activity undertaken throughout 2021/22. Details of Further supporting information and links can be found on the following page:

# Accessing Further Information and Key Documents

## Useful Documents

Reports to Social Services Scrutiny Committee - <http://democracy.blaenau-gwent.gov.uk/ieListMeetings.aspx?Cid=1157&Year=0&LLL=0>

Council Corporate Plan – [https://www.blaenau-gwent.gov.uk/fileadmin/documents/Council/Policies\\_Strategies\\_Plans/Corporate\\_Plan\\_2018-22.pdf](https://www.blaenau-gwent.gov.uk/fileadmin/documents/Council/Policies_Strategies_Plans/Corporate_Plan_2018-22.pdf)

Blaenau Gwent Council Budget Monitoring - <http://democracy.blaenau-gwent.gov.uk/ieListMeetings.aspx?Cid=1148&Year=0&LLL=0>

Social Services Website – <http://www.blaenau-gwent.gov.uk/en/resident/health-wellbeing-social-care/>

Workforce Development - <http://socialservicesblaenau-gwent.caerphilly.gov.uk/>

## Useful Websites

Social Care Wales - <https://socialcare.wales>

Care Inspectorate Wales (CIW) - <https://careinspectorate.wales/>

Data Cymru - [www.data.cymru](http://www.data.cymru)

Dewis Wales - <https://www.dewis.wales>

Gwent Safeguarding - <https://www.gwentsafeguarding.org.uk/en/Home.aspx>

Public Service Board - <http://www.blaenau-gwent.gov.uk/council/partnerships/partnership-working/>

South East Wales Safeguarding Children's Board - [www.sewsc.org.uk](http://www.sewsc.org.uk)

## Providing Feedback

Social Services welcomes feedback on the Annual Report of the Director of Social Services. Your views are important to us. Please contact us if you would like to give feedback on the plan or if you require this document in a different format e.g. large print, Braille, audio version, etc.

## Fersiwn Gymraeg

Yn unol â Chynllun Iaith Gymraeg y Cyngor, bydd fersiwn Gymraeg o Adroddiad Blynyddol y Cyfarwyddwr Gwasanaethau Cymdeithasol ar gael ar wefan y Cyngor.

## Write to us:

Director of Social Services

Anvil Court

Church Street, Abertillery, NP13 1DB

**Call us:** (01495) 355 006

**Email us:** [info@blaenau-gwent.gov.uk](mailto:info@blaenau-gwent.gov.uk)

**Visit our website:** [www.blaenau-gwent.gov.uk](http://www.blaenau-gwent.gov.uk)

The Social Services Directorate is satisfied that the information given in this annual report is accurate based on the information available at the time of publication.

This annual report has been subject to an Equality Impact Assessment screening.



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# Agenda Item 7

*Executive Committee and Council only*

Date signed off by the Monitoring Officer:

Date signed off by the Section 151 Officer:

Committee: **People Scrutiny Committee**  
Date of meeting: **30th September 2022**  
Report Subject: **Review of Inclusion/ALN Strategies, Policies and Practices**  
Portfolio Holder: **Cllr. Sue Edmunds, Executive Member for People-Education**  
Report Submitted by: **Lynn Phillips, Corporate Director of Education**  
**Luisa Munro-Morris, Head of School Improvement and Inclusion**

Reporting Pathway								
Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Governance & Audit Committee	Democratic Services Committee	Scrutiny Committee	Executive Committee	Council	Other (please state)
✓	08.09.22	16.09.22			30.09.22	14.10.22		

## 1. Purpose of the Report

- 1.1 The purpose of the report is to provide Members of the People Scrutiny Committee with an opportunity to consider the Inclusion/ALN Strategies and service policies and practices, in line with the Additional Learning Needs (ALN) and Educational Tribunal (Wales) Act 2018 and the associated ALN Reforms.
- 1.2 The strategies, policies and guidance will be taken through the democratic governance process, prior to re-issuing these policies to Governing Bodies for adoption by schools.

## 2. Scope and Background

- 2.1 The Education Directorate's purpose is to deliver 'Better Schools, Better Citizens and Better Communities' through child centred approaches and supporting learners with ALN is fundamental to improving life chances for our children and young people. A previous report, presented to the Education and Learning Scrutiny Committee in September 2021, outlined plans to review the Inclusion Service during the period September 2021 – August 2022, in line with ALN Reform.
- 2.1.2 The ALNET (Wales) Act 2018 replaces the terms 'special educational needs (SEN)' and 'learning difficulties and/or disabilities (LDD)' with the new term 'Additional Learning Needs (ALN)'. All children and young people with ALN regardless of the severity or complexity of their learning difficulty or disability will be entitled to a statutory support plan called an 'Individual Development Plan' (IDP). Children and young people with ALN will receive support called additional learning provision (ALP), which will be set out in their IDP.
- 2.1.3 It is anticipated that the new ALN system will be fully implemented over a three-year period. The implementation period is expected to run from September 2022 to August 2025. However, Welsh Government is yet to publish its revised implementation timetable following its decision to delay its original implementation over three years from September 2020. Within the previous report, presented to the Education and Learning Scrutiny Committee alongside

policy review, the practices of the Inclusion Service were also to be considered, with the additional foci identified:

- i. ALN Panel arrangements and criteria;
- ii. ALN Act Reform and Implementation Lead (Tredegar Comprehensive);
- iii. Developing IDPs;
- iv. Review of ALN Service Level Agreement; and,
- v. Partnership Working.

## 2.2 Review of Inclusion/ALN Strategies, Policies and Guidance

- 2.2.1 Most of the previous inclusion policies pre-date the ALNET Act and its associated reforms but outline the Council's approaches and processes for ensuring the needs of vulnerable and disadvantaged pupils are met. The Education Directorate are prioritising renewed inclusion, equity and diversity approaches, in line with ALN Reforms.
- 2.2.2 The most significant documents that required review were the former Special Educational Needs (SEN) Policy, now replaced by the Additional Learning Needs (ALN) Strategy, and the Inclusion Strategy (**Appendix 1 & 2**). The draft strategies now require the consideration of Members and democratic governance, prior to adoption by schools' Governing Bodies.
- 2.2.3 The ALN Reform Working Party, consisting of LA Officers and Headteachers from across all sectors, agreed that certain policies should be 'merged', with the creation of revised strategies for discrete areas. The ALN Reform Working Party is led by the Head of School Improvement and Inclusion. Moving forward, the LA/ Headteacher Working Group (HWG) will continue to review existing policies on a themed basis e.g., wellbeing/relationships/behaviour/vulnerable pupils.
- 2.2.4 It is appropriate that the review of existing policies/guidance is on-going, especially considering the WG's requirements for ALN implementation; therefore, the draft versions are attached as (**Appendix 3**). The main policies and guidance that have been updated include:
- Educated Other Than At School (EOTAS);
  - Traveller Attendance Guidance;
  - Pregnant School Girls Guidance;
  - Reduced Timetables Policy;
  - Hard To Place Protocol;
  - Positive Relationships and Behaviour Policy;
  - Admissions Guidance;
  - Education Of Children and Young People With Medical Needs;
  - Exclusions Guidance;
  - Managed Move Protocol;
  - Pastoral Support Guidance;
  - Children Looked After (CLA) Policy; and,
  - Wellbeing in Education - Good Practice Guidance.

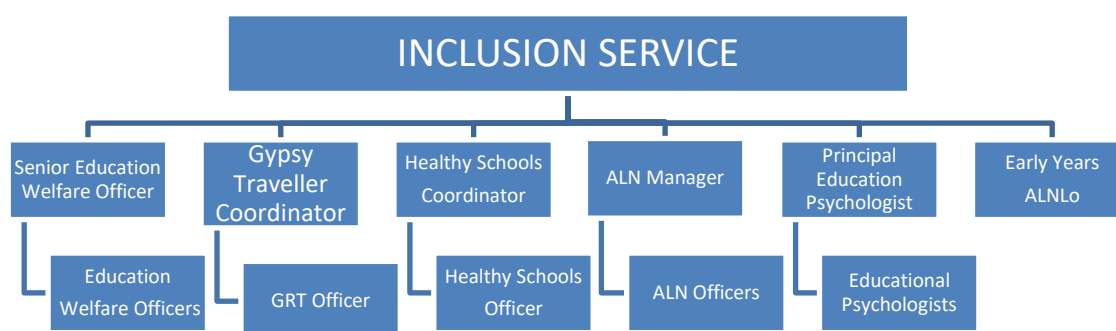
## 2.5 Review of Practice

2.5.1 The current Inclusion Service is comprised of the following teams and members of staff, directly employed by the LA:

- The Educational Welfare Service (EWS)
- Gypsy Roma Travellers Coordinator
- Healthy Schools Coordinator
- ALN Team
- The Educational Psychology Service (EPS)
- Early Years Additional Learning Needs Lead Officer\* (Sept 2022)

2.5.2 Apart from the EPS, the teams are line-managed by the Service Manager – Inclusion who, in turn, reports to the Head of School Improvement and Inclusion. The structure is shown in Table 1 below.

Table 1



## 2.6 ALN Panel Arrangements and Criteria

2.6.1 The Additional Needs Panel (ALN) Panel manages the statutory assessment processes; resource base placement; special school placement - revolving door and longer-term placements; early years and complex moves into county, additional support, and requests for specialist medical equipment. ALN Panel also ensures that all decisions taken regarding ALN provision and the placement of pupils is consistent and monitors the availability of resource base places and budget balances. Significantly, the panel meetings provide an open forum for discussion regarding Additional Learning Provision (ALP) for learners in Blaenau Gwent.

2.6.2 In considering curriculum and ALN reform, the criteria for placement in a specialist setting has been reviewed in 2021/22. Headteachers and schools were part of the consultation, as were the members of the Headteachers' ALN Working Party. A draft version is now in place for 2022/23, with a view to finalising the criteria once assessment and progression in the new Curriculum for Wales is determined by Welsh Government.

2.6.3 The Interim Service Manager – Inclusion has, however, been liaising with GL Assessment to secure a bespoke package of assessment tools that will assist schools in the early identification of the needs of individual children and young

people. The range of diagnostic assessments available will, inevitably, influence the decisions made at ALN Panel and will form part of the revised entry and exit criteria to the LA's specialist provisions.

2.6.4 The ALN Reform agenda has made it clear that some learners will not fall within the criteria for ALN Panel determination, but still have learning or other identified needs. In these circumstances, the Inclusion team has established a Vulnerable Learners' Panel (VLP). This group of key stakeholders will assess the learners' requirements and secure appropriate provision. The panel will be led by the Service Manager-Inclusion with the close support of the Senior Education Welfare Officer. There are clear links between the work of the VLP group and the ALN Panel to ensure that all learners needs are met in a systemic and comprehensive way across the board. The VLP protocol is attached as **(Appendix 4)** within the report.

## 2.7 ALN Reform - Local Authority Implementation

2.7.1 Within the SEWC region, each LA has chosen to support schools in the ALN Reform Implementation Phase in different ways. Blaenau Gwent brokered a collaboration with Tredegar Comprehensive school to take on the role of LA Implementation Lead for schools. The Phase 1 work in association with Tredegar Comprehensive has concluded and an Evaluative Summary has been produced outlining the current implementation position in **(Appendix 5)**.

2.7.2 The report highlights the considerable progress schools across the LA have made in implementing the ALN reforms. However, the following four recommendations were highlighted for the next stages of implementation:

- Headteachers to address the highly variable time allocation for ALNCOs to fulfil their now statutory role;
- The significant concerns around the significant delay in the development of 'Rising 3s' Speech, Language and Communication (SLC) skills, which impacts upon learning in later years, especially reading and literacy;
- Continued support for the development, maintenance, and quality assuring of school based IDPs; and,
- The LA's ALN Reform Lead and ALN Champions to lead cluster work, support schools, and monitor universal/targeted/specialist provision.

2.7.3 The LA's Head of School Improvement and Inclusion will strategically lead this work in conjunction with the HWG in taking forward these recommendations from September 2022.

## 2.8 Development of Individual Development Plans (IDPs)

2.8.1 Importantly, to support schools in implementing the statutory requirements of the ALN Act and Code, the ALN Manager and ALN Officers have already actioned the following:

- In Partnership with the other LAs in SEWC region, developed the 'Barriers to Learning' Matrix, for schools to use to identify needs and whether those needs can be met through Universal, Targeted or Specialised support.

- Developed a new ‘Graduated Response’ to meeting children’s needs.
- Developed a statutory workflow for both schools and the Local Authority.
- Provided schools with the statutory letters and leaflets to send to parents/carers at every point of the process.
- Each cluster and school have been allocated a member of the ALN team as their link for IDP support.

## 2.9 Review of ALN Service Level Agreement

2.9.1 During the Spring and Summer terms 2022, the Interim Service Manager – Inclusion worked closely with the ALN Service to change how the team support schools in meeting the requirements of ALN reforms and implementation. Following a review of the service and its previous practices, the ALN Service has since been renamed the Inclusive Practice Service (IPS), to reflect the move from working with individual pupils to providing support and advice for all school-based staff.

2.9.2 The renewed focus of the IPS Service is anticipated to contribute to schools’ strategic development, ensuring effective implementation of the ALNET Act (2018) and ALN Code (2021). The service will also support schools in the development and effective delivery of a continuum of Additional Learning Provision (ALP) for children and young people with an Additional Learning Need (ALN). This will be complementing the LA’s work in reviewing all the Special Needs Resource Bases (SNRBs), to ensure the specialist provision across the County Borough is meeting the needs of those learners in Blaenau Gwent who have the most complex additional learning needs. The review of Resource Bases will be concluded in September 2022.

## 2.10 Partnership Working

2.10.1 To date, the regional focus of EAS and support for the LA has been predominantly well-being, and their input into ALN Reform from a school improvement stance has been limited. The EPS and Healthy Schools Coordinator have worked closely with the Well-Being Lead from the consortium, ensuring Welsh Government funding for developing Whole School Approaches (WSA) to Well Being is used effectively. However, the EAS is also supporting the LA in reviewing all the Special Needs Resource Bases (SNRBs), to ensure the specialist provision across the County Borough is meeting the needs of those learners in Blaenau Gwent who have the most complex additional learning needs.

## 3. **Options for Consideration**

3.1 This report will be discussed by Education DMT and CLT prior to submission to the People Scrutiny and Executive Committees. This report provides the Committee with important strategy/policy renewal information, as well as the opportunity to identify where progress has been made in implementing ALN reforms and where further developments are required

3.2 **Option 1:** to accept the report as presented and the attached strategies/policies and guidance; or,

- 3.3 **Option 2:** Members are requested to scrutinise the information detailed within the report and contribute to the on-going review of the effectiveness of the Inclusion Service's strategies/policies and guidance by making appropriate suggestions and/or recommendations to the Executive Committee.
4. **Evidence of how this topic supports the achievement of the Corporate Plan / Statutory Responsibilities / Blaenau Gwent Well-being Plan**
- 4.1 One of the objectives of the Blaenau Gwent Well-being Plan aims for every child to have the best start in life. The Education Directorate seeks to ensure that provision is appropriate and able to meet the needs of children and young people, so that their progress and performance improves.
5. **Implications Against Each Option**
- 5.1 **Impact on Budget (short and long-term impact)**
- 5.1.1 Option 1: Under this option, the statutory requirements of the ALNET Act and ALN Code may not be fulfilled. Whilst there are no direct financial implications in maintaining the current position, there may be indirect consequences as a result of failure to meet statutory needs.
- 5.1.2 Option 2: In addition to Welsh Government funding allocated directly to schools to support with the implementation of ALN reforms, the LA has been allocated an additional funding of £215,000. The additional funding is to provide high quality education and to improve pupil outcomes for all learners with an additional learning need. Specifically, the funding should focus on improving additional learning provision, increased provision for complex needs and Mental Health and Wellbeing support.
- 5.1.3 On-going review of the Inclusion Service will also determine whether there is a need for additional capacity for the local authority to undertake its enhanced statutory duties under the ALNET Act, to ensure that all children and young people aged 0-25 in Blaenau Gwent receive high quality ALN provision.
- 5.2 **Risk including Mitigating Actions**  
There is a risk that without an on-going review and refinement of the Inclusion Service with an increased focus on ALN, the Council will be unable to fulfil its statutory duties under the ALN Act. The Inclusion Service is also a key component of the Estyn LGES Inspection Framework, and the service needs to be fit for purpose, with clear lines of accountability and responsibility. The risk mitigation will be managed through the Education Directorate's Risk Register and the operational work of the Headteacher Working Group/ALN Reform Working Party, led by the Head of School Improvement and Inclusion.
- 5.3 **Legal**  
The ALN Act provides the legislative framework for the planning and delivery of additional learning provision. The ALN Act is supported by regulations and a statutory ALN Code of Practice. The ALN Code and operational regulations were laid before the Senedd in March 2021 to support the commencement and phased roll out of the ALN Act from September 2021. However, due to the

impact of the pandemic, this roll out was delayed initially until January 2022 by Welsh Government, with a further extension of September 2022 being granted.

#### 5.4 **Human Resources**

There are no direct HR/OD implications associated with this report at present. However, it is intended to establish a cross-directorate corporate Inclusion, Equity and Diversity Strategic Board to create collective ownership as well as distributed leadership for self-evaluation across the board corporately across all the Council. From November 2021 to August 2022, the Service Manager – Inclusion post was filled on an interim basis. However, a permanent appointment has now been made, and the new Service Manager – Inclusion started on a full-time basis in September 2022. Furthermore, the statutory role of Early Years Additional Learning Needs Lead Officer (EYALNLo) was finalised in June 2022 and a permanent appointment made. The EYALNLo joined the Education Directorate in September 2022 and will be part of the Inclusion Service structure, supporting pre-school settings and nursery classes within mainstream schools in the implementation of ALNET Act and its associated reforms.

### 6. **Supporting Evidence**

#### 6.1 **Performance Information and Data**

The Inclusion Service uses an array of performance information and data to inform provision. This will be complemented through the GL Assessment work to secure a bespoke package of assessment tools that will assist schools in the early identification of potential children with additional learning needs. The range of diagnostic assessments available will allow schools to identify individual potential learning needs, and to implement early intervention and support for those learners.

#### 6.2 **Expected Outcome for the Public**

Pupils with additional learning needs are provided with high quality education, appropriate to their educational needs, to ensure they have the best chance of reaching their potential and improving their life chances.

#### 6.3 **Involvement (consultation, engagement, participation)**

The Directorate's approach to ALN reform and implementation is aligned with approaches adopted by other LAs in the regional ALN groups. The SEWC Inclusion Leads meet monthly to share best practice and ideas for the monitoring, support, and evaluation of ALN reform in their respective schools.

#### 6.4 **Thinking for the Long term (forward planning)**

Since January 2022, the ALNET Act and ALN Code have been statutory with a new mandated cohort of learners needing to move to the new system in the academic year 2022/23.

#### 6.5 **Preventative Focus**

Planning for the implementation of the ALN Act and Code will ensure that the statutory requirements for pupils with additional learning needs are met.

## 6.6 **Collaboration / Partnership Working**

6.6.1 The Council collaborates with key strategic partners and neighbouring local authorities through the South-East Wales Consortium for the provision of school improvement services from the Education Achievement Service (EAS) as well as a range of pupil support services for specific groups such as visually and hearing-impaired learners.

6.6.2 The ongoing review and refinement of the Inclusion Service, including closer collaboration with key partners in Phase 2 of ALN Implementation including:

- Headteachers and ALNCos in schools
- The Inclusive Practice Service
- EAS
- WG
- Other relevant partners across region e.g., Inclusion Leads, ABUHB

## 6.7 **Integration (across service areas)**

The Head of School Improvement and Inclusion takes the strategic lead on relevant cross-directorate panels to ensure appropriate information sharing. The Head of School Improvement and Inclusion and the Service Manager – Inclusion will work closely with the other Service Managers within the Education Directorate and across the Council to ensure the needs of all schools and learners are met.

## 6.8 **Decarbonisation and Reducing Carbon Emissions**

In all areas of review of provision for pupils with ALN, decarbonisation and reducing carbonisation will be a priority consideration.

## 6.9 **Integrated Impact Assessment**

An Integrated Impact Assessment will be undertaken during the assessment.

## 7. **Monitoring Arrangements**

7.1 This work will be monitored through both the professional and political reporting management arrangements, including:

- Implementation of corporate review processes;
- Consultation meetings with key stakeholders;
- Council/Directorate performance management arrangements; and,
- Reports to Scrutiny and Executive Committees.

### **Background Documents / Electronic Links**

Appendix 1 – The Inclusion Strategy 2022-24

Appendix 2 – The ALN Strategy 2022-24

Appendix 3 –Additional Policies 2022

Appendix 4 – Vulnerable Learner Panel (VLP)

<https://gov.wales/additional-learning-needs-and-education-tribunal-wales-act>

<https://gov.wales/the-additional-learning-needs-code-and-regulations>



# INCLUSION STRATEGY

**August 2022**



Cyngor Bwrdeisdref Sirol  
**Blaenau Gwent**  
County Borough Council

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## 1. Introduction

*“Inclusion requires the active involvement from all concerned. It places the onus on schools to adapt their organisation and their ways of responding to the needs of all children and young people and to value their development in all areas of school life.”* (Inclusion and Pupil Support, WG 2016)

The Local Authority (LA) is committed to an approach of social inclusion of which inclusive education is a key dimension. This approach is aligned with the strategic direction of the Education Directorate and other linked strategies and policies and provides definitions for inclusion and the underpinning principles and values.

The LA recognises that there are a number of factors to consider in further developing a truly inclusive ethos across schools and education providers and has considered the direction of travel for Welsh Government (Curriculum for Wales reform, ALN reform, CAMHS transformation, support for vulnerable learners, thematic reviews by Estyn, research, school inspections, case studies, stakeholder views and the voice of the child in developing this approach).

The aim of this overarching strategy is to support the further development of our collective view of inclusion as being central to underpinning a high-quality education, promoting good attendance and minimising the use of exclusion, wherever possible.

**Participation** is concerned with the quality of learners’ educational experiences and the extent to which they are accepted and feel that they belong. BG believe that all learners have a right to express their views about educational matters that affect them. We have a responsibility to listen to and learn from those views.

**Achievement** is concerned with learning outcomes. It is about what learners learn both inside and outside the classroom. Achievement, therefore, includes academic attainment, but it is a much broader concept that cannot be measured by tests alone.

## 2. Policy and Legislation

In recent years, the Welsh Government have issued a range of guidance, some of which has statutory status, which require LAs, schools, and other educational settings to:

- promote equality of opportunity for different groups of learners;
- review their policies and practice to ensure they do not discriminate against particular groups of learners; and,
- pro-actively promote equality in relation to disability, race, gender, religious belief and sexuality.

The LA considers that inclusion is a fundamental principle that underpins all our practice and procedures, and the LA is committed to an effective and inclusive education system in which all children and young people are:

- valued equally;
- treated with respect;
- given equal opportunities.

All children and young people should have access to an appropriate and high-quality education, which will inspire them to participate in lifelong learning. The LA, EAS, schools, early years and other educational settings will:

- work collaboratively to promote equality of opportunity for different groups of learners;
- review policies and practices to ensure they do not discriminate against groups of learners; and,
- pro-actively promote equality in all areas in relation to disability, race equality, gender, religious belief and sexuality.

### **3. Context**

The Inclusion Strategy is supported by key policies and practices, which support the development of best practice in all schools and settings. The core guidance in relation to inclusion in Wales is found in Welsh Government's guidance document '*Inclusion and Pupils Support*' (2016). This guidance identifies a number of vulnerable groups of children and young people who may have additional learning needs (ALN) as identified in the ALNET (Wales) Act 2018.

The LA is committed to the seven core aims identified by the Welsh Government, which summarise the UN Convention on the Rights of the Child

The LA believes in celebrating diversity as a source of richness and potential that benefits all. The LA's commitment is to act in accordance with relevant equality legislation, and the LA and Inclusion Service's various policies, a number of which have been created or updated in line with the ALNET (Wales) Act 2018 and its associated reforms including:

- ALN Strategy
- Promoting Positive Relationships and Behaviours Policy
- Attendance Policy & Guidance
- Well Being Strategy
- Safeguarding in Education Policy
- Traveller School Attendance Guidance
- Policy for the Education of Pregnant School Girls and School Age Parents
- Policy and Guidance for Schools on the Use of Reduced Timetables
- Hard to Place Protocol
- Exclusion Guidance
- Education Other Than at School (EOTAS) Guidance
- Blaenau Gwent Policy for the Education of CYP with Medical Needs
- Admission Guidance

## 4. Aims

The aim of this strategy is to set out the commitment of the LA to the principles of inclusive education and its responsibilities to implement this across all relevant service areas and activities.

Inclusive principles will inform the work of the LA within the context of Blaenau Gwent's support for lifelong learning with the following as a focus:

- review and further develop a holistic education approach to inclusion, wellbeing, behaviour and relationships;
- support and empower schools to further develop their coherent whole school approach to wellbeing, relationships and behaviour; support schools to reduce exclusions and improve attendance;
- provide a framework for associated guidance;
- promote effective partnerships and cluster working with and across schools; and,
- support effective working between schools and other education providers to share good practice.

## 5. Principles

Inclusion involves celebrating, not just tolerating, diversity and the creative use of resources to support all children and young people to learn effectively. The LA, EAS, schools and other educational settings will show good practice in relation to inclusion by:

- adopting a person centred approach to planning and delivery of services in order to meet individual needs;
- providing dynamic leadership and effective management to promote social and emotional well-being through inclusive and non-discriminatory practices;
- facilitating a multi-agency focus to provide early intervention through a team around the family approach;
- targeting resources, interventions and training through positive actions in accordance with identified need;
- improving educational access and participation, and promoting achievement for all, particularly those in vulnerable groups;
- providing high quality learning and teaching experiences which are flexible and respond to the changing needs of individuals and the community;
- reviewing policies and practices to facilitate the change process and improve and develop culture and ethos;
- communicating effectively with and supporting schools, education settings, parents/ carers, children and young people.

## 6. DEFINITIONS

### a) **Inclusion**

*“Inclusion requires the active involvement from all concerned. It places the onus on schools to adapt their organisation and their ways of responding to the needs of all children and young people and to value their development in all areas of school life.”* (Inclusion and Pupil Support, WG 2016)

[https://gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support\\_0.pdf](https://gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support_0.pdf)

Welsh Government has, in recent years, issued a range of legislation and guidance which requires local authorities, schools, and other educational settings to:

- promote equality of opportunity for different groups of learners;
- review their policies and practice to ensure they do not discriminate against particular groups of learners, including those with characteristics protected by the Equalities Act 2010;
- pro-actively promote equality in relation to disability, race, gender, religious belief and sexuality;
- ensure the needs of vulnerable groups including those with additional learning needs are identified and met in a timely fashion;
- adopt person centred approaches.

### b) **Vulnerable and Disadvantaged Learners**

<https://gov.wales/sites/default/files/publications/2020-08/guidance-supporting-vulnerable-disadvantaged-learners.pdf>

In its ‘Guidance for supporting vulnerable and disadvantaged learners’, Welsh Government stress that children may be seen as vulnerable for a number of reasons. In accordance with WG, Estyn also state that vulnerable children may be defined as those who may be more likely to experience emotional, social, and developmental barriers to learning. This may be as a result of their life experiences and disadvantage. A wide definition of vulnerable and disadvantaged learners has been adopted. It includes, but is not limited to, learners who are in one or more of the following groups:

- children with Additional Learning Needs (ALN)
- care-experienced children, including Children Looked After (CLA)
- those at risk of exclusion
- Minority Ethnic and Gypsy, Roma and Traveller (MEGRT) learners who have English or Welsh as an additional language (EAL/WAL)
- young carers
- young offenders
- learners educated other than at school (EOTAS)
  
- children of refugees and asylum seekers
- learners eligible for free school meals (eFSM)
- children at risk of harm, abuse or neglect.

Not all learners from these groups will face barriers to learning or be vulnerable to underachieving. Learners from these groups **may** face a range of barriers to achieving their potential and will, therefore, require different solutions and support targeted towards meeting each of their individual needs. In addition, learners may belong to several of the above groups at the same time, depending on their individual circumstances. *The list of groups is not exhaustive.* Learners not in these groups may be considered vulnerable or disadvantaged, including specifically as a result of COVID-19. For example, some learners who would not have been considered vulnerable or disadvantaged pre-COVID-19 may require additional support when they return to school because of their experience during lockdown.

Learners educated through the medium of Welsh from homes where Welsh is not spoken may also require additional support, especially where they also face other barriers to learning. This may also be the case for those learners where English or Welsh is not their first language.

The role of the LA is to ensure that schools and providers are supported to identify the vulnerable learners in a broader context, and that there are clear links for support for schools from EAS and LA officers. It is often the most vulnerable learners for whom education other than at school (EOTAS) is considered. The LA has a clear EOTAS Policy which aligns with the principles outlined in this strategy.

#### **Additional Learning Needs (ALN)**

The LA has an ALN Strategy which defines Blaenau Gwent's Local Authority's (LAs) approach, objectives and plans (within the context of current legislative changes) to support schools to meet the needs of children with additional learning needs (ALN) to overcome barriers and challenges to enable them to reach their full potential. The principles underpinning the additional learning needs system are to support the creation of a fully inclusive, person centred education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enable them to participate in, benefit from, and enjoy learning.

#### **Children Looked After (CLA)**

The LA has a policy for children looked after (CLA), which outlines the LA approach, supports the development of schools' policies, implementation and monitoring of a consistent approach, working in partnership with children's services and the EAS.

#### **c) Wellbeing**

There has been significant focus from Welsh Government, Public Health Wales and Estyn for a number of years on ensuring a collective focus on improving children's wellbeing. Locally, in Blaenau Gwent, there is a significant focus on children's wellbeing and mental health, particularly in relation to the Whole School Approach (WSA), early help and enhanced support, CAMHS in-reach project and EAS strategy for wellbeing and equity. Blaenau Gwent makes a significant contribution to the WSA agenda at both a national and regional level.

The LA has a Wellbeing Strategy and Good Practice Guide, which defines Blaenau Gwent's Local Authority's (LAs) approach, objectives and plans (within

the context of current legislative changes) to support schools to support learners' well-being and mental health. The Blaenau Gwent aspiration for well-being is that all children and young people are purposefully engaged in education which is appropriate to their needs and age. We want our children and young people to flourish and achieve positive outcomes for themselves, their families and our community. We want our children and young people to be healthy, confident and capable and ready to learn throughout their lives. We want our children and young people to be enterprising, creative contributors who are ready to play a full part in life and work.

The Wellbeing Strategy and Good Practice Guide recognises the multi-dimensional nature of well-being and the critical importance of promoting good well-being for all. The mechanism for achieving this will be through the co-ordination of the curriculum in schools and how extra and co-curricular activities can be designed to enhance and complement learning experiences to improve well-being. This strategy aims to establish a framework where it is possible to map how aspects of learner well-being are explicitly promoted through the curriculum and how the community, outside agencies and partners can help augment school provision to provide comprehensive and meaningful experiences to promote well-being.

Schools and other education settings should strive to have an inclusive culture that fosters schools' ability to provide protective factors that develop resilience and promote wellbeing. The LA, working together with partners, aims to support schools to develop a coherent whole school approach to wellbeing, focusing on the Welsh Government 'whole school approach' and to develop a coherent whole education approach to wellbeing across a range of dimensions. These aims are consistent with the recommendations outlined in Estyn's (2019) report: Healthy and happy: school impact on pupils' health and wellbeing and with the 'Mind Over Matter' (2018) report.

#### **d) Behaviour / Relationships**

The Local Authority has recently produced a draft version of the 'Promoting Positive Relationships and Behaviours Policy and Guidance' document, to support schools in promoting inclusion and preventing exclusion amongst its community.

In addition, there is a range of policy and guidance documentation from the Welsh Government including:

- [Welsh Government Inclusion & Pupil Support Document](#)
- [Exclusion from schools and pupil referral units 225/2019](#)
- [Practical approaches to behaviour management in the classroom. A handbook for classroom teachers in primary schools 117/2012](#)
- [Practical approaches to behaviour management in the classroom. A handbook for classroom teachers in secondary schools 086/2010](#)
- [Effective managed moves: A fresh start at school for children and young people 096/2011](#)
- [Rights, respect, equality: Statutory guidance for governing bodies of maintained schools 2019](#)



- The Children Act 1989 and The Social Services and Wellbeing act (2014),
- Curriculum for Wales 2022 and
- Challenging Bullying: Rights, Respect Equality statutory guidance (2019)

#### **e) Exclusions**

Our vision is for all children and young people in Blaenau Gwent is to be purposefully engaged in an educational programme appropriate to their needs and age. We want our children and young people to flourish and to achieve positive outcomes for themselves, their families, and our community and for society at large. We want our children and our adults to be happy, healthy, capable and engaged with school and the wider community. Minimal school exclusions will be a key indicator of our collective success.

Welsh Government recognises and promotes the importance of wellbeing in schools as a key factor in achieving this ambition. Blaenau Gwent is aware that improving the all-round wellbeing of pupils and staff is important in and of itself, as well as crucial in lifting performance and attainment levels.

In most cases, fixed-term exclusions are only given after exhausting all the available options for internal interventions and exclusions from the classroom. However, research demonstrates the clear need to consider what additional external support can be provided to children to prevent exclusion when internal school-based interventions do not succeed.

The Local Authority has produced a guidance document to support schools in promoting inclusion and preventing exclusion amongst its community. There are regular exclusion monitoring arrangements in place e.g. DMT and school levels.

#### **f) Roles and Responsibilities**

The Education Directorate and Inclusion Service, in collaboration with the Education Achievement Service (EAS) and local and regional partnerships, will:

- provide leadership to promote successful inclusion in schools, early years, youth and adult learning settings and have regard to stakeholder views;
- develop strategies and policies that are inclusive and non-discriminatory;
- monitor educational outcomes of vulnerable groups and target resources appropriately and transparently aim to challenge and monitor outcomes, provision and the quality of leadership in order to secure the best possible quality of education for vulnerable groups;
- promote effective and coordinated transition for children and young people between phases and settings;
- celebrate and disseminate good practice that has been identified across LA.

Schools and other educational settings will:

- develop an organisational culture and ethos that is inclusive, non-discriminatory and responds to diversity;
- personalise learning so that all children and young people achieve and reach their full potential;

- celebrate and publicise the achievements of all learners;
- monitor educational outcomes for all potentially vulnerable groups work to remove barriers and build bridges for inclusion;
- work with local communities to promote inclusion and continued access to education and lifelong learning.

## **7. Partnerships**

Working in partnership is a key priority for the LA. Effective collaboration will be secured through active involvement with:

- the Wellbeing Partnership.
- Multi-agency forums with Children's Services and Health;
- voluntary organisations and other key stakeholders;
- schools and other educational settings;
- children, young people, parents and carers.

### **Learner Voice**

The LA recognises the importance that all agencies involved in the education of children and young people should seek their views. Their views will be sought through relevant pupil participation forums and taken into consideration when decisions about their educational experience are made.

## **8. Monitoring, Evaluation and Review**

The Inclusion Strategy will be reviewed annually. The LA will monitor progress towards inclusive practice both at school and other educational settings through:

- Reviewing performance indicators at local and national level on a regular basis;
- Analysis and effective use of relevant data at a corporate, directorate and school level;
- Education and EAS Officer visits and reports;
- Estyn inspection findings and independent reviews;
- The range of self-evaluation processes.

## Appendices

Please refer to the BG strategies, policies and guidance for the following:

### Appendix 2 - ALN Strategy

- Wellbeing Strategy and Good Practice Guide
- Positive Relationships and Behaviours Policy and Guidance
- Attendance Policy & Guidance
- CLA Policy
- Traveller School Attendance Guidance
- Policy for the Education of Pregnant School Girls and School Age Parents
- Policy and Guidance for Schools on the Use of Reduced Timetables
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- Blaenau Gwent Policy for the Education of CYP with Medical Needs
- Admission Guidance

### Links:

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- [Effective managed moves: A fresh start at school for children and young people 096/2011](#)
- [Rights, respect, equality: Statutory guidance for governing bodies of maintained schools 2019](#)
- [Guidance-supporting-vulnerable-disadvantaged-learners.pdf \(gov.wales\)](#)

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# ALN STRATEGY

August 2022



Cyngor Bwrdeisdref Sirol  
**Blaenau Gwent**  
County Borough Council

# **Additional Learning Needs (ALN) Strategy**

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## 1. Executive Summary

The Education Directorate's agreed purpose is to deliver 'Better Schools, Better Citizens and Better Communities' and the work of the Additional Learning Needs (ALN) Strategy is fundamental in supporting our learners with identified needs. The ALN Strategy defines Blaenau Gwent Local Authority's approach, objectives and plans (within the context of current legislative changes) to support schools to meet the needs of children and young people with additional learning needs to overcome barriers and challenges to enable them to reach their full potential. Blaenau Gwent has a proportionately high-level of learners experiencing ALN, therefore, this strategic approach is of high importance.

The strategy sets out the Welsh national context for meeting the needs of all learners, as outlined by the Education in Wales: Our National Mission Action Plan 2017-21 and the Additional Learning Needs and Education Tribunal (Wales) Act. Both the plan and the Act advocate the need to work in partnership to ensure that all learners are inspired, motivated and supported to reach their potential and that every learner has access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning. The duties placed on Local Authorities by the Act and the new Additional Learning Needs Code (2021) are highlighted.

The local context demonstrates how Blaenau Gwent's ALN Strategy is supported by the aims and objectives identified in wider local authority strategies. The holistic view that Blaenau Gwent Local Authority (LA) has taken to understand how key issues in children's early years, such as poverty and exposure to Adverse Childhood Experiences (ACES), can affect attainment is outlined. Within this context, the LA focus is on: improving the provision and outcomes for vulnerable groups of learners; early intervention; reducing the rates of exclusions (as these impact upon pupil attainment and outcomes); securing excellence in learner well-being; and ensuring that the LA is fully compliant with the Additional Learning Needs and Tribunal Act 2018.

Definitions of ALN and disability are provided. The principles underpinning the ALN system are discussed and the importance of including children and young people in decisions which affect them are highlighted, as this contributes to better outcomes for them.

The key partnerships with the Education Achievement Service (EAS), local and regional services, schools and other educational settings are set out to emphasise the importance in facilitating high quality support and provision and developing the knowledge and skills of school staff to effectively support children with additional learning needs.

The roles and responsibilities of schools and early years settings (including the governing body, senior leadership team, additional learning needs coordinator and teachers) and the local authority with respect to the duty outlined in the Additional Learning Needs Act and Code to: identify whether a child or young person has additional learning needs, prepare, maintain and transfer an IDP, Partnership/Dispute resolution, Safeguarding and Monitoring, Evaluation and Review are highlighted.

## 2. Strategic Context

### National Context

All learners must be supported to be emotionally and physically ready to learn in a safe and supportive environment. Equity requires that we ensure that the system, at settings, local and national level takes account of and responds to the unique challenges that present themselves to individuals or groups of learners. We will strengthen partnership working to improve the early childhood experiences of children and ensure a widespread understanding of the importance of the first thousand days in a child's life. The reformed twenty-first century curriculum will help schools focus effectively on learner well-being, equity and excellence. Each learner must be respected and challenged to achieve the best that they are capable of, including our most able learners, while being supported to overcome barriers that inhibit their learning. Children and young people who have strong relationships and a positive sense of self – and who can understand and manage their own health and emotions – are in a better position to reach their full potential in the future.

Working in partnership, WG are determined that no challenge should prevent any learner from reaching their potential, including those learners who experience several Adverse Childhood Experiences (ACEs).

*(Education in Wales: Our National Mission Action Plan 2017 – 21)*

The Additional Learning Needs and Education Tribunal (Wales) Bill was passed by the National Assembly for Wales on 12 December 2017 and became an Act on 24 January 2018 after receiving Royal Assent.

There is a clear duty on local authorities to secure education at mainstream maintained schools, where possible. The power of local authorities to secure additional learning provision (ALP) at independent schools will be limited.

The Welsh Government is committed to ensure that all learners are inspired, motivated and supported to reach their potential. Every learner should have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.

The Act places a range of duties on the local authorities in relation to additional learning needs (ALN) which can be grouped as follows;

- Specific duties in relation to individual learners (usually those in their area) such as duties to maintain Individual Development Plans (IDPs) for some learners (including learners who are dual registered and those with more complex needs).
- General duties – to support the functioning and effectiveness of the additional learning needs system – including the duty to provide information and advice and the duty to keep additional learning provision under review.
- Local authorities will be directly responsible for meeting the needs of children and young people with the most complex and/or severe needs, those who do not attend a maintained school or further education providers in Wales (including those below school age).



- To have due regard to the United National Convention on the Rights of the Child (UNCRC) and United Nations Convention on the Rights of Persons with a child or young person. (It provides guidance on actions local authorities and NHS bodies might consider taking when discharging these duties).

The new ALN Code imposes a duty on local authorities, early years settings, schools, providers and further education providers to determine whether children and young people aged 0-25 have additional learning needs (ALN), which calls for additional learning provision (ALP). Once a school or setting has decided that a child has additional learning needs (ALN), it must prepare an Individual Development Plan (IDP) for that child. Where emerging needs are identified particularly in very young children this does not necessarily require an identification of an additional learning need but may require early intervention.

The Code sets out the general principles underpinning the additional learning needs system which are reflected in the 2018 Act.

- A rights-based approach where the views, wishes and feelings of the child or the child's parent(s)/carers are central to the planning and provision of support; and the child, child's parent are enabled to participate as fully as possible in the decision-making process.
- Early identification intervention and effective transition planning where needs are identified and provision put in place at the earliest opportunity, and transitions are planned in advance.
- Collaboration where all those involved in planning and providing support to children and young people with additional learning needs (ALN) should work in the best interests of the child or young person.
- Inclusive education where children and young people are supported to participate fully in mainstream education, wherever feasible, and a whole setting approach is taken to meeting the needs of learners with additional learning needs (ALN).
- A bilingual system where all reasonable steps are taken to deliver additional learning provision (ALP) in Welsh for children and young people who require support through the medium of Welsh, with scope for increasing the delivery of additional learning provision (ALP) in Welsh over time.

In following the additional learning needs legislation and guidance, the Local Authority will also be mindful of other relevant legislation and guidance such as the United Nations Convention on the Rights of the Child, The Social Services and Wellbeing Act and The Equalities Act.

### **Blaenau Gwent - Local Context**

This policy is supported by the aims and objectives identified in wider local authority policies and strategies including, amongst others, the BGCBC Education Improvement Plan, Corporate Plan, Education Achievement Service (EAS) Business Plan, BG Council Well-being Objectives, Inclusion Equity and Diversity Strategy, Wellbeing Strategy, Education Other than at School (EOTAS) Strategy and Not in Education, Employment or Training (NEETS) strategy.

Objectives that relate to this includes those which aims to:

- Raise the standards of attainment;
- Support those who are not able to follow a traditional attainment path;
- Improve the learning environment;
- Improve skills for a digital age;
- Support learning that enables young and adult employment opportunities;
- Safeguard all children and young people in order to create a climate for learning, particularly for those most vulnerable.

Blaenau Gwent Local Authority takes a holistic view of education such as understanding issues in children's early years and aspects like poverty and how they can affect attainment. Much has been done to develop a multi-agency approach and learn from relevant research, such as our work on 'Adverse Childhood Experiences (ACES).

The Local Authority is committed to the delivery of statutory education for children and young people, alongside providing support and guidance to families to provide opportunities for those children and young people to achieve within their schools and communities. It provides opportunities for adults and young people to improve their life chances by gaining qualifications and supports them into sustainable employment.

The Education Directorate will focus on:

- Improving the provision and outcomes for vulnerable groups of learners.
- Early identification and intervention.
- Reducing the rates of exclusions, therefore impacting upon pupil attainment and outcomes.
- Securing excellence in learner well-being.
- Ensuring that the Local Authority is fully compliant with the Additional Learning Needs and Tribunal Act 2018.

Exceptionally, it is recognised that for a small minority of children and young people with severe and complex needs, alternative provision arrangements will need to be identified. Within the Local Authority (LA) there is a continuum of specialist provision that includes Pen-y-Cwm School and the River Centre 3 -16 Learning Community, and specialist resource bases attached to mainstream schools. These facilities are appropriately resourced to meet the needs of children and young people with more significant additional learning needs.

Blaenau Gwent County Borough Council believes that for many children and young people the best place to undertake their education is in their local mainstream school. It is recognised that schools must respond to a diverse range of pupil need and they may require help and support from other agencies, including the Local Authority. There will be a small but significant group of children and young people who may be unable to be educated in school at a given point in their life. Where a child is not electively home educated, a key priority for the Local Authority is returning these children to school as soon as they are able to do so; therefore, Education Otherwise Than At School (EOTAS) provision is not to be considered as a long term solution. The Local Authority's EOTAS policy and guidance provide further detail regarding the approach taken by the Local Authority in this area.

*(A full list of specialist provision within the Blaenau Gwent County Borough is attached – Appendix 1)*

### **3. Definitions**

#### **Additional Learning Needs**

A child/young person is said to have 'additional learning needs' if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age. Children might need extra help to be able to take part in school or get the most from their education.

Key questions:

- Does the child have significantly greater difficulty in learning than many others of the same age?
- Does the child have a disability (within the meaning of the Equality Act 2010) which prevents or hinders the child from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained school or mainstream further education providers?

In the early years, providers will focus on early intervention to support emerging needs thus supporting children where possible to have their needs met in mainstream alongside their peers. In some instances, it may be appropriate for a child in the early years to have an individual plan. In nearly all cases the maintained school will be responsible for deciding whether a child has additional learning needs (ALN) and for preparing and maintaining an Individual Development Plan (IDP).

Identifying whether a child may have additional learning needs (ALN) and the subsequent decision as to whether the child has additional learning needs and if so, what those additional learning needs are, needs to be based on evidence; this evidence might come from staff within the early years setting, school or further education provider, other services which have been involved with the child or young person, it might also come from the child, their parents or the young person themselves.

#### **Disability**

According to legislation, children and young people are considered to be disabled if they are:

*“blind, deaf or dumb or suffer[s] from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. Section 17 (11), Children Act 1989.*

*A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. Section 1(1), Disability Discrimination Act 1995.”*

## 4. Blaenau Gwent's Principles and Aims

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

Blaenau Gwent include the participation of children and young people and families in decisions which affect them, which ultimately may contribute to better outcomes for them.

This will ensure that:

- Families are supported with their child's development.
- Practitioners supporting children and young people with additional learning needs having a better understanding of the child or young person, including who they are and what are important to them.
- Increased expectations of children and young people based on an understanding of the child or young person's strengths and potential.
- The development of personalised learning based on the identification of targets that build on the strengths of children and young people with additional learning needs.
- More effective planning and delivery of ALP which supports children and young people to work towards achieving positive outcomes based on their ambitions and aspirations.
- The empowerment of children and young people and their families through celebrating their achievements and abilities and focusing upon the possibilities, rather than the problems they face.

The Local Authority's objective is to achieve high quality support and provision by working in partnership with the Education Achievement Service (EAS), local and regional services and school and other educational settings. The LA is committed to supporting schools and other educational settings to raise attainment levels and achievements, celebrating progress towards realistic goals which are motivating and jointly developed with children and young people.

The Local Authority in collaboration with the Education Achievement Service (EAS) will provide a range of training and professional development programmes and information sharing forums for schools and other agencies in order to maintain and develop knowledge and skills to effectively support children and young people with additional learning needs (ALN). Further details can be found in section 10.

The aim is to ensure that the Local Authority:

- Incorporates processes and practice that adheres to the stipulations set out in the ALN Code of practice and the ALNET Act.
- Works together to deliver the best outcomes for children with additional learning needs.
- Support schools and settings to develop an inclusive and highly skilled universal provision.
- Support schools and settings to improve educational and inclusion opportunities.

- Attempts to raise achievement and attainment by removing barriers to learning.
- Ensures early identification and intervention for children and young people who have additional learning needs and establish coordinated approaches across services and settings that work.
- Increases physical and curricular access for all children and young people with additional learning needs.
- Promotes inclusive education in all educational and early years settings and colleges.
- Develops a fair and equitable system for providing resources and support to schools and settings to meet an array of additional learning needs.
- Builds on existing expertise and enhances the professional development of all staff working with children and young people with additional learning needs.

## **5. Roles and Responsibilities**

Person centred practice puts the child, child's parents or young person at the centre of decisions. The Local Authority, schools and settings will use a range of resources to gather relevant information and to inform actions to support learners with an additional learning need. The Local Authority has developed person centred templates in readiness for the move to Individual Development Plans.

### **Identifying ALN and ALP Needs and Provision**

Additional learning needs processes are based on the premise that:

- the views, wishes and feelings of the child and the child's parent or the young person are central to the process;
- the child and the child's parent or the young person should be enabled to participate as fully as possible in decisions; and
- appropriate information and support are provided to enable participation in decision making.

Local Authority and school / settings paperwork reflects person centred approaches and information collated through person centred reviews forms the focus of decisions about additional learning needs.

### **Schools, Early Years Settings and LA Responsibilities**

Schools and Early Years settings are responsible for operating in accordance with legislation and adhering to the ALN Code, recognising and responding to the diverse needs of their learners, while also offering a continuum of support and services to match those needs.

When it is brought to the attention of, or appears to, a maintained or non-maintained early years setting or school that one of its pupils (who does not have an Individual Development Plan (IDP) or Education Health Care (EHC) Plan) may have additional learning needs, these settings must follow the process outlined below: (different arrangements apply if pupils are dual registered, looked after, detained, an English resident without an EHC plan):

- Obtain child (or parents) consent to decide about whether the child has additional learning needs.

- Prepare an Individual Development Plan when the school considers the child has additional learning needs.
- Where the setting has determined that the child has additional learning needs, which calls for Additional Learning Provision (ALP) and it would not be reasonable for the setting to secure, they can refer the matter to the Local Authority responsible for the child or young person for support and consideration.

### **The Governing Body**

The Governing Body must have regard to relevant guidance in the ALN Code when exercising functions under Part 2 of the Additional Learning Needs Act. The Governing Body, with the Senior Leadership Team (SLT), will maintain Individual Development Plans (IDPs) and ensure appropriate Additional Learning Provision (ALP) for learners with Additional Learning Needs.

### **Senior Leadership Team (Schools)**

The SLT will advise, support and challenge the systems and processes to identify and meet the needs of the learners. The SLT and Governors will work strategically to ensure the education setting is meeting its responsibilities under the additional learning needs Act, the additional learning needs Code and Act.

### **Additional Learning Needs Coordinator (ALNCo)**

The additional learning needs coordinator, at a strategic/operational level, ensures the needs of all learners with additional learning needs are met within the education setting. The additional learning needs coordinator will either form part of the Senior Leadership Team or have a clear line of communication to the SLT in accordance with the ALN Code. The additional learning needs coordinator has responsibility for deploying and supporting staff and will be involved in decisions around budgets and resources to plan appropriate provision. The additional learning needs coordinator will ensure IDPs and other associated records are maintained and kept up to date and will have regard to the views, wishes and feelings of the child, the child's parent or the young person.

The additional learning needs coordinator will secure relevant services that will support the learner's ALP as required and this may involve liaising with specialist external services. The additional learning needs coordinator must also prepare, and review information required to be published by the governing body pursuant to the additional learning needs Code.

### **Teachers**

Teachers are responsible for the day-to-day process of supporting every learner with additional learning needs. The class teacher will work closely with the additional learning needs coordinator to assess the child and to track child's progress in order to provide a differentiated learning programme. The class teacher will also make effective use of teaching assistants deployed to support learners.

### **Local Authority**

Where it appears that a child or young person may have additional learning needs the LA **will** decide whether the child or young person has additional learning needs unless:

- an IDP is already being maintained for the learner;
- the LA has previously decided the issue and is satisfied that the child's needs have not changed materially since that decision and there is no new information which materially affects that decision;
- the LA is satisfied that the question of whether or not the child has additional learning needs is being decided by a Governing Body; and/or,
- the child is a young person who does not consent to the decision being made.

If the LA decides that a child or young person has additional learning needs the LA **will**:

- prepare and maintain an IDP,  
or
- prepare an IDP and direct a Governing Body to maintain it,  
or
- direct the Governing Body to prepare and maintain the plan.

Following such a direction the Governing Body **must** prepare and/or maintain the plan unless the young person does not give consent.

The circumstances in which the LA duty to maintain an IDP ceases; in the case of an IDP maintained by the LA for a child or young person, the local authority's duty to maintain the IDP ceases to apply in the following circumstances:

- the LA decides that the child or young person no longer has additional learning needs, and that decision has not been successfully challenged;
- in the case of a young person, the young person no longer consents to the IDP being maintained or, in the case of a child becoming a young person, does not consent to the IDP being maintained;
- the LA ceases to be responsible for the child (provided the child is not looked after) or young person - that is, if the child or young person ceases to be in the area of the Blaenau Gwent Borough;
- in the case of a child who is looked after by Blaenau Gwent LA, the person ceases to be a looked after child (for whatever reason, including because the child has become a young person) and the LA is not responsible for the person (i.e., the child is not in its area). Where another LA is responsible for the child or young person, the duty to maintain the IDP transfers to that LA;
- in the case of a child or young person who is a registered pupil at a maintained school in Wales, the LA will direct the school to maintain the plan;
- in the case of a young person who is enrolled as a student at an FEI in Wales, the FEI agrees to a request from the LA to become responsible for maintaining the IDP or the Welsh Ministers have determined that the FEI should maintain the plan;
- the child or young person becomes subject to a detention;
- in the case of a young person, the young person attains the age of 25, in which case the duty to maintain the IDP will cease at the end of the academic year in which the person attains that age;
- in the case of a young person who is neither a registered pupil at a maintained school in Wales nor enrolled as a student at an FEI in Wales, the LA decides that it is no longer necessary to maintain the IDP to meet the young person's reasonable needs for education or training.

### **Transferring an IDP Responsibilities:**

Where a child or young person with an IDP maintained by a school transfers to another maintained school in Wales or to an FEI in Wales, responsibility for maintaining their IDP will usually transfer at the same time. Similarly, where a child or young person with an IDP maintained by Blaenau Gwent LA moves to another local authority's area, responsibility for maintaining the IDP will normally transfer between the local authorities.

Where a child or young person with additional learning needs becomes the responsibility of Blaenau Gwent LA, the LA will maintain the IDP if immediately before the child or young person became its responsibility, an IDP was being maintained for the child or young person by another local authority.

The LA will provide children, young people and others with information and advice about additional learning needs and the new system, and ensure that it is accessible for all who need it.

### **Decision-Making Processes:**

Currently, the LA use multi-agency panels to moderate decisions in a consistent and robust manner. Evidence based decisions include;

- Whether to proceed with the full statutory assessment of additional learning needs.
- Whether to issue / amend Statements of Special Educational Needs.
- Whether to provide additional resources / provisions at School Action Plus.
- Whether a child requires access to a specialist placement (both in/out of the Blaenau Gwent Borough).
- To allocate Additional Learning Needs specialist transport. Edibility criteria can be found in Blaenau Gwent County Borough Council Home to School and Post 16 Transport Policy.

The decisions are based on the written information received according to the criteria for Statutory Assessment / School Action Plus. In the context of the ALN reform Blaenau Gwent LA are revising processes and practices. This includes developing a fair and consistent approach in the form of an ALN Assessment Matrix which will support:

- Effective identification of additional learning needs
- Effective identification of interventions / provision appropriate to meet the identified need
- The identification of who has the duty to maintain the IDP
- Compliance of the additional learning needs and Tribunal Act 2018

This approach will apply to all children and young people aged 3-19 on roll at Local Authority maintained and grant-maintained schools. The system will be flexible and support learners' needs at all significant transition points. The matrix links robust identification of need to targeted provision/interventions which would support for children and young people, demonstrating a more efficient and effective use of resources. The purpose of the matrix is not to categorise or diagnose, but to identify the barriers to learning a child may be experiencing.



The LA has worked with colleagues across the South East Wales Consortia (SEWC) region to develop this as a regional approach, thereby allowing for consistency and coherence.

## **6. Partnership / Dispute Resolution**

The LA is committed to working in partnership with parents /carers and values the contribution they can make to enable children and young people with additional learning needs achieve their potential. A parent independent partnership service is currently provided by SNAP Cymru.

SNAP Cymru's aim is to ensure families have access to information, advice and guidance in relation to the Additional Learning Needs of their children and young people so they can make appropriate, informed decisions. SNAP Cymru make sure that the views and wishes of children and young people are listened to and taken into consideration and they, along with parent's views, can inform and influence the development of local additional learning needs policy and practice. This service also has in place processes for avoiding and resolving disagreements (Dispute Resolution).

The LA also provides information and advice about additional learning needs and the additional learning needs system. The information and advice is provided in an impartial manner. In addition to working with parents / carers and SNAP, effective collaboration will be secured through active involvement with;

- LA teams including:
  - The Educational Psychology Service (EPS)
  - The Inclusive Practice Service (IPS) from Pen y Cwm Special School
  - Early Years Additional Learning Needs Lead Officer (EYALNLo)
  - LACE/CLA
  - Safeguarding in Education Lead
  - Youth Service
- Education Achievement Service (EAS)
- Gwent-wide Sensory and Communication Support Service (SENCom)
- Gwent Education Minority Ethnic Service (GEMS)
- Careers Wales
- Local Health Board
- Social Services

## **7. Safeguarding Children**

Children and young people with ALN may be more vulnerable to issues such as bullying, emotional, sexual and physical abuse and neglect. All those working with children must be alert to these issues and their responsibilities in accordance with the Wales Safeguarding Procedures and Safeguarding in Education guidance.

Children and young people who have behavioural, emotional or social difficulties or who are at risk of disaffection or exclusion or who have physical medical difficulties may require a risk assessment to ensure their health, safety and well-being.

## **8. Monitoring, Evaluation and Review**

The LA has a statutory duty to ensure the quality of educational provision, and as part of this to ensure that the needs of individual children / young people are met. In carrying out its responsibilities towards children with additional learning needs the LA will monitor how effectively schools and governing bodies fulfil their duties via:

- the Monitor, Challenge, Intervention and Support process undertaken by the Education Achievement Service (EAS) including scrutiny of school development plans in relation to ALN;
- Professional Discussions with all schools on an annual basis;
- Termly Team Around the School (TAS) meetings
- Progress against Estyn recommendations;
- Termly review of individual service areas provision and the effective use of its resources through the evaluation of Service Improvement Plans and against service standards and national & local performance indicators as well as impact evaluation of specialist staff visits;
- Self-evaluation; and,
- use of relevant data.

Through termly analysis of data, the LA will:  
track vulnerable learners;

- monitor and evaluate the impact of interventions for an individual child, groups of children and at school level;
- monitor trends and identify emerging areas of need;
- monitor and evaluate the impact of additional funding, both delegated and centrally held on outcomes for children with ALN; and,
- target additional funding appropriately and identify future funding needs.

The LA will collate and share information in line with General Data Protection Regulation (GDPR) (2018). The LA will keep Additional Learning Needs provision under review and will link their activity to action linked wider strategic duties including:

- The Schools Standards and Organisation (Wales) Act 2013
- The Social Services and Well-being (Wales) Act 2014
- The Well-being of Future Generations (Wales) Act 2015

## **9. Training**

Support / Training for Schools: the LA has developed a range of training / resources which have been designed to support schools including:

- ALN transformation and implementation.
- ALN training
- NQT training
- Assessment Matrix Tool
- Training and intervention provided by the Teams within Education and Inclusion Service (e.g., EPS, Inclusive Practice Service, ALN teams)
- EAS (Education Achievement Service) professional learning offer focuses on the 'universal provision' for vulnerable groups of learners in the eight areas

- Awareness of other training opportunities through signposting schools to relevant training opportunities. These include Communication and Intervention Service (ComIT), Gwent Education Minority Ethnic Service (GEMS), Child and Adolescent Mental Health Service (CAMHS).

## APPENDICES

<u>Appendix 2.1</u>	Specialist Provision Details
<u>Appendix 2.2</u>	The Education Directorate - Additional Learning Needs Services
<u>Appendix 2.3</u>	Sources of Information
<u>Appendix 2.4</u>	Regional Principles and Practice Document

## APPENDIX 2.1

### Specialist Provision Guide

Provision	Contact Details
Pen y Cwm Special School (PMLD)	Strand Annealing Lane Ebbw Vale NP23 6AN Tel: 01495 357755
The River Centre 3-16 Learning Community (SEBD)	River Centre 3-16 Learning Community Pontygof, Ebbw Vale Blaenau Gwent NP23 5AZ
Abertillery Learning Community - Six Bells Primary Campus SNRB (Complex Needs)	Bryngwyn Road Six Bells Abertillery NP13 2PD Tel: 01495 212678
Coed y Garn Primary School SNRB (Complex Needs)	Parrot Row Blaina NP13 3AH Tel: 01495 290044
Glanhowy Primary School SNRB (ASD)	Coach Bach Tredegar NP22 4RW Tel: 01495 722312
Willowtown Primary School SNRB (Complex Needs)	Brynheulog Street Ebbw Vale NP23 6NJ Tel: 01495 302436
Ystruth Primary School SNRB (ASD)	East Pentwyn Blaina NP13 3XG Tel: 01495 290955
Abertillery Learning Community - Secondary Campus SNRB (Complex Needs)	Alma Street Abertillery NP13 1YL Tel: 01495 217121
Ebbw Fawr Learning Community SNRB (ASD)	Lime Avenue Ebbw Vale NP23 6GL Tel: 01495 354690

## APPENDIX 2.2

### List of Additional Learning Needs Services within Blaenau Gwent LA

Service	Email	Contact Number
ALN Team (Statutory Assessment)	<b>TBC</b>	01495 355443
Communication Intervention Team (ComIT)	<b>TBC</b>	01633 645468
Educational Psychology Service	<b>TBC</b>	01495 357890/1
Education Safeguarding	<b>TBC</b>	01495 355823
Education Welfare Service	<b>TBC</b>	<b>TBC</b>
GEMS	<b>TBC</b>	01633 851500
Gypsy Roma Traveller (GRT) Officer	rebecca.bevan@blaenau-gwent.gov.uk	<b>TBC</b>
Hearing Impairment Service	<b>TBC</b>	01633 645458
The Inclusion Service – Service Manager	julie.sambrook@blaenau-gwent.gov.uk	<b>TBC</b>
Inclusive Practice Service	<b>TBC</b>	01495 357841
School Admissions	<b>TBC</b>	01495 355493
Visual Impairment Service	<b>TBC</b>	01633 645420

## APPENDIX 2.3

### Sources of Information

#### Hyperlinks:

<https://gov.wales/additional-learning-needs>

<https://gov.wales/additional-learning-needs-and-education-tribunal-wales-act>

<https://gov.wales/the-additional-learning-needs-code-and-regulations>

[United Nations Convention on the Rights of the Child \(1989\)](#)

[Estyn Thematic Report \(2020\). Knowing Your Children - Supporting Pupils with Adverse Childhood Experiences](#)

[Welsh Government \(2020\). Education in Wales: Our National Mission](#)

[Estyn Thematic Report \(2020\). 'Effective School Support for Disadvantaged and Vulnerable Pupils' – Case Studies of Good Practice](#)

[Welsh Government \(2018\). Additional Learning Needs and Education Tribunal \(Wales\) Act](#)

[DfE \(2010\). The Equality Act](#)

[Welsh Government \(2015\). Inclusion and Pupil Support](#)

[Rights, Respect, Equality Statutory Guidance for Governing Bodies of Maintained Schools \(2019\).](#)

[New Curriculum for Wales 2022](#)

## APPENDIX 2.3

### **Principles and Expectations of School's and PRUs ALN Education Provision for Pupils with ALN and Disabilities**

**Nov 2020**

#### **Aims and Purpose of this Document**

This document summarises the Local Authority's expectations of the support arrangements in mainstream educational settings for children and young people with additional learning needs (ALN)

The information contained in this document, produced in consultation with primary and secondary settings, sets out how schools and PRUs are expected to use delegated budgets to ensure that the needs of pupils with ALN are met.

Consultation with the LA Parent Forum has also taken place.

The purpose of this document is to create a shared understanding between schools, PRUs families and the local authority in respect of:

- improving progress and securing better outcomes for learners with ALN
- clarifying what parents can expect schools to provide
- a reference point for ensuring that requests for an LA to provide additional learning provision (ALP) are appropriate

Therefore, the LA can base its decision making on the evidence that schools and PRUs have made good efforts to apply the principles and person-centred processes above before reaching the decision to refer to the LA.

#### **Key Aims and Principles of the Code**

##### **Aim**

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



## Principles

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

The LA has a duty to review the arrangements made by the authority and the governing bodies of maintained schools in its area for children and young people with additional learning needs, having regard to the additional learning provision that may reasonably be arranged by others. (Chapter 5 of the Code)

## Principles for all professionals working with children and young people who have ALN

Alongside the expectations of all teachers identified within the Welsh Government professional standards for teachers, the following principles will be observed by all professionals working with children and young people who have ALN as stated in the Code.

“Maintained schools in Wales have a key role to play in identifying ALN and in delivering ALP to support learners with ALN. They are directly responsible for identifying and meeting the needs of the majority of their pupils who have ALN.”  
ALN Mandatory Code (draft 2018)

## The head teacher and school leaders

### It is the role of the head teacher to:

- Advise the governors on policies to meet their statutory responsibilities under the ALN ET Act
- Work to agree the ALN Transformation policy and to implement the agreed vision and policy.
- Oversee all aspects of operational leadership and management.
- Ensure that the ALNCo has enough time and resources to carry out their duties. The Code recommends that ALNCoS are most effective when they are a member of the senior leadership team or have a direct line of communication to the senior leadership team.

**The role of the ALNCo:**

- Ensuring all practitioners understand their responsibilities to children with ALN and understand the school's approach to identifying and meeting the needs of all pupils
- Ensuring there is an overview of all children who have ALN including their relevant stage of support
- Ensuring the close and continuing involvement of parents, and that their views inform action taken by the setting
- Liaising and make referrals to specialist professionals

**The ALNCo should:**

- Play an important role in the strategic development of ALN policy and provision in the school advising the leadership team of what is necessary regarding staff and resources.
- Have day-to-day responsibility for the operation of the ALN policy and coordination of specific provision made to support individual pupils with ALN, including those who have IDPs
- Be allocated enough time and resources to carry out these functions
- Have access to appropriate levels of administrative support and time away from teaching to enable the fulfilment of responsibilities
- Support staff with guidance and direct assistance in the identification and assessment of pupils with ALN
- Provide advice and guidance on suitable interventions and strategies
- Be involved in transition planning between schools and college
- Consider the views of children, young people and their families; ensuring that they are involved in discussions and decisions about their individual support
- Enable children, young people and their parents to participate in decision-making
- Collaborate with partners in education, health and social care to provide support
- Making high quality provision to meet the needs of children and young people
- Focus on inclusive practices and removing barriers to learning
- Provide ALN support that should be evidence based, informed by effective practice and personalised to the students.
- Endeavour to deliver ALP in Welsh if requested to do so.

**In all schools teachers are:**

- Responsible and accountable for the progress and development of all pupils in their class, including where support staff are involved
- Appropriately qualified and experienced
- Supported to gain skills and knowledge in areas that will improve their teaching and their support of child or young person with ALN
- Able to access support and guidance from the ALNCo in school

- Supported to access advice and training where needed
- Responsible for differentiating the curriculum to accommodate the needs of all pupils and students in the class
- Equipped with the skills to implement the assess, plan, do and review cycle effectively.
- Are aware of the needs of the pupil or student as necessary
- Have access and are familiar with planning documents, IDPs and pupil profiles.
- Clear about what is expected of them in relation to named pupils/students and groups of pupils/students
- Plan to implement a child or young person's individual targets into their teaching where the child or young person is in their teaching group.
- Demonstrate person-centred practice-person-centred practice puts the child, child's parent or young person at the centre of decisions.

### **Responsibilities of the governing body/management board:**

- Have legal duties under the ALN ET ACT 2018; Equality Act 2010, and the ALN Code in relation to pupils with additional learning needs and disabilities
- Be clear about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans should be addressed through the school Strategic Equality Plan.
- There should be in place a Governor with specific oversight for the school's arrangements for ALN.
- Use their best endeavours and provide reasonable adjustments to make sure that a child with ALN or a disability gets the support they need – this means doing everything they can to remove barriers to learning. Through reviewing IDPs, they should consider what reasonable adjustments have been made to ensure fair and equal access to the curriculum. This may include staffing, timetable changes, adjustments to the physical environment, whilst also acknowledging that what matters most – and has the biggest impact – high quality teaching. (see Appendix 2)
- Work in partnership with the head teacher and school leaders to ensure the curriculum offered meets the needs of all learners and that there is a teaching and learning policy that is understood by all staff. It should reflect equalities legislation, accessibility requirements, and ALN Transformation.
- Ensure that children and young people with ALN and/or disabilities engage in the activities of the school alongside all pupils
- Ensure information is provided to parents when ALP for a pupil is made and that the provision made, is accurately recorded and kept up to date.
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions, including Individual Health Care plans.
- Have a clear approach to identifying and responding to pupils with ALN and determine their approach to using their resources to support the progress of pupils with ALN.

- Ensure that a member of staff is designated as the ALNCo and that the ALNCo's key responsibilities are outlined and monitor how effectively they are carried out
- Ensure that the school's budgetary priorities reflect the needs of children with ALN, and they should assist staff in evaluating the strengths and weaknesses of ALN resourcing decisions within the school.

### **Teaching assistants:**

Accordingly to recent research there is most impact on teaching and learning when teaching assistants clearly understood their role and knew exactly what they needed to do in order to help pupils make progress. Key to this is effective communication between teachers and TAs.

Adults support learning in the classroom by:

- Reducing children's anxieties, helping them to feel safe and secure in their classroom/school
- Being familiar with how the learner gains knowledge and by understanding the learners individualised targets
- Engaging and motivating learners to learn
- Assisting with pre-teaching, including on subject vocabulary, new concepts, early experience of practical activities
- Facilitating engagement and learning of learner in whole or small group learning activities
- Teaching daily programme of skills / concepts in fixed timetable periods, and monitored by teacher
- Classroom presence to refocus, encourage, explain, facilitate responses
- Supporting targeted subject areas, being prepared for what is to be taught and understanding the learning needs of the pupil/student
- Making sure transactional supports are consistently available e.g. Schedules, and within task check lists) this will help to increase independence and avoid over- reliance on adult support
- Monitoring the impact of any support provided.

Staff should be trained in the needs of the learner and understand how to:

- Communicate instructions
- Communicate new knowledge and concepts
- Provide opportunities for skills reinforcement and practice
- Recognise when a child is using behaviour to communicate
- Deliver specific programmes / interventions.

### **Parents and carers:**

The ALN Code recognises that effective engagement with parents and carers has a clear impact on children reaching their potential.

Embedding parental involvement is based on extensive but often ignored evidence that greater parental involvement has a dramatic impact on

progression, attainment and wider outcomes as well as improved attendance and behaviour. This is especially relevant for children and young people with ALN who are already vulnerable learners.

The ALNCo and key pastoral staff should act as a communications bridge between their school, colleagues and parents and carers. Providing accurate and updated information from parents is an absolute pre-requisite. This is most effective in the context of a mutually trusting relationship between school and home.

To create the best partnerships there needs to be:

- A commitment to joint working and building the relationship between school staff and parents
- Opportunities for parents to communicate with the key staff on a regular basis- open channels of communication, whether that is face-to-face, phone or email

### **Provision Mapping**

Support for children and young people with ALN begins with a range of provision that is available to all children and young people and becomes increasingly specific and personalised as the needs of the child/young person are identified as being long term, complex and exceptional. All schools, early years' settings and colleges are expected to admit and provide appropriate support to children and young people with ALN.

Each school/LA provision map is divided into 3 levels of provision:

- **Universal**
- **Targeted**
- **Specific**

It is expected that in almost all cases, earlier levels of provision will have been effectively implemented and evaluated before higher levels of the graduated approach are considered.

## **Expectations of School's and PRUs ALN Education Provision for Pupils with ALN and Disabilities**

### **1. Identifying the particular ALN of children and young people**

Schools will:

- Monitor the progress of all pupils through whole school data scrutiny processes
- Regularly review the ALN register and other processes used for identifying and supporting ALN pupils.
- Have clear processes for staff and parents/carers to raise concerns
- Provide teachers and TAs with comprehensive guidance around the identification processes
- Pay regard to advice and information from parents/carers, professionals and previous settings at transition points; liaising as necessary to continue the use of successful strategies and person-centred approaches
- Be able to distinguish between pupils who may need some targeted support through high quality teaching and pupils with an identified ALN that requires ALP
- Identify barriers to learning and know how to, or seek advice, so that the nature of each pupil's ALN can be identified and work to remove that barrier. Sometimes a pupil can have needs in more than one area which requires an individualised approach
- Have access to a range of appropriate screening and assessments in order to identify needs
- Maintain robust records so that evidence describing a pupil's needs can be gathered through the assess, plan, do, review cycle
- Consult with parents / carers when they are making additional learning needs provision for their child and have processes in place for them to provide feedback about provision
- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a pupil's needs

### **2. Consulting with parents**

Parents know their child best and it is important that all professionals listen and understand when parents express concerns about them. They should also listen to and address any concerns raised by children and young people themselves.

Schools will:

- Have in place a transparent complaints procedure
- Have in place a robust annual review process that is underpinned by person centred planning through which aspirational outcomes are identified and appropriate provision is secured.
- Sign-post parents to services that provide independent advice and support

for ALN and disability, for example SNAP CYMRU; NYAS

- Provide or sign-post pupils and their parents/carers to sources of advice and information about matters relating to ALN and disability, for example, the LA web-site
- Be aware that a families and schools have the right to request an IDP. Families should feel able to tell their school if they believe their son/daughter has or may have ALN
- Inform parents when they are making additional learning needs provision for their child and have processes in place for engagement with pupils and their families to provide feedback on provision so that future provision is founded on the insights of families and pupils themselves
- Ensure parents/carers are fully aware of planned support and interventions and, where appropriate, plan to seek the involvement of parents/carers to reinforce and contribute to progress at home
- Ensure a clear date for reviewing progress is agreed and the parent/carer, pupil and teaching staff are clear about how they will help the pupil reach the expected targets or outcomes
- Ensure that pupils with ALN are included in 'whole school' mechanisms to capture pupil voice
- Develop parent consultation with the purposes of enabling families to play a role in developing and reviewing ALN provision. For example, feedback on annual review processes, transitions.
- Develop parent consultation with the purpose of providing families with information relating to ALN and disability

### **3. Securing the services, provision and equipment required by children and young people with ALN or disabilities**

Schools will:

- Use their best endeavours to make sure that a pupil with an identified ALN receives the support they need from within the school's own delegated resources
- Understand how their duty to make reasonable adjustments under the Equality Act 2010 translates into day-to-day practice
- Keep key indicators under review for ALN pupils, such as attendance, exclusion and progress so that the support of relevant services can be secured when necessary
- Know routes for referral for relevant education, health and care specialists in order to secure equipment and services for specific pupils in a timely manner
- Have knowledge of the expertise and training provided by support services and agencies so that it can be accessed on an individual pupil or whole school basis
- Seek further advice from advisory services and outside agencies in order to remove barriers to learning
- Understand the processes for accessing additional learning provision from

the LA

- Use IHPs, where appropriate, for those pupils with medical needs

#### **4. Supporting disabled children and young people and those with ALN in moving between phases of education and preparing for adulthood and independent living**

Schools will:

- Implement a coherent transition programme that priorities links with common feeder schools and takes a flexible approach to group and individual student needs so that planning can begin at the earliest stage
- Review their transition processes to take account of feedback from pupils, parent/carers and professionals
- Use an enhanced transition process to support pupils with ALN if required
- Pay regard to the LA Post 16 transition protocol so that local processes can be applied and evaluated consistently.
- Develop and implement an appropriate person-centred planning approach to all transitions between schools, key stages or phases so that the pupil and family are at the heart of the planning process
- Share advice and information from parents/carers, previous settings and supporting professionals, liaising as necessary to continue the use of successful strategies and approaches
- Provide or sign-post pupils and their parents/carers to impartial sources of advice and information, for example, SNAP Cymru; NYAS

#### **5. Approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with ALN or disabilities and additional learning support for those with ALN**

Every school is required to meet the ALN of the children or young people that they support. Every teacher is accountable for the progress of the pupils within their class

Schools will:

- Ensure all pupils access good quality teaching which takes account of pupils' differing needs
- Ensure that a personalised approach is implemented for pupils with ALN if required
- Make appropriate use of their delegated budgets so that pupils with additional needs are supported as part of a whole school approach to securing and deploying resources
- Carry out regular monitoring of progress so that adaptations to the learning environment and/or teaching can be made
- Provide teachers and TAs with appropriate training and resources so that learning can be differentiated to match the pupil's level of learning
- Implement a consistent graduated approach to meeting pupil need. For example, by reviewing class teaching and access strategies before moving



on to develop a more individualised approach

- Provide ALNCoS with sufficient time to use their knowledge and understanding of areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the comprehensive range of examples of best practice within Local Authority, Consortia and national guidance documents
- Seek further advice from advisory services and outside agencies about removing barriers to learning so that individualised support programmes for more complex pupils can be put in place.

#### **6. Securing expertise among teachers, teaching assistants, to support children and young people with ALN or disabilities – this should include continuing professional development for all staff**

Schools will:

- Audit and review staff training needs on an annual basis so that relevant training can be planned into the school's CPD schedule
- Have clear systems in place for evaluating ALN provision and reviewing staff expertise through the schools review/quality assurance procedures. For example, through performance management processes; classroom observations, learning walks, book looks.
- Provide staff with information that describes effective strategies to use within their class and ensure staff are able to share best practice
- Embed the principle that 'All teachers are teachers of children with ALN'
- Provide sufficient time for the ALNCo to provide professional guidance to colleagues and contribute to wider professional development themes
- Ensure all staff (both teaching and non-teaching) have had training to develop knowledge of the areas of need and the nature of the difficulties linked to each area.
- Ensure that all staff are aware of relevant local and national guidance for example, the transition protocol, The Equality Act Advice for schools etc.
- Identify and develop specific teacher and TA knowledge through 'surgery' time or the opportunity to liaise with external professionals
- Access external training opportunities so that groups of staff can develop specific knowledge in order to meet the predominant need in a given cohort
- Identify on-going sources of training and development so that knowledge around specific needs can be embedded through a sustainable approach
- Develop and budget for a sustainable approach to succession planning for the ALNCo
- Ensure their ALNCo, if new to the role in a mainstream school, is given the opportunity to complete the National Middle Leadership Programme and the ALNCo Progression Pathway and is provided with adequate support to do so.

**7. Enabling available facilities to be accessed by disabled children and young people and those with ALN (this could include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC))**

Schools will:

- Pay regard to duties outlined in the Equality Act (2010), specifically duties relating to strategic equality plan and accessibility planning, reasonable adjustments and the public sector equality duty
- Regularly review the impact of provision and resources secured through their delegated budgets to support children and young people with additional needs
- Implement a robust graduated approach which includes a clear rationale for access to specific resources
- Understand the processes for accessing additional learning provision from the LA to meet the needs of the most complex pupils
- Appropriately follow advice provided by supporting professionals, including the appropriate use of resources provided to the school for groups or individual pupils
- Ensure that referrals are made to relevant agencies in order to ensure that progress towards outcomes in IDPs can be secured where additional resources and facilities are required

**8. Assessing and reviewing pupils' and students' progress towards outcomes, including how schools work with parents and young people in doing so**

Schools will:

- Ensure that they have procedures in place for consulting and working with parents/carers
- Track and monitor pupil progress on a regular basis in line with whole reporting processes
- Set up / review 'additional to' or 'different from' **ALP** in the light of information gathered through the assess, plan, do review process
- Identify key outcomes, which are aspirational, along with steps to be taken that will support achievement of them
- Ensure robust use of school / setting data to identify and monitor progress of pupils with ALN
- Ensure that every teacher is responsible for pupil progress in their own class and feeds into wider school processes that monitor pupil progress
- Ensure that high expectations are in place and progress is considered against all pupils with similar starting points
- Have clear monitoring processes in place, including scrutiny of pupil books and work, ensuring that all staff are clear about what is expected and adjust practice accordingly
- Evaluate the impact of interventions through pre- and post- assessment data

analysis

- Gather pupil feedback as part of the process to review interventions and provision
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress
- Regularly review and evaluate the impact of ALP on the progress, attainment and well-being of ALN pupils

### **9. Assessing and evaluating the effectiveness of the education provision the school, PRU and local authority makes for children and young people with ALN or disabilities**

Schools will:

- Regularly review and evaluate the impact of ALP on the progress, attainment and well-being of ALN pupils
- Review attendance and exclusion data for ALN pupils
- Monitor the impact and success of specific interventions through comparison of pre and post intervention data
- Use the feedback from ALN self-reflection framework; LA/EAS reviews and Estyn inspections to inform their evaluation of provision
- Engage with Regional and LA development work for example, network opportunities, cluster developments; new initiatives and LA ALNCo forums

### **10. Activities that are available to disabled children and young people and those with ALN, including physical activities and extra-curricular activities**

Schools will:

- Pay regard to duties outlined in the Equality Act (2010), specifically duties relating to strategic equality planning including accessibility planning, reasonable adjustments and the public sector equality duty
- Promote the health and wellbeing of each pupil by supporting them to access appropriate extra-curricular activities
- Ensure that children and young people with ALN engage in and are included in the activities of the school alongside pupils who do not have ALN through monitoring ALN pupils engagement with extra-curricular activities
- Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact
- Review the schools equality plan on an annual basis and renew the plan every 4 years.
- Raise awareness about opportunities for community involvement for families of pupils with ALN

### **11. LA quality assurance and support**

The Local Authority will, through quality assurance, ensure that the processes described above are in place. This will include:

- Supporting schools by assessing and evaluating the effectiveness of education provision
- Supporting schools through LA and regional development work, including ALNCo forums
- Review school provision maps and ALN self-reflection framework on an annual basis and identify areas of good practice and areas for development.
- Ensuring annual reviews for pupils with IDPs take place and are of high quality
- Delivering the National Middle Leadership qualification in partnership with the EAS
- Supporting ALNCoS to access the Welsh Government ALNCo Progression Pathway
- Supporting schools in developing effective ALN provision
- Reviewing and updating the LA arrangements for meeting the needs of ALN pupils, including updating the LA provision map.
- Offering central and school-based training
- Responding to feedback from training and support to further enhance practice.

# **Appendix 3**

## **Additional Policies**

**2022**

# Education Other than at School (EOTAS) Policy

**August 2022**



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

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## **Introduction and Context**

Blaenau Gwent County Borough Council believes that for most children in Blaenau Gwent the best place to undertake their education is in their local mainstream school. It is recognised that schools have to respond to a diverse range of pupil need and they do require help and support from other agencies, including the Local Authority. There will, however, be a small but significant group of children who cannot be educated in school. Children sometimes require education outside school because of illness, injury or clinically defined mental health issues. In addition, there are a number of children with behavioural issues. The situations of these children and young people will vary widely but they all run the risk of a reduction in self-confidence and educational achievement.

Where a child is not electively home educated, a key priority for the Local Authority is returning these children to school as soon as they are able to do so, therefore EOTAS provision should not be seen as a long-term solution.

This policy details the arrangements through which the Local Authority meets these requirements.

It should be noted that children and young people with statements of Special Educational Needs/Individual Development Plans are overrepresented in EOTAS provision.

## **Legal Background**

The Education Act 1996: Section 19 states that. "Each local education authority shall make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusions from school, or otherwise, may not for any period receive suitable education unless such arrangements are made for them".

## **Excluded Pupils**

For a fixed-period exclusion of more than fifteen school days, the governing body must arrange suitable full-time education for any pupil of compulsory school age. This provision must begin no later than the sixteenth day of the exclusion. Schools will need to contact the local authority to start discussions as soon as possible so that suitable education can be considered.

For permanent exclusions, in compliance with the Education and Inspections Act 2006, the Local Authority must arrange suitable full-time education for the pupil to begin no later than the sixteenth day of the exclusion.

In addition, where a pupil has a Statement of Special Educational Needs (SEN) or a Local Authority Individual Development Plan (IDP) plan the Local Authority needs to ensure that an appropriate full-time placement is identified in consultation with the parents who retain their right to express a preference for a



maintained school that they wish their child to attend or make representations for a placement in any other school.

Excluded learners should only be educated outside mainstream schools where there are significant problems that are better addressed in a different environment. Where this is the case, the Vulnerable Pupil Panel will discuss the learner and consider the most appropriate provision. This could be a turn-around placement at the River Centre, or a bespoke package where cost-effectiveness, quality and provision is appropriate to the learner's needs.

## **Full-time and Appropriate Provision**

Part-time provision is often inadequate to meet the educational needs of excluded learners and to ensure continuity of education. It also leaves some of these learners unsupervised for significant periods of a normal school day. The LA, therefore, aims for all learners to receive full-time education 15 days after being excluded, either at another school or, where necessary an alternative provision. Where learners may have become so disengaged from education, or their current circumstances may be such, that a rapid reintroduction to full-time education is unlikely to prove successful a plan will be drawn up specifying how the move to full-time education is to be achieved.

Full-time means that the amount of supervised education should mirror that provided by mainstream schools in the area. An average school week might amount to some 25 hours; so excluded learners should receive around five hours of supervised education or other activity a day. A full timetable for an excluded learner may, however, look significantly different from that provided in a mainstream school.

## **Supporting Learners with Healthcare Needs**

In 2018 Welsh Government published statutory Guidance – 'Supporting Learners with Healthcare Needs'. It provides comprehensive guidance to local authorities and related services. Roles and responsibilities, including those of the local authority and school, are outlined in detail. This policy should be read alongside this guidance and any future relevant guidance.

The LA is responsible for ensuring that pupils with health needs are not at home or in hospital for more than 15 working days without access to education: this may be consecutive or cumulative with the same medical condition. If the pupil is a patient at hospital, they will usually receive education on the ward from the onsite Hospital Teacher as soon as they are fit enough to do so. Effective liaison with medical professionals will ensure that there is a minimum of delay in starting appropriate support for those pupils not admitted to hospital.

The LA will arrange suitable education for children of compulsory school age who, because of illness, would otherwise not receive suitable education.

The LA is responsible for ensuring that there is a named senior officer with responsibility for the provision of education for children who are unable to attend school because of medical needs. In this Local Authority the officer is the Service Manager - Inclusion.

Educational provision for pupils who are physically ill or injured is the responsibility of all schools and education services. Provision for tuition is made through the River Centre. Where the child has a mental health condition, which requires a small group setting this will be provided at Ty Afon if the entry criteria is met. It is important to note that Ty Afon is not a dedicated EOTAS provision.

The current entitlement of medical tuition is as follows:

- Pupils who have not yet reached statutory school age i.e. the beginning of the term after the 5th birthday is achieved - no provision is made
- Pupils, from the beginning of the term after the 5th birthday is achieved, to the end of Year 10, 1 hour per day (up to 5 hours per week)
- Pupils in Years 11, 2 hours per day (up to 10 hours per week)

The provision may include use of more than one teacher, on-line learning, cluster groups etc. Clear lines of communication operate to ensure that a pupil absent from school due to medical needs for more than 15 school days consecutively is not left without education.

Parents and pupils will be consulted before teaching begins. In order to support reintegration back into school at the earliest opportunity and reduce isolation, tuition will only take place in the home as an exception and may include an element of on-line learning.

Children receiving education outside of school should do so in the most appropriate setting to their needs. Pupils will be taught in groups wherever possible according to their medical needs to provide a more rounded education and social experience.

Teaching at home will only be carried out if there is an agreed "named adult" also in attendance and the appropriate risk assessment identifies safe practice for all. On-line tuition will be provided where appropriate, including the establishment of on-line links to the pupil's school to support social inclusion and maintain friendship groups. The pupil's experience will be an extension of their school experience and will seek to maintain their studies and social contacts with the schools (as their medical condition allows).

Close liaison and sharing of information will be maintained by the pupil's school with the pupil's, school and other key professionals, which will include some or all the following, medical professional, Educational Psychologists, Education Welfare Officers, Tuition Service and Careers Wales.

Provision will be reviewed on a half termly basis and will be integral for long term planning for the education provision for the child. Where the child has a mental health condition and a pupil has been offered a place at Ty Afon, the provision will be a full-time placement, initially for 5 weeks with fortnightly reviews.

Transport will be provided to the educational setting if outside of the home in line with the LA's Home to School Transport Policy.

The pupil's experience will be an extension of their school experience and will seek to maintain their studies and social contacts with the schools (as their medical condition allows).

Close liaison and sharing of information will be maintained by the pupil's school with the pupil's teacher from the school and other key professionals, which will include some or all the following, medical professional, Educational Psychologists, Education Welfare Officers, Tuition Service and Careers Wales.

It is recognised that, whenever possible, pupils should receive their education within their mainstream school and the aim of the provision will be to reintegrate pupils back into mainstream education at the earliest opportunity as soon as they are well enough. Arrangements for reintegration will be discussed with school staff and each child will have a personalised reintegration plan.

The Tuition Service and Ty Afon should make reasonable adjustments to alleviate disadvantage faced by children with disabilities, and plan to increase the children's access to their school and their curriculum. They will also maintain good links with the child's home school and, through regular reviewing, involve them in decisions concerning the educational programme and pupil progress. This should also include social and emotional needs, for example ensuring that learners feel fully part of their school community, are able to stay in contact with classmates, and have access to the opportunities enjoyed by their peers.

The pupil's school should be aware of its continuing role in the child's education whilst they are not attending. For example, through providing relevant assessment information and liaising with the relevant Tuition service or Ty Afon staff over planning and examination course requirements where appropriate and ensuring that there is a named teacher within school who can co-ordinate and support these links.

The pupil's school must also work closely with the provider to prepare Key Stage 4 pupils for their transition into post 16 education, employment, or training – this would be under the umbrella of careers guidance.

All pupils will remain on roll of their home school and the prime responsibility for their education lies with that school. The process to refer to Ty Afon or the Tuition service is via the Vulnerable Pupil Panel.

The panel paperwork is sent to the Senior Education Welfare Officer by the school with the attached medical advice. The advice confirming that a pupil is medically unfit for school must be completed by a Community Paediatrician, Consultant or Child and Adolescent Mental Health Consultant. Once the referral has been received the Local Authority will work with the pupil's school to put appropriate education in place within the 15 days as stated in the WG guidance.

As soon as educational support via the relevant route has been agreed, schools are required to provide baseline assessment information and curriculum plans to

inform the planning of educational provision. This information, along with advice from medical professionals, will ensure that the education provided is effectively matched to the child or young person's unique needs.

The education provided should be tailored to the learner's individual educational needs and the impact of their medical condition on their ability to access education. Use of baseline assessment information from the home school will inform individual education plans, which should be suitable and flexible enough to be appropriate to the learner's needs. The nature of the provision should also reflect the demands of what can be a changing or fluctuating medical condition.

Schools are responsible for monitoring the quality of the provision for the individual learner e.g., through regular reviewing. The learner should, where available, have access to IT equipment and to the school's intranet and internet. However, this will not be used in isolation and should complement face to face education.

## **Pupils who are Hard to Place**

Sometimes children can find themselves without a school place during the year, for example, because their personal circumstances are such that they have had to move into the local authority or are looked after children. In some cases, these children may also exhibit challenging behaviour. (Please refer to Blaenau Gwent's Admission Guidance and Hard to Place protocol for further information). Where children meet the criteria, they will be referred into the Vulnerable Pupil Panel for further discussion. Where it is deemed that a mainstream placement is not the most appropriate provision for the child tuition will be provided, whilst further assessments are completed.

## **Areas of Responsibility**

### **Schools**

Notifying the Education Welfare Officer if a pupil is likely to be away from school due to medical needs for longer than 15 school days; making an appropriate referral to the Vulnerable Pupil Panel and remaining responsible for:

- producing a plan with clear targets for each half terms learning incorporated in half
- termly work programmes in core curriculum subjects which the pupil would normally be studying in accordance with statutory requirements
- schemes of work in each subject
- setting and marking work
- resources
- examination entry fees
- planning for National Tests
- assessment of course work
- career interviews
- work experience placements
- informing all other agencies of any alterations to the agreed plan
- Providing appropriate support for reintegration at the earliest opportunity.

### **Tuition responsibility**

- supports schools in producing a medical plan which will include arrangements for the delivery of a broad, balanced and appropriate curriculum, homework and marking
- ensures clear lines of communication between all agencies and particularly ensures parents are informed about whom to contact in respect of education provision
- sends a half termly report to the pupil's school and the LA, outlining the pupil's progress and achievements
- works with the Education Welfare Service to ensure good attendance whilst receiving teaching outside of school and if necessary, making the appropriate referral requesting a home visit
- completes attendance records which will be sent to the pupil's school
- attends review and reintegration meetings
- ensures that teachers receive appropriate continuing professional development
- liaises with appropriate agencies

### **Partnership Working**

It is essential that, for pupils with medical needs, there is effective partnership working between education, health and other agencies. Medical / Healthcare Plans are an effective tool to ensure that the pupil's education is not compromised by interim arrangements because of the pupil's medical needs.

## **Funding**

While the pupil remains on roll at the school, the LA will withdraw from the school the funding linked to that pupil, on a daily basis, consistent with the number of days that the pupil is in receipt of medical tuition and that funding is then passed to the tuition service.

## **Monitoring and Evaluation**

For pupils on the roll of a school, the school is responsible for monitoring the progress of the pupil's education through regular liaison with the tutor. Schools should also review their provision for vulnerable pupils through their own school self-evaluation.

In the case of children on bespoke packages, the LA will be responsible for quality assuring the quality of the provision. The LA should ensure an appropriate level of insurance is in place to cover the setting's activities in supporting learners with healthcare needs. The level of insurance should appropriately reflect the level of risk. Additional cover may need to be arranged for some activities, e.g. off-site activities for learners with particular needs.

Where EOTAS services are commissioned from private providers the LA will have a set of guidelines regarding the education, safeguarding and wellbeing responsibilities they will be expected to fulfil. The LA reporting will be responsible for undertaking all necessary checks to ensure they are satisfied that the organisation has met their requirements. Once the local authority has undertaken these checks, the Vulnerable Pupil Panel can agree the organisation's 'approved' status. A database should be made available to all maintained schools within the local area.

Once an EOTAS provider has been entered onto the LA's database as 'approved', the local authority will have a responsibility to regularly monitor the provision available to ensure that the quality of the provision available, and all necessary safeguarding precautions, remain suitable.

## **Links to other strategies / key documents**

- Welsh Government - Inclusion and Pupil Support 203/2016
- Public Health Wales – Report 1 ACES
- Estyn – Happy and Healthy (2019)
- Estyn – Education other than at school (2016)
- Public Policy Institute for Wales: Promoting Emotional Health, Well-being, and
- Resilience in Primary Schools 2016
- Wellbeing of Future Generations Act
- Additional Learning Needs Act (ALNET) (2018)
- Shared Ambitions (2019)
- Positive Relationships and Behaviour Strategy (2022)
- Wellbeing Strategy (2020)
- Inclusion and ALN Strategies (2022)
- Managed Moves Policy (2022)
- Elective Home Education Protocol (2022)
- Safeguarding – BG Keeping Learners Safe Policy (2022)

# Traveller School Attendance Guidance

**August 2022**



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council



## **Introduction**

A number of different groups are covered by the generic term Traveller – Roma, English and Welsh Gypsies, Irish and Scottish Travellers', Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers'.

The Education Act 1996 and the Education (Pupil Registration) (Wales) Regulations 2010 make statutory provision for all of these groups.

Children of Traveller groups, whose families do not travel, are expected to register at a school and attend as normal. They are subject to the same rules as other children in terms of the requirement to attend school regularly once registered at school.

However, many Traveller families will travel for work purposes. Blaenau Gwent County Borough Council has issued this guidance to support schools with clarity around attendance and registration of Traveller pupils.

## **School attendance regulations.**

Section 444(6) Education Act 1996, gives parents a defence in which they cannot be found guilty of a school attendance offence, provided that the child is of no fixed abode and:

- a) parents are engaged in a trade or business of such a nature as to require them to travel from place to place, and
- b) the child has attended at a school as a registered pupil as regularly as the nature of that trade or business permits, and
- c) if the child has attained the age of six, that he or she has made at least 200 attendances during the period of 12 months ending with the date on which the
- d) proceedings were instituted.

## **Registration Codes.**

The Education (Pupil Registration) (Wales) Regulations 2010 provide the following registration guidance.

## **When should the T code be used?**

On days when a pupil from a Gypsy, Roma or Traveller (GRT) family is known to be out of the area for work purposes and is not in educational provision, schools can use the T code to record the absence.

Parents should make sure they let the school know in advance when they are going to be travelling and when they expect to return. This enables the child's attendance and absence to be recorded accurately, their safety and well-being to be monitored and appropriate distance learning work to be set by the school. The term 'travelling' means travelling as part of the parents' trade or business that requires them to travel from place to place. It does not mean travelling as part of a holiday.

The T code can only be used if the child is travelling for work purposes with their parents, not with any other relatives.

The use of the T code to authorise a pupil's absence is at the discretion of the headteacher.

### **D code**

The law allows for dual registration of pupils at more than one school. To help ensure continuity of education for GRT children it is expected that the child(ren) should attend school elsewhere when their family is travelling. Where a GRT pupil is travelling and attending another school the pupil should be dual-registered using D code. The child remains on the D code until the subsidiary school informs the base school they have left and are off roll, or until they return to the school full time.

### **C code**

Only exceptional circumstances warrant an authorised leave of absence. Schools should consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request.

### **O code**

Where GRT children are registered pupils at a school and are known to be residing at a site (official or otherwise) or in a house and are not attending school, the absence must be investigated in precisely the same way as that for any other pupil. If the reason for the absence is not known, it must be recorded as unauthorised.

Apart from travelling for work purposes, Gypsies and Travellers participate in events and occasions that are of particular significance to them, e.g. Appleby show/horse fairs. Extended family and religious events such as weddings and christenings or economic gatherings such as horse fairs will draw together extended family groups and reinforce communal identity. Gypsies and Travellers put high value on extended family responsibilities so families may move to care for sick relative or a bereaved family member.

If a school approves leave of absence, the school needs to make it clear the days that are authorised and from what time that approval takes place.

### **What actions should a school undertake when a GRT child does not return to school after travelling?**

If a child/ young person does not return to their base school after travelling the school should:

- Make regular attempts, beginning on the first day of any unexplained absence to contact the pupil's parents either by telephone or text messaging. Every effort to locate and contact the family must be taken.
- Contact the GRT access and attendance officers who will make every effort to visit the family and ascertain when the child will be returning to school (contact details below).
- Contact any other school where the pupil or their siblings are known to attend while they were away.
- For pupils known to be at risk or where safeguarding is a concern the school should contact social care.

- If despite these efforts the pupil's absence continues and his/her whereabouts remains unknown where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days' school must contact the Education Welfare Service in line with the CME Policy.

### **Distance learning and parent held education records.**

When it is known that a family is going travelling the school should supply a Parent Held Education record, to the family. Parent held records can be downloaded from the National Association of Teachers for Travellers website at <http://www.natt.org.uk/parent-held-education-record-book>

The school should complete the relevant sections before handing it to the family. This record enables swift transfer of important information, including base school contact details, between dual registered educational settings. It can also serve as a record when children are travelling with distance learning materials.

### **Clarifying Guidance**

Schools must not remove Traveller children from the school register when they are travelling for occupational purposes and have stated their intention to return. It is good practice for schools with registered Traveller pupils to ensure that the guidance in this document is written into the school's attendance policy and that the guidance is explained to parents. Schools may differentiate Traveller absence statistics for school attendance evaluation purposes in the school's self-evaluation form.

### **Estyn**

Estyn's published guidance discusses how school absences of Traveller children is managed, particularly ensuring that the school can demonstrate that:

- the registration codes are used correctly
- it is strategic and proactive in communicating with Traveller parents about their travelling patterns on a regular basis
- it is strategic and proactive in ensuring excellent attendance when the children are not travelling
- it provides distance learning materials in accordance with good practice
- it provides Travelling families with the parent held education record before they travel
- it includes specific guidance for Travellers in the school's attendance policy and ensures the policy is accessible to parents
- it evaluates its provision for narrowing the gap in attendance for Traveller children in the school self-evaluation form
- it evaluates its provision for narrowing achievement gaps for Traveller children in the school self-evaluation form.

# POLICY FOR THE EDUCATION OF PREGNANT SCHOOL GIRLS AND SCHOOL AGE PARENTS

DRAFT

**August 2022**



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

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## **Introduction**

This policy has been developed to support pregnant schoolgirls and teenage parents in continuing their education. It outlines the responsibilities of the local authority and schools and the need to ensure adequate support and safeguarding arrangements and child protection procedures are in place. It is essential that all agencies work together to provide a co-ordinated support package for the young person.

## **The legislative framework:**

This policy is cognisant of the 2016 Welsh Government Pupil Support and Inclusion Guidance as well as the Protocol from All Wales Child Protection Procedure which in accordance with the Sexual Offences Act 2003 states that:

- Children under the age of 13 are of insufficient age to give consent to sexual activity;
- For young people aged between 13 and 16 whilst mutually agreed, non-exploitive sexual activity between teenagers does take place, the age of consent should still remain at 16. This acknowledges that this group of young people is still vulnerable, even though they do not view themselves as such; and,
- For young people over the age of 16 but under the age of 18 consideration needs to be given to sexual exploitation and abuse of power and where appropriate a referral needs to be made.

In any of the above circumstances a member of staff receiving the disclosure should not promise to maintain confidentiality and should share the information with the schools Designated Safeguarding Officer who will then determine the most appropriate course of action, which in the case of children under the age of 13 will involve an automatic child protection referral.

## **The Equality Act 2010**

The Equality Act 2010 removed the exemption that previously applied to schools about bringing discrimination cases on the grounds of pregnancy and maternity. This means that pupils should not be excluded because of their pregnancy or be required to study at home or in an alternative provision when they wish to remain in school. Pupils must also be allowed to return to school once they have had their babies.

## **The responsibilities of the local authority**

The local authority has a statutory duty to provide suitable education for all pupils who reside in the local authority and ensure all learners are kept safe. This includes pregnant schoolgirls and young parents.

## Child Protection

In line with the Keeping Learners Safe (Wales) Safeguarding Procedures: When a girl under the age of 13 is known to be pregnant, an immediate referral to Social Services **MUST** be made.

Any staff member in a school setting who becomes aware that a girl is pregnant must inform the school's Designated Safeguarding Officer who will determine the most appropriate course of action and ensure appropriate support and safeguarding arrangements are in place. Further advice may be sought from the Safeguarding in Education Manager, Sarah Dixon (01495 356016 / 07815 005241).

Any professional in any learning setting in Blaenau Gwent must not assure confidentiality to a young person, under the age of 18. Appropriate safeguarding and child protection procedures must take precedence. The duty of confidentiality is not absolute and must not be assured or guaranteed.

Any decisions regarding disclosure must be justified according to the particular facts of the case and guidance and documented accordingly. Advice should be sought in cases of doubt from Social Services, Information, Advice and Assistance team.

## The Responsibilities of the Schools

When a school becomes aware that a pupil on their roll is pregnant, they should follow the Child Protection guidance and safeguarding arrangements as set out in this policy. The school must also make sure that the pupil is made aware of local services and how to access them.

The school should inform the school's Education Welfare Officer so that appropriate support can be put in place. This support could include counselling, youth service projects or Families First. The head teacher will ensure that the pupil is able to continue with their education and that teachers and other pupils deal with the pregnancy sensitively.

A meeting should be arranged in school to complete a risk assessment, to develop a pre- and post-natal plan and look at what multi-agency support might be needed. This may include counselling if the young mum wants to talk about her situation and options. Awareness is needed of the reaction of other pupils to the pregnancy and the support structure that may be needed for the young mum regarding this. Childcare arrangements should form part of the meeting. The risk assessment will need to be reviewed every trimester.

The Youth Service can support the young mum using the Baby Think It Over (BTIO) programme to help develop the young mum's confidence and skills (also dads). Other ways in which the Youth Service could provide support should also be explored.

It is good practice for schools to identify a designated person to have responsibility for school age parents so that they can oversee the young person's educational and pastoral support needs. This could be the Designated

Officer for Safeguarding in the setting. It should be noted that pregnancy is not a reason for exclusion.

### **School Attendance**

The pregnant schoolgirl is expected to attend school as regularly and punctually as her pregnancy allows as she is still a child of compulsory school age. Where necessary the pupil should be allowed out of class to rest during the day.

Pregnant schoolgirls and expectant young fathers are entitled to attend ante-natal classes. These absences should be authorised, and code 'C' must be used for registration purposes.

A schoolgirl who becomes pregnant is entitled to up to 18 weeks authorised absence to cover the time immediately before and after the birth. It would also be reasonable to authorise two weeks' paternity leave for the expectant father following the birth. Code 'C' must be used for registration purposes for both young mum and dad.

The school should consider how they can best support the pupil's education during the period of maternity leave, for example by sending work home.

After the period of maternity leave, the young mother should return to the school at which she is on roll. There may be instances when it is agreed, in consultation with the pupil and her parents/carers that a return to mainstream education would not be in her best interests. In this situation the school are advised to seek guidance from the Inclusion Service.

Breastfeeding has a strong protective effect on the health of the mother and baby. It is important that schools support the student's choice to breastfeed. If the childcare is close to the school, the pupil should be allowed to leave at agreed times or arrangements made for the baby to be brought into school. The school should identify a private area to enable the student to express milk and provide suitable facilities to store milk during the school day.

Young parents are also entitled to some time off to care for their baby in the case of illness. Absence in this instance should be classified as 'authorised' for the mum or the dad. However, should this be an ongoing issue it would be advisable to contact the allocated EWO to discuss what support is available.

### **Supporting Young Parents**

Schools should be supportive of both parents, acknowledging the additional needs that school age fathers and fathers-to-be have. In some cases, the parents may attend the same school. Schools may need to consider offering counselling or additional support to the father as appropriate.



## Childcare

The availability of childcare facilities should be considered when considering options. Lack of appropriate or affordable childcare provision can prove to be a significant barrier to participation in education. The Family Information Service can provide advice to the young parents about accessing childcare. Families where both grandparents are working, or where a lone grandparent works, may be eligible for the childcare element of the Working Tax Credit for the childcare of their grandchild while they are claiming child benefit for that child. Further information about Working Tax Credit is available by calling 0345 300 3900.

Provided that appropriate education and free childcare facilities are available, any pupil who still fails to attend education will be liable to the same legal action as any other pupil. Where there are childcare problems, the young parent should contact the designated Education Welfare Officer to see whether there are alternative educational arrangements that could be made.

Wherever possible, pregnant schoolgirls and young parents will continue their education in mainstream settings. However, where there are medical or psychological difficulties preventing this then an alternative placement or part-time education will be considered.

## Appendix 1

### School Risk Assessment - Example

To be completed by schools educating a pregnant schoolgirl  
Extra-curricular school visits and events necessitate a separate risk assessment.

Young parent name:	Tutor group:	Estimated date of delivery:
Young parent lead:	Risk assessment lead:	Current planned maternity leave date:
Risk assessment date:	Review date:	Review date:
Emergency contact numbers: Parent/Guardian emergency contact number 1 – Parent/guardian emergency contact number 2 –		
Pregnancy and coronavirus guidance:  The coronavirus environment and official guidance is constantly evolving. Please see the latest NHS pregnancy and coronavirus guidance to inform your risk assessing.  <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/pregnancy-and-coronavirus/">https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/pregnancy-and-coronavirus/</a>  Your workplace risk assessment should already consider any risks to female employees of Childbearing age and, in particular, risks to new and expectant mothers. As part of your risk Assessment, you should consider whether adapting duties and/or facilitating home working may be Appropriate to mitigate risks.  It is recommended that schools follow the same principles for pregnant pupils, in line with their wider Health and safety obligations.  From week 28 if school are unable to offer a separate room for the pupil to work in, remote learning should be offered. If it is felt that this would be unsuitable due to additional learning needs then an IDP needs to be completed and forwarded to the Inclusion service, along with a current risk assessment.		
Additional Notes		

Activity or Risk	Hazard	Control Measures In place	Further Controls Measures required Y/N
Manual handling of equipment and school books/bag.	Excessive manual handling increases the potential for postural issues to arise. Risk may increase as the pregnancy progresses.	<ul style="list-style-type: none"> <li>- Pregnant schoolgirl should take particular care when moving or carrying any loads and should not presume that she is capable of moving equipment "as normal".</li> <li>- Reduce manual handling tasks where possible and alter the way the task is done to minimise fatigue and reduce physical stress.</li> <li>- Provide a locker to reduce the need to carry heavy loads.</li> <li>- These measures are especially important from the 28th week of pregnancy onwards.</li> </ul>	N
<p>Exposure to shocks, vibration, sudden movements.</p> <p>Risk of impact injuries, falls and being knocked over.</p>	<p>Regular exposure to shocks and vibrations can lead to health complications for the unborn child.</p> <p>Impact injuries, falls and being knocked over can lead to health issues for the pregnant schoolgirl and her unborn child.</p>	<ul style="list-style-type: none"> <li>- Workstations to be assessed taking the schoolgirl's need for more space into account.</li> <li>- Pregnancy pass (or similar more discrete pass if appropriate) issued permitting schoolgirl to leave class five minutes early to avoid congestion in corridors and to avoid queueing for lunch.</li> <li>- Agreed quiet space can be accessed during break and lunch to avoid congested social areas.</li> <li>- Contact sports ceased. No new sports, not already undertaken before pregnancy, to be started in PE.</li> </ul>	N
School activities causing physical fatigue.	<p>Fatigue caused by excessive physical exertion can lead to significant health issues for the unborn child.</p> <p>Fatigue caused by over exerting during P.E lessons or walking around a large school site with urgency and multiple flights of stairs.</p>	<ul style="list-style-type: none"> <li>- In discussion with the schoolgirl, adjustments to the length of school day and lessons undertaken should be under regular review.</li> <li>- Seating to be provided where possible and additional rest breaks should be considered.</li> </ul>	N

		<ul style="list-style-type: none"> <li>- Access to food and drink between lessons for regular snacking, a bottle of water accessible during lessons.</li> <li>- The amount and type of exercise a pregnant schoolgirl is able to undertake within P.E. lessons to be determined by the schoolgirl in collaboration with her P.E. teacher or identified mentor.</li> <li>- Pregnancy pass (or similar) issued to allow schoolgirl to leave class five minutes early so she can take her time and not rush around the school site.</li> <li>- Consider if a lift pass would be appropriate.</li> </ul>	
Using chemical agents during science lessons.	Use of chemical substances may cause ill-health to the pregnant schoolgirl and her unborn child.	<ul style="list-style-type: none"> <li>- Normal safety practices which apply to all students will protect the pregnant schoolgirl and her unborn child.</li> <li>- Consider seating plan to allow the schoolgirl to be sat in a well ventilated part of the classroom to minimise exposure to smoke and fumes.</li> </ul>	N
Ingesting harmful foods during food	Ingesting foods the NHS recommends	<ul style="list-style-type: none"> <li>- Food technology teacher should be aware of the pregnancy and educated on which foods pregnant women should avoid.</li> <li>- Particular care is taken to ensure the pregnant schoolgirl avoids food the NHS has recommended pregnant women avoid.</li> </ul>	N
Extended use of computer equipment during lessons.	Postural issues may occur through being seated for extended periods of time.	<ul style="list-style-type: none"> <li>- Workstations assessed taking into account additional needs such as more space needed and postural support.</li> <li>- Sufficient rest breaks to be taken away from the screen.</li> </ul>	N
Working in extremes of hot and cold.	Pregnant schoolgirls may be more susceptible to heat stress and may generally feel more	<ul style="list-style-type: none"> <li>- Pregnant schoolgirl not to be in areas where temperatures are especially hot or cold.</li> </ul>	N

	uncomfortable in extreme conditions.	- Consider additional rest and refreshment breaks.	
Evacuation in an emergency.	Pregnant schoolgirl may be injured through impact with other evacuees during evacuation.	- Personal Emergency Evacuation Plan put into place, schoolgirl fully informed of plan in case of emergency.  - Key staff informed of pregnancy	N
Access Arrangements to and from school.	Fatigue through travelling and risk of knocks and bumps from travelling in crowded areas.	- Schoolgirl to allow adequate travel time so no need to rush.  - Consider using alternative modes of transport if appropriate.  - Consider travelling and arriving/leaving school before it becomes crowded.	N
Poorly fitting school uniform due to an inevitable increase in size during pregnancy.	Severe discomfort leading to adverse effects.  Difficulty wearing school uniform.	- Allow comfortable clothing, ideally in school colours.  - Consider if some uniform, such as a blazer, could be comfortably worn in a larger size.	N
First aid needs to be administered.	Pregnancy not taken into account during administration of first aid.	- First Aiders are discretely familiar with the pregnant schoolgirl.  - First Aiders and team responsible for calling an ambulance have quick access to emergency contact details.  - Pregnant schoolgirl to keep maternity notes with her throughout the school day.	N
Sitting exams.	Increased stress and anxiety potentially causing health complications.  Postural issues from being seated for long periods.	- Pregnant schoolgirl to be assessed for Exam access arrangement needs and necessary provision made.  - Postural support should be provided.  - Emotional support provided through a mentor or through mental health services.	N

# POLICY AND GUIDANCE FOR SCHOOLS ON THE USE OF REDUCED TIMETABLES

Draft

August 2022



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

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## Purpose

This guidance is intended to support all maintained Blaenau Gwent schools, and specialist provision settings, hereafter referred to as 'schools', in the appropriate use of reduced timetables (sometimes referred to as 'partial' or 'part-time' timetables), within the current legal and safeguarding framework for pupils deemed medically fit to attend school.

This guidance does not refer to the 'staggered' introduction of reception-aged pupil.

## Summary

There is no statutory basis upon which to establish a reduced timetable, however, in exceptional circumstances schools may need to implement a reduced timetable in order to support a pupil who cannot attend school full-time for a short, agreed period.

To ensure that the application of a reduced timetable is time-limited and that re-integration to full-time education occurs swiftly and is appropriate to the pupil's personal needs, abilities and circumstances, BGCBC is sharing this guidance with all schools in respect of all pupils of statutory school age.

Schools and education settings have a statutory responsibility to ensure that all pupils on their roll receive a full educational entitlement and achieve good outcomes.

In very exceptional circumstances, where the needs of a pupil require it, (for reasons outlined below), it may be reasonable for schools to consider placing a pupil on a reduced timetable for a short period. As the pupil's ability to cope improves, unmet needs are addressed and the offer is adapted, the pupil would be re-integrated quickly into full-time education.

For the purposes of this guidance, a reduced timetable means by agreement with the parent/carer, school and the Senior Education Welfare Officer, that the number of hours spent in education is reduced for a time-limited period of usually no more than six weeks. Schools should consult with all appropriate agencies involved with a pupil when considering a reduced timetable.

Schools should take account and act upon the following guidance in order to continue to improve standards of educational attainment, safeguard the well-being of all children and young people and reduce the likelihood to the school of charges being made in respect of a failure to educate.

## What is a reduced timetable?

All pupils are entitled to a full-time education consistent with their Key Stage.

The WG recommendations are that the school offer for the taught curriculum on a weekly basis should be:

- Reception and Years 1 to 2 (children aged 5 to 7): 21 hours



- Years 3 to 6 (children aged 7 to 11): 23.5 hours
- Years 7 to 10 (children aged 11 to 15): 24 hours
- Year 11 (children aged 15 to 16): 25 hours

However [s19](#) of the Education Act 1996 permits a Local Authority to not provide full time education if it is considered in the best interests of the child.

If a school decides to implement a reduced timetable, then there must be a suitable reason to take such an approach as they could be found to have discriminated against a pupil (contrary to s15 of the Equality Act 2010) by a tribunal because the pupil has been denied full time education.

A reduced timetable is one which restricts a pupil's access to a full-time curriculum. Careful consideration must be given by schools to the impact that reduced timetables will have on a pupil's entitlement, academic progression and any safeguarding issues that may arise because of a reduced timetable being implemented.

### **General Principles of a Reduced Timetable**

In very exceptional circumstances there may be a need for a temporary reduced / part-time timetable to meet a pupil's individual need. For example, where a medical condition prevents full-time attendance in education and reduced / part time timetable is considered appropriate to support the pupil's medical needs at this time. This package should form part of a planned reintegration package. A reduced timetable should be supported by a timetable comprising blended learning led by and monitored by the school and that it is suitable for the individual pupil.

The Local Authority advice is that schools should keep detailed records of the learning programmes provided to the pupil and identify a teacher/teacher who will be responsible for marking completed work and providing feedback to the pupil.

A reduced / part-time timetable must not be treated as a long-term solution and any agreement must have a time-limit by which point the pupil is expected to attend the school on a full-time basis. (Timescales are outlined in 5.3 below) If despite a robust reintegration plan a child/young person does not respond positively to school, consideration may need to be given to reviewing the current provision. If this is the case the school should call a meeting with parents, Senior Education Welfare Officer and other relevant LA Officers, e.g. Family First to discuss if other agencies can provide advice and support to address underlying need or Outreach Support to discuss strategies to support the pupil.

Where a pupil has a Statement of Special Educational Needs, or an Individual Development Plan delegated then a reduced / part-time timetable should only be used in exceptional circumstances and agreement must be obtained from the ALN Manager. A pupil should not be considered for a part-time timetable because of their additional learning need as this may constitute discrimination.

For a pupil who is looked after (either through agreement under section 76 of the Social Services and Wellbeing (Wales) Act 2014 or a Care Order), has a

care and support plan or is on the Child Protection Register, consideration of implementing a reduced timetable must be taken in the context of the significant vulnerability of the pupil and this should be discussed with relevant agencies who may have a view as to whether or not this should be agreed. In these cases, any reduced timetable must be agreed with the Corporate Parent and the Senior Education Welfare Officer.

## Reduced timetables

Could be implemented due to any of the following: -

- A pupil having a short-term medical condition
- A pupil in receipt of tuition for long term medical reasons
- A pupil who has been excluded from school and is being reintegrated back into school

When agreed by school's / education providers, Local Authority and parents/carers as part of a planned reintegration approach for a pupil who has not attended school / provision for a period due to a significant event such as illness, disability or mental health issues

Where a pupil has an on-going medical condition, which results in them being unable to attend school as a result of the condition, then schools can refer them to the Local Authority for tuition in line with Local Authority practice.

In limited circumstances reduced timetables are used as a method of managing a pupil at risk of exclusion. The Local Authority identify that this may only be chosen after other strategies have been implemented and exhausted. In this case the Local Authority advice is that these are for a maximum six-week period with regular reviews.

NB Where a reduced timetable is agreed, the offer or provision must also include blended learning through the school's hub to ensure continuity of learning. If the pupil does not have access to suitable technology to access this, the school would be expected to provide the equipment necessary to do so.

## Implementing a Reduced Timetable

When considering placing a pupil on a reduced timetable, the school must:

- be satisfied that a reduced timetable is an appropriate intervention given the needs of the pupil. There must be a clear and evidenced rationale for considering a reduced timetable as an intervention aimed at supporting the needs of the pupil. A detailed assessment undertaken by the school with relevant evidence from an appropriate professional must be available to inform the decision in line with the rationale for a reduced timetable (e.g. if it is felt that a pupil requires tuition as they are not in a position to engage with the full curriculum due to significant medical/wellbeing concerns then this must be supported by appropriate advice from a CAMHS consultant prior to a referral being made for tuition, or if a pupil is struggling to access a full day in school then EPS advice should be sought as to

- appropriateness of a reduced timetable with the aim of reintegrating the pupil and enabling them to access a wider range of provision in school.
- formally notify the Senior Education Welfare Officer and where appropriate also alert the ALN Manager that this approach is being considered. Either Officer will link with relevant officers, i.e. EP, EWO, Social Worker to ensure agreement from the Local Authority
  - clearly evidence all strategies that they have implemented to engage the pupil in a formal document such as a Pastoral Support Plan
  - ensure ethical and informed permission has been secured from parent / carer. This will be underpinned by a written agreement with the parent / carer ensuring signed parental permission prior to the commencement of a time limited reduced timetable. If the parent does not agree, the reduced timetable arrangements cannot be implemented. In these circumstances the school must consider alternative interventions
  - complete a detailed written action plan with clear objectives, agreed with the parents / carers and the pupil and involving a relevant Local Authority Officer, demonstrating a clear path of planned reintegration from part time to full time provision over a maximum of a six-week period, reviewed regularly.
  - ensure that the written agreement / action plan is provided to the Local Authority within 2 days of its completion
  - ensure that review information is provided to the Local Authority within 2 days of each review
  - ensure the pupil has an active involvement in the process of planning, reviewing and evaluating the planned intervention
  - ensure full time education is in place at the end of the agreed period or arrange a review meeting to identify the way forward. A maximum of one further period of six weeks should only be agreed in exceptional circumstances with parental and Local Authority agreement. In this case, the school should revisit the plan to reflect the need for an extension.
  - ensure that where the pupil has a Statement of Special Educational Needs/Individual Development Plan, a copy of the reintegration plan must also be sent to the Statutory ALN Team so that it can be included in the pupil's file. The Local Authority must agree to the intervention and a reintegration (reduced) timetable must not interfere with any additional support given to a pupil due to his/her educational needs.
  - amend / undertake a risk assessment of the pupil's needs to assess the impact that a reduced timetable would have on the child / young person. It is essential that the pupil's welfare during any absence from school is considered.
  - amend any other existing documentation as appropriate to reflect the reduced timetable
  - ensure the blended learning offer is in place and that the pupil has the necessary equipment, IT infrastructure and skills to access the school's learning platform
  - ensure parents / carers are clear they are taking responsibility for the pupil when he/she is not in school and guarantee that the pupil will be supervised off site and that this is recorded on the agreement
  - provide termly returns to the Senior Education Welfare Officer indicating the numbers and names of learners who are accessing reduced timetables (in line with Local Authority practice for monitoring)

## Roles and Responsibilities

The school must:

- Notify the Senior Education Welfare Officer (and where necessary also notify the ALN Manager) that a reduced timetable is in place.
- Meet with parent / carer to consider proposals.
- Provide the pupil with sufficient and appropriately differentiated work to do for those hours they are not in school. Arrangements should be made to ensure that the work is marked; assessed and constructive feedback is given to the pupil.
- Establish robust arrangements for monitoring and regular review of the plan by a named member of senior staff.
- Ensure the written agreement and action plan is completed and shared with the Local Authority.
- Ensure effective communication with parents or carers and key professionals about progress towards the pupil's full re-integration to school.
- Record the pupil's attendance, using the appropriate registration codes, any sessions where the pupils are undertaking blended learning from home whilst not directly supervised by a school member of staff would be coded "C" i.e. an authorised absence.
- Consult with Local Authority and provide appropriate information as outlined above to enable Local Authority to make an informed decision and consider the need for officer involvement (if not already in place) if an extension to the initial 6-week period is being sought.

The Local Authority must:

- ensure appropriate monitoring and challenge by collecting termly returns
- agree to any request for a further extension to a part time timetable for it to continue beyond 6 weeks.
- undertake quality assurance with schools to audit arrangements where part time timetables are in operation.

## **Reintegration (Reduced) / Part-time Timetable Process Flow chart**

- Step 1:** School informs Senior Education Welfare Officer that it is considering implementing a reduced timetable and also inform relevant LA Officers; e.g. ALN Manager, Social Worker as required. Consultation with ALN Manager would be required if a pupil has a statement
- Step 2:** School gathers clear evidence in the form of robust assessment information to support the rationale for a reduced timetable.
- Step 3:** Local Authority discuss request and give agreement if pupil in receipt of additional funding/provision or is known to Social Services
- Step 4:** School meets with parents / carers.
- Step 5:** School completes written agreement and action plan and provides copy for Local Authority
- Step 6:** Named senior member of school staff to monitor and review at agreed periods and at the end of the 6-week period. Review information to be shared with Senior Education Officer and where appropriate ALN Manager.
- Step 7:** Meeting arranged to agree way forward
- Step 8:** A further period of 6 weeks may be considered in exceptional circumstances with agreement from the Local Authority. \*

\* If the Local Authority do not give agreement further discussion would be required with relevant officers before extending the reduced timetable period.

## Reintegration (Reduced) / Part-time Timetable Consent Form and

### Action Plan

Pupil Name:		UPN:	
Date of birth:		Gender: MALE/FEMALE	
School:		Year Group:	
FSM: YES/NO	CLA: YES/NO	EAL: YES/NO	ALN: YES/NO
If FSM: What arrangements that have been made to ensure child has access to lunch meals?			
If CLA: Who have proposals re amended timetable been discussed with and what were their view?		Local Authority:	
		Name of Social Worker:	
		Social Worker View:	
		Discussed with Senior Education Welfare Officer:	
		Senior Education Welfare Officer View:	
Is pupil on Child Protection Register/ Child In Need of Care and Support?		Name of Social Worker:	
		Social Worker View:	
Have any safeguarding issues been highlighted and discussed with Safeguarding in Education Officer?		SIE Officer view:	
Is the pupil in receipt of ALN provision?		Discussed with ALN Manager:	
		ALN Manager View:	
Has the child had a part-time timetable before?		If yes, when:	
YES/NO			

Name of parents / carers	
Name of lead person at school	
Date when this has been discussed and agreed with head teacher by lead person at school	
Name of head teacher	
Name of lead LA Officer	
Name of EP	
Name of EWO	

Reason for reduced / part time timetable (Including evidence)
<ul style="list-style-type: none"> <li>• A pupil having a short-term medical condition</li> <li>• A pupil in receipt of tuition provision for long term medical reasons</li> <li>• A pupil who has been excluded from school and is being reintegrated to school</li> </ul>

Date of meeting agreeing the part-time timetable	
Persons Present at above meeting	
Start date of part-time timetable	
Number of hours in education each week	
Review date of part-time timetable	
End date of part-time timetable	

Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
Time in school					

Objectives of part time /reduced timetable:

Reintegration Plan:

Review date	
Outcome:	

I / we agree to my child being placed on a reduced / part time timetable for a time limited period in line with the Local Authority policy on reintegration timetables. This has been discussed with me in detail and I understand that this is an intervention to support the reintegration of my child into full time education. I agree to take full responsibility for my child during the hours they are not attending school / education

Parent/carer signature:  
Date:

School signature:  
Date:

Other signatures (if required):

LA Officer:  
Date:

Social worker:  
Date:



# HARD TO PLACE PROTOCOL

DRAFT

**August 2022**



Cyngor Bwrdeisdref Sirol  
**Blaenau Gwent**  
County Borough Council

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## **Aim of the Hard to Place Protocol**

The aim of this Protocol is designed:

- to provide a fair, equitable and open allocation of school places for those learners who do not have a school place, have been permanently excluded or require re-integration following specialist provision;
- to ensure that vulnerable learners who require a school place quickly are admitted without unnecessary delay;
- to be fair and transparent and to have the confidence of all schools with all schools working collaboratively;
- to take account of the School Admissions Code (2013) and the statutory duty under section 86(2) of the School Standards and Framework Act 1998 to comply with parental preferences on school admissions;
- to ensure implementation in conjunction with the Blaenau Gwent School Admissions Policy for Nursery and Statutory Education;
- to ensure up-to-date and accurate records are kept of the movements in and out of all schools;  
to take account of genuine school concerns, e.g. previous serious breakdown of relationship between school and family.

## **Needs of Learners Considered by the Hard to Place Protocol?**

Learners covered under the Protocol will be those who are in years Reception to Year 11 who are not solely on a mainstream school roll or are out of school because they are in the process of transferring between schools and who fall under one of the following categories:

- Children who were permanently excluded from their last maintained school placement and are able / ready to integrate to an alternative school;
- Children attending PRUs or alternative provision who are ready to be reintegrated back into mainstream education;
- Children returning from the criminal justice system (secure estate);
- Child victims of serious crimes (child cruelty, kidnapping, sexual or violent crime, FGM);
- Children who are CLA;
- Children who have been out of education for longer than two months, including electively home educated pupils where there is evidence that the child has not been in receipt of a suitable education
- Children with below 50% attendance;
- Children with disabilities or medical conditions which have already impacted on their attendance or participation at school;
- Children of carers, Gypsies, Roma, Travellers, children whose parents offend, asylum seekers and refugees who have been in the UK less than two years and need a supported entry to school;
- Homeless children who have been placed in temporary housing;
- Children who are in a refuge due to domestic violence;
- Children of UK service personnel where a change of location ordered by the service leads to a need for a change of school and will have experienced multiple moves;
- Children who have received 10 days' exclusions in the last twelve months;

- Children on the child protection register;

## **Coordinating the Hard to Place Protocol**

It will be the role of a Designated Inclusion Officer (DIO-SEWO) to coordinate the movement of learners who are considered hard to place, working in close liaison with the Admissions Officer who manages admissions arrangements and the general transfer process.

The role will include:

- point of contact for schools regarding hard to place learners;
- management of the Hard to Place Learner spreadsheet;
- oversight of PSPs;
- close liaison with schools, parents/carers, social services, health and other agencies to ensure a team around the learner approach for those hard to place;
- providing quality assurance of the hard to place summary forms;
- provision of regular updates to DMT, Attendance Forum, Admissions Forum and Vulnerable Learner Panel (VLP) QA Group.

In addition to the role of the DIO, and in line with the Welsh Government School Admissions Code (2013) and Blaenau Gwent Admissions Policy for Nursery and Statutory Education, the Admissions Forum will monitor how well the protocol is working, how quickly learners are found places, and the contribution every school in the area is making.

## **Determining Learners- Hard to Place**

The table below (Hard to Place Learner Summary) will be used to determine those learners who are considered hard to place. Learners will fall into one of three categories:

Level 1 – Straight admission

Level 2 – Admission with acknowledged need but not meeting criteria for hard to place

Level 3 – Considered hard to place

The table sets out 14 categories each covering areas that would either cause a learner to be hard to place (such as permanent exclusion) or contribute in part to a learner being hard to place (such as a learner having been out of education).

Each category has a weighting attached to it, the sum of which determine whether a learner is considered hard to place.

**NB:** It should be noted that a learner who meets the criteria for Hard to Place does not mean that the learner is unable to be placed or is not appropriately placed in mainstream. It simply gives an indication of those pupils for whom a mechanism is needed to ensure a careful, coordinated and planned integration/reintegration and a recognition that the school has enrolled a pupil with particularly needs.

Nor is the Hard to Place Learner summary a list to be used to support a position that a learner in mainstream is no longer suitable for mainstream. Where schools consider a learner requires a more specialist placement appropriate documentation must be completed and submitted to VLP Panel for consideration.

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## Hard to Place Learner Summary

Category Score	Category	Tick if relevant	(for INC use only)
7	Children who were permanently excluded from their last maintained school placement and who are ready for re-integration to an alternative school.		
7	Children attending PRUs or Alternative Provision who are ready to be reintegrated back into mainstream education but into a different school from the one originally attended;		
7	Children returning from the criminal justice system (secure estate);		
5	Children who are CLA and in a residential setting;		
3	Child victims of serious crimes (child cruelty, kidnapping, sexual or violent crime, FGM);		
3	Children who are CLA.		
2	Children who have been out of education for longer than two months including electively home educated pupils where there is evidence that the child has not been in receipt of a suitable education;		
2	Children with below 50% attendance;		
2	Children with disabilities or medical conditions which have already impacted on their attendance or participation at school;		
2	Homeless children who have been placed in temporary housing;		
2	Children who are in a refuge due to domestic violence;		
2	Children who have received 10 days exclusions in the last twelve months;		
2	Children on the child protection register;		
1	Children who are carers; children of Gypsies, Roma, Travellers; children where parents offend; children of asylum seekers and refugees who have been in the UK less than two years and need a supported entry to school; children with SEN.		

1	Children of UK service personnel where a change of location ordered by the service leads to a need for a change of school;		
		Total	

## Hard to Place Level

Description	Points
Level 1 - Straight forward Admission	0
Level 2 - Admission but doesn't meet scoring for Hard to Place (added to Hard to Place Learner spreadsheet)	1-5
Level 3 - Hard to place (Education Information) form to be completed	6+

The Learner form is sent to schools as part of the information requested by the Admissions Officer upon receipt of an in-year transfer request.

When the summary has been completed the scoring will determine whether a learner is considered hard to place.

Should a learner be Level 1 there is no further action required and the admission will be processed by the Admissions Officer in the usual way. Details of the learner will not be recorded by the DIO.

Should a learner be Level 2 the Admissions Officer will pass the details to the DIO who will hold the information provisionally until placement has been agreed through the Admissions process. Level 2 acknowledges a level of need but not to the extent that a learner could be considered hard to place. The DIO would allocate the scoring to the school the learner transfers to once enrolled and remove the same allocation from the school the pupil has left.

Should a learner be Level 3 then a Hard to Place (Education Information) form will be sent to the school for completion and the Hard to Place process will commence.

All in-year transfers have a 15-day processing deadline. If there is an indication or relevant additional information submitted that determines the pupil(s) is hard to place, then the transfer request will still need to be processed in line with the Blaenau Gwent Admissions Policy for Nursery and Statutory Education, within the 15-day deadline.

## **Foundation Schools**

Foundation schools manage their own admission process, and therefore, reference to Admissions Officer in this document refers to both a local authority Officer in the Education Transformation team and the admissions committee responsible for admissions in the Foundation school.

### **Who can refer a pupil under the Hard to Place Protocol?**

An officer of the Local authority can refer an individual under the Hard to Place Protocol. It is anticipated that any individual who has been identified as unplaced will be referred immediately following the local authority becoming aware of their status.

Any school receiving an application outside the normal applications round can refer any applicant under the Hard to Place Protocol if they consider that the applicant satisfies the criteria referred to in the Hard to place Protocol. However, if a parent/carer has applied for a place as an In-Year Admission and a place is not subsequently offered the parent/carer is entitled to appeal this decision. The outcome of an independent School Admissions Appeal will take precedent over the Hard to Place Protocol.

All referrals to the Hard to Place Protocol will be reviewed within 15 working days of the referral date.

### **Hard to Place Processes**

Each year a significant number of learners change schools. For the majority, the change of placement will be straightforward and managed solely through the Admissions team.

However, there are a smaller number of learners who will have a range of needs that would warrant consideration of being Hard to Place.

A number of processes are needed to ensure that for such learners' movements between schools and in and out of specialist provision are managed smoothly.

Below are processes for:

- Movements between Blaenau Gwent schools
- Learners permanently excluded from a mainstream school
- Integration from Specialist Provision into a new school
- Re-integration from Specialist Provision back into current m/s school



## Movements Between Mainstream Schools

The process below covers only Hard to Place pupils moving between schools following an in-year request by parents.

**NB:** This process sits separate to the managed move protocol although for pupils who are managed moved, once the learner is sole registered on the new school roll, and if the pupil met the level 2 or 3 criteria then the Hard to Place Learner spreadsheet will be updated to reflect the learner starting in the new school and leaving the previous school. The additional weighting will be added to the new school and subtracted from the old school.

1. Admissions form is submitted to the Education Transformation team.
2. Admissions Officer forwards a copy of the Learner form to the current school.
3. Learner form completed and returned to Education Transformation team.
4. If the learner scores 0 the Admissions Officer will process the admission in accordance with the Blaenau Gwent Policy.
5. If the learner scores above 0, the Admissions Officer will pass the details to the Designated Inclusion Officer (DIO).
6. If the learner scores above 0 but does not meet the threshold for Hard to Place, the learner's details and scoring will be recorded on the Hard to Place Learner spreadsheet and the Admissions Officer will be informed to proceed with the general admissions process.
7. If the learner's score meets the threshold for Hard to Place, the DIO will contact the current school and request that an Education Information Form (EIF) is completed.
8. Upon receipt of the EIF, the DIO will meet with the Admissions Officer and the Service manager - Inclusion to discuss parental preference and the current position of each school in terms of new pupil placements accepted and pupils who have moved into other provisions or out of the Borough, as recorded on the Hard to Place Learner spreadsheet.
9. Should it be agreed that based on the current scoring a placement in an alternative school should be considered, the DIO will discuss this with the parents/carers.
10. Once a placement has been determined in discussion with parents/carers (whether the original choice of school or an alternative) the DIO will contact the school to provide a copy of the EIF and the Learner form and seek their views. The following needs to be borne in mind:  
The LA and the governing body of a maintained school have a statutory duty under section 86(2) of the School Standards and Framework Act 1998 to comply with parental preferences on school admissions.

11. Should a school not agree with the placement they will be asked to complete a Hard to Place referral form which will be returned to the DIO for discussion at the Vulnerable Learners Panel (Appendix 1).
12. On receiving a referral from a school the Vulnerable Learners Panel will consider the application and make a determination as to whether the referral meets the criteria for placement on the grounds of challenging behaviour.
13. Any referral under the Hard to Place Protocol that does not meet the agreed criteria will be referred back to the named school for admittance as an in year admission. The Vulnerable Learners Panel reaching this determination will provide the School full reasoning for this decision. Schools accept that the Vulnerable Learners Panel's decision in this matter is final and all pupils will be admitted within 5 days of receipt of the Vulnerable Pupil's Panel's decision.
14. Any referral not accompanied by suitable supporting evidence from the School will not be considered. Schools will instead be required to admit any pupils as an In-Year Transfer (in order to reduce the period of time a young person is unplaced). Pupils are to be admitted as an In-Year Transfer within 5 days of receipt of the Vulnerable Learners Panel's decision.

## **Vulnerable Learners - Panel Decision**

Any school required to admit a pupil under the Hard to Place Protocol will be provided with the full reasoning for this placement and any supporting evidence and information that would assist with the pupil's admission and transition to the school.

Once a placement decision has been made, the Chair will notify the school that has been identified, in the first instance. The Local authority's Admissions Department will formally notify the school and parent/carer. Schools accept the Panel's decision and must contact the parent/carer to arrange the admission within seven calendar days. The school must also notify the Admissions team of the admission date confirming that the child is on roll.

In the event that a school refuses access of a pupil they must provide a written response to the Corporate Director of Education within seven calendar days. In this event the Local authority will seek to use its powers of direction or will seek the secretary of state to direct the school to admit.

## **Learners Permanently Excluded from a Mainstream School**

Excluded learners should only be educated outside of the mainstream where there are significant problems that need to be addressed in a different environment. For some permanently excluded learners the best course of action is for them to re-join a mainstream school within a matter of days or weeks. The longer a learner is out of school the more difficult it is for them to be reintegrated. For those who are permanently excluded from primary schools, rapid reintegration into a mainstream environment is particularly important.

For a small number of learners approaching the end of compulsory schooling it may be unrealistic to expect them to make a successful return to school. In these circumstances the LA will arrange a programme of study and experience designed to lead to further education, training or employment.

Admission authorities should not normally refuse admission to learners because of their past disciplinary record, including any previous exclusions. The Welsh Government School Admissions Code (2013) - Statutory Code Document No: 005/2013 makes it clear that admission authorities should not make subjective judgements as to the suitability of certain learners for a school.

The LA and the governing body of a maintained school have a statutory duty under section 86(2) of the School Standards and Framework Act 1998 to comply with parental preferences on school admissions. However, this duty does not apply when a learner has been permanently excluded from two or more schools and at least one of the exclusions took place after 1 September 1997. The requirement to comply with parental preference is disapplied for a period of two years following the second exclusion.

When a pupil is permanently excluded from a Blaenau Gwent school, in addition to following Welsh Government process guidance, the school will complete an Education Information Form (EIF) within five school days of the permanent exclusion being issued and forward it to the Designated Inclusion Officer (DIO).

For learners who are CLA, a meeting will also be held within the first five days following the issuing of a permanent exclusion. More details are in the section 'CLA Learners' on page 16.

The LA will convene a Permanent Exclusion meeting within five school days of receiving the EIF with Lead Officer for Inclusion, Principal Educational Psychologist, SEWO, ALN Manager, DIO and a senior representative from the River Centre. The meeting will determine whether it would be appropriate for the VLP Panel to consider a placement in revolving door provision if available or whether a mainstream placement should be sought.

## **Option 1 – Mainstream**

1. If agreed that a mainstream placement should be sought the outcome of the Discipline Committee and appeals process will be awaited.
2. If the permanent exclusion is overturned the pupil will return to school.
3. If the permanent exclusion is upheld the DIO will liaise with the parents/carers to ascertain parental choice of placement.
4. The DIO will meet with the Admissions Officer and the Lead Officer for Inclusion to discuss parental preference and the current position of each school in terms of the Hard to Place Learner spreadsheet and pupil movements.

5. Should it be agreed that a placement in an alternative school to the one expressed as parental preference should be considered, the DIO will discuss this with the parent.
6. Once a placement has been determined in discussion with parents (whether the original choice of school or an alternative) an admissions form will be completed and the DIO will contact the school to provide a copy of the EIF and seek their views. The following needs to be borne in mind:

The LA and the governing body of a maintained school have a statutory duty under section 86(2) of the School Standards and Framework Act 1998 to comply with parental preferences on school admissions.

7. Should a school not agree with the placement they will be asked to complete a Disagreement form which will be returned for discussion between the DIO and Lead Officer for Inclusion. The Lead Officer for Inclusion will then contact the Head for further discussion. If the matter remains unresolved, the Lead Officer for Inclusion will provide a brief for the Director of Education.

## **Option 2 - Specialist Provision**

1. If agreed that a River Centre revolving door placement may be appropriate the outcome of the Discipline Committee and appeals process will be awaited.
2. If the permanent exclusion is overturned the pupil will return to the school unless it is agreed at independent appeal that because of exceptional circumstances or other reasons it would not be practical to give a direction requiring reinstatement
3. If the permanent exclusion is upheld the DIO will make contact with the parents/carers regarding placement and will:
  - a. gain parental consent for discussion at VLP Panel
  - b. gain the parents/carers and learner views
  - c. ascertain parental choice of roll school
  - d. explain next steps.
4. The DIO will meet with the Admissions Officer and the Lead Officer for Inclusion to discuss parental preference for roll school and the current position of each school in terms of the Hard to Place Learner spreadsheet and pupil movements.
5. DIO will agenda the learner for discussion at the next VP Panel (late inclusion on the agenda is agreed in this instance).
6. DIO will inform parents/carers of outcome.

7. DIO will liaise with Admissions Officer regarding enrolment.
8. Revolving door placement, if agreed, will begin. If not agreed, the process for integration into mainstream will be followed.
9. After a period of intervention, the pupil will be reviewed and paperwork submitted to VLP Panel with recommendations (either move to mainstream or continued placement at River Centre). If the latter, DIO will agenda under 'Ongoing Placement' and provide a clear rationale as to what has been done with the pupil and what will be done differently to meet their needs to prepare for reintegration.
10. If it is the view of the VLP Panel that a mainstream placement is appropriate, then the process for 'Integration from Specialist Provision into a new mainstream school' should be followed.

## **Integration from Specialist Provision into a new mainstream school**

This process is applicable for:

- Learners who have been permanently excluded and are awaiting placement into a new school from a specialist provision.
  - Learners who attend a specialist provision on a dual registered basis but it would not be appropriate for them to reintegrate back into the school they previously attended.
1. At the point at which it is felt that a pupil is ready to integrate into a new school from specialist provision an EIF will be completed. It is not necessary for a Hard to Place summary to be completed as pupils in specialist provision for SEBD are considered Hard to Place learners automatically.
  2. The DIO will liaise with the parents/carers to ascertain parental choice of placement.
  3. The DIO will meet with the Admissions Officer and the Lead Officer for Inclusion to discuss parental preference and the current position of each school in terms of new pupil placements accepted and pupils who have moved into other provision or out of the Borough, as recorded on the Hard to Place Learner spreadsheet.
  4. Should it be agreed that a placement in an alternative school should be considered, the DIO will discuss this with the parent.
  5. An admissions form will be completed.
  6. Once a placement has been determined in discussion with parents (whether the original choice of school or an alternative) the DIO will contact the school

to provide a copy of the EIF and seek their views. The following needs to be borne in mind:

The LA and the governing body of a maintained school have a statutory duty under section 86(2) of the School Standards and Framework Act 1998 to comply with parental preferences on school admissions.

7. Should a school not agree with the placement they will be asked to complete a Disagreement form which will be returned for discussion between the DIO and Lead Officer for Inclusion. The Lead Officer for Inclusion will then contact the Head for further discussion. If the matter remains unresolved, the Service Manager - Inclusion will provide a brief for the Corporate Director of Education.
8. Should it be determined that the integration is not appropriate at that time, a further period of specialist provision will be allocated.
9. Once placement has been agreed, but whilst the learner is still on roll at the specialist provision, a PSP meeting should be held to update the PSP. This will be attended by the DIO, a senior member from the specialist provision, a senior leader from the school's relevant key stage as well as representatives from other agencies involved.
10. Once the learner is on roll, the Hard to Place Learner spreadsheet will be updated reflecting the learner starting in the new school and leaving the previous school. The additional weighting will be added to the new school.

### **Re-integration from Specialist Provision back into current mainstream school**

1. At the point at which it is felt that a pupil is ready to re-integrate back from specialist provision into their current school, an EIF will be completed. It is not necessary for a Hard to Place summary to be completed as pupils in specialist provision for SEBD are considered to be Hard to Place automatically.
2. As the pupil is already dual registered there is no requirement to seek parental choice or complete an admissions form.
3. The DIO will contact the school to provide a copy of the EIF.
4. The DIO will coordinate a meeting between the school, DIO, specialist provision and the school's Educational Psychologist.
5. The meeting will discuss the reintegration plan, the establishing of a new PSP, timescales and the support that may be required to ensure a successful reintegration.
6. Should a school not agree with the reintegration they will be asked to complete a Disagreement form which will be returned for discussion between the DIO and Service Manager for Inclusion. The Service Manager for Inclusion will then contact the Head for further discussion. If the matter remains

unresolved, the Lead Officer for Inclusion will provide a brief for the Corporate Director of Education.

7. Should it be determined that a reintegration is not appropriate at that time, a further period of specialist provision will be allocated.
8. Once reintegration has been agreed, but whilst the learner is still dual registered at the specialist provision, an updated PSP meeting should be held. This will be attended by the DIO, a senior member from the specialist provision, a senior leader from the school's relevant key stage as well as representatives from other agencies involved.
9. Once the learner is on roll, the Hard to Place Learner spreadsheet will be updated reflecting the learner being back in school.

## **Permanent Exclusion – More Details**

### **The School's Role**

A decision to exclude a learner permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the learner and should normally be used as a last resort.

There will, however, be exceptional circumstances where in the head teacher's judgement it is appropriate to permanently exclude a learner for a first or one-off offence. These might include:

- serious actual or threatened violence against another learner or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- use or threatened use of an offensive weapon.

Exclusion should not be imposed in the heat of the moment. Before deciding whether to exclude a learner the head teacher should:

- ensure that an appropriate investigation has been carried out
- consider all the evidence available to support the allegations. The more serious the allegation and thus the possible sanction, the more convincing the evidence substantiating the allegation needs to be
- take account of the school's behaviour and equal opportunities policies, and, where applicable, the Equality Act 2010
- allow the learner to give his or her version of events
- check whether the incident may have been provoked, e.g. by bullying or by racial or sexual harassment if necessary consult others, but not anyone who may later have a role in reviewing the head teacher's decision, e.g. a member of the discipline committee
- keep a written record of the incident and actions taken.

The school's obligation to provide education continues while the learner is still on the roll and therefore the name of a permanently excluded learner should remain on the school roll until the appeals procedure is completed, or until the time for appeals has expired without an appeal being lodged. It may be removed earlier if the parents/carers and/or learner give notice in writing that they do not intend to appeal.

### **CLA Learners**

Everything must be done to avoid the permanent exclusion of any Child Looked After. Schools are expected to be proactive in working with the young person, carers, social workers, CLA Education Coordinator, River Centre and the Inclusion Service in doing everything possible to avoid permanent exclusion.

Should a headteacher permanently exclude a Child Looked After, the school will provide a completed Education Information Form to the LA within five school days. In addition, the head teacher will convene a meeting within that same timescale to discuss the pupil needs and the support available. The meeting will be attended by the social worker, foster carer/parent, CLA Education Coordinator and representative from the River Centre. The meeting will be chaired by the CLA Education Coordinator.

The headteacher will present the case for the permanent exclusion, providing evidence that the decision was reasonable, fair, proportionate and lawful. Those present will then have an opportunity to comment on the permanent exclusion. At the meeting it will be determined whether there is an option to put alternative provision in place that would enable the head teacher to rescind the permanent exclusion, dual registering the pupil whilst an alternative school setting is found. However, the right still remains with the head teacher to permanently exclude should the circumstances warrant it.

The Education (Admission of Looked after Children) (Wales) Regulations 2009 places a duty on admission authorities in Wales to admit children looked after by a LA in Wales where an application for admission outside the normal admissions round is made by the corporate parent on their behalf.

However, before making an application, the corporate parent (i.e. the Welsh LA responsible for looking after the child) must consult with the relevant admissions authority and make every effort to ensure the appropriateness of the named school in the light of the child's background including SEN and/or faith needs.

### **Learners with a Statement of SEN or Local Authority Individual Development Plan**

Other than in the most exceptional circumstances, schools should avoid permanently excluding learners with statements of SEN/Individual Development Plans. They should also make every effort to avoid excluding learners who are being supported under the Special Educational Needs Code of Practice or the Additional Learning Needs Code for Wales.

Where a learner with a statement of SEN or a local authority IDP is permanently excluded, the head teacher should use the period between their initial decision and the meeting of the discipline committee to work with the LA to see whether more support can be made available or whether the statement can be changed to name a



new school. If either of these options is possible, the headteacher should normally withdraw the exclusion.

Therefore, when a learner with a statement of SEN/local authority IDP is permanently excluded, the school will provide a completed Education Information Form to the LA within five school days to enable a LA Permanent Exclusion meeting to be held. This meeting will discuss whether the ALN Panel should consider a revolving door placement for the pupil or whether another mainstream school may be appropriate.

No action can be taken on alternative/new placement until the discipline committee has reached a decision and the appeals process has been concluded.

Section 324 of the Education Act 1996 requires a maintained school that is named in a statement of SEN to admit the child.

### **Funding to Follow Learners**

Funding is removed from the excluding school's budget at the point at which the permanent exclusion is upheld by the independent appeal panel, or alternatively if there is no appeal, the final date on which an appeal could have been made. The learner will remain on the excluding school's roll until that time and the school remains responsible for the learner's education.

Where a learner is permanently excluded from a maintained school, that school's budget share for that year will be reduced by the amount required in the School Funding (Wales) Regulations 2010 at the point at which the exclusion is upheld by the independent appeal panel, or alternatively if there is no appeal, the final date on which an appeal could have been made.

Where a school admits a learner who has been permanently excluded in that financial year from another maintained school, the LA will allocate an amount for the rest of the financial year as required by the regulations.

Alternatively, it will help offset the cost to the LA of education otherwise than at school under the LA's duty under section 19 of the Education Act 1996.

### **The LA's Role**

The LA will seek to ensure there are flexible, creative strategies in place to meet the individual needs of learners permanently excluded from school.

Once a learner is removed from a school roll, unless a new school has been identified and transition begun, the LA is responsible for ensuring that suitable education is made available. In cases where the school from which the learner has been excluded is maintained by a different LA, this will be the home LA.

Should the LA Permanent Exclusion meeting decide that the excluded learner should be considered for a revolving door placement, the learner will be added to the agenda of the next available VLP Panel for consideration of future arrangements. Representatives from those services involved with the learner will be invited e.g. social services, CAMHS, Careers etc. and the learner will be discussed first on the agenda.

### **LA Support to Mainstream Schools**

Reintegration of excluded learners into mainstream schools is a significant challenge for both schools and learners. The LA will make support available for the receiving school to ensure that the reintegration is successful. Support may be in terms of services such as advice & guidance, a suitably trained member of special school staff who provides an agreed level of transition support or ongoing support or funding to assist the school to support the excluded pupil. This is separate from the transfer of learner-related funding from excluding schools to accepting schools under the School Funding (Wales) Regulations 2010 and the Education (Amount to Follow Permanently Excluded Pupil) Regulations 1999 (as amended).

### **Reintegration Plans and Pastoral Support Programmes (PSPs)**

An excluded learner reintegrating into a mainstream school will require a reintegration plan (or transition plan) drawn up. The plan may be an adaptation of an existing PSP or may remain as a separate but linked element.

The school and LA will look carefully at how to meet the needs identified in a learner's plan by using their resources both creatively and flexibly, making best use of existing and additional resources provided. Multi-agency strategies and provision should be fully considered in the development of a full individual timetable. Consideration should be given to whether learners need regular input from a teacher to address their key skills. The amount of input should be agreed according to the individual needs of the learner.

The LA will liaise with the parents/carers, the learner and the receiving school about the plan, where appropriate agreeing action with the learner. The plan should include the steps to be taken for reintegration into school including action to be taken by the setting to address the learner's problems and ensure a smooth return to mainstream, or transition into post-16 education.

Where it is considered that reintegration into mainstream is appropriate and possible, consideration should be given to:

- support arrangements to be put in place by LA and school
- preparing the pupil (including knowing their views)
- preparing the parents/carers (including knowing their views)
- preparing receiving staff
- arrangements for arrival
- time-tabling implications
- Specific Measurable Attainable Relevant Time-bound (SMART) targets
- monitoring and review arrangements
- learning and behaviour targets for individual education plans
- the nomination of a key worker in the LA and school
- multi-agency involvement and key areas of responsibility
- home-school liaison.

## Appendix 1

### Vulnerable Learners Panel Referral Form

#### Hard to Place

NB. Please consider UNCRC, Disability Discrimination 1995 and the Equality Act 2010 and any reasonable adjustments that can be made when completing this form.

<b>School making referral</b>			
<b>Pupil name</b>			
<b>Pupil address</b>			
<b>DOB</b>		<b>NCY</b>	
<b>Reason for changing school</b>			

I am referring this pupil to Blaenau Gwent County Borough Council as a Hard to place pupil. The pupil meets the following fair access criteria (*please indicate as appropriate*):

<b>Blaenau Gwent Hard to Place Criteria</b>	<b>X</b>
Children who were permanently excluded from their last maintained school placement and who are ready for re-integration to an alternative school.	
Children attending PRUs or Alternative Provision who are ready to be reintegrated back into mainstream education but into a different school from the one originally attended;	
Children returning from the criminal justice system (secure estate);	
Children who are CLA and in a residential setting;	
Child victims of serious crimes (child cruelty, kidnapping, sexual or violent crime, FGM);	
Children who are CLA.	
Children who have been out of education for longer than two months;	
Children with below 50% attendance;	
Children with disabilities or medical conditions which have already impacted on their attendance or participation at school;	
Homeless children who have been placed in temporary housing;	
Children who are in a refuge due to domestic violence;	

#### 1. Information about your school (*Secondary schools – please read ‘class’ as year group*)

<b>No. in year group</b>	
--------------------------	--

How year group is organised	
No. in class this pupil would join	
No. of Statements/local authority IDPs/school based IDPs in class	
No. of EAL in class	
Support available in the class	
Additional information about this year group	
Please indicate below if there are any particular challenges the school is currently facing in addition to the pupil profile above:	

## 2. Information about the pupil

What is it specifically about this child that means your school could not meet their needs but another school could? These must be unique to the school and considered as valid reasons by the panel
What can the school offer the pupil and what support might be needed to integrate them into the school?
Please give any further information you would like the Panel to take into account

--

<b>NAME</b>	
<b>ROLE</b>	
<b>DATE</b>	

Please email this form to: [lisa.adams@blaenau-gwent.gov.uk](mailto:lisa.adams@blaenau-gwent.gov.uk)

Draft

# Positive Relationships & Behaviour Policy and Guidance

DRAFT

**August 2022**



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

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4a) Pastoral Support Plan Guidance Notes and Check List of Interventions	
5) A Graduated Response - Model of Support	

## **1. Introduction, Definitions and Context**

The key to achieving effective learning/teaching/behaviour support is ensuring that a systematic approach exists across our schools and staff have the necessary understanding and skills to recognise behaviour issues. In recognising this, teachers can approach their teaching in ways that build relationships with their pupils and support them in a way that reduces poor behaviour choices. This policy and guidance document aims to provide guidance for schools to effectively support learners.

The **positive relationships and behaviour policy and guidance** document has been informed by a range of key national as well as local need, policies and plans. The aims of this policy and guidance are to:

- provide a framework to establish a co-ordinated, consistent approach to developing positive relationships and behaviours in schools;
- promote a graduated response to intervening, in all schools and other educational settings;
- promote effective partnership working;
- secure positive relationships and behaviours through effective teaching and learning environments; and,
- facilitate capacity building in all schools and other educational settings about effective management of children/young people experiencing social, emotional and behavioural difficulties.

### **Blaenau Gwent - Local Context**

The Local Authority's (LA) Positive Relationships and Behaviour Policy should be viewed within the context of the Blaenau Gwent's overarching Inclusion Strategy and other key documents. Blaenau Gwent County Borough Council (BGCBC) has a strong focus on prevention, early identification and intervention. Schools should use a graduated response to need and ensure Universal Learning Provision (ULP) for all pupils to promote inclusion.

The LA is committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) in all aspects of our work. Learners have the right to feel valued and entitled to the respect of others, both within and out of the formal learning environment.

The LA is committed to the principles of inclusion and equality and recognises that these are essential to the promotion of positive behaviour. This is underpinned by a commitment to fostering the wellbeing of all pupils and young people. The creation of nurturing, healthy and safe environments is crucial in enabling pupils and young people to thrive.

The LA also recognises the need to create an ethos that is engaging, empowering and supportive in order for learning and positive behaviour to develop. The cornerstones of trust, respect, inclusion and high expectations of all are integral to creating a well-disciplined learning environment.



## **2. Welsh Government Guidance**

The Welsh Government's guidance document Inclusion and Pupil Support, 203/2016 highlights the factors necessary to promoting positive relationships and behaviour.

- [Welsh Government Inclusion & Pupil Support Document](#)

### **Other Relevant Guidance Includes:**

- [Exclusion from schools and pupil referral units 225/2019](#)
- [Practical approaches to behaviour management in the classroom. A handbook for classroom teachers in primary schools 117/2012](#)
- [Practical approaches to behaviour management in the classroom. A handbook for classroom teachers in secondary schools 086/2010](#)
- [Effective managed moves: A fresh start at school for children and young people 096/2011](#)
- [Rights, respect, equality: Statutory guidance for governing bodies of maintained schools 2019](#)
- [School behaviour and discipline | Sub-topic | GOV.WALES](#)

## **3. Principles**

It is recognised, especially following the COVID-19 pandemic that learner behavioural is a priority across the school estate. The LA is committed to ensuring that all children and young people gain maximum benefit from their education, regardless of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL and other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

In seeking to promote the development of appropriate relationships and behaviour, the LA acknowledges that both effective whole LA and whole school approaches to practice is essential. Professionals need to understand why behaviour and attendance is important and affects learning. This will include understanding the underlying causes or triggers. The LA promotes partnership working and will support schools and education settings to:

- Provide an emotionally secure environment and safeguard vulnerable learners.
- Create an ethos that promotes de-escalation and supports positive relationships and behaviour.
- Develop programmes to promote children's emotional well-being; this should be integrated into all aspects of the curriculum.
- Recognise that exclusion is the last resort and that unofficial exclusions are both illegal and unlawful.
- Promote effective learning and teaching in order to secure positive relationships, behaviours and engagement.
- Respond to emerging social, emotional and behaviour difficulties at an early stage and implement effective Pastoral Support Plans (PSPs)

## **4. Roles and Responsibilities**

### **A) The Local Authority**

- Provide high quality management and leadership that promotes effective and inclusive practice.
- Develop policy, guidance and procedures to support effective practice.
- Promote and facilitate the continuous professional development and training of staff in relation to behaviour management, including the development of specialist skills where necessary.
- Recognise and promote the entitlement of all learners to ensure that all needs are met.
- Work with schools to provide a curriculum that recognises and values diversity.
- Work with schools to reduce the number of permanent exclusions, fixed term exclusions as well as the number of days lost due to exclusions.
- Support schools to improve attendance rates and address the needs of persistent absentees through robust monitoring arrangements.
- Provide services that are accessible to all learners.
- Engage with parents/carers, other agencies, and service providers to meet the specific needs of learners.
- Evaluate performance in the light of qualitative/quantitative data, independent reviews, and regulatory findings.

### **B) School and Governing Body**

Pupils are encouraged to take responsibility for their learning, behaviour and achievement and to contribute effectively to their learning community. All settings should maintain a positive ethos and create an environment that allows them to develop into healthy confident citizens of Wales and the World.

Schools should ensure that they have an effective behaviour policy and an emotional health and wellbeing strategy. These should be aligned to other processes related to school improvement planning to ensure that they achieve an ethos where positive behaviour and attendance are essential foundations for effective learning, and where all learners can feel respected, safe and secure.

The school policy should set out:

- the school's underlying principles
- a code of conduct for pupils including behaviour when travelling to and from school
- how positive behaviour will be encouraged
- clear and appropriate support for negative behaviour
- the graduated response to challenging behaviour
- restorative approaches to conflict resolution
- how race, disability and other equality issues will be addressed
- arrangements for implementing the policy

- how the policy will be monitored and reviewed

Relationships built on mutual trust and respect are fundamental to promoting positive behaviour. High quality interaction between all members of the learning community, including parents/carers and partner agencies should be evident, to ensure that all feel respected, included and valued. Schools should be able to demonstrate consistent positive staff interactions with pupils and young people that demonstrate that they have a good understanding of pupils' learning needs, interests and development.

### **C) Teachers and other School Staff**

Teachers and school staff will:

- Have a positive, caring attitude towards all pupils' behaviour
- Have an appreciation of all pupils as individuals whose talents are valued
- Have a fair and consistent treatment of all pupils
- Provide appropriate, focused praise
- Adopt the guidance and support when addressing unacceptable behaviour and create a culture of accountability and responsibility in all individuals
- Provide regular communication with parents/carers

## **5. Partnerships**

Collaborative practice is a key priority for the LA. In order to promote and sustain positive relationships and behaviours and improve school practice, it is essential that partners work together effectively. This is of particular significance in relation to children/young people and families who may have a range of needs, sometimes in complex circumstances.

Effective collaboration will be secured through active involvement with:

- Children/young people
- Parents and carers
- Schools and other educational settings
- The Youth Service
- Multi-agency forums with Children's Services and Health
- Raising Aspiration Group (RAG)
- ALN Panel and Vulnerable Learners Panel
- Voluntary bodies and other key stakeholders

## 6. Positive Relationships and Behaviour Guidance

### Understanding Behaviour

Understanding the causes of pupils' behaviour is essential, as without this it is unlikely that any behaviour strategy will be sustainable. There are five basic models in understanding pupil behaviour.

These include:

- biological
- behavioural
- systemic
- psychodynamic
- cognitive

This is available in more detail at 'Beyond Behaviours', Mona Delahooke, PhD (2019).

### Adverse Childhood Experiences and (ACEs) Trauma Informed Practice

Adverse Childhood Experiences (ACEs) is the term used to describe traumatic experiences before age 18 that can lead to negative, lifelong emotional and physical outcomes. The 10 aspects of ACEs identified are:

- Emotional abuse
- Physical abuse
- Sexual abuse
- Neglect
- Domestic abuse/violence
- Household substance abuse
- Household mental illness
- Divorced or separated parents
- Incarcerated parents/family member
- Frequent changes in housing and schooling

Many schools across Wales and the UK, Blaenau Gwent included, practice trauma informed practices. A trauma informed school is one that is able to support children and young people who have experienced trauma or emotional wellbeing issues and can act as a barrier to learning. There are many organisations who support schools, communities and other organisations to become 'trauma informed'. In Blaenau Gwent, we work with Trauma Informed Schools UK (TISC UK) and our aim is for all our schools to be accredited.

For more information see:

<https://www.traumainformedschools.co.uk/home/what-is-a-trauma-informed-school>

## 7. Successful Learning Settings/Environments

In order to create a positive learning environment within a school, it is essential that the following key aspects are considered and implemented across the whole school.

- consistent classroom practices
- consistent positive relationships
- an inclusive learning environment

Children learn best when they feel safe, respected, included and valued. Effective learning in a happy classroom occurs when teachers can successfully create a nurturing, inclusive, structured classroom environment so that learning opportunities can be maximised. Teaching several pupils with different needs can be challenging. However, when a positive learning culture is created, the pupils will learn better because they will know what is expected of them.

The provision of a successful and inclusive learning environment includes;

- beginning the year with clear expectations and routines which are understood by all pupils – these should be visually available with no more than three school rules
- having agreed rewards and positive reinforcements
- making use of their physical space
- well-planned lessons that are accessible for all
- encouraging respect through developing positive relationships
- ensuring a consistent approach from **all** adults
- having set consequences for misbehaviour
- having a selection of options for dealing with disciplinary problems
- making use of restorative practices

Good practice in learning environments/settings, includes;

- **Positive relationships based on mutual trust that are led and demonstrated by staff;**
- **Clear expectations that need to be reinforced regularly and developed in conjunction with children and young people;**
- Routines help to minimise behavioural challenges in the classroom and are key to a well-managed and organised classroom however, flexible enough to alter if circumstances change.
- Praise is an effective way to encourage pupils to engage in the desired behaviour as it focuses on a pupil's effort rather than on what is accomplished. Encouraging pupils to peer praise each other not only

creates a positive classroom environment but also motivates individuals to make positive choices.

- BG's approach will focus on learner self-recognition so that the behaviour is intrinsically motivated rather than extrinsically. Intrinsic rewards/benefits are useful for schools in certain circumstances e.g., exam preparations.
- The frequency and level of rewards given to pupils depends on the level of behaviour. If a pupil is displaying frequent and quite difficult to manage behaviour, then the frequency and level of reward can be high.

Schools need to create a positive well-structured environment right from the start. For example:

- 'Calm down' and safe spaces
- Sensory rooms/areas
- Nurture programmes/spaces
- Learning environments set up to enable movement breaks
- Role play to promote positive relationships and encourage a sense of belonging
- An allocated seat/space for some individual pupils
- Displays which reinforce positive attitudes and mindset
- Displays and resources which reinforce the concept of family and how family structures differ
- Systems which encourage independence and ownership of learning e.g., positions of responsibility
- Displays and resources which promote positive attitudes of other minority groups and work against stereotyping
- Use 'check in' and 'meet and greet' at the start of the day to show pupils they are valued

## 8. Preventing and Responding to Disruptive Behaviours

- **Preventing Challenging Behaviours (Pro-active Strategies)**  
Proactive management strategies are designed to equip the teacher with preventative measures to implement before a behaviour problem occurs. These strategies create a sound routine, clear expectations and coping strategies.
- **Responding to Challenging Behaviours (Reactive Strategies)**  
Responding correctly to an incident of unwanted behaviour is vitally important. These strategies are effective providing they are planned for and used correctly. Reactive strategies should ensure that:
  - staff are non-confrontational
  - school's positive-handling strategies are followed
  - the school's guidelines of dealing with challenging behaviours are followed
  - the pupil is safe
  - staff and other pupils are safe

- **Dealing with Challenging Behaviour**

Wait for a pupil to calm down fully to have time to 'self-regulate', before discussing the incident techniques could include acknowledging how the child feels and mirroring their level of intensity. i.e. I can see that you are feeling very angry. De-escalation techniques should be the first stages of intervention, where possible.

- **Using Reasonable Force**

All school staff members in charge of pupils have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline among pupils. The focus should be on preventing, as far as possible, the need for the use of force on pupils. The use of reasonable force should only be a last resort.

- **Recording and Reporting Incidents**

Schools are expected to keep systematic records of every incident in which force has been used, in accordance with school policy and procedures on the use of force and its child protection requirements. The views of the child regarding any incident should be recorded, as well as witness testimonies from other staff/pupils/observers

- **Monitoring and Evaluating Behavioural Progress**

There are many ways to monitor and evaluate pupil's behaviour:

- reward charts
- home-school link books
- self-monitoring
- behaviour contracts – including parenting contracts and/or orders
- Individual Development Plan (IDP)
- Individual Behaviour Plan (IBP)
- Pastoral Support Programme (PSP)

Further information can be found in the following Welsh Government guidance for primary and secondary schools:

- [Behaviour Management in the Classroom: A Handbook for Classroom Teachers in Primary Schools](#)
- [Behaviour Management in the Classroom: A Handbook for Classroom Teachers in Secondary Schools](#)

The involvement and support of parents is recognised as invaluable in achieving good outcomes for pupils. The expectation is that schools will engage with parents in some or all of the following ways:

- Ensuring that parents and carers are aware of all relevant school policies.
- Offering parents and carers the opportunity to engage positively with school staff through attendance at reviews, parents' meetings and other arranged activities.
- Working in partnership with parents to help address the needs of their children and develop strategies for ensuring high levels of success.

## **Blaenau Gwent – Inclusion Services and Provision**

### **Universal Learning Provision**

Universal Learning Provision (ULP) should be made available to all children in schools should they need it. This is the first response to emerging needs.

Ordinarily, if after two terms of intervention / support through Universal Learning Provision a child is still not making sufficient progress from their baseline they will be moved onto a school Individual Development Plan (School IDP).

Many schools have other resources that can be considered before approaching the Local Authority such as

1. Nurture provision
2. Use of a Reduced Timetable, short term when appropriate and agreed by an LA Officer through the VPP
3. Support from INREACH services
4. Access to the Youth Service
5. Managed moves, depending on the reason for behaviour
6. Bespoke packages at KS4

These approaches may be considered before contacting the LA. However, the Local Authority recognises that for a pupil dysregulating, two terms can be a long time, and this can be detrimental to the child. Therefore, in situations where the child's emerging need is behaviour based and the strategies recommended within this Policy and support provided through Universal Learning Provision are not helping alleviate the issue, a referral can be made to the Educational Psychology Service (EPS).

The LA offers a continuum of support. This consists of:

- Whole school support/advice/training
- Support for individual pupils in mainstream school
- Consideration for placement in the River Centre 3-16 Learning Community School via ALN Panel either as a revolving door, dual registration or main
- Consideration for placement in Ty Afon via Vulnerable Pupil Panel
- Consideration for placement in 'out of county' school via the ALN Panel



## **The River Centre 3-16 Learning Community**

The River Centre is a special school for pupils who, despite school-based intervention, still experiences significant behavioural difficulties. Pupils who attend the River Centre have a Statement of Special Educational Needs or a school or Local Authority Individual Development Plan (IDP) for Social, Emotional and Behavioural Difficulties (SEBD).

## **Education Other Than at School (EOTAS)**

EOTAS is education outside of school, arranged by the LA and schools for pupils for whom mainstream education is inappropriate. EOTAS takes place away from the school site and can be led by school staff.

The LA aims to work closely with pupils, parents and schools to seek positive improvements in the behaviour of pupils who present challenges, in order to improve their access to education and to reduce the risk of exclusion. To do this the LA commits to:

- clear, honest, and effective communication
- equity of support across Blaenau Gwent for pupils of all ages, backgrounds and ethnicities
- clear and consistent policies and processes
- ensuring that all pupils are in an education setting that best suit them, be that in a mainstream school, specialist school or alternative learning provision
- appropriate specialist provision within the authority for those pupils with the most acute behavioural and emotional needs.

## **Early Intervention**

To support early behaviour identification of need for pupils failing to make progress at Universal Learning Provision Stage, the Local Authority will provide the following:

- Cluster level and individual school level ALN consultation meetings led by the Educational Psychology service
- Cluster level Early Years ALN consultation meetings led by the EYALNLO
- Cluster level support from the ALN Manager and ALN Statutory Officers, answering general and specific queries around SEN/ALN and behaviour, such as:
  - advice on provision mapping
  - advice on reasonable adjustments
  - advice on submitting an application to the ALN Panel
  - advice on the graduated response
  - advice on Welsh Government guidance on where to find sample policies
  - links to external agencies
  - advice on IDPs
  - advice on changes related to the ALN Act

- ALNCo forum which takes place on a half termly basis, chaired by the Principal Education Psychologist
- A comprehensive training programme, offered by both the EPS and Inclusive Practice Service (IPS)

## Blaenau Gwent ALN and Vulnerable Learners Panel

### **ALN Panel**

For pupils whose needs are more complex and require further support, and a possible change of placement, the school will be required to submit an application to the ALN Panel with parental and child agreement, where capacity is not an issue and school and other agency engagement. With this, they will need to demonstrate the support provided through the pupil's Pastoral Support Plans along with evidence of impact of any support already put in place. Pupils should be at school IDP level before being referred to ALN Panel.

Types of support/intervention that may be agreed include:

- Referral to Educational Psychology Service
- Local Authority or school to consider an IDP
- Educational Psychology Service for support or assessment

The ALN Reform agenda has also made it clear that some learners will not fall within the criteria for ALN Panel determination, but still have other identified needs and in some cases behavioural considerations. In these circumstances, the Inclusion team has established a Vulnerable Learners' Panel (VLP) and this group of key stakeholders will assess the learners' requirements and consider appropriate provision. The panel will be led by the Senior Education Welfare Officer. There are clear links between the work of the VLP group and the ALN Panel to ensure that all learners needs are met in systemic and comprehensive way across the board.

## 9. Pastoral Support Plans (PSP) and Reduced Timetables (Modified Day)

### **Reduced Timetable – What is it?**

All pupils are entitled to a full-time education. However, section 19 of the Education Act 1996 allows a Local Authority to reduce the full-time education offer, if it considered to be in the best interests of the child. A reduced timetable can only take place through a Pastoral Support Plan (PSP) and with the agreement of the ALN Manager or Senior Education Welfare Officer. These are intended to be short term, school-based interventions, and the relevant paperwork, including review paperwork, must be submitted to the Local Authority Vulnerable Pupil Panel.

### **The Pastoral Support Plan (PSP) – What is it?**

A Pastoral Support Plan (PSP) is a school-based intervention that is designed to support young people with health care needs and/or who may be anxious and phobic and/or who may be at risk of becoming disaffected through repeated fixed-term exclusion or permanent exclusion. PSPs are designed to be a short-

term intervention tool which is regularly reviewed and leads to the reintegration of the learner to full-time education (Appendix 4)

### **When to use a PSP?**

National guidance recommends that a PSP should be considered where one or more of the following apply:

- A pupil who has had two or more fixed term exclusions in what period?
- A pupil who has had one fixed term exclusion of ten days or more is this always necessary e.g. setting off a fire alarm
- A pupil who is at risk of permanent exclusion
- A pupil who is at risk of exclusion
- A pupil who has medical and/or is anxious/phobic and/or whose behaviour is rapidly deteriorating and where there is previous planning to support behaviour

If a pupil is returning from an exclusion of ten days or more it is recommended that a PSP is developed prior to the pupil returning to school. This will enable the programme to support the reintegration process once the pupil returns to school. The PSP is designed to bring together views and solutions from a variety of perspectives. It is a multi-agency meeting with a focus on the needs of the pupil. It includes views of parents or carers, the pupil, the school and other services involved with the pupil. The PSP is an outcome driven plan with targets set for the pupil, the school, the family and other agencies involved in supporting change. A PSP;

- Is usually school based
- Is time-limited
- has smart targets with practical strategies
- is overseen by a school leader e.g. Headteacher, ALNCO, or another member of the Senior Management Team
- follows a standard format so involves minimum administration
- includes the views of the child or young person and their family

**NB.** The decision to implement a PSP is made in conjunction with the school, appropriate Local Authority Representative, pupil and family.

### **Monitoring Impact**

The impact of interventions for behaviour by the Local Authority will be measured using the following key data:

- Reduction in fixed-term and permanent exclusions
- Increase in attendance percentages
- Improvement in pupil progress
- Reduction in the number of pupils with behavioural, emotional and social needs at risk of exclusion
- Reduction in the number of pupils with behavioural, emotional and social needs being placed out-of-county
- Reduction in the number of referrals to panel
- Reduction in reduced timetables and Pastoral Support Plans (PSP) in place

## 10. Pupils Excluded from School

Decisions to exclude learners should be taken very seriously and only as a last resort. Exclusions should **only** take place:

- in response to serious breaches of the school's behaviour policy and
- if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

**NB.** It is only the Head Teacher or Senior Teacher with delegated responsibility when the Head Teacher is absent, that can exclude a pupil.

Guidance relating to fixed-term and permanent exclusions can be found in Exclusion from Schools and Pupil Referral Units:

- [Exclusion from schools and pupil referral units 225/2019](#)
- Exclusion from Schools and Pupil Referral Units 171/201
- BG Exclusion Policy

## 11. Managed Moves

A managed move could be an appropriate strategy for the following pupils:

- Pupils for whom there is a genuine belief that a fresh start would be beneficial. However, it is essential to establish the core reasons for the problems being experienced and/or behaviours displayed by the pupil prior to consideration of a managed move.
- Pupils who find that attendance at their current school is negatively affecting their emotional well-being.
- Pupils with emotional and behavioural difficulties who have received a variety of supportive strategies in their school with limited success.
- Pupils who are risk of permanent exclusion but who might succeed in a new placement.
- Pupils reinstated into a school by an independent appeal panel following a permanent exclusion but where reintegration proves to be impractical.

[Effective managed moves: A fresh start at school for children and young people 096/2011](#)

## 12. Monitoring, Evaluation and Review

This policy will be reviewed annually and updated considering any legislative changes. The LA will monitor how effective schools and other educational settings are in meeting the needs of children and young people via:

- Monitoring Challenge Support and Intervention Programme
- Estyn reports
- Independent consultant reviews
- Specialist staff visits and reports

- A range of self-evaluation processes
- Analysis of relevant data (including exclusions, attendance, referrals to specialist settings, pupils accessing alternative settings, monitoring of bullying and restricted physical interventions)

The work of the LA will be reviewed against service standards, statutory responsibilities, and national and local performance indicators.

DRAFT

## APPENDICES

Appendix 1	Universal Assessment Tools
Appendix 2	Behaviour Checklist
Appendix 3	Behaviour Guidance Matrix
Appendix 4	Pastoral Support Plan (Primary and Secondary Schools)
Appendix 4a	Pastoral Support Plan Guidance Notes and check list of interventions
Appendix 5	A Graduated Response - Model of Support

- [Welsh Government Inclusion & Pupil Support Document](#)
- [Exclusion from schools and pupil referral units 225/2019](#)
- [Practical approaches to behaviour management in the classroom. A handbook for classroom teachers in primary schools 117/2012](#)
- [Practical approaches to behaviour management in the classroom. A handbook for classroom teachers in secondary schools 086/2010](#)
- [Effective managed moves: A fresh start at school for children and young people 096/2011](#)
- [Rights, respect, equality: Statutory guidance for governing bodies of maintained schools 2019](#)

## Universal Assessment Tools

Universally available assessments to help identify pupil needs may include the following:

- Boxall Profile
- Pupil Attitudes to Self and School (PASS)
- CAT4 SAS (Standardised Assessment Score)
- A range of sensory and behaviour checklists are available in the 'Beyond Behaviours' Mona Delahooke, PhD (2019).

Further information can be accessed through the Welsh Government's Inclusion and Pupil Support web pages [www.wales.gov.uk/inclusionandpupilsupport](http://www.wales.gov.uk/inclusionandpupilsupport)

## Behaviour Checklist

Does the child display...?	Have you already tried...?
Has there been a recent or past bereavement?	Rainbow Trust CRUSE
Is there a history of ACES/family issues?	Families First Helping Hands Barnados Team around the Family
Has eyesight been checked?	Opticians
Has hearing been checked?	Audiologist
Do they have any Speech and Language difficulties?	Referral to SALT
Do they have a reading difficulty?	ULP for reading
Do they have a mathematics difficulty?	ULP for mathematics
Have they got poor working memory?	Precision teaching, working memory games Kim's game
Do they have concentration difficulties?	'Now, next then' boards Short/clear instructions. Use of Timers
Is the pupil EAL?	Follow EAL strategies in Hwb
Is the pupil MEAGRT?	Look at cultural differences. One page Profile (liaise with family)
Does the pupil have difficulties with friendships?	SociallySpeaking Circle time Buddy
Is the pupil a young carer?	Young carers
Does the child bully or get bullied?	KIVA, NSPCC, School policy based on guidance
Has the child a sibling with an ALN?	Young carers
Has the pupil got a medical need?	Referral to Occupational Therapy or health and any support groups
Is the child displaying attention seeking behaviours?	Give role of responsibility, Become a buddy mentor,
Has the pupil got a diagnosed medical condition?	If on medication have medication levels been checked?
Does the child have somewhere safe to go?	Calm down space, stamping board, breathing exercise reminders, mindfulness
Has the child moved house a lot?	Transition objects, attachment strategies
Has the child ASD tenancies	SPACE Wellbeing, ND Pathway
Is the child MAT	Reasonable adjustments in place

*This list is not exhaustive but provides a range of avenues to explore prior to referral.*



<b>Behaviour Guidance Matrix</b>	
<b>Positive Behaviour</b>	<b>Low Tariff / Risk Behaviour</b>
Targets being achieved Following instructions Adhering to class/school rules Polite & respectful to pupils & staff Focussed on task Question and challenge appropriately & offer opinions Empathy and emotionally considerate Share / co-operate Self-control / honesty Positive modelled behaviour Understanding positive behaviour	Passive Easily distracted Off task Pushing / shoving / 1 punch (NO INITIAL ADULT INTERVENTION OR PHYSICAL MARKS) Disrupting learning of others Teasing / name calling Answering back (tone/verbal and non-verbal language) Smirking Stealing Swearing Walking around class when they shouldn't be
<b>Medium Tariff / Risk Behaviour</b>	<b>High Tariff / Risk Behaviour</b>
Fighting (adult intervention – verbal) Attempting/ threatening to leave school premises Leaving classroom without adult permission Stealing Swearing in context Disrupting the session Refusing to comply with staff	Confrontation & aggression Fighting <ul style="list-style-type: none"> <li>- pre-meditated</li> <li>- malicious</li> <li>- physical harm</li> <li>- physical intervention required</li> </ul> Leaving school premises Sexual / racial abuse (aggressive) Damage to property Stealing Victimisation Swearing at staff Disrupting whole class learning Bullying (consistent & persistent) Abuse of staff / authority Deformation of character Weapon brought to school Substance misuse

<b>BLAENAU GWENT</b>	
<b>PASTORAL SUPPORT PROGRAMME - Primary and Secondary schools</b>	
<b>Name of School:</b>	
<b>Purpose of Pastoral Support Programme:</b>	
<ol style="list-style-type: none"> <li>1. To improve academic attainment, attendance and/or prevent alternative provision / permanent exclusion</li> <li>2. To support the student to manage his/her behaviour/attendance/academic performance.</li> <li>3. To identify precise and realistic behavioural/academic/attendance outcomes for him/her to work towards.</li> </ol>	
<b>PUPIL NAME:</b>	<b>YEAR GROUP:</b>

NAME OF CONTRIBUTORS	AGENCY

<b>DATE THE PROGRAMME WAS:</b>	
<b>INITIATED:</b>	
<b>REVIEW 1:</b>	
<b>REVIEW 2:</b>	
<b>REVIEW 3:</b>	
<b>REVIEW 4:</b>	
<b>REVIEW 5:</b>	
<b>REVIEW 6:</b>	

(Add further reviews as required)

<b>BACKGROUND INFORMATION:</b>			
<b>Primary / Nursery School:</b>		<b>DoB</b>	
<b>Address:</b>	<b>Contact Details:</b>		
	<b>Home:</b>		
	<b>Mobile:</b>		
<b>Nationality:</b>	<b>Ethnicity:</b>		
<b>Mother tongue:</b>	<b>Gender: M / F / Other</b>		
<b>FSM: Yes/No</b>	<b>Medical info: Yes/No</b>		
<b>Other: MAT, EAL etc</b>	<i>If Yes please give details:</i>		

ACADEMIC INFORMATION:				
<b>Foundation Outcomes:</b>				
TAs KS2	<b>En</b>	Ma	Sci	Wel
CATs (Year ?)	Verbal	Non-verb	<b>Quant</b>	TSAS
TAs KS3	<b>En</b>	Ma	Sci	Wel
Literacy/Numeracy Please state name of test & date:	<b>Reading Standardised Score:</b>	Spelling Standardised Score:	Numeracy Standardised Score:	Attitudinal Survey results e.g. PASS
KS4 – (Predicted Grades & Course name/title e.g GCSE, Entry Level & Exam Board)	<b>En</b>	Ma	Sci	Wel
Predicted Grades in Options/Courses				
<b>Additional Needs:</b>				
ALN Register?	YES/NO	Stage of Graduated Response: U T S		
Support entitlement:				
Initial Statement/IDP date:				
Last Statement/IDP Review date:				
Educational Psychologist Consultation: Name: Date:				

<b>SAFEGUARDING INFORMATION:</b>	
Looked after by the LA? If so which LA?	Yes / No / Previous Involvement
Social Worker (name and contact details):	
Child Protection Register?	Yes / No / Previous Involvement
Child in Need?	Yes / No / Previous Involvement
Risk Assessment? <i>(if yes, the risk assessment must be completed and attached to this form)</i>	Yes / No
Care and Assessment Plan (CASP)	Yes / No

<b>ATTENDANCE CONCERNS?</b>			
<i>Please delete year groups to reflect relevant phase i.e. Primary / Secondary</i>			
Truancy			YES/NO
Term Attendance	%	E.W.O. Involvement?	YES/NO
e.g. Autumn 12	%	E.W.O. Name:	
	%	Action by E.W.O / School	Date
	%		
	%		
	%		
<b>Reception / Yr 7 Attendance</b>			
Unauthorised Absence			
<b>Yr 1 / Yr 8 Attendance</b>			
Unauthorised Absence			
<b>Yr 2 / Yr 9 Attendance</b>			
Unauthorised Absence			
<b>Yr 3 / Yr 10 Attendance</b>			
Unauthorised Absence			
<b>Yr 4 / Yr 11 Attendance</b>			
Unauthorised Absence			
<b>Yr 5 Attendance</b>			
Unauthorised Absence			
<b>Yr 6 Attendance</b>			
Unauthorised Absence			

<b>OTHER AGENCIES</b> involved with the pupil and their involvement:			
<b>AGENCY</b>	<b>CONTACT DETAILS</b>	<b>INVOLVEMENT</b>	<b>DATES</b>
Children's Services			
CAHMS			
Restorative Justice			
Careers Wales			
EWO			
OASIS (Youth Worker)			
Learning Coach			
Key Worker – TAF			
Sexual Health Service			
Young Carers			
Domestic Abuse Services (DAS)			
Prevent			
School Based Counselling			
School Nurse			
CRI (substance misuse support)			
Youth Offending Service			
GP			
YISP			
Police Liaison Officer			
The River Centre (EOTAS)			
CLA Worker			
Other			

**SUMMARY OF BEHAVIOURAL, EMOTIONAL AND SOCIAL DIFFICULTIES AT START OF THE PSP:**

*(This area is currently blank and contains a large 'DRAFT' watermark.)*

**EXCLUSIONS:**

<b>Internal:</b>			
<b>Date initiated</b>	<b>Length in lessons/days</b>	<b>Reason</b>	<b>Parents informed</b>

<b>Fixed Term:</b>			
<b>Date initiated</b>	<b>Length in days</b>	<b>Reason</b>	<b>Return Date</b>

<b>Governors Discipline Committee:</b>		
<b>Date</b>	<b>Parents</b>	<b>Outcome</b>

<b>Initial Meeting:</b>			
<b>Venue:</b>	<b>Time:</b>	<b>Chaired by:</b>	<b>Minuted by:</b>
<b>Present</b>		<b>Relationship / Reason</b>	

<b>Risk of Permanent Exclusion : (1 = extremely low; 5 = significant risk; 10 = extremely high)</b>									
1	2	3	4	5	6	7	8	9	10
<b>Student Commitment to (e.g. current mainstream placement)</b>									
1	2	3	4	5	6	7	8	9	10
<b>Record of meeting:</b>									
<b>Strengths / What is going well?</b>									
<b>Summary of Barriers to Learning.</b>									
<b>Outline terms of behaviour contract. What will help?</b>									
<b>Pupil's views:</b>									
<b>Parent's / carer's views e.g. background</b>									
<b>Pupils Targets:</b>									<b>By when</b>
<b>Success criteria</b>									<b>By when</b>
<b>Parents can contribute by:</b>									<b>By when</b>
<b>School can contribute by:</b>									<b>By when</b>

Action to be taken	Person Responsible
(To include rewards and incentives, consequences and sanctions)	
Pupil targets: 1. 2. 3. (Please add other targets as required)	
Date & time of next PSP review: Signed: _____ Parent: _____ Pupil: _____ School Representative: _____	

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### REVIEW 1

**Targets to be reviewed. Has success criteria been achieved?  
(Review should be at least termly but normally every 6 weeks)**

<b>Venue:</b>	<b>Time:</b>	<b>Chaired by:</b>	<b>Minuted by:</b>
<b>Present</b>		<b>Relationship / Reason</b>	

<b>Risk of permanent exclusion: (1 = extremely low; 5 = significant risk; 10 = extremely high)</b>										
1	2	3	4	5	6	7	8	9	10	
<b>Student Commitment to (e.g. current mainstream placement)</b>										
1	2	3	4	5	6	7	8	9	10	
<b>Any changes/updates to the main PSP document e.g. SEN status, FSM etc</b>										<b>YES / NO</b>
<b>Record of meeting: Include relevant information, update/progress since last meeting</b>										
<b>Strengths / What is going well?</b>										
<b>Summary of Barriers to Learning</b>										

<b>Outline terms of behaviour contract What will help?</b>	
<b>Pupil's views:</b>	
<b>Parent's / carers views e.g. background</b>	
<b>Pupils Targets:</b>	<b>By when</b>
<b>Success criteria</b>	<b>By when</b>

<b>Parents can contribute by:</b>	<b>By when</b>
<b>School can contribute by:</b>	<b>By when</b>
<b>Action to be taken</b>	<b>Person Responsible</b>
(To include rewards and incentives, consequences and sanctions)	
Pupil targets: 1. 2. 3. (Please add other targets as required)	
Date & time of next PSP review: Signed: _____ Parent: _____ Pupil: _____ School Representative: _____	

**REVIEW 2**  
**Targets to be reviewed. Has success criteria been achieved?**

<b>Venue:</b>	<b>Time:</b>	<b>Chaired by:</b>	<b>Minuted by:</b>
<b>Present</b>		<b>Relationship / Reason</b>	

**Risk of permanent exclusion : (1 = extremely low; 5 = significant risk; 10 = extremely high)**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**Pupil / Student Commitment to (e.g. current mainstream placement):**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**Any changes/updates to the main PSP document e.g. SEN status, FSM etc** **YES / NO**

**Record of meeting: Include relevant information, update/progress since last meeting**

**Parents' / Carers' Comments:**

<b>Action to be taken</b>	<b>Person Responsible</b>
---------------------------	---------------------------

(To include rewards and incentives, consequences and sanctions)	
-----------------------------------------------------------------	--

Pupil targets:

- 1.
- 2.
- 3.

(Please add other targets as required)

**Date & time of next PSP review:**

Signed:

Parent: \_\_\_\_\_ Pupil: \_\_\_\_\_

School Representative: \_\_\_\_\_

## Pastoral Support Plan Guidance Notes and Check List of Interventions

Please note that this document contains suggested strategies specific to individual schools which can be used for guidance but does not form part of the PSP.

<b>Current intervention strategies: (Please tick)</b>			
Handwriting	<input type="checkbox"/>	SEAL	<input type="checkbox"/>
Commit	<input type="checkbox"/>	Speech and Language	<input type="checkbox"/>
Read, Write Inc	<input type="checkbox"/>	Life Skills	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	Social Skills	<input type="checkbox"/>
SpLA	<input type="checkbox"/>	Circle of Friends	<input type="checkbox"/>
Behaviour Management/ Youth Work	<input type="checkbox"/>	Spelling	<input type="checkbox"/>
Daily reading Sessions (LS)	<input type="checkbox"/>	Catch up Reading (MS)	<input type="checkbox"/>
Educational Psychology	<input type="checkbox"/>	OASIS	<input type="checkbox"/>
Speech and Language	<input type="checkbox"/>	Counselling	<input type="checkbox"/>
		Youth Worker	<input type="checkbox"/>
<b>Method / Strategies to support pupils / students with SEBD (Please tick all that apply) to support Students with SEBD (Please tick all that)</b>			
Positive praise and encouragement	<input type="checkbox"/>	Careful planning, eg. Seating plan, group organisation	<input type="checkbox"/>
Reward System	<input type="checkbox"/>	Mentoring, discussion with pupil	<input type="checkbox"/>
Variety of teaching activities to suit different learning styles	<input type="checkbox"/>	Contact with pupils' head of year, SENCO etc to monitor pupil progress	<input type="checkbox"/>
Clear instructions and guidelines stating high expectations	<input type="checkbox"/>	Detentions for poor behaviour, lateness etc	<input type="checkbox"/>
Try not to raise your voice as this can escalate the behaviour, speak in a calm, firm tone	<input type="checkbox"/>	Early intervention, distraction, fast pace of lesson etc	<input type="checkbox"/>
Extra help/support with class work	<input type="checkbox"/>	Use of SFL	<input type="checkbox"/>
		Point out to pupil when he/she speaks in an inappropriate manner/ tone	<input type="checkbox"/>

## Checklist of Interventions

Intervention	Date	Evidence
Change of class		
Change of subject teacher		
Learning Mentor		
Peer Support		
Parents/carer meeting		
Pastoral Support Plan		
School based counselling		
Reduced timetable		
Alternative curriculum		
Work based training		
AEN advisor team advice, support and guidance		
Educational Psychology advice		
Educational Welfare advice		
Outside agency involvement		
Other interventions – give details		

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## A Graduated Response - Model of Support

*The following does not represent an exhaustive list of support services and/or interventions. In this respect, examples of support at different levels are provided and should inform individual schools' Provision Maps.*

### Universal Provision

Breakfast Club
Buddy System
Children's Rights Charter
Communities First
Internal Exclusion
Learning Coaches
National Qualification Award (Child behaviour. Working in Community etc)
Parents and Children Together
Parents Evening
Multi Agency Coffee Morning
Participation Agenda
Police Liaison Officer
Positive Behaviour Management
Restorative Justice
Rewards & Sanctions
Safe Area – Chat, Chill/Time Out Room
School Council (Pupil Voice, Parent Voice)
School Health Nurse
School Nurse
SEAL
Training for example: Team Teach, ASD
Well-being, Self-Evaluation Policy
Whole School Approach to Positive Behaviour/Code of Conduct/Rewards and Sanctions

### Targeted Support

Universal
Children and Families Panel (CAF)
Circle of Friends
ComIT
Educational Psychology Service (EPS)
Education Welfare Service (EWS)
Family First Attendance Group
IBP
Inclusive Practice Service
Nurture Areas
Pastoral Support Programme
Restorative Justice
School Health Nurse
SEAL
Silver Seal



## Specialist Support

CAMHS
ComIT
EPS
EWO
Families First Crime Reduction Initiative
Flying Start
Inspire
Managed Move Process (secondary)
Pastoral Support Plan
Regional Safeguarding Board
Restorative Justice
Restorative Work from the Police
School Based Counsellor
School Health Nurse
Social Services
YISP
YOS
Child and Adolescent Mental Health Services
Low incident-high cost residential placements



# Admission Guidance

**August 2022**



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

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## **Blaenau Gwent in Year Application Process**

Includes In Year Transfer process, Hard to Place and Managed Move protocols.

### **1. INTRODUCTION**

The School Admissions Code places duties and expectations upon Schools, Local Authorities and Admissions Authorities e.g., VA Schools.

The purpose of this document is to outline the key changes with regards to In- Year Admissions, the Hard to Place Protocol and Managed Moves and to outline a transparent process that will enable all schools and the local authority to meet their statutory duties around the provision of school places.

These protocols have been developed by Blaenau Gwent County Borough Council, in association with the Admissions Forum, and take into consideration government statutory guidance and departmental advice;

- School Admissions Code,
- School Admissions Appeal Code,
- Exclusions from schools and pupil referral units in Wales, November 2019
- Blaenau Gwent Hard to Place Protocol.
- The Education Act 2002
- The Additional Learning Needs and Education Tribunal (Wales) Act 2018

For the purpose of this document the term 'school' refers to maintained schools and independent schools

### **2. ADMISSION TO SCHOOLS – IN YEAR TRANSFERS**

Children admitted to the reception year group of an infant/ primary school, those children and those transferring from year 6 in a junior/ primary school to year 7 in a secondary school apply to do so during the normal admissions round.

Where the number of applications for that year group is at or below the schools published Pupil Admission Number (PAN) all children will be offered places. However, where the number of applications for a school is greater than the number of places available the Admissions Authority – the Local Authority (LA) for maintained and Voluntary Controlled schools and the Governing Body for Voluntary Aided Schools must apply their published over subscription criteria. Any children who, because of the Admissions authority's oversubscription criteria, do not receive an offer of a place will be added to the school's waiting list. The waiting list will be ranked according to the published criteria. Parent/carers will also be offered the right to appeal against this decision.

In addition to the normal admissions period applications can be made by parent/carers who wish to transfer their child from one institution to another throughout the academic year. Blaenau Gwent County Borough Council's School Admissions team currently co-ordinate this activity on behalf of all local schools except for faith and foundation schools.

As with applications within the normal admissions round, any children who are not offered a school place following an in-year admission application will be added to the requested school's waiting list. Their place on the waiting list will be ranked according to

the admission authority's published oversubscription criteria. Parent/carers will be offered the right of appeal against this decision.

### **3. MAKING AN IN-YEAR APPLICATION**

Schools have identified key data and information required by any receiving school in advance of any pupil completing an In-Year admission. This will ensure the maximum success for any pupil changing school outside the normal admissions round. Information that is required via the in-year transfer information sheet by a receiving school includes;

- ALN status of applicant
- CLA status of applicant
- Attendance and exclusion data for current and previous school year
- Support service and other agency involvement with applicant
- Current levels of performance and details of qualifications currently undertaken by the applicant where relevant
- Details of any exclusions or behavioural issues for which additional support may be required at the receiving school.

The In-Year Admission application form has been developed to assist the admission process. This now needs to be completed online via the Blaenau Gwent website, paper copy applications can be issued on request. Any transfer request which is not accompanied by a fully completed application form will not be considered.

Completed application forms are to be forwarded to the School Admissions team at the LA by a pupil's current school. The LA will then forward the completed application to the requested school. On receipt of a completed application the process identified in Section 4 must be followed.

### **4. IN YEAR ADMISSIONS PROCESS**

Blaenau Gwent County Borough Council, through the School Admissions team, must, on request, provide information to a parent/carer about the places still available in schools in the area. In order to achieve this, it is important that all schools provide the LA with up-to-date information on the number of places available in each year group. Application forms for both primary and secondary in-year admissions for all admissions authorities are available on the School Admissions page via the Blaenau Gwent website.

#### **Primary and Secondary Schools**

Parent/carers must complete Section A of the application form. It must then be returned to their current school. The current school will complete Section B and will forward the completed application to the School Admissions team at the LA who will then liaise with the requested school on the availability of places. Applications for an in-year admission will not be considered without this supplementary information.

The School Admissions team will communicate to the parent/carer the outcome of their application. The letter will explain whether their application has been successful, or, should it be unsuccessful, their right to appeal. Where a school operates as their own Admissions Authority, parent/carer will be advised that they need to contact the school directly to request an appeal form. The Governance Services team at the LA will coordinate appeals in circumstances where it has not been possible to offer a place in a maintained school.

When communicating the outcome of an application, the letter must provide the following information:

- The outcome of an application
- If an application has been unsuccessful the reason that the application has been unsuccessful
- The right to appeal against the refusal of a place and process to do so

NOTE –The same process will apply to all applications, including those moving into the area. The Local Authority Acknowledge the difficulty in receiving evidence/paperwork from another Local Authority, but this should not be a barrier to admit a pupil.

Where a secondary school has not provided a response on an application for an in-year transfer for an unplaced applicant within 10 days of receipt the LA will inform the school of its intention to use its powers of direction or its intention to seek secretary of state intervention.

It is anticipated that all applicants will be notified on the outcome of an application within 15 working days of the receipt of a completed application form (with section B completed). During this time, it is the responsibility of the LA, receiving school and current school to co-ordinate the completion of the remainder of the application form.

## **5. PARENT/CARER PREFERENCE**

The duty to comply with parent/carer preference is not removed, despite an application to transfer a school place occurring outside of the normal admissions round. All Admissions Authorities have a duty to comply with parent/carer preference when there are sufficient places within the applicant's identified year group to facilitate this.

In the event that parent/carer preference cannot be met within the applicant's identified year group, the applicant will be provided with an opportunity to be added to the nominated school's waiting list. The School Admissions Code requires each Admissions Authority to maintain a clear, objective and fair waiting list for at least the first term of the academic year. Each child on the list will be ranked against the admission authority's published oversubscription criteria. Looked after children, previously looked after children and those allocated a place at the school in accordance with Blaenau Gwent's Hard to Place Protocol (See 7) must take precedence over those on a waiting list. In an instance where a school place cannot be offered the applicant must be given the right to appeal this decision.

## **6. SCHOOLS STATUTORY DUTY TO ADMIT PUPILS**

As the Admissions Authority for Local Authority Maintained Schools the LA has the statutory ability to admit children to its schools, however, this would always be following consultation with the school leadership and/ or governing body, unless the child has a statement or a Local Authority IDP naming the school, or the child is 'new' into the LA with a statement or IDP and the ALN Panel agrees a particular school can meet need For other maintained schools the LA's powers of direction are identified below. A local authority has the power to direct the governing body of a maintained school for which they are not the admission authority to admit a child in their area even when the school is full. The local authority can only make such a direction in respect of a child in the local authority's area who has been refused entry to, or has been permanently excluded from, every suitable school within a reasonable distance. The local authority must choose a

school that is a reasonable distance from the child's home and from which the child is not permanently excluded.

Should an applicant be unplaced but not be eligible for the Hard to Place process it is expected that they are offered a place at the school for which they have applied. In circumstances where following negotiation a school refuses to admit an unplaced applicant and cannot provide sufficient rationale to support this decision the LA will seek to use its powers of direction or will seek the secretary of state to direct the school to admit.

## **7. REFUSAL TO ADMIT PUPILS WITH CHALLENGING BEHAVIOUR**

Where the governing body of a school which does not wish to admit an unplaced child with challenging behaviour outside the normal admissions round, even though places are available, they must refer the case to the local authority for access under the Hard to Place Protocol.

Where the governing body of a school which does not wish to admit an unplaced child with challenging behaviour outside the normal admissions round, and there are no places available, they must refer the case to the local authority for access under the Hard to Place Protocol. This will normally only be appropriate where a school has a particularly high proportion of children with challenging behaviour or previously permanently excluded children.

However, the allocation of a place in accordance with the Hard to Place Protocol does not override parent/carer's right to appeal against refusal of a place at any school for which they have applied. If an application has been refused despite there being places available, the governing body must present their case for refusal, demonstrating how the admission of the child would prejudice the provision of efficient education or efficient use of resources.

In instances where a school wishes to refer an in-year transfer application from a child with an existing school place to the LA under the Hard to Place Protocol it must provide the Vulnerable Learner Panel with written evidence as to why the application should be considered. While not prescriptive the school must as a minimum demonstrate that the receiving school has already admitted a disproportionate number of pupils in the named year group through the normal In-Year Transfer Process, Managed Moves or the Hard to Place Protocol and that how the challenging behaviour of the applicant will prejudice either the provision of efficient education to the existing cohort or the efficient use of resources. Information demonstrating the pupils challenging behaviour should also be provided.

Parent/carer preference is to be taken into consideration but is, ultimately, not the decisive factor when allocating a school place under the Hard to Place Protocol, given that schools are expected to admit a fair number of children with challenging behaviour. Should a parent/carer apply for a school place as an In-Year Admission but be allocated an alternative place under the Hard to Place Protocol they are entitled to appeal the decision not to offer a place at their chosen school. Where an Independent Appeals Panel considers the admission would not be prejudicial to the school or other children and make the decision to admit the child then it is this decision which takes precedence over the allocation of a place under the Hard to Place Protocol.

A school will not be considered for a placement under the Hard to Place Protocol where an applicant has had either an unsuccessful appeal for a school place (on the grounds of

challenging behaviour) or has undertaken an unsuccessful managed move at the school in the 12 months prior to their referral at that school.

If, at the point that the Vulnerable Learner Panel meets to discuss an applicant's referral, the referring school has not been removed from consideration through either appeals panel or mitigating circumstances (identified through the Hard to Place Panel placement process) it will be included as a potential placement destination.

Any referral to the Vulnerable Learner Panel on the grounds of challenging behaviour must be received by the LA within 5 days of the receipt of an In-Year Admission application.

## **8. HARD TO PLACE CHILDREN:**

Sometimes children can find themselves without a school place during the year, for example, because their personal circumstances are such that they have had to move home; or are looked after children; or they have been permanently excluded from their school. In some cases, these children may also exhibit challenging behaviour.

There is often a balance to be achieved between finding a place quickly, perhaps in an undersubscribed school or one facing challenging circumstances and finding a place which is appropriate for the child. It is also recognised that no school should be requested to take an excessive or unreasonable number of pupils who have been excluded from other schools or are otherwise 'hard to place'.

While the Hard to Place Protocol is a means of securing places for hard to place children it does not mean that an application from a hard to place child should automatically be referred to the Hard to Place Protocol. A parent/carer can still apply for a place at any school as an in-year admission and is entitled to an appeal if they are not offered that place.

For a pupil to be eligible to be considered under the Hard to Place protocol, school must demonstrate that a pupil can be identified once as a minimum from each of the lists of children identified below;

- Children from the criminal justice system or Pupil Referral Unit who need to be reintegrated into mainstream education
- Children who have been out of education for two months or more,
- Children of Gypsies, Roma, Travellers, refugees and asylum seekers.
- Children who are homeless
- Children with unsupportive family backgrounds for whom a place has not been sought.
- Children who are carers
- Children with additional learning needs (ALN), disabilities or medical conditions that do not have a statement or IDP/IEP

In addition to the minimum requirements the following will be considered as hard to place attributes:

- Children in year 11, that have significantly challenging behaviours and who have moved into the authority.
- Children who are permanently excluded, including those moved into the authority (MIA)
- Children leaving custody

- Children who have been withdrawn from schools by their parent/carers, following several fixed term exclusions, due to social or behavioural difficulties or additional educational needs, and are unable to find another place
- Children whose parent/carers have been unable to find them a school place after moving into the area or moving around the Borough.
- Children without a school place and with a history of serious attendance problems. This must have included previous involvement with the education welfare service. Children, without a statement/IDP, with significant challenging behaviour. (i.e. a high number of previous exclusions (including internal exclusions) and/or accessing alternative provision.

The above list is not exhaustive, and it is recognised that some children not included on this list will be considered 'vulnerable' and may be required to have their case considered within the protocol. Schools will need to demonstrate how they perceive a child to be vulnerable and hard to place.

Challenging behaviour will normally be defined as;

- Children whose behaviour has resulted in multiple fixed term exclusions or multiple internal exclusions within a period of one academic year preceding the request for a school place.
- Children whose behaviour has resulted in a permanent exclusion or managed move within the last 12 months preceding the request for a school place.
- Significant unauthorised school attendance, in the current academic year linked to behavioural or emotional issues.

Issues relating to non-attendance in isolation of any other factors will not be considered under the Hard to Place Protocol.

Where a parent/carer has elected to home educate and subsequently requires a school place, a child will only be eligible for Hard to place if there is evidence that the child has not been receiving an education. Where there is evidence that a pupil has not been receiving an education, the Panel may consider parent/carer preference and consider returning the child to their school of origin. However, if a child was previously permanently excluded from their school of origin or the Panel deems it is not in the best interests of the pupil to return to their school of origin, an alternative school placement will be sought. Schools best placed to support the child's educational and welfare needs will be considered in the first instance.

### **Referral Under the Hard to Place Protocol**

An officer of the LA can refer an individual under the Hard to Place Protocol. It is anticipated that any individual who has been identified as unplaced will be referred immediately following the local authority becoming aware of their status.

Any school receiving an application outside the normal applications round can refer any applicant under the Hard to Place Protocol if they consider that the applicant satisfies the criteria referred to in the Hard to place Protocol. However, as noted above if a parent/carer has applied for a place as an In-Year Admission and a place is not subsequently offered the parent/carer is entitled to appeal this decision. The outcome of an independent School Admissions Appeal will take precedent over the Hard to place Protocol.



All referrals to the Hard to Place Protocol will be reviewed within 15 working days of the referral date.

On receiving a referral from a school the Vulnerable Learner Panel will consider the application and decide as to whether the referral meets the criteria for placement on the grounds of challenging behaviour.

Any referral under the Hard to Place Protocol that does not meet the agreed criteria will be referred back to the named school for admittance as an in-year admission. The Vulnerable Learner Panel reaching this determination will provide the school full reasoning for this decision. Schools accept that the Vulnerable Learner Panel's decision in this matter is final, and all pupils will be admitted within 5 days of receipt of the Vulnerable Learner Panel's decision.

Any referral not accompanied by suitable supporting evidence from the school will not be considered. Schools will instead be required to admit any pupils as an In- Year Transfer (in order to reduce the period of time a young person is unplaced). Pupils are to be admitted as an In-Year Transfer within 5 days of receipt of the Vulnerable Learner Panel's decision.

### **Vulnerable Learner Panel Decision**

Any school required to admit a pupil under the Hard to Place Protocol will be provided with the full reasoning for this placement and any supporting evidence and information that would assist with the pupil's admission and transition to the school.

Once a placement decision has been made, the Chair will notify the school that has been identified, in the first instance. The LA's Admissions Department will formally notify the school and parent/carer. Schools accept the Panel's decision and must contact the parent/carer to arrange the admission within seven calendar days. The school must also notify the Admissions Department of the admission date confirming that the child is on roll.

In the event that a school refuses access of a pupil they must provide a written response to the Corporate Director of Education within seven calendar days. In this event the LA will seek to use its powers of direction or will seek the secretary of state to direct the school to admit.

## **9.0 MANAGED MOVES**

All schools in Blaenau Gwent have made a significant effort to avoid permanent exclusion. However, there are occasions where after lengthy and concerted efforts it is clear that it is not in the pupil's or school's best interest to continue with the placement, but mainstream education is nevertheless appropriate. In these circumstances one of the strategies that could be considered is a managed move. It must be recognised that this is not a means of avoiding permanent exclusion as in the most severe and persistent cases the problems often recur in the receiving school.

A managed move is a managed transfer, over a period of time, of a child from one school to another. A managed move consists of a formal agreement between the child's parent/carer, the head teachers of both the referring (home) school (School A) and the receiving school (School B). A managed move provides a child with the opportunity of a 'fresh start' in another school and is a means of positively re-engaging the pupil in education.

Generally, a pupil should not participate in more than two managed moves in one academic year.

### **Principles of a Managed Move**

It is seen to be in the best interest of those pupils who are experiencing difficulties, which could appear to be leading towards permanent exclusion. When the full range of pastoral support strategies (including a pastoral support programme) have been resourced and tried but have failed to reach the young person.

When a 'new start' at another school is seen positively by all concerned and has not been used as a threat or punishment by either the school, or the parent/carers. This is a possible, negotiated strategy, not an imposition. It aims to keep pupils included who might otherwise become further disaffected.

A managed move is a voluntary arrangement, and no pressure must be put on to a Headteacher or a parent/carer if either feels that the move would not be in the child's best interests.

### **Criteria for a Managed Move:**

A pupil with an otherwise good record has committed an offence that might lead to permanent exclusion, but the school feels the pupil would benefit from another chance.

There has been an irrevocable breakdown of relationships between a pupil and staff, because of significantly challenging behaviours displayed.

There has been an irrevocable breakdown of relationships between a pupil and his or her peers, because of significantly challenging behaviours displayed

A pupil with a record of inappropriate and disruptive behaviour or poor attendance, because of inappropriate and disruptive behaviour applies for an in-year transfer.

There has been an irrevocable breakdown in relationships between the pupil and staff or peers resulting in a pupil's low or non-attendance.

Where a managed move is proposed to resolve an attendance issue the school must demonstrate that the pupil in question has been referred to the Education Welfare Service. The managed move must be endorsed by the LAs Senior Education Welfare Service, where it is anticipated the move may resolve the existing barriers to attendance.

The above list is not intended to be a complete list of scenarios and there may be other occasions where a Managed Move is considered appropriate

### **The Procedure for a Managed Move**

Managed moves will need to be referred to the Vulnerable Learner Panel. Prior to requesting a managed move, Headteachers must satisfy themselves that all possible preventative procedures have been met in full. Headteachers must make available all records in respect of:

- Pastoral support programme
- School's intervention and support given in respect of issues causing concern
- Referrals to external agencies
- ALN stage, provision of support and involvement of external agencies (if applicable)
- Assessment information
- Attendance

- Parent/carer interviews/discussions
- Strengths and potential areas for future development – a positive statement detailing the pupil’s strong points/subject preferences
- Key Stage 4 pupils – record of options

A system of managed moves works by negotiating a transfer of the pupil into a new school as a means of positively re-engaging the pupil in education. In the first instance, the head teacher or the head teacher’s representative of School A, will have discussed the consideration of a managed move with the parent/carer and child.

Where a Managed Move is being considered because of a pupil’s behavioural issues, this should only be considered when School A’s own behaviour management strategies and a pastoral support programme of at least 16 weeks has been resourced, tried and failed. Following agreement at the Vulnerable Learner Panel, a further pastoral support plan should then be set up for the pupil at the Initial Managed Move Meeting with School B to support the pupil. On occasions when a single incident occurs that would precipitate a permanent exclusion and without a background history of significant behavioural disruption, a pastoral support programme may not have been drawn up and exhausted by School A. In these circumstances, it is essential that a pastoral support programme is set up as soon as possible by School B to support the Managed Move.

An Initial Managed Move Meeting is arranged by the Headteacher’s representative from School A. Those in attendance will be the representatives from Schools A and B, an Inclusion Officer, parent/carer and the pupil. The managed move protocols will be explained, and all parties will provide written confirmation of their understanding and agreement to the parent/carer agreement (see appendix 3). Targets will be set to support the managed move process and information will be shared by parties (see appendix 3). An agreed start date and induction process will be agreed at the initial meeting. The pupil will then continue to attend the School B daily as agreed for the period of the Managed Move

The pupil remains on roll of the home school but has a fresh start and attends the new school for a period of up to 12 term weeks as a “dual registered pupil”. If the placement is successful, the pupil would then go onto the roll of the new school – School B.

The success of a managed move is based on targets set at the initial managed move meeting and the following:

- A pupil must have a good level of attendance and punctuality, as determined by the School B, during the period of the managed move.
- A pupil must have a good level of behaviour, as determined by the School B, during the period of the managed move
- A pupil must engage in learning in all aspects of their curriculum whilst attending the School B, during the managed move period

The above targets will be recorded at the meeting and reviewed during the managed move process.

A Review Meeting will be convened by the School B at approximately 6 school weeks into the Managed Move. This Review Meeting will be organised in advance, on a date where all professionals, the parent/carer(s) and the pupil attend. It is at this point where targets set are discussed and/or amended, if appropriate. At this point any concerns can be raised by any party and discussed to support the managed move process.

The School B will convene, a final Review Meeting to take place at 12 school weeks into the Managed Move. It is at this point where all parties consider whether targets set have been achieved, thus determining the success of the managed move. If successful, parties will agree a date when a pupil is to be taken off the School A's roll and become single registered with the School B.

In extenuating circumstances (i.e. when a pupil has had a medical condition that can impact on the attendance target), a managed move may be extended. The length (generally a further 6 weeks) must be agreed with all parties and another Final Review meeting must be arranged.

At the Review Meeting, the Final Review Meeting or at any point during the period of the Managed Move, it may be determined that the Managed Move has been unsuccessful. The determination of whether the Managed Move is unsuccessful will rest with School B and their decision is final. There is no appeal route following a determination that the Managed Move is unsuccessful. All records from School B will be transferred to School A and the pupil will continue to attend School A as a registered pupil there.

If the Managed Move is deemed to be unsuccessful at a point other than the end of the agreed period or at the mid review stage of the Managed Move, the Managed Move will come to end with immediate effect. Non-exhaustive examples of when a Managed Move may come to an end earlier than the agreed period of the Managed Move could be where the pupil displays poor behaviour or fails to attend School B under the Managed Move.

Should the Managed Move be deemed to be unsuccessful; the pupil will return to School A.

There is a clear understanding that School B does not have the ability to permanently exclude the pupil during the period of the Managed Move or at its conclusion. School A retains responsibility for the pupil until such time as the pupil is placed on roll of School B or returned to School A.

A managed move would not normally be appropriate where a year group is full but could be accommodated in exceptional circumstances with the agreement of head teachers.

All school records (as referred to in the Managed Moves Protocol) will be transferred to the receiving school for the Managed Move placement period. If the Managed Move is unsuccessful subsequent transfer applications to the School B may lead to the transfer application being referred by School B to the Hard to Place Protocol. School B will not be considered for placement if there has been an unsuccessful Managed Move for the same pupil in the 12 months prior to the referral.

### **Procedure for Managed Move where the Pupil has Additional Learning Needs and/or a Disability**

A child with a statement or Local Authority IDP/ would not normally be considered for a managed move, evidence should be gathered for submission to the ALN Panel for a change of placement. Where a child has a statement or Local Authority based IDP, the consideration of the managed move should only be undertaken as part of a Person-Centred Planning (PCP) review process.

Pupils with a school based IDP can be considered under the Managed Move Protocol or the school can request that the Local Authority considers taking responsibility for the IDP through the ALN Panel submission process. A PCP review meeting will need to be held

and the outcome of the PCP, PCP report form, EPS report, outside agency reports and the views and wishes of the parent and child is submitted with the Panel Submission paperwork to the ALN Panel,

Where a managed move takes place for a pupil that has a statement or Local Authority IDP, School A should always discuss the arrangements with the Additional Learning Needs Manager prior to the managed move being considered.

Where a pupil has ALN, but does not have a statement or IDP, the IDP Statutory Process should commence, and the procedure outlined above should be always followed.

### **Procedure for a Managed Move for a Child Looked After**

A looked after child would not normally be considered for a managed move. Should a managed move be considered for a looked after child it can only take place with the consent and support of the CLA Education Officer and form part of the child's Education care plan.

### **Registration and Roll Arrangements**

School A keeps the pupil on roll during the trial period and includes him/her in all attendance statistics, local authority census, PLASC etc. School A maintains the pupil's record with an enrolment status of "M" (main dual-registration)

Although not placed on the roll, school B is responsible for recording the pupil's attendance and for feeding back to school A on a weekly basis. School B maintains the pupil's record with an enrolment status of "S" (subsidiary dual-registration). This enables the school to allocate the pupil to a tutor group, register, and generate a timetable.

It would be the responsibility of school A to keep the Inclusion Officer informed of progress of the managed move and in addition the Additional Learning Needs Team in the case of a child with a statement.

### **Other Factors**

Every school involved in a Managed Move should identify a single person in their respective school who will manage all Managed Moves regardless of year group. This may be the Headteacher or a member of the leadership team.

Only the Headteacher of School A can exclude the pupil. School B would need to consider whether the actions of the pupils would warrant the termination of the Managed Move. It is important that School B keeps School A advised of any issues arising during the period of the Managed Move so that appropriate decisions can be taken by School A in a timely manner.

The pupil needs to be committed to the Managed Move process. There should be time allowed for the pupil and parent/carers to reflect on the suggestion of a Managed Move before the initial managed move meeting is scheduled. A copy of the managed move protocols should be provided to the parent/carer and pupil prior to the initial meeting taking place.

The pupil's transition into School B as part of the Managed Move must be on a full-time basis and will similarly need to be supported with effective induction process. These inductions are expected to be more detailed than what is normally provided to new pupils. The key to success is likely to be the pupil feeling an ownership of the transfer, prepared for it, and supported in it by School A, School B and the Inclusion Officer.

School A should enable pupils on a Managed Move who are eligible for free school meals to access them in School B immediately.

Not all pupils will be suitable candidates for a Managed Move. Negotiated transfer is part of a continuum of (developing) provision. Permanent exclusions may still be appropriate in certain cases.

It is the responsibility of the parent/carer to also ensure that the pupil conforms to the uniform regulations at School B.

Pupils who move out of the area and where their home school is no longer within statutory walking distance of their residence, should not be subject to a managed move. A parent/carer has the right to submit a transfer request to their preferred school and the School Admission Code should be adhered to.

### **Finance**

During the period of the Managed Move, funding related to the pupil will remain with School A. However, where a school is above their PAN, prior to the managed move then an agreement between both School A and School B should take place to discuss the recoupment of any additional costs incurred. This should be agreed prior to the initial managed move meeting taking place.

If the Managed Move is successful and the pupil transfers to the roll of School B, funding will be transferred to School B from this date. The accountancy team will calculate the funding available from the date it is agreed the pupil will be transferred to the roll of School B. This may involve the recoupment of some monies from School A for this same period. Accountancy will inform School A and School B of the amount of money to be transferred and the process of transferring such funds.

### **Out of County Managed Moves**

There are no official arrangements for managed moves between local authority areas. However, it is suggested that where a managed move takes place between local authorities, schools and local authorities should follow the local authority's protocols of where the receiving school is located.

# BLAENAU GWENT POLICY FOR THE EDUCATION OF CHILDREN AND YOUNG PEOPLE WITH MEDICAL NEEDS

**August 2022**



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

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## **RATIONALE**

Blaenau Gwent's Tuition Service and Ty Afon provide temporary educational support for pupils who are unable to attend school for medical reasons and pregnant schoolgirls, where mainstream school is not appropriate (please read policy for pregnant school girls). The purpose is to minimise disruption to education, provide access to as much education as their medical condition allows, and enable pupils to return to school as soon as their health permits.

## **REGISTRATION**

Pupils will remain solely on the school roll until they are allocated tuition or a placement at Ty Afon. A pupil's registration status will be agreed as appropriate for the individual pupil at the Vulnerable Pupil Panel (VPP). A pupil may be dual registered, and their main registration type will be the setting where the pupil spends the majority of their time (more than 50%). School must contact the tuition service on a regular basis to ensure that marks are reflective of the pupil's attendance on tuition.

A pupil who is unable to attend school because of medical needs **must not** be removed from the school register, even during a long period of ill health.

## **FUNDING**

Pupil funding will be divided between the school, the tuition service and the River Centre in a pro rata agreement based on the amount of time spent in each provision. The Headteacher of the River Centre and the Head of the Tuition Service will provide the finance team details of pupils' placement at the end of each term. The finance team will arrange for the appropriate proportion of the pupil's AWPU to be transferred from the school to The River Centre/Tuition Service.

## **AIM**

The aims of tuition and Ty Afon is to reduce the detrimental impact of illness on the pupils' education, to re-engage pupils in learning, help them maintain education or make up for lost time, and successfully reintegrate them into mainstream or alternative education at the earliest opportunity. Therefore, all placements will be for an initial 6-week trial period and then reviewed.

## **TUITION: CAPACITY**

Due to the high demand for tuition, tuition will not be offered to a pupil on a long-term basis. It is anticipated that tuition will be offered short term for a maximum of 1 - 2 terms, if the initial trial period is successful.

## **EXIT CRITERIA**

If tuition provision is offered, pupils will be reviewed every 4-6 weeks to establish when a return to school is appropriate. At the end of the maximum provision of 2 terms, the review meeting will consider discharge to the host school, to another school or an alternative arrangement for the pupil's education.

## **GROUPS COVERED**

All pupils whose home is in Blaenau Gwent who are:

- of compulsory school age
- on roll at a Blaenau Gwent maintained school

When a pupil has a Statement of Special Educational Needs/IDP, the school will need to hold an interim review with recommendations from the Review being forwarded for consideration by the VPP Panel. As such, the processes outlined in this document do not apply to such pupils.

## **REFERRAL CRITERIA: PRIORITY LIST**

- pupils who are unable to attend school due to physical illness
- pupils who are unable to attend school due to a mental health illness
- girls of compulsory school age who are pregnant or new mothers with additional health related needs that mean they are unable to remain in their own school.
- pupils returning from elective home education, where there is evidence that the child has not been in receipt of an appropriate education

Tuition will normally only be considered where the pupil's anticipated absence will be for longer than 15 school days. Schools should note that for the first 15 school days of a pupil's absence they are responsible for the pupil's education.

**Pupils with poor attendance and pupils excluded or in danger of exclusion for presenting inappropriate behaviours as the main concern are not appropriate referrals for tuition.**

## **REFERRING AGENCIES**

Referrals for tuition will be considered at the VPP Panel. Referrals will be made by Heads, Deputies and designated staff of schools. Acceptance of referrals is dependent upon the pupil's needs meeting the referral criteria.

## REFERRAL ROUTES

Requests for tuition should be made to the VPP Panel with appropriate documentation (see below).

The VPP Panel will consider referrals and determine what provision will be made. The educational provision offered could be made up, in the short term (one review period), of a combination of time in school and small group provision. The primary provision offered will be group work at a centre. Any individual tuition has to be agreed on a case-by-case basis by the VPP Panel.

## REFERRAL INFORMATION

It is essential that a referral to tuition is part of an integrated support plan for a pupil which is underpinned by the work of all relevant professionals, and which has clear goals or outcomes for a return to school, or other provision. Referral information will need to make clear the expected outcome.

In the case of pupils presenting with mental health conditions, it is expected that referrals are supported by:

- clear evidence of mental health difficulty experienced from senior CAMHS professionals
- information regarding work already carried out by the school, including the impact of advice implemented following Educational Psychologist involvement
- clear evidence that the home school has tried EVERY possible approach to re-engage the pupil and has evaluated the impact that these approaches have had.
- information regarding impact of family interventions and other agencies
- an indication of consensus amongst involved professionals that a referral to tuition is likely to be the most effective way forward
- The child must not have any evidence of disruptive or aggressive behaviours or incidents of exclusions.
- The home school must provide evidence that the child's attendance figure is lower than 50%.
- An agreement to continuing support for pupil and family by the referring agency, planned outcomes for tuition including a return to school.

\* A request from a GP/ SSD or parent is not regarded as sufficient grounds for tuition.

\*\* Please note those pupils allocated a Ty Afon placement will:

- serve a trial period of 6 weeks

- comply with an agreed attendance target that will be gradually increased
- exhibit no disruptive behaviours being displayed by pupils, that may cause upset to others

Any breach of these conditions can result in the placement being terminated.

## TUITION: LINKS WITH SCHOOL

When tuition has been agreed for a pupil with medical needs, a tutor will be appointed. It is the home school's (the pupil's usual school) responsibility to provide work at the appropriate Curriculum level for the pupil. At key stages 1 and 2 the child's class teacher usually takes this responsibility and liaises with the tutor.

At key stage 3, a Head of Year or Additional Needs Co-ordinator is usually asked to take responsibility for obtaining work from subject teachers and liaise with the tutor.

Every school should have policy in place for meeting the needs of pupils with medical needs and a teacher with responsibility these pupils who will liaise with the tutor.

## TUTOR RESPONSIBILITIES

The tutor is responsible for:

- planning and delivering a programme of work and maintaining appropriate records
- sending reports to the school and parents outlining the pupil's progress and achievements at least every half term
- Completing accurate attendance records which will be sent to the school and the LA.
- liaising between home, school and other agencies

All pupils receive support from the service in the knowledge that their goal should be to return to school as soon as their health permits.

Pupils should return to full time education as soon as they are able. Should special arrangements be advised by health professionals then the local authority, school and home tutor, in consultation with parents, will ensure they

are in hand. However, if the necessary arrangements are complex or the pupil has emotional difficulties and is anxious, then the tutor may plan for a supported return to school.

Following consultation with pupil, parent, school and tutor an individual programme of gradual reintegration will be arranged and tailored to the pupil's needs.

## **SCHOOL RESPONSIBILITIES**

The school will be responsible for:

- notifying the LEA/EWS if a pupil is, or is likely to be, away from school due to medical needs for more than 15 school days and request that VPP Panel considers the request for Home Tuition
- If agreed by the VPP Panel, liaise with the home tuition service to draw up an individual learning plan for the duration of the tuition. This plan should be agreed with appropriate health service personnel.
- providing information regarding pupils' prior educational progress and attainment in order to implement a programme appropriate to meet pupil needs
- implementing agreed reintegration programmes
- attending review meetings
- Ensuring that regular plans of work are made available in all Curriculum subjects that the pupil would be normally studying. (This will aid successful reintegration by helping the pupil feel confident that they have covered a similar programme of work to their peers.)
- Loaning appropriate resource materials where possible. These will be returned when the pupil has finished with them
- examination entry fees, making arrangements for examinations and assessment of coursework
- career interviews
- work experience placements
- a named contact within the school to aid communication and attend reviews
- procedures ensuring the pupil is successfully reintegrated into school
- issues related to a pupil with statements of special educational needs
- Ensure that pupils who are unable to attend school because of medical needs are kept informed about social events, and are able to participate, for example afterschool clubs.
- Encourage and facilitate liaison with peers, for example, through visits, videos and internet links

## **WITHDRAWAL OF TUITION**

Tuition will be withdrawn if the pupil fails to attend or make themselves available for tuition on a regular basis without evidence of a medical reason for this and the Education Welfare Officer will be notified if there is an attendance issue. If the provision is considered inappropriate during the initial planning stage, the

provision will be ended. In this event, the referrer and school will be notified through the review process.

## **SUCCESSFUL RE-INTEGRATION INTO SCHOOL**

Local authorities are responsible for ensuring that an individually tailored plan is in place for pupils before they return to school.

The local authority will work with the tutor, host school, parents and professionals to facilitate a return to school. The local authority will co-ordinate a school re-integration plan or some other exit strategy. For example, home tuition will gradually reduce as time in school increases.

The local authority will keep in regular contact with professionals involved in the pupil's case. In partnership with the tuition service, school and other agencies, the local authority will oversee the reintegration process when the relevant professionals agree that the pupil is well enough to go back to school. Some pupils may go on to more long-term specialist provision if their mental health illness cannot be effectively addressed during the short period of tuition.

A review meeting will be convened to review the Individual learning plan and look at all of a child's needs and how they can be best met in order for effective reintegration to take place. A review of the ILP at this stage will:

- bring together the support provided by all the different agencies
- identify any on-going medical support that the pupil might need or any reasonable adjustments that may be required
- consider whether the pupil will be back in school for the long term, whether he/she is likely to fall ill again in the near future or need further medical intervention
- review academic progress
- Consider what support will be required to reintegrate the pupil back into school successfully.

The pupil and parents/guardian should attend the reintegration meeting and should be given the opportunity to put forward his or her views. These views should be recorded in the ILP.

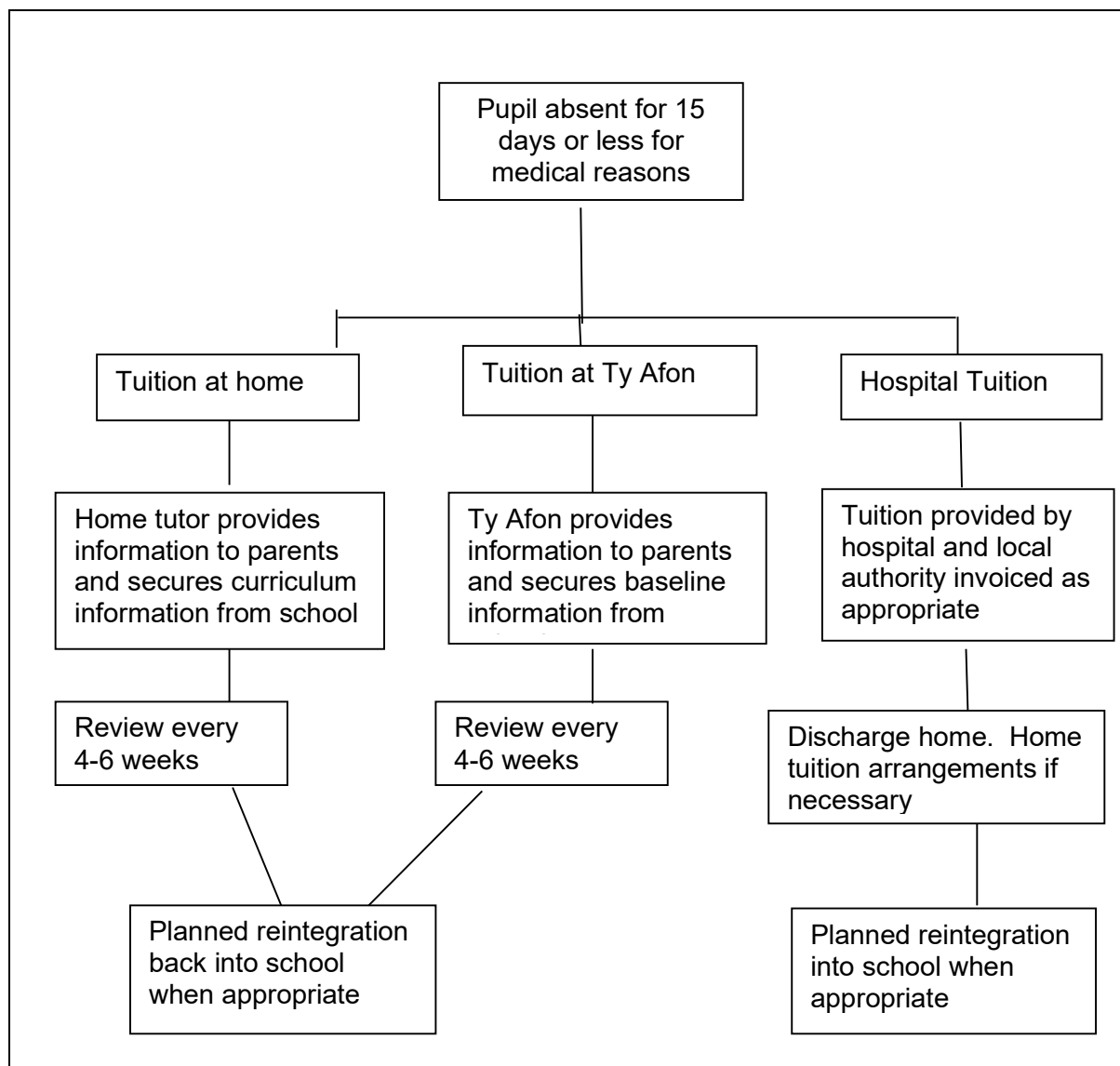
Where pupils need extra support to reintegrate, The River Centre and the home school will need to identify how that support will be provided. All schools receive funding for 'additional needs' as part of their funding formula and this funding can be utilised to support reintegration.

After a pupil has been successfully reintegrated, the support available from the different agencies should not stop immediately. A final review meeting should be held after the pupil has been back at school for about eight to ten weeks. The purpose of this meeting will be to ensure that the pupil has reintegrated successfully and that strategies are working. This meeting can decide whether any on-going support is required and whether any future review meetings will be

required. It will also be a useful forum for evaluating the multi agency service that was provided whilst the pupil was too ill to attend school.

## ELECTIVE HOME EDUCATION

Tuition should not be confused with Elective Home Education which involves the parent or guardian of a child removing the child from local authority schooling and accepting the responsibility of providing an appropriate education programme.





# EXCLUSION GUIDANCE

**August 2022**



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

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## Exclusion Guidance for Schools

This guidance is supplementary to and should be read in conjunction with the Welsh Government (WG) Guidance “Exclusion from schools and pupil referral units” – which was revised in November 2019. All decisions about exclusion must be made with reference to the guidance which outlines statutory responsibilities. In this BG guidance document, the term ‘schools’ refers to Primary, Middle, Secondary and Special schools.

Schools should note that the WG guidance is statutory guidance and is available via the link below:

<https://gov.wales/exclusion-schools-and-pupil-referral-units-pru>

Contact details for queries relating to exclusions:

Statemented pupils/IDP – ALN Manager

[ALNEnquiries@blaenau-gwent.gov.uk](mailto:ALNEnquiries@blaenau-gwent.gov.uk) or 01495 355443

Non statemented pupils – Senior Education Welfare Officer

[lisa.adams@blaenau-gwent.gov.uk](mailto:lisa.adams@blaenau-gwent.gov.uk) or 07870 998947

## Introduction

Blaenau Gwent's aim is for all children and young people is to be purposefully engaged in an educational programme appropriate to their needs and age. We want our children and young people to flourish and to achieve positive outcomes for themselves, their families, and our community and for society at large. We want our children and our adults to be happy, healthy, capable and engaged with school and the wider community. Minimal school exclusions will be a key indicator of our collective success.

National government recognises and promotes the importance of wellbeing in schools as a key factor in achieving this ambition. Blaenau Gwent is aware that improving the all-round wellbeing of pupils and staff is important in and of itself, as well as crucial in lifting performance and attainment levels.

The latest published data from Welsh Government in October 2020 highlighted the fact that children with free school meals were consistently (at least 3 times higher) more likely to be excluded and overall children with additional learning needs (ALN) have higher rates of exclusion than those without.

The Children's Commissioner for Wales report, 'Building Blocks – Inclusion in the Foundation Phase', highlighted concerns about repeat exclusions, reduced timetables and children being taught in isolation.

The Office for the Police and Crime Commissioner (OPCC) has also recently written a report considering growing national concern regarding the correlation between school exclusions and children's subsequent involvement in crime. The research indicated that school exclusions were not necessarily a causal factor for criminality, but rather an indicator of a series of vulnerabilities that increase both exposure to crime and exploitation. More specifically, the research suggested that children excluded or at risk of exclusion from school sit within a network of vulnerability, including adverse childhood experiences, additional learning needs and care experience.

In most cases, fixed-term exclusions are only given after exhausting all the available options for internal interventions and exclusions from the classroom. However, the research also demonstrated the clear need to consider what additional external support can be provided to children to prevent exclusion when internal school-based interventions fail.

Considering the recent reports, the increased focus on the emotional well-being needs of children, and the fact that Blaenau Gwent has relatively high number of fixed term exclusions in Wales, the guidance has been revised as part of Blaenau Gwent's approaches to reduce exclusions

In addition, the Managed Move policy has also been revised and we would encourage headteachers to use this as a supportive intervention.

## About This Guidance

This supplementary guidance updates and replaces all previous guidance regarding exclusion from maintained schools, including special schools, published by Blaenau Gwent County Borough Council, herein after referred to as the Local Authority (LA). It applies equally to children with and without statements of special educational needs or individual development plans (IDPs).

This guidance differs to previous guidance as it now contains a checklist for schools to reflect on provision for learners presenting with challenging behaviour to reduce the risk of exclusion. This guidance is also intended to be of assistance to all parties involved in the exclusion process including head teachers, governing bodies and local authority officers.

The requirements of the guidance apply in relation to all pupils, including those who may be below or above compulsory school age, such as those attending nursery classes.

The term “parents” in this guidance include any person who has parental responsibility (which includes the LA where it has a care order in respect of the child) and any person (for example, a foster carer) with whom the child lives. Where practicable it is expected that all those with parental responsibility should be engaged with the exclusion process. The Education Welfare Service should be the first point of contact for any queries that headteachers, governors, parents, pupils or others may have regarding exclusions.

### 3 stage approach to supporting inclusion of learners presenting with challenging behaviour

<p>1. Monitor Behaviour – report card – contact home</p>	<ul style="list-style-type: none"> <li>• Use the school relationship/behaviour policy and monitor behaviour, attendance and attainment regularly.</li> <li>• Work with ALNCO to ensure repeated behaviours resulting in sanctions are not a result of unmet need.</li> <li>• Ensure work is being planned for at the right level of challenge.</li> <li>• Work with parents, to ensure home-school partnership towards improved engagement with school and learning.</li> </ul>
<p>2. Inclusion Support Plan ISP The ISP is a helpful alternative to an individual behaviour plan or Pastoral Support Plan. Try to establish what the child is trying to communicate through their behaviour by reflecting on triggers for disengagement and developing strategies to re-engage the learner.</p>	<ul style="list-style-type: none"> <li>• Introduce following internal exclusions or a serious behaviour incident.</li> <li>• Review weekly with key adults in school. Work towards agreed outcomes (rather than set targets) to ensure the pupil makes progress from where they are currently.</li> <li>• Parental engagement is on-going.</li> </ul>
<p>3. Pastoral Support Plan PSP - The PSP continues to run as the main framework for supporting school settings to reduce permanent exclusions.</p>	<ul style="list-style-type: none"> <li>• Introduce if the pupil is at risk of exclusion/PEX. Outline the support offered.</li> <li>• Frequently meet with parents to review progress.</li> <li>• Set achievable goals towards an acceptable outcome in a period of time.</li> </ul>

When thinking about next steps for the learner – consider the following questions

- Check the data (attendance / exclusions / behaviour points)
- Are there any themes?
- Can you identify any triggers for behaviour through the patterns?
- Does the pupil file highlight a history of need?
- Has the pupil been identified with any ALN?
- Has Blaenau Gwent ALN guidance been used to check what the key barriers to engaging in learning are for the pupil? [hyperlink to be inserted](#)
- Have any diagnostic assessments been used to identify any needs or areas for development?

- Is the pupil in a group vulnerable to underachievement? (CLA/ALN/EAL/CASP)
- Is there an IDP/statement in place / Has there ever been a CAF or IDP/statement for this child?
- Does the pupil have a one-page profile?
- Is the school relationship/behaviour policy being used consistently to support the learner (including any identified reasonable adjustments?)
- Is the school reward system being used in a way that is equitable to the pupil's needs?
- What external issues may be affecting the learner at this time? (e.g. significant family events).
- Are there any historic issues that may now be affecting the pupil?

Provision for the learner. Have you engaged with or considered the following?

- Team Teach training and de-escalation strategies
- Behaviour assessment to identify inclusion strategies
- Is there a Risk Assessment in place for staff, other pupils, the pupil themselves?
- Have you considered an Ed Psych referral and assessment?
- Have you tried a bespoke timetable working with the pupil to avoid 'behaviour hotspots'?
- Work with the pupil to RAG rate their timetable and put in support to eliminate red and reduce amber.
- What incentives are meaningful and relevant to the pupil?
- Is a reduced timetable a useful tool currently? (Ensure all guidelines are followed for safeguarding reasons)
- What nurture interventions are available that would benefit the pupil?
- Would the CYP benefit from seeing a counsellor at this time?
- Some form of therapy?
- Is support needed for the family?
- Consider referral to external agencies / partners.
- Is there a key adult for the pupil – to advocate and support them each day, rewarding where success and progress has been made and communicate with home and other adults in school?
- Is there a need for restorative justice to move a relationship forward?
- Is there a timeline of incidents that supports the pupil to begin to understand and manage their behaviours?
- How are staff being supported?
- How is the pupil developing independence in managing their emotions?
- Support for developing emotional literacy and self-regulation strategies.

At each meeting / review point

- What is the data telling us now?
- What are the views of the child?
- What are the views of the Parents / staff / support team / external agencies?

- How will I ensure the meeting is professional and managed well so all views can be heard, and it is a positive process for all moving the situation forward?

At each significant incident

- Ensure the paperwork is completed and a clear record is maintained. Avoid emotional language and keep it factual.
- Ensure all parties share what happened so that an accurate account is recorded in an impartial manner.
- Ensure the pupil has supported time to reflect and learn from what went wrong using appropriate tools when they are calm, ready and able to do so.
- Ensure the pupil learns from the behaviour incident and has opportunities to mend relationships and 'put right' the situation when they are calm, ready and able to do so.
- Ensure staff who were involved have time to follow up with the pupil to move on from the incident when the time is appropriate.
- Ensure students who were involved in the incident have the appropriate follow up.
- For all CYPs involved communicate clearly with parents / carers what happened and the follow up



## **Decision to Exclude**

Only the Headteacher or teacher in charge of a setting can exclude a learner. They cannot delegate the power to exclude to another teacher. In their absence, the most senior teacher may exercise the power of exclusion though they should make clear they are working in the Headteacher's absence.

If a pupil is deemed to be at risk of exclusion it is appropriate to have a Pastoral Support Programme and support from Families First to enable a range of strategies and support to be implemented.

Schools should, as far as possible, avoid permanently excluding any pupil with a statement, an individual development plan or any pupil who is a child looked after.

## **Key Considerations Before Excluding – Safeguarding**

Where a pupil receives support from a Families First worker, is a child in need of care and support or subject to child protection planning, the school must inform the relevant professionals within social care if they feel the child is at risk of exclusion and in advance of any decision to exclude.

If you are concerned about the risk of exclusion of a looked after child, please contact the pupil's social worker and the child looked after co-ordinator.

For pupils where there is concern around sexual, drug or gang exploitation, for those who self-harm or demonstrate behaviours that could cause them significant harm, an exclusion can result in increased risks to the pupil's immediate safety, health and wellbeing.

Proactive planning with professional partners and family/carers about what to do in the event of a serious breach of school relationship/behaviour policy where the conditions for exclusion are met is the ideal, but in an unforeseen situation, contact the relevant involved professionals at the earliest opportunity and before sending a pupil home. There can also be consideration of the BG Safer Schools approach to support children and/or groups of children and young people.

## Headteacher' s Checklist

Any decision to exclude a pupil must be:

In response to serious breach of the school's behaviour policy; and, If allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

In deciding to exclude a pupil, the Headteacher must be able to demonstrate that the exclusion has been carefully considered and is being used as a last resort. The checklist below is designed to assist head teachers in these deliberations.

<b>The circumstances of the case</b>	<b>Yes</b>	<b>No</b>
Has there been a serious breach or breaches of the school behaviour policy?		
Does the pupil's presence seriously harm or threaten to harm the education/welfare of pupils/ others?		
Is exclusion a last resort following a wide range of other strategies that have been unsuccessful? Is this a serious 'one off' offence?		
Is exclusion the appropriate response? Factors to consider: <ul style="list-style-type: none"> <li>• Has a thorough investigation been carried out?</li> <li>• Has the pupil's version of events been sought / encouraged / recorded?</li> <li>• Has the evidence been considered in the light of school policies and possible discrimination?</li> <li>• Are there any mitigating circumstances or any provocation which may be relevant (bullying, harassment etc.)?</li> </ul>		
Has a pastoral support programme been used?		
Is this pupil at school action or school action plus? and if so; Has the possibility of additional support from the LA been explored?		
Have alternatives to exclusion been considered (e.g. restorative approach, mediation, internal exclusion)?		
Standard of proof – "on the balance of probabilities" is it more probable than not that the pupil did what he/she is alleged to have done?		
<b>Special considerations</b>	<b>Yes</b>	<b>No</b>
<b>ALN</b> Does this pupil have a statement of special educational needs or an individual development plan? Has the ALN team been contacted? Has an emergency review been arranged?		
<b>CLA</b> Is this pupil looked after? Has the CLA Co-ordinator been contacted?		
<b>SAFEGUARDING</b> Is this pupil subject to a child protection or a child in need plan? Has the social worker been contacted?		

The circumstances of the case	Yes	No
Is there a JAFF for this pupil? What other agencies/services are involved?		
Have issues of ALN or disability been taken into account and reasonable adjustments put in place?		

## Notification of Exclusions

When a Headteacher has decided to exclude a pupil he/she must:

- immediately inform the parent(s) by telephone;
- draft the appropriate letter (see model letters in appendices)
- ensure that this letter is sent by first class post to arrive the following day or is hand delivered;
- ensure that the letter contains the following information:
  - the reasons for the exclusion;
  - the period of fixed term exclusion or, for a permanent exclusion, the fact that it is permanent and the date it takes effect;
  - parents' and learner's right to make representation about the exclusion to the governing body's discipline committee; \*
  - how any representation should be made including the person for the parent/carer and/or learner should contact;
  - when there is a legal requirement for the governing body to consider the exclusion, that the parents and/or learner have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend;

Headteachers should ensure an exclusion form is completed **within 24 hours** after all exclusions and forwarded to the LA via [BSInclusionSupport@blaenau-gwent.gov.uk](mailto:BSInclusionSupport@blaenau-gwent.gov.uk) so that the LA database can be kept up to date (see Appendix A for exclusion form). Full details of notification requirement to the school's governing body can be found in section 8.4 of this guidance and in Appendix B 'Summary of Main Processes and Time Limits for Fixed Term Exclusion'.

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the head teacher must also advise the pupil's 'home authority' of the exclusion without delay.

## Unofficial / Illegal Exclusions

The procedures described above and in the WG guidance must always be applied when a pupil is excluded. Sending a pupil home informally for a "cooling-off period" or asking parents to take a pupil home to avoid an exclusion are illegal acts which could be subject to challenge. This also applies to lunchtimes; if a pupil is asked by the school to go home at lunchtimes this must also be treated as one quarter of a day exclusion for each lunchtime.

It is also unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting.

At no time should a school encourage a parent to electively home educate (EHE) in order to avoid a permanent exclusion. Such children will either not have access to

the provision that they need or will transfer to a new school without appropriate support thereby placing additional pressures on both schools and families. Schools should, therefore, not promote the use of EHE to remove a child with challenging behaviour or poor attendance from their roll.

## **Reduced Timetables**

It is illegal for a school to impose a reduced or partial timetable.

In some cases a reduced timetable may be used as a short-term measure towards achieving full reintegration, building back up to full time hours if the parents agree and a written agreement, signed by all parties with stated review dates where appropriate, put in place via a PSP.

Full Blaenau Gwent Guidance on the use of reduced timetables is available from the Education Directorate.

## **Procedures Following Exclusion**

Following a permanent exclusion, staff are available within the LA to assist with the reintegration and support of excluded learners.

Statemented pupils – ALN Manager

Non statemented pupils – Senior Education Welfare Officer

The Education (Reintegration Interview) (Wales) Regulations 2010, require Headteachers of schools to request in specified circumstances parents/carers of learners excluded for a fixed term to attend a reintegration interview at the school. The request for interview applies to all fixed-term exclusions for primary-aged learners but only fixed-term exclusions of six or more days for secondary-aged learners. Reintegration interviews need to take place within 15 school days of the last day of the exclusion period.

Headteachers should note, however, that neither parents nor a pupil can be required to meet specific conditions, such as attending a reintegration meeting, before reinstatement.

## **ALN / Disability / Vulnerable Group Considerations**

Other than in the most exceptional circumstances, schools should avoid permanently excluding any pupil with a statement of SEN or an IDP. The 2010 Equality Act does not prohibit schools from excluding learners with a protected characteristic but does prohibit schools from excluding learners because of their protected characteristic (e.g. excluding a disabled learner because of their disability or because of their racial group) or discriminating unlawfully during the exclusions process. This applies to permanent and fixed-term exclusions.

Where a pupil is 'Looked After' (CLA), schools should try every practicable means to maintain the learner in school and should seek LA and other professional advice as appropriate prior to any exclusion decision.

## **The Governing Body's Duty to Consider an Exclusion – Key Points**

The responsibility of the governing body to consider exclusions is usually delegated to a sub-committee of at least three governors. This committee is known as the Discipline Committee. The Discipline Committee has a clear set of responsibilities.

Where required or requested, the governing body must hold a Governors Discipline Committee (GDC) within the required timescale. (In the case of a permanent exclusion, the GDC must meet within 15 school days of being notified of the exclusion).

For all fixed term exclusions of 5 days or fewer within a term, the Headteacher must notify the governing body discipline committee once a term. For fixed term exclusion of 6 to 15 days or more than 20 lunchtimes in a school term and/or where a public exam or national test will be missed, the Headteacher must notify the governing body discipline committee within one day. For all fixed term exclusions of more than 15 days in a school term and following any exclusion in the same term after 15 days has been reached the Headteacher must notify the governing body discipline committee within one day.

Full advice and support is available to school and governing bodies on the role and responsibilities of the GDC from the Governor Support and Development Section of the EAS (where the school has entered into the SLA agreement).

South East Wales Education Achievement Service  
[Statutory Committees <statutory.committees@sewaleseas.org.uk>](mailto:statutory.committees@sewaleseas.org.uk)

## NOTIFICATION OF SCHOOL EXCLUSION

Please send completed form within 24 hours to:  
[BSinclusionsupport@blaenau-gwent.gov.uk](mailto:BSinclusionsupport@blaenau-gwent.gov.uk)



**SCHOOL**

**TYPE OF EXCLUSION**    Permanent     Fixed Term     Lunchtime

Name of Pupil     DOB

Gender     NC Year

Is Pupil CLA?  Yes / No    If Yes, please state LA and status

ALNN Status    SA     SA+     Statement /IDP     Ethnicity

Name of Parent/ Carer

Address

Contact Telephone Number/s

**EXCLUSION DETAILS:**

Start date of exclusion:  \*AM / PM    *(\*please delete as appropriate)*

End date of exclusion:  \*AM / PM    *(\*please delete as appropriate)*

No of days excluded:

Return date:  #INSET dates:

*# please indicate if there are any INSET / school closure days during the period of the exclusion*

**REASON(S) FOR EXCLUSION: ONE primary reason must be marked with a "P" for reporting to the Welsh Government. Supplementary reasons may also be marked with S.**

Physical Assault against pupil (PP) <input style="width: 40px; height: 20px;" type="checkbox"/> Physical assault against adult (PA) <input style="width: 40px; height: 20px;" type="checkbox"/> Verbal abuse/threatening behaviour against a pupil (VP) <input style="width: 40px; height: 20px;" type="checkbox"/> Verbal abuse / threatening behaviour against an adult (VA) <input style="width: 40px; height: 20px;" type="checkbox"/> Persistent disruptive behaviour (DB) <input style="width: 40px; height: 20px;" type="checkbox"/> Racial abuse (RA) <input style="width: 40px; height: 20px;" type="checkbox"/>	<input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/>	Sexual misconduct (SM) <input style="width: 40px; height: 20px;" type="checkbox"/> Drug and alcohol related (DA) <input style="width: 40px; height: 20px;" type="checkbox"/> Damage (DM) <input style="width: 40px; height: 20px;" type="checkbox"/> Theft (TH) <input style="width: 40px; height: 20px;" type="checkbox"/> Bullying (BU) <input style="width: 40px; height: 20px;" type="checkbox"/> Other (OT) <input style="width: 40px; height: 20px;" type="checkbox"/>	<input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/>
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Signed: .....(Headteacher)    Date:.....

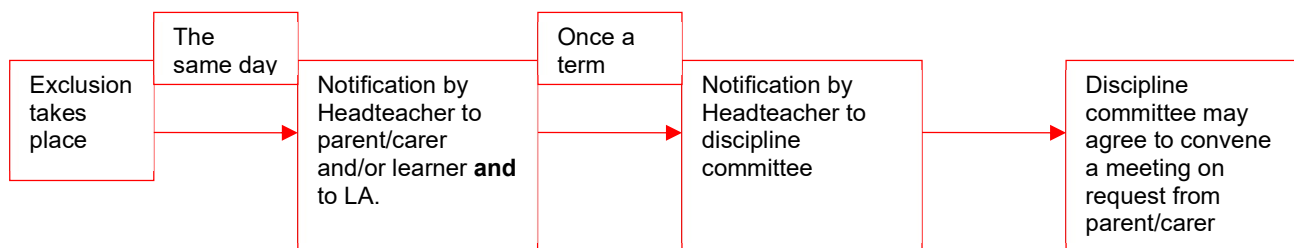
**You MUST attach a copy of the notification letter sent to parents/guardian**

## Appendix B

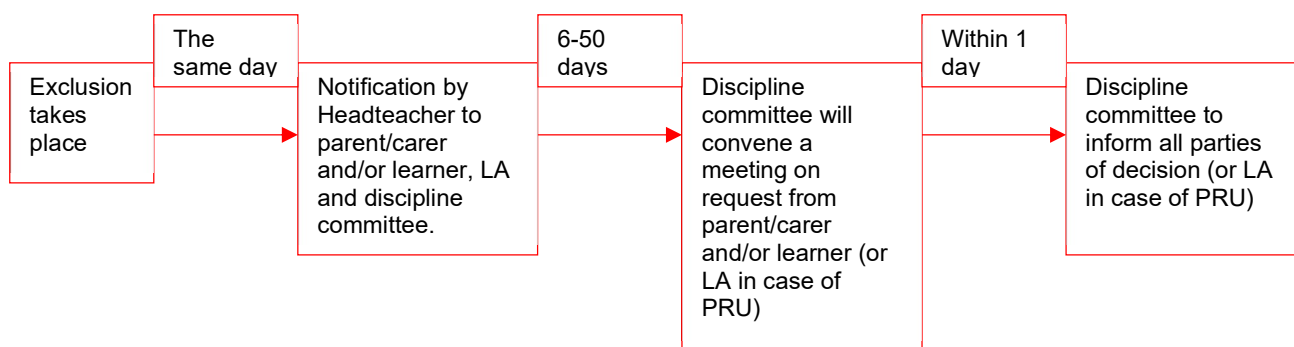
### Fixed-term Exclusions

The term 'days' refers to school days throughout.

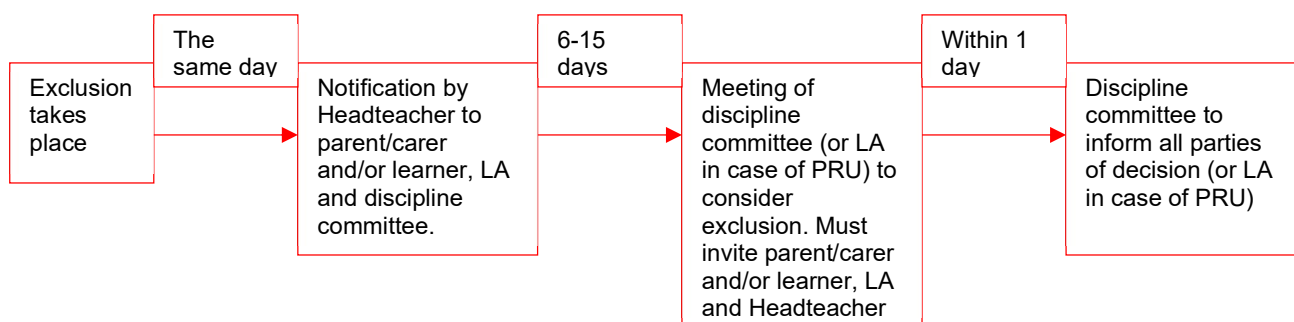
#### 5 days or fewer in a school term



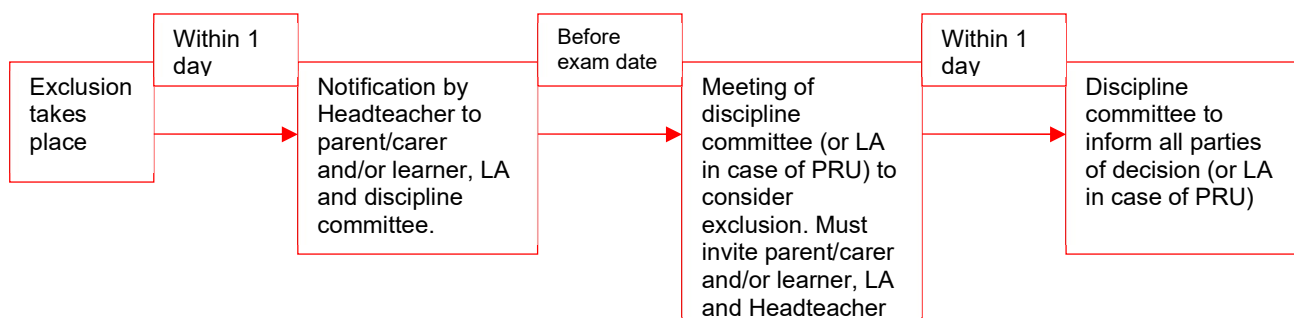
#### 6-15 days or more than 20 lunchtimes in a school term and/or where a public exam or national test will be missed



#### More than 15 days in a school term and following any exclusion in the same term after 15 days has been reached



#### Where a public examination will be missed

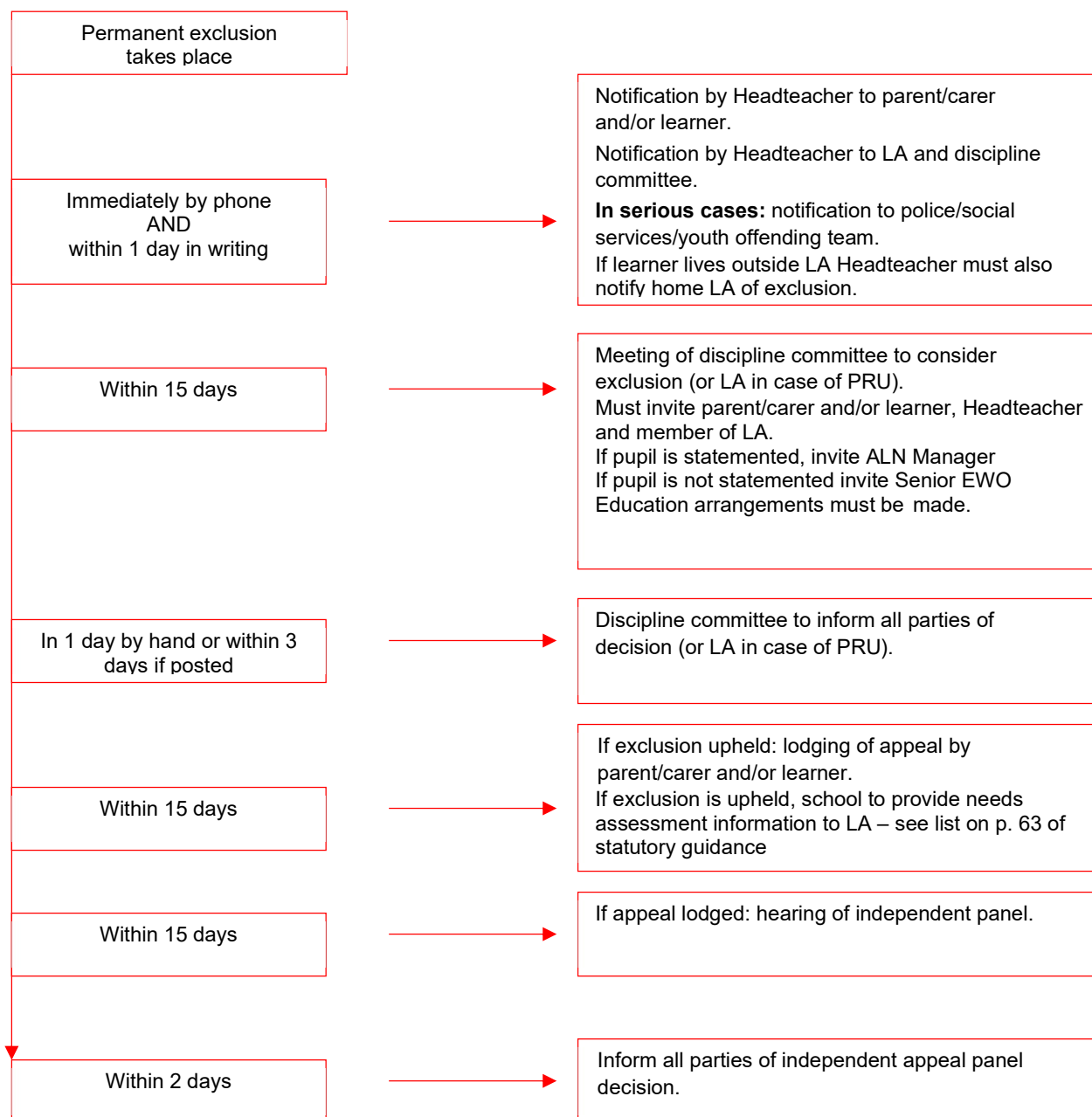




## Appendix C

### Permanent Exclusions

The term 'days' refers to school days throughout.



## Appendix D

### Model Letters

#### Model letter 1: Fixed-term exclusion of less than six days

From Headteacher (or teacher in charge of a PRU) notifying parent/carer and/or learner of a fixed term exclusion of less than six days, and where a public examination is not missed.

Dear **[parent/carer/learner's name]**

I am writing to inform you of my decision to exclude **[learner's name/you]** for a fixed term of **[period of exclusion]**. This means that **[learner's name/you]** will not be allowed in school for the period of the exclusion which began on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[learner's name/you]** has not been taken lightly. **[learner's name/you]** has/have been excluded for this fixed term because **[reason for exclusion]**.

The school will continue to set work for **[learner's name/you]** during the period of his/her/your exclusion **[insert details of arrangements that are in place for this]**. Please ensure that any work set by the school is completed and returned to us for marking.

**[For learners over compulsory school age insert the following]**. As you have been excluded from the school you should arrange for someone to return the work to us on your behalf.

**[School/other setting]**

You **[and learner's name where learner is aged less than 11]** have the right to make representations to the school governors' pupil discipline committee. If you wish to make representations please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]**, as soon as possible. While the discipline committee has no power to direct reinstatement they must consider any representations you make and may place a copy of their findings on your child's/your school record.

**[Special School]**

You **[and learner's name where learner is aged less than 11]** have the right to make representations to **Blaenau Gwent LA**.

These representations will be considered by **[contacting the Service Manager - Inclusion]**. If you wish to make representations please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]** as soon as possible.

You also have the right to see a copy of **[learner's name/your]** school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be

supplied with a copy of **[learner's name/your]** school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

A parent/carer also has the right to make a claim of disability discrimination to the Special Educational Needs Tribunal for Wales (SENTW) if she or he thinks that the exclusion is because of a disability their child has. The address to which claims should be sent is Unit 32, Ddole Road Enterprise Park, Llandrindod Wells, Powys LD1 6DF.

**[Primary school only]**

You **[and learner's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school before **[date within the next 10 days]** to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best **your child's/your** return to school can be managed. You should be aware that **your/your parent's/your carer's** failure to attend a reintegration interview will be a factor taken into account by a court when deciding, on any future application, whether to impose a parenting order on **you/your parent/your carer**.

You may want to contact **[name]** at **Blaenau Gwent** LA on/at **[contact details: address, phone number, e-mail]**, who can provide advice.

**[Learner's name/your]** exclusion expires on **[date]** and we expect **[learner's name/you]** to be back in school on **[date]** at **[time]**.

Yours sincerely

**[name]**

Headteacher/teacher

## Model letter 2: Fixed-term exclusion of 6–15 days

From Headteacher (or teacher in charge of a PRU) notifying parent/carer and/or learner of a fixed-term exclusion of six to 15 days, or where cumulative exclusions in the same term fall within this range, or where a public examination is missed.

Dear **[parent/carer/learner's name]**

I am writing to inform you of my decision to exclude **[learner's name/you]** for a fixed term of **[period of exclusion]**. This means that **[learner's name/you]** will not be allowed in school for the period of the exclusion which began on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[learner's name/you]** has not been taken lightly. **[learner's name/you]** has/have been excluded for this fixed term because **[reason for exclusion]**.

The school will continue to set work for **[learner's name/you]** during the period of his/her/your exclusion **[insert details of arrangements that are in place for this]**. Please ensure that any work set by the school is completed and returned to us for marking.

**[For learners over compulsory school age insert the following]**

As you have been excluded from the school you should arrange for someone to return the work to us on your behalf.

**[School/setting]**

You have the right to request a meeting of the school governors' pupil discipline committee at which you **[and learner's name where learner is aged less than 11]** may make representations and the decision to exclude can be reviewed. As the length of the exclusion is more than five school days (or equivalent) the committee must meet if you request it to do so. The latest date the committee can meet is **[date – no later than 50 school days from the date the committee is notified]**. If you wish to make representations to the committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]**, as soon as possible.

**[Special School]**

You **[and learner's name where learner is aged less than 11]** have the right to make representations to **Blaenau Gwent Local Authority**. These representations will be considered by **the Lead Officer for Inclusion**. If you wish to make representations please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]** as soon as possible.

**[Note: this wording is not suitable where the learner would lose the opportunity to take a public examination.]**

You also have the right to see a copy of **[learner's name/your]** school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be

supplied with a copy of **[learner's name/your]** school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

A parent/carer also has the right to make a claim of disability discrimination to the Special Educational Needs Tribunal for Wales (SENTW) if she or he thinks that the exclusion is because of a disability their child has. The address to which claims should be sent is Unit 32, Ddole Road Enterprise Park, Llandrindod Wells, Powys LD1 6DF.

**[Applies to children of compulsory school age only]**

You **[and learner's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school before **[date within the next ten days]** to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best **your child's/your** return to school can be managed. You should be aware that **your/your parent's/your carer's** failure to attend a reintegration interview will be a factor taken into account by a court when deciding, on any future application, whether to impose a parenting order on **you/your parent/your carer**.

You may want to contact **[name]** at **Blaenau Gwent** LA on/at **[contact details: address, phone number, e-mail]**, who can provide advice.

**[Learner's name/your]** exclusion expires on **[date]** and we expect **[learner's name/you]** to be back in school on **[date]** at **[time]**.

Yours sincerely

**[name]**

Headteacher/teacher

### Model letter 3: Fixed-term exclusion of 16 or more days

From Headteacher (or teacher in charge of a PRU) notifying parent/carer and/or learner of a fixed-term exclusion of 16 days or more, or where cumulative exclusions in the same term are 16 days or more.

Dear **[parent/carer/learner's name]**

I am writing to inform you of my decision to exclude **[learner's name/you]** for a fixed term of **[period of exclusion]**. This means that **[learner's name/you]** will not be allowed in school for the period of the exclusion which began **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[learner's name/you]** has not been taken lightly. **[learner's name/you]** has been excluded for this fixed term because **[reason for exclusion]**.

Alternative education other than setting work will be provided for **[learner's name/you]** if the exclusion has not been overturned within 15 days. A **Blaenau Gwent** LA representative will contact you to discuss this.

#### **[School/Setting]**

As the length of the exclusion is more than 15 school days (or equivalent) the school governors' pupil discipline committee must automatically meet to consider the exclusion. At the review meeting you may make representations to the committee if you wish to do so. The latest date the committee can meet is **[date – no later than 15 school days from the date the discipline committee is notified]**. If you wish to make representations to the committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the committee of the time, date and location of the meeting.

#### **[Special School]**

As the length of the exclusion is more than 15 days **Blaenau Gwent LA** must consider the exclusion. **[Set out the arrangements which the LA has made to review fixed-term exclusions.]** A review meeting will be held and at the review meeting you may make representations if you wish. The latest date for a review meeting is **[date – no later than 15 school days from the date the LA is notified]**. If you wish to make representations and wish to be accompanied by a representative please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]**.

You also have the right to see a copy of **[learner's name/your]** school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[learner's name/your]** school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

A parent/carer also has the right to make a claim of disability discrimination to the Special Educational Needs Tribunal for Wales (SENTW) if she or he thinks that the exclusion is

because of a disability their child has. The address to which claims should be sent is Unit 32, Ddole Road Enterprise Park, Llandrindod Wells, Powys, LD1 6DF.

**[Applies to children of compulsory school age only]**

You **[and learner's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school before **[date within the next 10 days]** to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best **your child's/your** return to school can be managed. You should be aware that **your/your parent's/your carer's** failure to attend a reintegration interview will be a factor taken into account by a court when deciding, on any future application, whether to impose a parenting order on **you/your parent/your carer**.

You may want to contact **[name]** at **Blaenau Gwent** LA on/at **[contact details: address, phone number, e-mail]**, who can provide advice.

**[Learner's name/your]** exclusion expires on **[date]** and we expect **[Learner's name/you]** to be back in school on **[date]** at **[time]**.

Yours sincerely

**[name]**

Headteacher/teacher

## Model letter 4: Permanent exclusion

From Headteacher (or teacher in charge of a PRU) notifying parent/carer and/or learner of a permanent exclusion.

Dear **[parent's/carer's/learner's name]**

I regret to inform you of my decision to exclude **[learner's name/you]** permanently from **[date]**. This means that **[learner's name/you]** will not be allowed back to this **[school/pupil referral unit]** unless reinstated by the **[school governors' discipline committee/LA pupil referral unit management committee]** or by an appeal panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[learner's name/you]** has not been taken lightly. **[Learner's name/you]** has been excluded permanently because **[reason for exclusion – also include any other relevant history here]**.

Alternative education other than setting work will be provided for **[learner's name/you]** if the exclusion has not been overturned within 15 days. A LA representative will contact you to discuss this.

### **[School/Setting]**

As this is a permanent exclusion the school governors' pupil discipline committee will meet to consider the exclusion. At the review meeting you **[and learner's name where learner is aged less than 11]** may make representations to the committee if you wish to do so. The discipline committee has the power to reinstate **[learner's name/you]** immediately or from a specified date, or alternatively, has the power to uphold the exclusion in which case you may appeal to an independent appeals panel. The latest date the committee can meet is **[date – no later than 15 school days from the date the committee is notified]**. If you wish to make representations to the committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the committee of the time, date and location of the meeting.

### **[Special School]**

You have the right to appeal to an independent appeal panel against this decision. If you wish to appeal please notify **[name of Clerk to appeal panel]** of your wish to appeal including your grounds of appeal in writing to **[address]** by no later than **[specify the latest date – the fifteenth school day after the second working day after the letter is posted if sent by first class post, or, if delivered by hand, the fifteenth school day after delivery]**. If you have not lodged an appeal by this date your right to appeal will lapse.

A parent/carer also has the right to make a claim of disability discrimination to the Special Educational Needs Tribunal for Wales (SENTW) if she or he thinks that the exclusion is because of a disability their child has. The address to which claims should be sent is Unit 32, Ddole Road Enterprise Park, Llandrindod Wells, Powys LD1 6DF.



You also have the right to see a copy of **[learner's name/your]** school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[learner's name/your]** school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may want to contact **[name]** at **Blaenau Gwent LA** on/at **[contact details: address, phone number, e-mail]**, who can provide advice on what options are available to you.

Yours sincerely

**[name]**

Headteacher/teacher

## Model letter 5: Permanent exclusion – discipline committee’s decision

From the Clerk of the discipline committee notifying the parent/carer of a permanently excluded learner of the discipline committee’s decision.

Dear **[parent’s/carer’s/learner’s name]**

The meeting of the school governors’ pupil discipline committee at the **[school]** on **[date]** considered the decision by **[Headteacher]** to permanently exclude you/your son/daughter **[name of learner]**. The committee, after carefully considering the representations made and all the available evidence, have decided:

### Either

to overturn the exclusion and direct that **[you/name of learner]** are/is reinstated in the school by **[date]**. We therefore expect **[you/name of learner]** to be back in school on **[date]** at **[time]**.

If you wish to discuss **[learner’s name/your]** return to school before reinstatement, please contact **[name of Headteacher]** to arrange a convenient time and date.

A copy of this letter will be added to **[learner’s name/your]** school record for future reference.

### Or

to uphold **[your/name of learner’s]** exclusion.

The reasons for the committee’s decision are as follows: **[give the reasons in as much detail as possible, explaining how the committee arrived at its decision]**.

You have the right to appeal against this decision. If you wish to appeal, please notify **[name of the Clerk to the appeal panel]** of your wish to appeal. You must set out the reasons for your appeal in writing and if appropriate, you may also include any disability discrimination claim you may wish to make and send them to **[address]** by no later than **[specify the latest date – the seventeenth school day after the date of this letter]**. If you have not lodged an appeal by **[repeat latest date]**, your right to appeal will lapse.

Your appeal would be heard by an independent appeal panel.

A **[three-member/five-member]** panel will comprise **[one/two]** serving education practitioner[s] (possibly **[a]** Headteacher[s]) **[one/two]** serving or recently serving experienced governor[s]; and one lay member who will be the chair. The appeal panel will rehear all the facts of the case – if you have fresh evidence to present to the panel you may do so. The panel must meet no later than the fifteenth school day after the date on which your appeal is lodged. In exceptional circumstances panels may adjourn a hearing until a later date.

I would like to remind you of the following sources of advice and assistance: **[repeat]**

**details from the original exclusion letter, i.e. a named LA officer and the Advisory Centre for Education and any other local source of advice or assistance if known].**

The arrangements currently being made for **[learner's name/your]** education will continue for the time being. However, new arrangements to provide full-time education for **[Learner's name/your]** are being made and **[name of LA officer]** will liaise with you shortly about these new arrangements. If you have any questions about this please contact **[name]**.

Yours sincerely

**[name]**

Clerk to the discipline committee

## Model letter 6: Independent appeal panel decision

From the Clerk to the independent appeal panel notifying the parent/carer and/or learner of the outcome of their appeal.

Dear **[parent's/carer's/learner's name]**

Following the hearing of your appeal by the independent appeal panel constituted by **Blaenau Gwent** Local Authority on **[date]** at **[location]** against the decision of the governing body of **[name of school]/the discipline committee for [name of PRU]** not to reinstate **[learner's name/you]**, I am writing to advise you of the panel's decision.

After careful consideration of your representations (both oral and written) and those of **[school/PRU]** and **Blaenau Gwent** Local Authority **[and of others if applicable, e.g. any victim]** and in the light of the available evidence, the panel has decided:

### Either

(i) to uphold the exclusion

or

(ii) to direct **[learner's name/your]** reinstatement in **[name of school/PRU]** with effect from **[date and time]**. **[Learner's name/you]** should report to **[name of school staff member]** at that time

or

(iii) that it is not practical to direct **[learner's name/your]** reinstatement **[here give reasons, e.g. because this is an exceptional case where reinstatement would not be in the learner's best interests or those of the whole school/PRU community]** although otherwise reinstatement would have been appropriate. Your **[child's]** school record will show that the permanent exclusion was overturned on appeal even though reinstatement was not directed.

**[Give reasons in as much detail as possible for the panel's decision: the decision may be challenged by judicial review; or be the subject of a complaint of maladministration by the appeal panel to the Public Services Ombudsman for Wales.**

The panel's decision is binding on you, the governing body of **[name of school]/** and **[name of LA]**.

### For decisions (i) and (iii) above:

The alternative arrangements put in place for **[learner's name/your]** full-time education will continue for the time being; but **[LA officer's name]** will be in touch with you to discuss future provision.

A copy of this letter will be added to **[learner's name/your]** school record for future reference.

Yours sincerely

**[name]**

Clerk to the independent appeal panel

# MANAGED MOVE POLICY

**August 2022**



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

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## **Managed Move Policy**

This policy sets out the arrangements for Blaenau Gwent schools regarding managed moves and is based on the Welsh Government circular, '096/2011 (March 2011) Effective Managed Moves – a fresh start at school for children and young people'.

This policy should be read in conjunction with the School Admissions Code – July 2013 and Blaenau Gwent's Admission Guidance 2021.

### **What is a Managed Move?**

A managed move is a carefully planned transfer of a pupil from one school into another in a way which is acceptable to all parties including the pupil.

Managed moves are an important tool in providing pupils with the opportunity of a fresh start in a new school. They can also reduce the need for permanent exclusions and minimise the negative outcomes associated with them.

At the core of any managed move must be the best interest of the child in line with the United Nations Convention on the Rights of the Child (UNCRC) and the seven core aims in the Welsh Government document 'Children & Young People: Rights to Action'.

The National Assembly for Wales Circular 203/2016 – Inclusion & Pupil Support referred to the use of managed moves as one of the early intervention strategies that can be considered to help pupils in the management of their behaviour and attendance at School.

### **Who would benefit from a Managed Move?**

A managed move could be an appropriate strategy for the following pupils:

- Pupils for whom there is a genuine belief that a fresh start would be beneficial. However, it is essential to establish the core reasons for the problems being experienced and/or behaviours displayed by the pupil prior to consideration of a managed move.
- Pupils who find that attendance at their current school is negatively affecting their emotional well-being.
- Pupils with emotional and behavioural difficulties who have received a variety of supportive strategies in their school with limited success.
- Pupils who are risk of permanent exclusion but who might succeed in a new placement.
- Pupils reinstated into a school by an independent appeal panel following a permanent exclusion but where reintegration proves to be impractical.



## **Managed Moves - Points to consider:**

- A managed move happens *with* the pupil and family not *to* them. The aim is to motivate the pupil in a new direction rather than apportion blame. Even if choices are limited, voluntary decisions are much more likely to be effective.
- Parental consent should be obtained prior to consideration of a managed move.
- It is essential that great care is taken to ensure that the pupil is informed, understands, and, as much as possible, has the opportunity to influence decisions affecting their life.
- There has to be consideration as to whether the benefits of the move outweigh any disadvantages of the inevitable disruption to the pupil of adapting to a new environment, new arrangements and making new friends. This is particularly important for those pupils with additional learning needs.
- To enhance the likelihood of success, a managed move should be considered as a possible support mechanism before reaching crisis point and as such should be offered as one of the many support strategies and interventions available for the pupil.
- The objective of a managed move is to provide a new school placement that will be successful, to do so with a minimum of disruption to the pupil's education or the education of others, and to re-engage the pupil with a 'fresh start'.
- Schools need to be able to demonstrate that they have explored and utilised all strategies/support mechanisms available to them and be able to evidence that these have met with limited or no success.
- A non-exhaustive list of support strategies and interventions to be considered, depending on specific circumstances, before, in conjunction with, and following a managed move can be found in Appendix 1.
- When a pupil has a Statement of Special Educational Needs or a Local Authority Individual Development Plan the school will need to hold a PCP review with recommendations from the review being forwarded to the Additional Learning Needs Panel.
- If a pupil, parents/carers, Head Teacher/Phase Director and other relevant professionals genuinely believe that a change of school would be beneficial for the pupil, then it is important that following the managed move the pupil is provided with the type of support that will facilitate his/her inclusion in a new peer group (e.g. mentoring and buddy scheme) and this should be evidenced in a Pastoral Support Plan.
- When a pupil has moved schools as part of a managed move then a bus pass will be provided to secondary school age pupils to support the pupil to attend their new school. For primary aged pupils' parents will need to be responsible for transport.

## **Managed Moves – Unacceptable Practices**

Managed moves should not be used merely as an alternative to permanent exclusion as this denies the parents and young person their right of appeal. At no point should a managed move be presented to the parents as their *only* alternative.

Voluntary/illegal exclusions, i.e. advising/encouraging parents to remove their child from the school roll and 'find another school' under the threat of permanent exclusion, are not acceptable. Schools should also avoid advising parents to remove their child from roll to be educated at home or elsewhere.

## **Managed Move Process**

It is key that pupil, parents/carers, representatives from the original school and receiving school, and relevant LA officers are involved in a managed move. When a pupil is looked after, this must also include the social worker.

### **Step 1 Discussion between school and family**

Parents/carers will already be aware of the difficulties the pupil is experiencing within the school and the pupil should already have a Pastoral Support Plan (PSP) in place. The Headteacher/Phase Director, as part of a review of on-going intervention or PSP, should discuss with the parents/carers and the pupil the possibility of exploring a managed move as a further strategy to help the pupil.

Parents/carers should complete the 'Parental consent for consideration of managed move' (Appendix 2). It should be noted that by signing this consent, parents/carers are still able later to decline a managed move.

The parents/carers and the pupil should be provided with further information about managed moves and the Blaenau Gwent managed move process (Appendix 3).

Where the parents/carers or the pupil do not feel that a managed move is an option that they wish to explore, then the Headteacher/Phase Director, the parents/carers and the pupil together will need to look for other possible solutions that meet the needs of the pupil and build on his/her strengths.

In the case of children looked after (CLA), the CLA Education Co-ordinator should be invited to the meeting, with the social worker, to explore the possibility of a managed move. It is important to realise that a change in school placement can result in a change in a foster placement. The disruption in a child's life can be considerable. Therefore, moving a looked after child should only take place following detailed discussion.

## **Step 2 Discussion between school and LA Admissions**

Following consideration that the pupil might benefit from a fresh start in a new school, and the agreement of parents/carers, the Headteacher will contact the LA Admissions Team and discuss the availability of spaces at the schools identified by the parent/carers.

## **Step 3 Vulnerable Learners Panel**

The Vulnerable Learners Panel functions to ensure that all requests for managed moves are considered appropriately and transparently. The Panel will be attended by Secondary Headteachers/Phase Directors or a member of the School's Leadership Team plus an LA Officer to Chair and provide guidance, monitoring and coordination. The Panel will be held fortnightly with dates circulated in the summer term for the following academic year but will only sit if there is a case/s to consider.

Senior Leaders from each school must be empowered to make decisions regarding admissions without the need to refer to the Headteacher/Phase Director.

The LA Officer will be responsible for distributing paperwork (Appendix 4 – Consideration for Managed Move) prior to the Panel and providing minutes of the meeting.

## **Step 4 Managed Move Panel**

Following consideration by the Vulnerable Learners Panel and prior to the Managed Move meeting it will be the responsibility of the original school to provide any further information the receiving school may require.

The Headteacher/Phase Director from the original school will coordinate a meeting with the Head Teacher/Phase Director of the receiving school, parents/carers and pupil, to discuss details of the managed move. Appendix 5 (Invitation to managed move meeting – letter to parents/carers) can be used for this purpose.

In the case of a child looked after, the social worker's involvement is essential, and they should also be invited to this meeting.

Practicalities of the move should be discussed in detail, including realistic expectations of the receiving school and an integration strategy for the pupil.

The integration strategy should include the updating of the PSP by the receiving school, in consultation with the pupil.

The pupil should be made aware of what will happen if the managed move fails and be clear that he/she has control of the success or failure of his/her own managed move. The pupil needs to accept responsibility for his/her own behaviour and be prepared and willing to change the circumstances which brought about the managed move in the first instance.

The receiving school will need to analyse the strategies tried in the original school and include and expand on the successful elements of these strategies.

Other details regarding transport, timetable, school uniforms, equipment required etc should be discussed at this meeting.

All managed moves are subject to a six-week trial period. A start date and final review date should be given to the pupil and it needs to be acknowledged that if the managed move is not successful, the pupil will return to their original school.

Legislation in The Children and Young Person Act 2008 requires every school to have a designated member of staff for CLA (i.e. a lead person). For a child looked after, during the period of transition between schools, the lead person should be in close communication to enable a smooth transfer of placement. This will provide the opportunity for consistent support for the looked after child.

At the end of the meeting, the Managed Move Agreement Form (MM1 - Appendix 6) should be signed and a copy provided for all appropriate parties. For a child looked after a managed move should be recorded on their PEP and therefore noted in the Care Plan.

Minutes of the meeting should be placed on the pupil's school record and a copy given to the parents/carers.

## **Step 5          Managed Move Meeting**

The initial stage of the managed move will be on a trial basis, whereby the pupil remains on the roll of the original school and their progress is monitored closely.

It is essential that the transferring pupil should be supported by the receiving school during the managed move. As a minimum, the pupil should have access to a named member of the teaching staff with whom the pupil can share anxieties and concerns, e.g. a learning mentor/behaviour mentor and peer support to facilitate the integration into a new peer group (e.g. buddy or mentoring scheme).

In addition, the PSP could consider some of the following elements of support:

- Access to the VPCo or specialist VP teacher for baseline testing and needs assessment in order to access specialist VP teaching support.
- Access to a time-out base.
- In-school support procedures such as report cards.
- A mentor from the voluntary or community sector.
- Access to after-school clubs and activities.

## **Step 6      Implementing the managed move**

The trial period of the managed move should last six weeks with progress being monitored through recorded discussions between the pupil and the PSP coordinator and/or learning mentor.

The original school should be kept informed of the pupil's progress during the managed move process and informed on a weekly basis regarding attendance.

A formal review meeting held with the same people involved in the initial managed move meeting should be conducted at the end of the trial period to assess the effectiveness of the transfer.

Three potential outcomes may stem from discussions at the formal review meeting:

- a. The managed move is considered successful. In this case the permanent transfer is agreed. Processes are outlined in Section 6.1 below.
- b. It may be agreed that the managed move should be extended (to no more than 12 weeks in total from the date the pupil started attending), in which case a second review meeting should be planned and a new date agreed;
- c. The managed move is not considered successful in which case the pupil will return to the original school.

### **6.1      Successful Managed Move: making the move permanent**

All appropriate parties complete the Managed Move Outcome Form (MM2 – Appendix 7). Copies should be signed by all present in the meeting and distributed to appropriate parties.

The pupil's school record is transferred to the receiving school in compliance with the Education (Pupil Information) (Wales) Regulations 2011.

Following the signed agreement by all appropriate parties, the pupil will be removed from the roll of the original school and be placed on the roll of the receiving school.

### **6.2      Exceptional circumstances**

If, during the trial period and in exceptional circumstances (e.g. following a serious incident), the receiving school wants to end the managed move before the pupil is registered at that school, the Head Teacher/Phase Director of the receiving school will initiate a meeting of all those involved in the original managed move meeting.

## Support Strategies and Interventions

A non-exhaustive list of support strategies and interventions that should be considered, depending on specific circumstances, before, in conjunction with, and following a managed move are listed below.

- Educational Psychologist advice
- Youth Service support
- School based counselling
- Education Welfare Service advice, support, guidance and if appropriate input
- Pastoral support plan
- Peer mentor and/or small group support
- Change of class
- Change of subject teacher (if identified as an issue for the pupil)
- Learning mentor
- Parents/carers meeting with Head Teacher/Phase Director and LA representative
- Involvement of relevant/appropriate support agencies, e.g. health sector, social services, outreach teams, Careers Wales
- Alternative timetable/curriculum
- Work-based training

## Support Strategies and Interventions

### Parental Consent Form

Consent to Share Information at Vulnerable Learners Panel.

The information collected in the Managed Move form helps us to understand what support your child may need. No information from this form will be shared without your permission unless there is a legal requirement to do so. (In which case, you will be notified that the information has been shared without your permission, unless doing this will place you, your child or a member of your family at risk.)

I understand the information that is recorded on this form will be stored and used for the purposes of providing the support requested.

I understand that I may withdraw my permission at any time in the future, in which case you should contact the person who completed this form.

<b>Pupil's Name</b>		<b>Date of Birth</b>	
<b>Parent Name</b>			
<b>Address</b>			
<b>Contact Number</b>			

I **agree** to a managed move being discussed for my child and confirm that I have received a copy of the 'Managed Moves – Information for parents/carers'.

My initial preferences for a new school are:

1. \_\_\_\_\_
2. \_\_\_\_\_

Parent / Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Managed moves – information for parents/carers**

### **What are managed moves?**

A managed move offers a pupil the opportunity to move to a new school and have a fresh start in a carefully planned and managed way.

### **When should I consider a managed move for my child?**

You may consider the possibility of a managed move if your child:

- finds that attendance at the current school is having a negative impact on his/her welfare.
- has emotional and behavioural difficulties that have not improved because of the supportive strategies put in place by the current school; or
- is at risk of permanent exclusion but might succeed in a new environment;

### **What do I need to do?**

The Head Teacher/Phase Director or representative of the school will have met with you to discuss your child and as part of the discussion will have explained the managed move process to you and discussed this as an option to consider.

You will have been asked to complete a form stating you are willing for a managed move to be considered for your child. With this agreement, your child will then be discussed at the next Managed Move Panel.

Should a managed move be agreed, you and your child will be invited by the Head Teacher/Phase Director or representative of the current school to attend a meeting to discuss the next step. The Head Teacher/Phase Director or representative of the identified new school will also attend the meeting.

If you feel that you would like to bring someone with you to the meeting to represent your views, you could do so. Details of Blaenau Gwent's independent Parent Partnership Service are below.

### **Before the meeting**

It is important to find out what your child's views are so these can be clearly shared at the meeting if your child does not feel able to do so.

### **What happens at the meeting?**

Discussions will focus on the needs of your child and the best way to support him/her to make the most of the fresh start.

A start date in the new school and a formal review date to discuss progress will also be agreed.



**Parent Partnership Service**

Is provided by SNAP Cymru. They can be contacted on 0808 801 0608 or complete the enquiry form on the SNAP Cymru web page.



## Vulnerable Learner Panel Submission Form

Please complete this form electronically and send to:  
**Lisa.adams@blaenau-gwent.gov.uk**

<b>This form is being used to:</b> <i>(Tick one box only)</i>	
CLA Requests	
Request – Home Tuition or placement in Ty Afon (complete appendix 2 only)	
Hard to Place	
Request – Managed Move	
LA - EOTAS	

Reason for Application
Outline the reason for the referral to Panel

Expected Outcome
Explain what you are hoping the submission will achieve. Please ensure the outcome is specific, measurable, achievable, realistic and timely

**Please complete this section for ALL Children.**

School Information			
School Name			
Admission Date			
School Address			
Name of referrer		Position	
Tel No.		Email:	
Previous school			

## 1. Child Details

Full Legal Name					
Preferred Name					
Date of Birth		Year Group		Age	
Gender		FSM		Ethnicity	
Religion		First Language		Traveller	
Immigration Status:		CLA	Yes/No		
Is the child a Child in Need?			Is the child on the Child Protection Register		
<b>CLA Only:</b>					
What Section is the Child Under		Placement Details	Foster Home Children's Home Placed with Extended Family SGO With parent(s) but CLA Other (state)		

Child's Home Details	
Main Home Address include Postcode:	Who does the child live with at this address:
Other home address (if applicable):	Who does the child live with at this address:

Details of Parent/Carers		
Please provide details of all parent/carers		
	1 <sup>st</sup>	2 <sup>nd</sup>
Name		
Relationship to child		

Does this person have PR/shared PR?		
Address		
Home Phone		
Mobile Phone		
Email address		
First Language		

Parent/Corporate Parent Consent given by	
Relationship to Child	
Date:	

## **2. Category of Need(s)**

Primary VP Need	<input type="text"/>	Additional Needs	<input type="text"/>
Any Formal Diagnosis	<input type="text"/>	Date Received	<input type="text"/>

## **3. Child Data**

**Attendance:**  
percentage for  
last three terms

Current Term

Last Term

Term Before Last

Additional  
Attendance  
Information

**Exclusions:**  
No. of days  
No. of incidents

Current Term

Last Term

Term Before Last

**Reduced  
Timetable:**

Yes / No  
(delete as  
appropriate)

If **YES**  
How many  
hours per  
day / week

Per Day

Per Week

**Please provide a summary of exclusions the child has received including the reason** (an exclusion report providing further details should be included as supporting documentation).

--

**Who attended the Meeting where the Reduced Timetable was agreed?**

<p>Please attach a copy of the AGREEMENT and the education being provided to the child whilst on the reduced timetable.</p>
-----------------------------------------------------------------------------------------------------------------------------

**Risk Assessment**

<p>Is the child a potential risk to self, adults, peers, property or other risk?</p> <p>If yes, please provide a copy of the most recent risk assessment.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------

**4. Educational Attainments (Please complete as appropriate.)**

P Levels

Date Measured	Language Skills	Mathematical Skills	Personal; Social; Well-being

Foundation Phase Outcomes (Outcomes 1-6)

Date Outcomes Measured	Language Skills	Mathematical Skills	Personal; Social; Well-being; Cultural Diversity

Standardised Measures of progress

Date of Assessment	Name of Test	Result (Standard Score)	Age Equivalent if available

**Non-standardised Measures of progress relating to primary need**

Date	Measure	Outcome

**Only complete the following table if the request is for HOME TUITION. MANAGED MOVE OR TY AFON.**

Foundation Assessment Grade/Level	Grade/Level
Language and Learning	
Mathematics and Numeracy	
The Arts	
The World Around Us	
Personal Development and Mutual Understanding	
Physical Education	
Religious Education	

**Pupils in Key Stage 2**

KS1 Test / Assessment – P Levels	Grade
Mathematics	
Reading	
Writing	
Science	

**Pupils in Key Stage 3 and 4**

Current Subjects	Qualification	Exam Board	Predicted Grade


**5. School Support**

**Class Description**

Child /Teacher Ratio  Number of children with a Statement or LA IDP  Number of Children with a school based IDP

**CURRENT SUPPORT IN PLACE**

	<b>In-class support</b>	<b>Withdrawal support</b>	<b>Unstructured time support</b>
How much support and when?			
What is it used for?			

## 6. Child Profile

In this section the VP Panel will expect to see details of strategies/interventions carried out, recommended by EPS or other services in addition school-based interventions, and the outcomes of those interventions using the following headings where applicable.

### Medical, Physical & Sensory

### Cognition & Learning

### Speech, Language and Communication

### Personal Skills

### Social, Emotional & Behavioural

### Brief Synopsis of Behaviours

**Provide an overall summary of the behaviours displayed:** *(please include details of the types of negative behaviours displayed, when and how often such behaviours are happening, triggers for inappropriate behaviour).*



**Please indicate the behaviours the child is currently displaying in relation to level of frequency. Behaviours and the frequency (i.e. 1 = Rarely, 2 = Occasionally, 3 = Frequently and 4 = Very Often)**

Behaviour	Freq. 1, 2, 3, 4	Behaviour	Freq 1, 2, 3, 4	Behaviour	Freq 1, 2, 3, 4
Disruption		Absconding / Absenting		Discriminatory behaviour	
Vandalism		Substance / alcohol misuse		Inappropriate Sexual behaviour	
Bullying		Threats & invective		Medically related behaviour	
Fighting		Impulsive dangerous behaviour		Withdrawal	
Violence & physical Aggression		Verbal abuse		Self-harm	
Inappropriate attitude to staff		Inappropriate attitude to peers		Racist abuse	
Defiance				<b>Other</b> (please specify below)	

**Other** (please include any other additional behaviours displayed)

**SEMH Strategies Implemented by School:**

*(provide an overview of the strategies used to promote positive behaviours and the impact of such strategies – This can be taken from a child's SEN/Behaviour/Pastoral support plan and must include how external advice has been used to support the child's needs).*

Strategy	Range	Impact (detail both positive and negative impacts)

**Please provide details of any alternative provision that the child may have engaged in (including all registered providers and managed moves).**

--

### Family and Environmental Factors

*i.e. Family history, well-being, wider-family network, housing, employment and financial considerations, social and community involvement,*

### FAMILIES FIRST / SOCIAL CARE

Has school referred the family/pupil to Families First/Social Care? Yes  No

Please provide a synopsis of the support currently being offered and by whom.

### External Agency Involvement

**Please identify all agencies involved, including key worker contact details.**

Agency	Currently Involved	Name	Email/Phone number
EWO Service			
EPS			
Inclusive Practice Service: (Please indicate which area – Spld, ASD, Behaviour)			
Social Care (Please indicate which service area)			
Health - Specialist			
CAMHS (Please indicate which service area)			
Health Visitor/School Nurse			
SenCom Service (Please indicate which service area)			
ISCAN (Please indicate which referral/service area)			
Substance Misuse Services			

**9. Views expressed by child:**

**Schools must share the completed form with parents/carers before the parent/carer signs the Consent to Share section and before the panel submission is sent to the LA. Parent/carers must receive a full copy of the submission.**

## **Parent / Carer's Consent**

### **What is the Vulnerable Learners Panel?**

The Vulnerable pupils panel considers referrals from schools and Local Authority representatives to consider alternative provisions, bespoke packages and other areas to meet children's areas of vulnerability. The panel consists of representatives from the Local Authority and schools and meets fortnightly during term time (TBC).

### **Your view**

Your view of your child's current issues, the impact this is having on his/her learning, and your views are important. Please share your views in the box below.

### **Your consent**

Your consent is required for your child to be referred to the panel and please note your views will be shared with the Panel along with the application form submitted by the school. To ensure you fully understand and consent to the application being considered by the Panel please sign and date the consent statement below.

If you have any queries regarding this application, please do not hesitate to contact the Referrer of the application.

### Parent / Carer's Views

**Parental views on application to panel/potential placement** (*please explain what you are hoping the panel application will achieve*):

### Parent / Carer's Consent

I understand the information provided on this application form

I give consent for my child to be referred to the Vulnerable pupils panel

I give my consent for my child's information to be shared with other people/services as indicated (✓) below:

	✓
Allocated alternative provider	
Families First	
Children Looked After co-ordinator	
Ethnic minority and traveller service	
Social Care	
Your child's mainstream school	
Child and Mental Health Services (CAMHS)	
Children with disabilities Team	
Outreach Behaviour Support Service	
Other third party as required by law	
Other partner agencies that may support your child	

If you do not agree to information being shared, please state who it cannot be shared with by indicating (✗) above.

I/We have read and understood the above and agreed that my child's school can refer my son/daughter for discussion at the Vulnerable Learners Panel. I am also happy for information to be shared with agencies as indicated above.

Signed: \_\_\_\_\_

Name (print): \_\_\_\_\_

Date: \_\_\_\_\_

If at any-time that you wish to revoke your consent for information to be shared, please contact the Education Welfare Service Team, on **01495 355340**.

## **11. Signatories:**

**School's lead for vulnerable pupils Name**

**Signature**

**Date**

**Head Teacher's Name**

**Signature**

**Date**

**Please find a checklist below to assist you in providing the appropriate evidence to the VP Panel.**

<b>Submitted</b>	<b>Checked</b>
VP Panel Submission Form	
Only one request box ticked	
Clear pupil views	
Clear parental views and signature	
Copy of the completed form has been shared with parent/carers	
Most recent Education Psychology report	
Most recent Outreach Advisory Service report	
Recent outside agency report/s	
School Based IDP	
Pastoral Support Plan	
Positive Handling Plan / Risk Assessment/Behaviour logs	
Copy of Reduced Timetable	

**Please return form to:**

[VPPanel@blaenau-gwent.gov.uk](mailto:VPPanel@blaenau-gwent.gov.uk)

**Parental invitation to managed move meeting  
letter to parents/carers**

Dear

**Re: (Name of Pupil)**

Following our previous discussions, I am writing to invite you to attend a meeting on [date, time and location] to further explore whether a managed move may be beneficial for [name of pupil] in the long-term.

The meeting will be attended by the Headteacher/Phase Director or a representative of [name of receiving school] and by colleagues from [name of other agencies attending if necessary].

If you wish, you may choose to bring a representative with you.

Yours sincerely

Signed by Headteacher/Phase Director of original school

## Managed move agreement form (MM1)

This agreement follows on from the meeting held at [name of school] on [date] involving the following:

- Head Teacher/Phase Director of the original school [name].
- Head Teacher/Phase Director of the receiving school [name].
- Pupil [name].
- Parents/Carers [name].
- Social worker (in the case of a looked after child) [name].
- Other agencies [names].

It was agreed by all parties that a managed move would be the most suitable way forward for [name of child].

<b>Name of Pupil</b>			
<b>Date of Birth</b>			
<b>Year Group</b>			
<b>Male/Female</b>			
<b>Home Address</b>			
<b>Original School</b>			
<b>Receiving School</b>			
<b>Parent's/Carer's Contact No</b>			
<b>Period of Transfer</b>	From:		To:
<b>Final Review meeting date</b>			
<b>Reason(s) for managed move</b>			
<b>Terms and Conditions of managed move</b>			



**Signed:**

**Pupil:**

**Signed:** \_\_\_\_\_ **Date:** \_\_/\_\_/\_\_

**Parent/Carer:**

**Signed:** \_\_\_\_\_ **Date:** \_\_/\_\_/\_\_

**Headteacher/Phase Director original school:**

**Signed:** \_\_\_\_\_ **Date:** \_\_/\_\_/\_\_

**Headteacher/Phase Director receiving school:**

**Signed:** \_\_\_\_\_ **Date:** \_\_/\_\_/\_\_

**[other agency]:**

**Signed:** \_\_\_\_\_ **Date:** \_\_/\_\_/\_\_

Copies to: Parent/Carer / Original school / Receiving school.

The receiving school will keep a daily record of the pupil's attendance during the transfer period and sends details of weekly attendance to the original school. These records must be maintained by the original school for legal purposes.

## Managed move outcome form (MM2)

<b>Name of Pupil</b>				
<b>Date of Birth</b>				
<b>Year Group</b>				
<b>Male/Female</b>				
<b>Home Address</b>				
<b>Parents/Carers Contact No.</b>				
<b>Original School</b>				
<b>Receiving School</b>				
<b>Was the move successful?</b>	YES		NO	
<b>Period of transfer</b>	From:		To:	
<b>End date if unsuccessful</b>				
<b>Please state reasons why managed move was / was not successful?</b>				

**Signed:**

**Pupil:**

Signed: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

**Parent/Carer:**

Signed: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

**Headteacher/Phase Director original school:**

Signed: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

**Headteacher/Phase Director receiving school:**

Signed: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

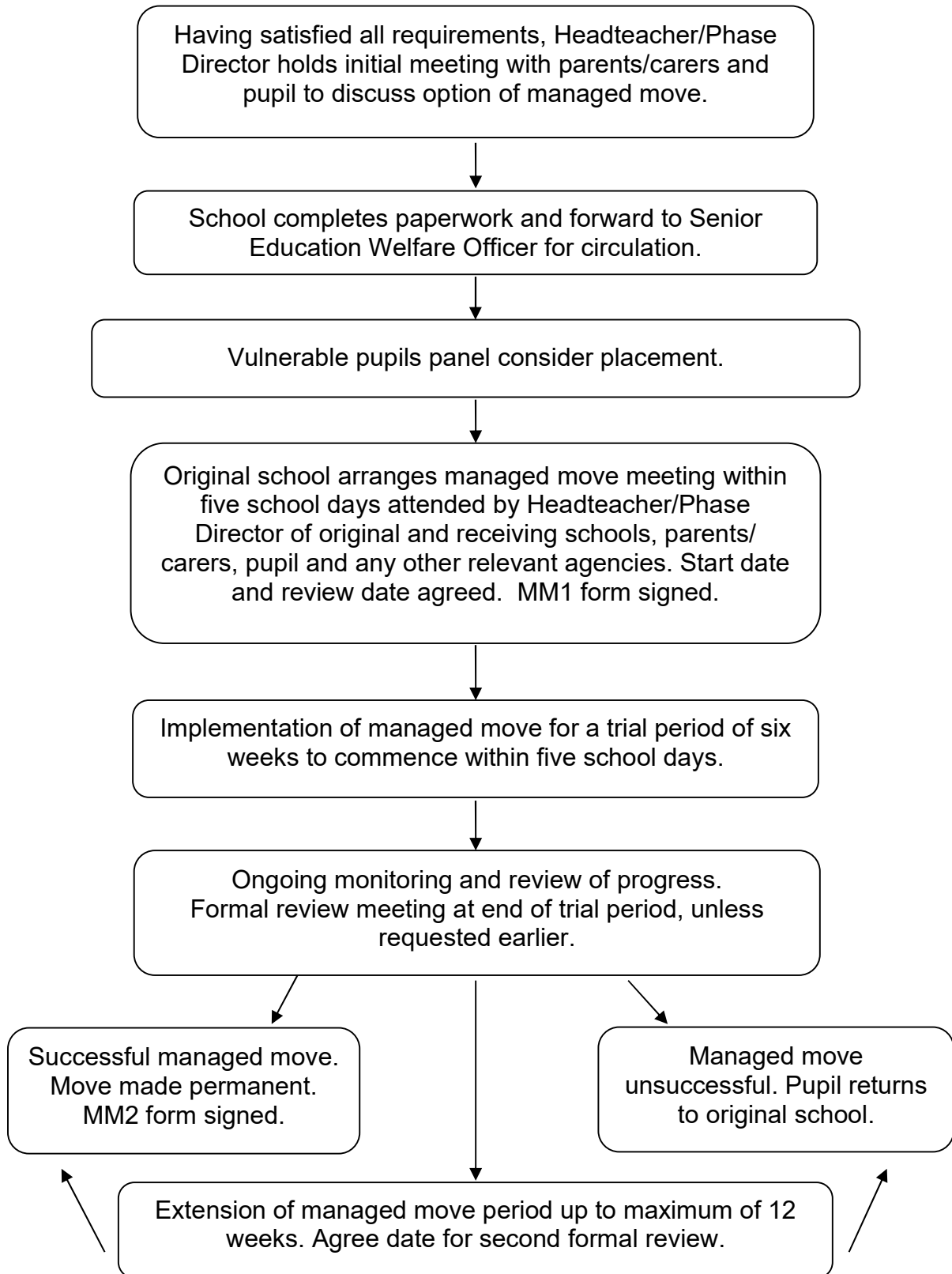
**[other agency]:**

Signed: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Signed..... Date.....  
Pupil

Copies to: Parents / carers / Original school / receiving school / LAO.

### Process Flowchart



# Pastoral Support Plan (PSP) Guidance

**August 2022**



Cyngor Bwrdeisdref Sirol  
**Blaenau Gwent**  
County Borough Council

## Contents

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## Initial Summary Sheet

***The Reason for a Pastoral Support Plan is:***

*To improve academic attainment, attendance and/or prevent alternative provision / permanent exclusion.*

*To support the pupil to manage his/her behaviour/attendance/academic performance.*

*To identify precise and realistic behavioural/academic/attendance outcomes for him/her to work towards.*

**Basic Details**

Name

Date of Birth

Dates of Fixed  
Term Exclusions

Attendance

Primary need /  
diagnosis for PSP

Year Group

Brief description of current support in school and at home

***Background information:***

School:

Address:

Home/Mobile  
Phone nos.

Nationality:

Ethnicity:

Preferred  
Language:

Gender:

FSM: Yes / No

Other (e.g.  
MAT,EAL):

Any  
medical  
information:

**Additional Needs**

SEN Register?	YES/NO	Code of Practice Stage (SA/SA+/ST):	
Initial Statement/ID P date:		Last Statement/IDP Review date:	
Support:			
Educational Psychologist		Date of last Consultation	

**Educational Attainments** (Complete as appropriate.)  
Foundation Phase Outcomes (Outcomes 1-6)

Date Outcomes Measured	Language Skills	Mathematical Skills	Personal; Social; Well-being; Cultural Diversity

**National Curriculum Levels (KS2 - 4)**

Teacher Assessment	Current National Curriculum Level			Cognitive Ability Tests (CATs) Standardised Scores (SS)			
	KS2	KS3	KS4		NC Y4	NC Y7	NC Y9
English				Verbal			
Mathematics				Non-verbal			
Science				Quantitative			
Welsh				Mean S.S.			

**Standardised Measures of progress**

Date of Assessment	Name of Test	Result (Standard Score)	Age Equivalent if available



### KS4 Predicted Grades and Courses

Course	Subject	Predicted Grade

### Safeguarding Information

Looked after by the LA:

Social Worker Name:

Social Worker Contact details:

Child Protection Register:

Child In Need:

Risk Assessment:   
(If yes the RA must be completed and attached to this form)

### Involvement of Other Agencies

Educational Psychology Service		Inclusion Officer	
Education Welfare Service		Social Services	
CAMHS		Learning Coach	
Police		School Nurse	
Restorative Justice		Young Carers	
Families First		BAROD (substance abuse)	
Domestic Abuse		Youth Offending Service	
School Counsellor		REACH	
GP		CLA	

<b>ATTENDANCE CONCERNS?</b>			
Truancy		YES/NO	
Attendance for last three terms	%	E.W.O. Involvement?	
Current term	%	E.W.O. Name:	
Last term	%	Action by E.W.O / School	
Term before last	%		

**Exclusions**

<b>Internal</b>	<b>Date initiated</b>	<b>Length in lessons/days</b>	<b>Reason</b>	<b>Parents/Carers informed</b>

<b>External</b>	<b>Date initiated</b>	<b>Length in days</b>	<b>Reason</b>	<b>Return Date</b>

<b>Governor Discipline Committee</b>	<b>Date</b>	<b>Parents/Carers attended</b>	<b>Outcome</b>

### Initial Meeting

<b>Name of Pupil:</b>		Date of Birth:	
Class/Form:		Year Group:	
Date of Meeting;			
<b>Attending</b>			
<b>Agency</b>	<b>Name</b>	<b>Agency</b>	<b>Name</b>
CAMHS		Careers	
Educational Psychologist		Education Welfare Officer	
Inclusion Officer		Social Services	
School Nurse		Police	
Young Carers		Other	
Learning Coach		Families First	
Domestic Abuse		BAROD	
Youth Offending Service		REACH	
GP		CLA Officer	
<b>Main points arising from the discussion</b>			
<b>Key Triggers Identified</b>			
<b>Effective Support Already in Place</b>			
<b>Target 1</b>	<b>Strategies to support target 1</b>		

<b>Target 2</b>	<b>Strategies to support target 2</b>
<b>Target 3</b>	<b>Strategies to support target 3</b>
<b>Additional actions to be taken</b>	
<b>Action</b>	<b>When</b>
<b>Future meeting dates:</b>	
Weekly (school and parents/carers)	
Interim (all professionals)	
Final (all professionals)	
<b>Agreed by:</b>	<b>Signature:</b>
Pupil	
Parents/carers	
School	
Other agencies	

**Interim Review Meeting**

<b>Name of Pupil:</b>		Date of Birth:	
Class/Form:		Year Group:	
Date of Meeting:			
<b>Attending</b>			
<b>Agency</b>	<b>Name</b>	<b>Agency</b>	<b>Name</b>
CAMHS		Careers	
Educational Psychologist		Education Welfare Officer	
Inclusion Officer		Social Services	
School Nurse		Police	
Young Carers		Other	
Learning Coach		Families First	
Domestic Abuse		BAROD	
Youth Offending Service		REACH	
GP		CLA Officer	
<b>Apologies</b>			
<b>Summary of progress</b>			
<b>Target 1</b>	<b>Progress made</b>		
<b>Strategies</b>	<b>Review</b>		

<b>Target 2</b>	<b>Progress made</b>	
<b>Strategies</b>	<b>Review</b>	
<b>Target 3</b>	<b>Progress made</b>	
<b>Strategies</b>	<b>Review</b>	
<b>Additional Strategies</b>		
<b>Additional actions to be taken</b>		
<b>Action</b>	<b>When</b>	<b>By whom</b>
<b>Future meeting dates</b>		
Weekly (school and parents/carers)		
Final (all professionals)		
<b>Agreed by</b>	<b>Signature</b>	
Pupil		

Parents/carers	
School	

**Final Review Meeting**

<b>Name of Pupil:</b>		Date of Birth:	
Class/Form:		Year Group:	
Date of Meeting;			
<b>Attending</b>			
<b>Agency</b>	<b>Name</b>	<b>Agency</b>	<b>Name</b>
CAMHS		Careers	
Educational Psychologist		Education Welfare Officer	
Inclusion Officer		Social Services	
School Nurse		Police	
Young Carers		Other	
Learning Coach		Families First	
Domestic Abuse		BAROD	
Youth Offending Service		REACH	
GP		CLA Officer	
<b>Apologies</b>			
<b>Summary of progress</b>			
<b>Target 1</b>	<b>Progress made</b>		
<b>Strategies</b>	<b>Review</b>		



<b>Target 2</b>	<b>Progress made</b>	
<b>Strategies</b>	<b>Review</b>	
<b>Target 3</b>	<b>Progress made</b>	
<b>Strategies</b>	<b>Review</b>	
<b>Evaluation of progress</b>		
<b>Next steps to be taken</b>		
<b>Additional actions to be taken</b>		
<b>Action</b>	<b>When</b>	<b>By whom</b>
<b>Agreed by</b>	<b>Signature</b>	
Pupil		

Parents/carers	
School	

## Guidance

### **What is a Pastoral Support Plan (PSP)?**

The aim of a Pastoral Support Plan (PSP) is to promote social inclusion and help to reduce the need for permanent exclusion. This guidance aims to provide both a school management process and procedural framework within a PSP in any Blaenau Gwent school.

The PSP procedure and process is designed to support those pupils for whom the normal school-based strategies have not been effective. A PSP is a structured intervention for pupils at risk of permanent exclusion. The aim of the PSP is to involve the pupil, parent and family in the shared challenge of improving behaviour and social skills and ensuring social and educational inclusion.

The PSP should not be used to replace the normal Special Educational Needs assessment process; pupils should still be taken through the appropriate stages of the SEN Code of Practice.

A PSP is essentially a school based and owned process. Schools and parents/carers will for the most part, be providing the additional support, interventions, adaptations and communication that are agreed.

Given the intensive nature of a PSP, schools need to target those pupils whose behaviours mean that they are at risk of permanent exclusion. A number of factors may be considered including the number of fixed term exclusions (three exclusions or more than ten days in one term should certainly be a trigger), integration from a managed move or starting at a school following a permanent exclusion. There is an expectation that pupils who receive three or more fixed term exclusions that amount to more than ten days' exclusion will be placed on a PSP.

It is for individual school leadership and management to decide upon the number of PSP's that it can manage at any one time but given the fact that each one will require additional intensive support over and above that, that could be agreed as part of a normal Individual Education Plan (IEP) it is likely that only small numbers can be managed.

There would have to be a good reason for a pupil not to be on a PSP at the point of permanent exclusion. It would be expected that a PSP would have been in place within the last two terms. The PSP process is useful in co-ordinating support and reviews of alternative packages. The decision to propose a PSP should be done in conjunction with the school's behaviour policy.

### **Who should be invited to a PSP meeting?**

An Inclusion Officer should be invited to attend the first meeting. This allows them to hear a potted history of issues and support to date. If by the time the interim and final reviews are held, things have not progressed then the Inclusion Officer should be invited to these meetings. The Inclusion Officer keeps records

of all the information sent. This can be particularly helpful and important if he/she is supporting schools, for example in cases where parents/carers feel that a school is not doing enough to support a child or young person.

### **What should already be put in place?**

Before initiating a PSP, the following should have been considered and/or carried out:

- changes to learning environment
- adaptations to unstructured times
- deployment of additional adults (1:1 or group work)
- review differentiation of curriculum
- adaptations for learning style
- ensure behaviour policy consistently applied
- review behaviour management strategies
- baseline behaviour assessment
- discuss difficulties with pupil
- discuss difficulties with parents/carers
- consult colleagues in department, key stage, pastoral team and/or ALNCO regarding special educational needs
- additional staff training
- IEPs with smart targets and regular reviews
- referral to and liaison with EPS and any other Outside Agencies
- withdrawal from lessons
- flexible curriculum and/or individualised timetable
- use of IT
- risk assessment
- allocation of a key worker
- managed move
- internal exclusion
- restorative approaches work
- CAF

If it is decided that a PSP is the best way forward, the school staff member identified as being responsible for co-ordinating monitoring and reviewing a PSP needs to initiate a meeting.

### **What does an effective PSP look like?**

#### **Before the meeting**

The nominated person at the school for organising PSP's should arrange a PSP and invite the parents/carers (a model letter is available – Appendix 4) and appropriate outside agencies, as well as ensuring that key staff that are involved with the child are included. It would be advisable to check an Inclusion Officer is available before booking the date.

At this stage, the co-ordinator needs to ensure that the parents/carers and pupil understand the nature of the process before the initial meeting. Close liaison with the ALNCO is paramount.

Schools should also remember that good practice indicates that PSP's are most effective when there are on-going weekly meetings between the school and the parents/carers to discuss progress against the agreed targets.

Schools should ensure a suitable room is available.

The Staff Questionnaire (Appendix 2) should be completed to elicit staff views about the pupil and highlight the main areas of concern.

The Parent Questionnaire (Appendix 3) should be sent to parents/carers to give them the opportunity to describe the qualities in their child and express their own concerns.

A member of staff who has a good rapport with the pupil should elicit how the pupil feels about the current situation. The pupil should be encouraged to express views freely and honestly and they should be recorded uncritically. (Appendix 5 can be used for Primary pupils and Appendix 6 for Secondary pupils.) The purpose of a PSP should be explained to the pupil and the agenda of the initial meeting shared before the meeting.

### **The Initial Meeting**

The following information needs to be available at the meeting:

- The Initial Summary Sheet
- An up-to-date Behaviour Log
- Completed Staff questionnaire(s) (Appendix 2)
- Completed Parent Questionnaire (Appendix 3)

This may be presented as a written summary of significant information.

Parents/carers and school staff will need to consider whether the pupil should be present for the whole meeting or whether it may be appropriate for him/her to contribute towards the end.

The chairperson will need to clarify the purpose and aims of the meeting, encourage brief introductions and run through the agenda (Appendix 7). A note taker should be agreed.

Everyone should have the opportunity to have their say and offer some contribution to the solution to the issues.

At the conclusion everyone will need to be clear about what is to be done, by whom and by when. A consistent approach both in and out of school is necessary to affect a positive outcome.

Targets agreed at the meeting will need to be distributed to all appropriate staff the next school day.

A record of the meeting (not minutes) will need to be sent to everyone who attended and others who are involved.

A date for the next meeting will need to be set which includes key professionals.

PSPs run for approximately 16 weeks or a similar length of time at the discretion of the meeting

### **Ongoing Support**

At the initial meeting monitoring arrangements will have been made explicit. These would usually be weekly or fortnightly with a key member of staff (although in exceptional circumstances, daily reporting may be helpful).

The most effective PSP's are where there is ongoing communication between school and home. There should therefore be a commitment from both the school and the home for adults to meet each week to review how things are going. The pupil may be included for all or part of the meeting. This will provide opportunities to share successes and if necessary, amend any arrangements to support the pupil to continue to move forward.

### **The Mid Term Review**

A midterm review meeting between the pupil and all the participants from the initial meeting will be useful to reflect on the progress to date. An outline agenda can be found in Appendix 7.

The focus of the meeting should be on areas of improvement and the pupil should be praised for progress made. The halfway point is the occasion for encouraging further and better efforts. The aim is to assess what is working, maximise it and to shift the emphasis away from what has gone wrong. Adjustments can be made to the routine, content and targets in the programme. Prior to the meeting the pupil's views should have been sought about how they feel they have made progress against the targets and strategies that are in place.

Where targets have been achieved, subsidiary or consequent targets can be introduced. It is important both to keep up momentum and to monitor and evaluate targets.

The idea of the session is to give pupils the opportunity to identify what has gone well, what effect that has had and how to replicate success.

### **The Final Review**

Although it should have been clear at some point in the second half of a PSP whether or not the programme has been successful, reviewing and assessing the intervention is an integral part of the process. Appendix 7 provides an outline for this review meeting.

Focusing on solutions is the key. If the current provision is not meeting the pupil's needs what further measures can be put in place to help a pupil sustain his/her place in mainstream schooling. The experience of the programme should provide excellent information from which to plan for the future.

An assessment by the school of each programme will help develop knowledge for subsequent PSPs. Identifying what went wrong has a place, but of far greater importance is to examine, replicate and develop what went right.

The procedures following a PSP could be as follows:

- School repeat PSP
- Look for a planned request for change of placement

### Staff Questionnaire

Name:		Class:				
<b>National Curriculum Levels</b>						
Speaking and Listening		Reading				
Writing		Maths				
<b>Any additional Comments regarding their learning</b>						
<b>Please rate his/her behaviour this term</b>						
5 – Very good	4	3	2	1 – Very poor		
<b>Please rate the behaviour of the class</b>						
5 – Very good	4	3	2	1 – Very poor		
<b>Please rate the pupil's behaviour in each of these aspects:</b>						
Positive to teacher	5	4	3	2	1	Negative to teacher
On task	5	4	3	2	1	Off task
Self-contained	5	4	3	2	1	Attention seeking
Appropriate behaviour	5	4	3	2	1	Inappropriate behaviour
Positive to peers	5	4	3	2	1	Negative to peers
In their place	5	4	3	2	1	Out of their place
Appropriately equipped	5	4	3	2	1	Inappropriately equipped
Work up to date	5	4	3	2	1	Work behind deadlines
Able to follow instructions	5	4	3	2	1	Ignores instructions
Puts up their hand	5	4	3	2	1	Calls out
Answers appropriately	5	4	3	2	1	Answering back
Homework always done	5	4	3	2	1	No homework done
Calm when others behave inappropriately	5	4	3	2	1	Reacts badly when others behave inappropriately



<b>Things this pupil does well in school</b>	
<b>What strengths / skills does the pupil demonstrate in other areas?</b>	
<b>What specific behaviours shown by this pupil regularly cause concern?</b>	
<b>Any other comments you may wish to make.</b>	
<b>Please return this form to:</b>	
<b>Return date:</b>	

### Parent Questionnaire

Name:	Class:
<b>What do you think are your child's best qualities?</b>	
<b>What sort of things worry you about your child?</b>	
<b>When did you first notice difficulties with your child's behaviour?</b>	
<b>How does your child behave at home?</b>	
<b>What do you think we can do to help your child at school?</b>	
<b>Is there anything else you think we should know about?</b>	
<b>I/We will/will not be able to come to the meeting.</b> Please delete as applicable.	
Signed:	Date:

## Letter to Parents/Carers

Dear \_\_\_\_\_

As you know we are worried that \_\_\_\_\_ may be placing themselves at risk of permanent exclusion from school. We want to do everything we can to avoid this and are asking for your help.

We would like you to come to a meeting to plan a support plan for \_\_\_\_\_ on \_\_\_\_\_ at \_\_\_\_\_.

It will be an opportunity for you to give us your views and will enable us to work together to help \_\_\_\_\_ to be successful in school. We have also invited staff from the school and professionals from other services to attend.

Would you please complete the form and return it to me by \_\_\_\_\_? If you wish to add additional information, please do so overleaf.

Thank you for your help.

### Pupil View – Primary

Name:		Date:		
Class:		Year Group:		
<p><b>Please help us by saying how you feel you are getting on in school. A grown up you trust can help as much as you want but they need to record your ideas and comments in your words.</b></p>				
Activity	Happy	Okay	Sad	Comments
Reading				
Writing				
Maths				
PE				
Computers				
Science				
Art/Craft				
Carpet/Listening time				
Working by yourself				
Working with a group				
Assembly				
Playtime				
Lunchtime				
Homework				
With friends				
With teachers				

**What things do you enjoy doing in school?**

**What things do you find tricky in school?**

**What would make school better for you?**

**What do you enjoy doing when you are not at school?**

### Pupil View – Secondary

Name:		Date:	
Tutor Group:		Year Group:	
<b>How would you describe yourself?</b>			
<b>What things do you like doing at school?</b>			
<b>What things do you find tricky in school?</b>			
<b>What would make school better for you?</b>			
<b>What do you enjoy doing when you are not at school?</b>			

<b>What do you think about your behaviour in?</b>					
	Very Good	Quite Good	OK	Poor	Very Poor
Classrooms	5	4	3	2	1
Corridors	5	4	3	2	1
Assembly	5	4	3	2	1
Toilet	5	4	3	2	1
Breaks	5	4	3	2	1
Outside school	5	4	3	2	1
Canteen	5	4	3	2	1
<b>How do you feel you generally behave?</b>					
5 – Very Good	4	3 - Average	2	1 – Very Poor	
<b>Do you think your behaviour needs to change?</b>					
Yes			No		
<b>How do you feel about changing your behaviour?</b>					
5 – Able to change	4	3 – May be able to change	2	1 – Unable to change	
<b>Would you like some help to change your behaviour?</b>					
Yes			No		
<b>What would that help look like?</b>					

## PSP Meeting Agenda

### Initial PSP Meeting Agenda

1. Welcome (includes anticipated finish time)
2. Purpose and aims of the meeting
3. Introductions and apologies
4. What the pupil does well (Class teacher, Head of Year/House or form tutor)
5. Analysis of staff questionnaires (SENCO)
6. Summary of behaviour log (Class teacher, Head of Year/House or form tutor)
7. Parent comments
8. Pupil comments (Their view should be given if they are not attending)
9. Contributions from other professionals
10. Summary and target setting
11. Strategies to support targets including rewards.
12. Monitoring and review arrangements
13. Dates of next meetings – weekly session, interim review, final review.
14. Thanks

### Interim PSP Meeting Agenda

1. Welcome (includes anticipated finish time)
2. Purpose and aims of the meeting
3. Introductions and apologies
4. What the pupil is doing well (Class teacher, Head of Year/House or form tutor)
5. Summary of behaviour log (Class teacher, Head of Year/House or form tutor)
6. Parent comments
7. Pupil comments (Their view should be given if they are not attending)
8. Contributions from other professionals
9. Summary of progress to date
10. Review of targets and strategies to date, any additional actions
11. Monitoring and review arrangements
12. Thanks



## **Final PSP Meeting Agenda**

1. Welcome (includes anticipated finish time)
2. Purpose and aims of the meeting
3. Introductions and apologies
4. What the pupil is doing well (Class teacher, Head of Year/House or form tutor)
5. Summary of behaviour log (Class teacher, Head of Year/House or form tutor)
6. Parent comments
7. Pupil comments (Their view should be given if they are not attending)
8. Contributions from other professionals
9. Summary of progress
10. Review of targets and strategies
11. Next steps
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# Well-being in Education Strategy AND Good Practice Guide

**August 2022**



Cyngor Bwrdeisdref Sirol  
**Blaenau Gwent**  
County Borough Council

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## Introduction

Blaenau Gwent's Well-being in Education Strategy sets out the Education Directorate's plan to promote positive learner well-being in our schools. The strategy recognises the interdependencies between schools, families, communities, the Education Directorate and partners and agencies in promoting learner well-being and providing preventative and supportive services when necessary

This strategy is supported by a range of other relevant Blaenau Gwent Council policies and plans, for example:

- The Corporate Improvement Plan
- The Single Integrated Plan
- The Well-being Assessment and Corporate Well-being Objectives
- The Directorate Improvement Plan
- The Learning for Well-being Partnership Plan

## Background

### *The national vision and legislation for well-being*

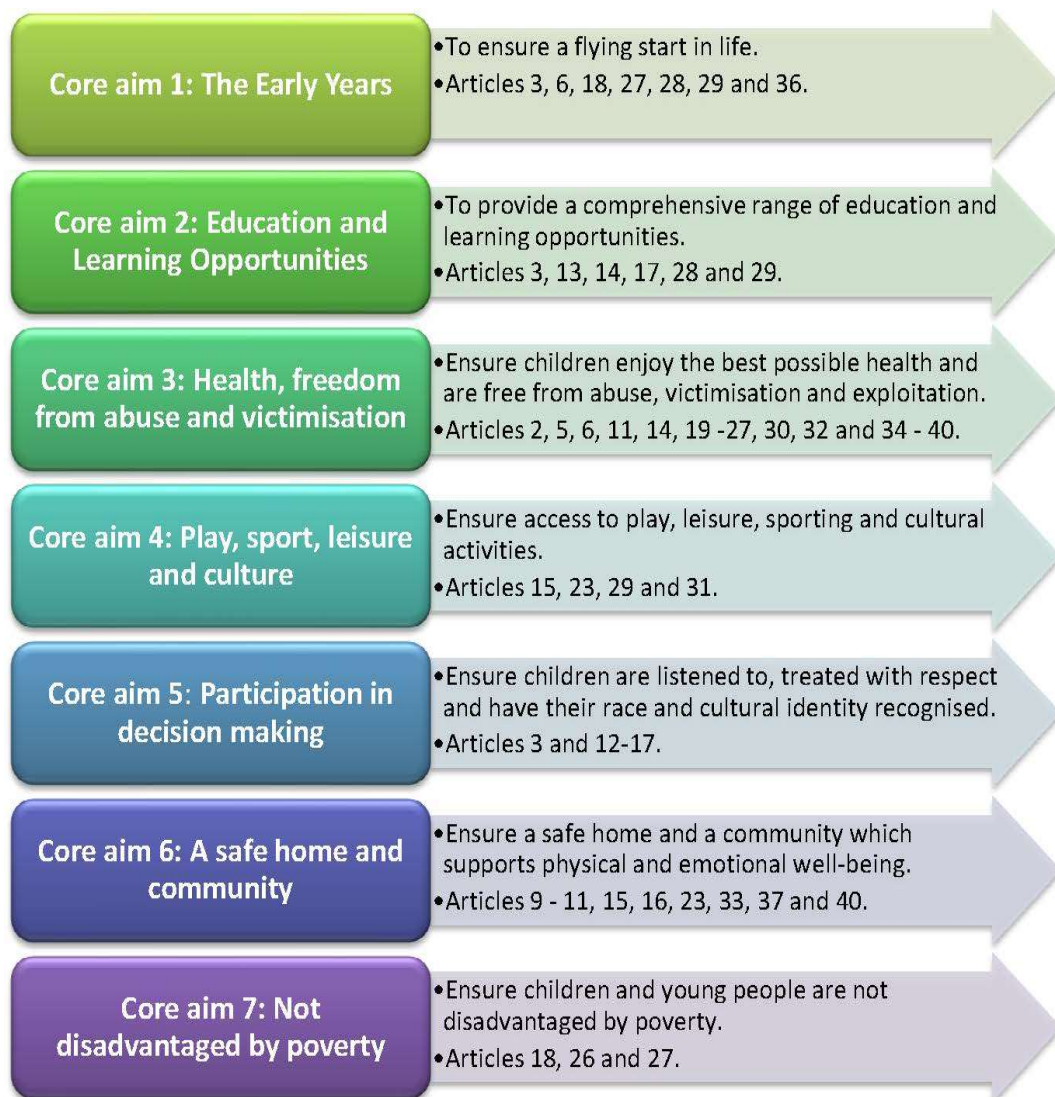
Promoting children and young people's well-being is central to the vision of the Welsh Government and as a result of this all local authorities and schools in Wales already have a number of duties which collectively promote learner well-being. Every school is required to ensure that their existing policies, initiatives and practice comprehensively cover effective promotion of emotional health, wellbeing and positive behaviour.

The Education Act 2002 expresses aims in the form of general requirements as follows.

'The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly based curriculum which —

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

The Welsh Government formally adopted the United Nations Conventions on the Rights of Children in 2004 as a means of promoting the well-being of children and young people, which underpins all of the work it undertakes with, and on behalf of children and young people. As a result of this the Welsh Government identified **Seven Core Aims** which are a translation of the rights enshrined in the UNCRC:



The Welsh Government has further strengthened its commitment to improving the well-being of children and young people through the **Well-being of Future Generations Act** which became law in April 2015 (and operational from April 2016). This Act places new requirements on the Welsh Government and public bodies to work together to develop practice to promote the seven well-being goals that aim to improve social, economic, cultural and environmental well-being. As from April 2016 all local authorities have conducted well-being assessments and formulated subsequent action plans to address the seven well-being goals identified in the act

The seven well-being goals are:

Goal	Description of the goal
<b>A prosperous Wales</b>	An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.
<b>A resilient Wales</b>	A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).
<b>A healthier Wales</b>	A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.
<b>A more equal Wales</b>	A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).
<b>A Wales of cohesive communities</b>	Attractive, viable, safe and well-connected communities.
<b>A Wales of vibrant culture and thriving Welsh language</b>	A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.
<b>A globally responsible Wales</b>	A globally responsible Wales. A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being and the capacity to adapt to change (for example climate change).

In 2015 the Welsh Government commissioned Professor Donaldson to conduct a review of the curriculum and assessment arrangements in Wales and as a result of this **Successful Futures**<sup>1</sup> was published which recommended far-reaching and significant changes to the current educational system. Donaldson makes a specific recommendation that the importance of health and well-being be recognised as one of the six key areas of learning in his proposals for a new curriculum because:

*Children and young people need to experience social, emotional and physical well-being to thrive and engage successfully with their*

<sup>1</sup> Successful Futures. Independent review of curriculum and assessment arrangements in Wales. Donaldson 2015

*education. The Health and well-being Area of Learning and Experience will help them to build the knowledge, understanding and skills that will enable them to develop positive and appropriate relationships, deal with the difficult issues and decisions they will face and learn to live independently.*

The Common Inspection Framework devised by Estyn, the Welsh education and training inspectorate, makes explicit reference to the expectation that schools actively promote children and young people's well-being. Estyn arrive at judgements about the quality of outcomes, provision and leadership of well-being in schools using a combination of objective and subjective measures which broadly encompass aspects of social, physical, emotional and intellectual well-being and how well children and young people are prepared for life after school.

### **Evidence-based research on the need to improve practice for well-being in education**

A report commissioned by The Welsh Government and published in 2016 by the Public Policy Institute in Wales (PPIW)<sup>2</sup> proved that despite the existence of a wide range of initiatives and interventions in schools there was limited evidence regarding causal links between these and measurable improvement in aspects of children's and young people's well-being. However, it was found that school-based work in this area could be very effective but to succeed school systems needed to be better connected with each other to translate the research evidence into sustained positive impacts.

Interventions and initiatives were seen as more likely to succeed if they were embedded within wider school systems and teaching and learning across the curriculum. Similar findings in England were published by Weare (2015)<sup>3</sup> concluding that traditionally, whole-school approaches have proved too vague and diluted to be effective. The report advocates that a genuine whole-school approach can only succeed if well-being is seen as everybody's responsibility which would include genuine involvement from pupils, staff, governors, parents/carers, partners and the wider community.

### **The context in Blaenau Gwent**

The corporate well-being goals for Blaenau Gwent, identified through the statutory well-being assessment completed under the Well-being of Future Generations Act are as follows:

1. Create a better and enhanced environment and infrastructure that our communities, businesses and visitors benefit from.
2. Continue to improve learner outcomes and well-being so that all children and young people thrive and realise their full potential

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<sup>2</sup> Promoting emotional health, well-being and resilience in primary schools. Public Policy Institute Wales 2016

<sup>3</sup> What works in promoting social and emotional well-being and responding to mental health problems in schools?. Advice for schools and framework document. K Weare 2015

3. We will be a modern, smart Authority, providing leadership to enable people and communities to thrive
4. Take a preventative and early intervention approach to support the most vulnerable ensuring, where appropriate, they are protected and supported to achieve personal outcomes and well-being
5. Maximise the employability of local people through skills development at a local and regional level
6. Enabling older people to feel valued and empowered to maximise their independence and lead healthy and engaged lives
7. Support citizens to take an active role in their communities to provide empowerment and resilience

### ***Well-being in Education in Blaenau Gwent***

The Vision for Education in Blaenau Gwent is to secure excellent achievement and well-being through a partnership, school-led, self-improving, school to school, system approach.

The Blaenau Gwent aspiration for well-being is that all children and young people are purposefully engaged in education which is appropriate to their needs and age. We want our children and young people to flourish and achieve positive outcomes for themselves, their families and our community. We want our children and our young people to be healthy, confident and capable and ready to learn throughout their lives. We want our children to be enterprising, creative contributors who are ready to play a full part in life and work.

### **Aims and objectives**

The purpose of the strategy is to provide a framework to enable the development of a self-improving, school led system with children and young people's well-being at its core. It identifies how schools and the Education Directorate can work together to:

- support schools to plan and deliver a comprehensive and sustainable programme to promote and meet the identified wellbeing needs from the Foundation Phase to Key Stage Four.
- coordinate the planning of services to ensure that the resources of the education directorate are used in the most effective way to support schools to develop capacity and that the approach taken is informed;
- respond to current legislation
- engage effectively in partnership with others in order to improve wellbeing in education in Blaenau Gwent.

The objective of the strategy is to:

- capture accurately the extent of what is already being done to promote well-being across all aspects of school life;
- analyse the quality of provision that is intended to promote well-being at a universal whole-school level as well as identify what is in place to support vulnerable groups and individuals;
- map the extent that families/carers, communities, partners, outside agencies and the voluntary sector are utilised by schools to promote learner well-being and provide preventative and supportive services;



- evaluate improvements in learner well-being using a range of qualitative and quantitative measures.
- identify needs at a whole authority level as well as at an individual school level so that targeted support can be provided

## **A framework for promoting well-being in education in Blaenau Gwent**

### *Mapping provision*

In order to ensure that the curriculum promotes well-being it would be useful if schools adopted a provision mapping approach. Each area of the curriculum should be mapped using the following three criteria: Universal, targeted and focused.

- **Universal** refers to what children and young people would receive as part of a basic entitlement with an emphasis on promotion of good well-being for all. This would provide an insight into how well the curriculum was co-ordinated to cover all five areas of well-being and how well parents/carers, partners, outside agencies and the voluntary organisations were used to enhance the promotion of learner well-being.
- At a **targeted** level this would be provision for those children and young people that need more than just the universal approach to promotion of well-being for all and would benefit from additional and/or small group input to address early indications of potential difficulties.
- At the **focused** level this would look at provision for those children and young people who are experiencing difficulties and need support which is above what is normally provided at the targeted level and would incorporate advice and guidance from other services.

## **Measuring and evaluating the effectiveness of provision for promoting well-being in education**

### *What should be measured and how should it be measured?*

The following range of information (some of which is already routinely collected by the Education Directorate) would be necessary to create a meaningful multi-dimensional picture of practice across schools in the authority:

A range of objective data which would include:

- Attendance
- Exclusions
- Reported bullying incidents
- Restrictive physical interventions
- End of key stage results
- NEETS
- School categorisation

All secondary schools in Blaenau Gwent have enrolled in the Schools Health Research Network which will provide bi-annual standardised measures of whole-school health and well-being including: Food, fitness and physical

activity; Well-being and emotional health; Substance use and misuse; Sex and relationships.

The following list is not exhaustive and provides examples only:

- A provision map detailing curriculum coverage for the 5 dimensions of well-being
- Counselling Service annual report
- PASS audit results
- Thrive assessments
- Healthy Schools documentation
- Rights respecting schools reports
- ELSA practitioners
- ASD Friendly status/ Autism learning Wales
- SpLD friendly status
- Restorative Practices
- Attachment aware programme

Subjective information should regularly and routinely be collected by schools from learners through a range of pupil voice activities. For example:

- Do pupils feel safe in school?
- Do pupils know how to keep themselves safe?
- Do pupils report an increased sense of well-being in school?
- Do pupils feel respected?
- Engagement in school related out of hours activities
- Do pupils experience enjoyment in their learning?
- Are pupils able to learn in all lessons?
- Do pupils know how to improve their learning?
- Are pupils involved in making decisions about teaching and learning?

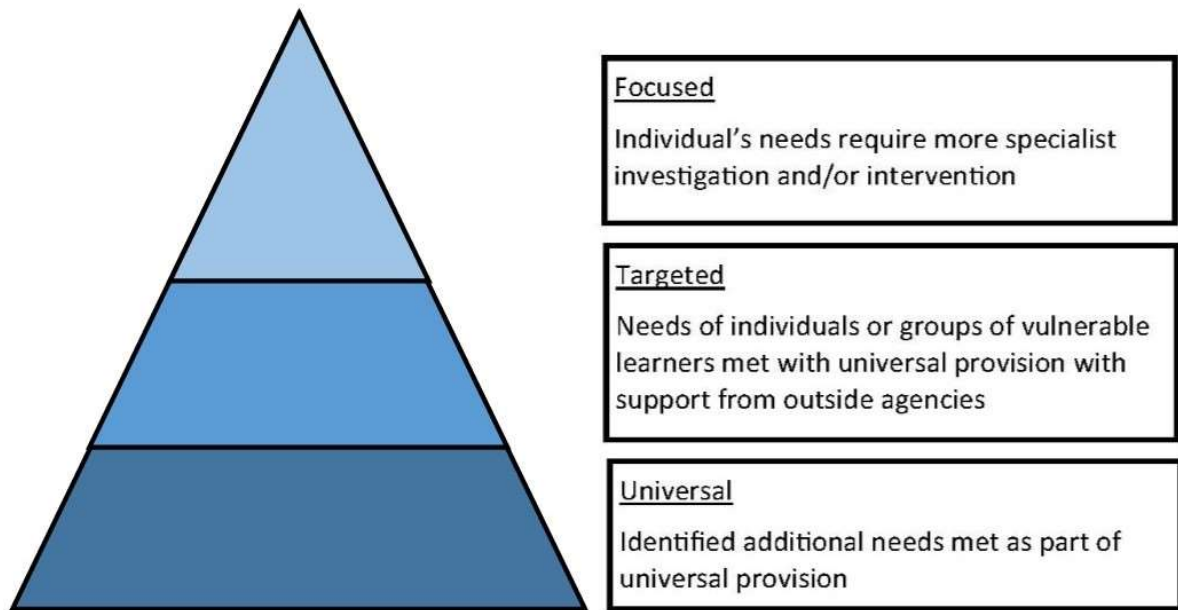
Evidence of effective school engagement with parents/carers, community, partners, outside agencies and voluntary organisations to enhance the promotion of learner well-being will need to be provided. It is recommended that schools adopt the Welsh Government's FaCE the challenge together: Family and community engagement toolkit for schools in Wales. The toolkit is designed to provide practical help to schools with an emphasis on helping families to support their child's learning, and in particular families of children who are underperforming, children from deprived backgrounds or those receiving less support for their learning at home.

## A framework for well-being in schools

The following five dimensions offer a potential framework to develop a pro-active curriculum in its widest sense to help schools plan to develop practice, activities and experiences which form the entitlement of children and young people to opportunities to enhance all aspects of their well-being.

Dimension	Description
<b>Physical</b>	<p>Having the best possible health and best care when in ill-health, living a healthy lifestyle, being adequately nourished, living in a comfortable warm home, being protected from abuse, having the opportunity to engage regularly in sports, active play/and or leisure activities.</p> <p>Avoiding smoking, alcohol and substance misuse. Healthy sexual behaviours.</p> <p>Understanding of environmental awareness and sustainable development. Appreciation and care of physical environment locally and globally.</p>
<b>Social</b>	<p>Having the opportunity to engage with others in a range of settings, school and college, out of school activities, youth clubs, play settings, cultural or religious groups, the community, engaging in active citizenship.</p> <p>Developing social skills to:</p> <ul style="list-style-type: none"> <li>• empathise and handle relationships with family, friends in school or college and in the community.</li> <li>• interact through listening to others, asking questions, using appropriate body language, appropriate verbal communication and group working.</li> <li>• respect through accepting others, practicing empathy, valuing relationships and respecting the rights of others.</li> <li>• gain satisfaction from helping others, making others feel welcome or good about themselves, volunteering, giving something back to the family, learning setting or community.</li> </ul>
<b>Emotional</b>	<p>Having the opportunity to love and be loved, to feel safe and secure at home, school or college and in the community and to have friends.</p> <p>Developing skills to understand and manage emotions and feelings.</p> <p>Developing effective coping strategies that prevent or help deal with stress, depression, anxiety and isolation.</p> <p>Promoting the development of positive self-esteem and self-worth.</p>

	<p>Having a sense of awe about the world including art and culture of all kinds, spirituality (not necessarily religious)</p> <p>Increasing independence, taking control, understanding and developing self-efficacy, being pro-active in developing goals and aspirations, taking responsibility for actions and managing risks and understanding consequences.</p> <p>Motivation and involvement. Being able to focus and direct attention towards engaging in and completing tasks, seeing a value in and being willing to take part, making a positive contribution to an activity. Showing resilience through able to stick at activities in the face of difficulties.</p>
<b>Intellectual</b>	<p>This is about having the desire to learn new concepts, improve skills and seek challenges in pursuit of lifelong learning. It is concerned with ability to be able to open the mind to new ideas and experiences that can be applied to personal decisions, group and community improvement.</p> <p>Having appropriate learning opportunities from early years onwards, gaining and growing skills, knowledge and understanding.</p> <p>Being able to achieve and fulfil potential irrespective of socio-economic factors or disadvantage.</p> <p>Thriving in school or college through personalised learning.</p> <p>Having the chance and support to achieve and ultimately to make a positive contribution to society and the economy.</p>
<b>Economic</b>	<p>For families to have enough money to meet every day needs and enable children and young people to engage in activities and experiences that help to underpin and promote emotional, physical and social well-being.</p> <p>Managing debt (as research shows a strong correlation between debt and mental health) to avoid anxiety, stress, depression, self-harm and isolation from society.</p> <p>Understanding budgeting including saving and lending for living healthily and securely.</p> <p>Children and young people to develop skills so that they are able to access financial support manage money and develop employability skills in order to break the cycle of poverty.</p>



## A four staged approach to developing well-being in schools

### *Stage 1: Identify what currently happens in school*

Consult widely to work out what you currently do for well-being?

- Who does what at senior and middle leadership?
- What do teachers understand their role to be in promoting well-being?
- What do support staff believe their role to be in promoting well-being?
- What do children and young people say about provision for well-being?
- How do we involve pupil voice in shaping provision?
- How do we involve parents/carers in shaping provision?
- How do we use other stakeholders and the wider school community to promote well-being?
- Is well-being explicit or implicit in school policies?
- What current specific school policies/plans promote well-being? For example: attendance; behaviour; teaching and learning; assessment; anti-bullying; equalities; school council/ pupil participation; ALN; safeguarding (child protection, e-safety, Prevent, whistleblowing); sex and relationships education; substance misuse etc...
- What wider opportunities do we provide eg after school activities to promote well-being?
- What co-curriculum experiences do we provide to promote well-being? Do we ensure experiential pupil-led learning during the day to support the curriculum?
- Do curriculum subjects as well as PSE cover aspects of well-being?
- Is well-being supported through teaching and learning?
- How do we know if we have impacted on the well-being of pupils?
- What mechanisms do we have for early identification?
- What interventions or approaches do we use for individual pupils?
- How well do we link with other agencies to support well-being?

- Are there any issues at a whole-school/ group/ individual level?

*Stage 2: Getting a shared understanding and commitment of what needs to change.*

Involve a wide range of stakeholders including children and young people, parents/carers, teachers and support staff, governors and the wider community to create a shared definition of well-being.

Although there will be similarities across all Blaenau Gwent schools a bespoke approach will need to be undertaken by each school to define its own vision for well-being which should be based on what its pupils, parents/carers, staff, governors and wider community decide.

- Agree on what sort of provision is needed to ensure teaching coverage for the five dimensions of well-being across all subject areas.
- Decide on how and who will co-ordinate well-being provision.
- Identify how external agencies will be involved to enhance curriculum coverage to promote well-being.
- Prioritise professional learning and staff development.
- Identify any new teaching resources that need to be created.
- Decide what school-based targeted support will be provided to those 'at risk'
- Agree what evidence-based interventions will be provided for focused work with individual pupils.
- Decide on how to increase parents/carers participation in enhancing provision.
- Establish the overlap between other policies/plans that support well-being across the school.
- Create a timetable of pupil voice activities scheduled throughout the year involving a number of focus groups responsible for different aspects of well-being that feedback directly to senior leadership and all other pupils.
- Identify which members of staff will have responsibility and accountability for monitoring well-being.
- Share messages with the wider community eg social media, flyers, assemblies, PACT.
- Consider any financial implications.
- Consider the range of stakeholders to be involved in monitoring progress and holding the school to account for improved well-being outcomes for example a well-being committee.

*Stage 3: Making it happen*

Consideration will need to be given to the following:

- Confirm key milestones and named personnel responsible for leading the process
- New support and identification implemented with links made across whole-school practice.
- Links to wider services established with agreements about actions and objectives.

- Staff training delivered on promotion and protection of well-being across the curriculum.
- Staff training delivered on early identification and range of in-school intervention as well as pathways to access outside agency support.
- Procedures for working with external partners agreed and implemented.
- Well-being committee (if using – if not a suitable equivalent) to hold identified personnel to account for implementing roll out of programme.
- Pupil voice activities undertaken on a timetabled basis with feedback to managers and all school pupils.

*Stage 4: Did we make a difference?*

- Pupil attainment is maintained or improved
- Pupils feel safe in school
- Pupils report increased personal and social wellbeing in school
- School staff feel competent and confident in promoting children's wellbeing
- Staff are confident in responding to their pupils' needs.
- Pupil behaviour is improved and there is a reduction in 'risky' behaviour
- Pupil attendance is maintained or improved
- Fewer pupils are excluded from school.
- Preventative mental health measures are in place and there is a reduction of concerns in addressing mental health issues.
- Parents and carers report an increase in engagement with school.
- Identified children and families report productive engagement with the appropriate services

# Example School Policy for the Education of Children Looked After (CLA)

August 2022



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council



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## **1 Introduction: Policy Objective**

To promote the educational achievement, inclusion and welfare of Children Looked After (CLA) on the roll of [school name] to reach their potential both academically and personally.

We are committed to promoting improved educational life chances for CLA.

We provide a safe and secure environment where CLA have access to excellent educational provision.

We recognise the vital role our school plays in providing a stable base for CLA in promoting their academic, social and emotional development.

We promote staff training specific to the needs of CLA, so that all adults are sensitive to the barriers to learning that CLA experience and feel able to support discretely and confidentially, as needs arise.

Our school community champions the needs of CLA to ensure they make progress.

## **2 Aims**

Our Aims for CLA:

- to create a whole school ethos in which all staff understand their responsibility in supporting the role of Corporate Parent;
- to ensure CLA are advantaged within school policies and procedures and are prioritised for additional support through school-based interventions, with their needs explicitly considered and provided for.
- to narrow the gap between the attainment of CLA and their peers
- to ensure that school systems facilitate discrete support, as appropriate
- to ensure CLA feel part of the school community and take as active a part as possible in all school activities
- to ensure that all CLA are involved, where practicable, in decisions that affect them

### **3.0 School contact details:**

Name of the Designated Teacher for CLA and contact details:

**Insert details**

Name of the Designated School Governor for CLA:

**Insert Details**

#### **4 Who are Children Looked After (CLA)?**

Under the Children Act 1989, a child is in the care of the local authority if he or she is provided with accommodation for more than 24 hours by the authority. This includes the following:

- children who are accommodated under a voluntary agreement with their parents
- children who are the subjects of a care order or interim care order
- children who are the subjects of emergency orders for their protection
- children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement

Children looked after may live with foster carers, in a children's home, in a residential school, with relatives or with parents. They may be looked after by our Local Authority or may be in the care of another authority but living in ours.

#### **5 Roles and Responsibilities:**

##### The Headteacher

*The Headteacher will:*

- identify a Designated Teacher for CLA
- ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of CLA and that appropriate action is taken
- report on the progress, attendance and conduct of CLA
- ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.
- Be aware of the Blaenau Gwent CLA Friendly school toolkit and support the completion of the CLA friendly school self-evaluation.

##### The Governing Body

*The Governing Body will*

- identify a nominated governor for CLA
- ensure that all Governors are fully aware of the legal requirements and guidance on the education of CLA
- ensure the school has an overview of the needs and progress of CLA
- ensure that all school policies and procedures support the needs of CLA
- review the effective implementation of this policy, preferably annually and at least every three years
- receive an annual report detailing:
  - *the number of CLA in the school*
  - *a comparison of attainment progress as a discrete group, compared with those of other pupils in school and nationally (when this data becomes available);*
  - *the attendance of pupils as a discrete group, compared to other pupils;*
  - *the level of fixed term/permanent exclusions*
  - *pupil destinations after leaving the school*

### The Designated Teacher for CLA

#### *The Designated Teacher for CLA will:*

- act as an advocate for CLA
- promote a school culture that has high expectations and aspirations of CLA
- maintain an up to date record of all CLA on the school roll
- Engage in learning and development opportunities, including the Local Authority forum for CLA designate staff, and act as an advisor to staff and governors, raising their awareness of the needs of CLA.
- report to the Governing Body at least on an annual basis (preferably each term), on the outcomes for CLA
- prioritise CLA for school-based additional support
- ensure that all CLA have relevant, up to date, high quality Personal Education Plans (PEPs) with SMART targets to promote progress
- ensure that the educational targets within the Personal Education Plan are implemented fully, reviewed regularly and that all relevant school staff are aware of them
- ensure that the Pupil Views section of the Blaenau Gwent Personal Education Plan is completed for each child and is the result of a one to one meeting so that the views of the child are faithfully represented in the PEP;
- *coordinate and evaluate the effective use of the CLA element of the Pupil Deprivation Grant*
- develop and monitor systems for communicating with carers (and birth parents where appropriate) and colleagues in Children's Services
- ensure that each CLA has an identified member of staff that they can talk to
- ensure confidentiality for CLA sharing personal information only on a need to know basis
- be pro-active in supporting transitions and planning when moving within or between key stages, including the smooth induction of a CLA into the school and the swift transfer of information to the next school when a CLA leaves
- seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded
- track and support the educational progress of all CLA, and target and coordinate support robustly; intervening quickly if there is evidence of individual underachievement
- Be aware of the Blaenau Gwent CLA Friendly school toolkit and support the completion of the CLA friendly school self-evaluation.

### All staff:

#### *All staff will:*

- have an understanding of the needs of CLA to enable them to support them appropriately
- be familiar with the guidance on CLA
- have high aspirations for the educational and personal achievement of CLA

- respond promptly to requests from the designated teacher to provide accurate information and data to support the completion of PEPs and other documentation needed as part of review meetings
- participate in whole school training on CLA
- make every effort to engage with colleagues from other agencies and facilitate their work, enabling colleagues to successfully perform their roles and positively impact on the education and wider needs of CLA
- play their part in creating an attachment and trauma-informed 'CLA-friendly' culture and ensure that CLA benefit from any additional school-based support available

6.0 Policy review and evaluation:

We consider the CLA policy to be vitally important and as such, we undertake a thorough evaluation and review of both policy and practice (**insert timescale here**). The Headteacher, Designated Teacher and Governing Body will ensure that all staff are briefed on the regulations and practice outlined in this policy.

Date:

Review date:

## **Appendix 1**

CLA Friendly Schools – Handbook

[..\CLA Friendly Schools Handbook.docx](#)

CLA Friendly School QA Tool

[..\CLA Friendly School Quality Mark.docx](#)

CLA Friendly School Quality Mark – Criteria & Process

[..\CLA Friendly School Quality Mar1.docx](#)

# Vulnerable Learners Panel

**August 2022**



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

## **Vulnerable Learner Panel (VLP)**

### **Purpose**

This Panel will ensure that the local authority meets its statutory duty to ensure that all pupils have access to an appropriate education that is suitable to meet their needs.

The Panel will discuss:

- those pupils who are experiencing difficulties in attending mainstream school
- seek to enable pupils to be effectively supported to ensure that their vulnerabilities are better addressed; and,
- are placed in the most appropriate setting for their needs.

This Panel has responsibility for the management of those pupils identified under the following policies or procedures

- Managed Moves
- Reduced Timetable
- EOTAS
- Hard to Place
- Pregnant School girls
- Elective Home Education
- Exclusions
- Children who offend
- Children with a Medical need
- Persistent Absenteeism
- Children Missing from Education

### **Objectives**

The Key Objectives are:

- to ensure that the child is better supported in a timely manner with a holistic overview of the child's needs identified, resourced, and agreed by all stakeholders
- to minimise the amount of time that vulnerable pupils spend out of education
- ensure that schools admit pupils with challenging educational needs on a fair and equitable basis, through objective and transparent processes
- to improve opportunities for young people whose behaviour is challenging
- to significantly reduce exclusions in schools
- to reduce persistent absence
- to improve the behaviour and attendance in all schools
- to ensure that education is delivered for day 16 to excluded pupils

### **Membership**

The lead for the Panel will be Service Manager - Inclusion. Should the officer not be able to attend the Senior EWO will Chair the meeting.

- Service Manager – Inclusion



- Senior Education Welfare Officer
- Educational Psychologist
- Education Safeguarding Manager
- Youth Service Manager
- School Nurse
- Primary Schools representation 1 per meeting depending upon pupil to be discussed
- Secondary Schools representation 1 per meeting

Other partners will be co-opted on the VLP to discuss specific cases. These may include and are not limited to:

- The Referrer
- ALN Officer
- CLA Co-ordinator
- Blaenau Gwent Learning Zone
- Police
- Families First
- Home Tuition Service
- Ty Afon
- Children's Services
- Elective Home Education Officer
- YOS
- Community Safety

Representatives from primary and secondary/ all through schools will be invited to attend on a rota basis with a schedule to be agreed with schools in advance at the start of the academic year. Representation should ideally come from the Lead Inclusion person within the setting.

This panel will replace the EHE Panel.

### **Governance and Accountability**

Section 436a of the Education Act 1996 requires all local authorities to make arrangements to enable them to establish (so far as it is possible to do so) the identities of children residing in their area who are not receiving a suitable education. Suitable is defined as "efficient full time education suitable to her / his age, ability and aptitude and to any special educational needs the child may have".

The VLP will report to the Head of School Improvement and Inclusion within 5 days of the meeting being held.

## **Meetings**

### **Secretariat**

The secretariat will be provided by Education Business Support. Relevant papers will be circulated 5 clear days in advance of the meetings. Minutes/ Actions/ Decisions will be produced within 5 working days of a meeting. The Panel will meet every two weeks. There is an expectation that each representative who attends will prepare information prior to the meeting and if they are unable to attend the case history / written report needs to be submitted to the Chair ahead of the VLP meeting. The referral form will capture the parents' permission for the pupil in question to be discussed at this meeting.

There is a standard agenda for each meeting as shown in appendix \*\*

There is a standard referral form as shown in appendix \*\*

The Chair of the Panel will review the papers for each meeting prior to circulation.

### **GDPR Considerations**

The VLP will operate and abide by The European Union's General Data Protection Regulation (GDPR) which came into force from May 25th 2018.

Any data breaches will be managed in accordance with the relevant policy and the advice of the Council's Data Protection Officer will be sought.

### **Evaluation and Quality Assurance**

The VLP will report to the Head of School Improvement and Inclusion who will QA the work of the VLP Panel. The effectiveness of the Panel will be an iterative process and be part of the Directorate's self-evaluation processes. In the first year termly FADES on the effectiveness of the VLP will be submitted to DMT.

Quality assurance arrangements are being reviewed by the Service Manager-Inclusion.

Appendix 1

Copy of Standard Agenda:

Appendix 2

Copy of Standard Referral Form:

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## ALN Education Transformation: Supporting LA Implementation

### Evaluative Summary (Summer 2022)

#### Context

Following initial discussions with all schools in Autumn 2021, an evaluative summary was produced to outline the current position of schools across BG. Following these initial discussions, YGTCS has continued to support schools to progress, in line with their set timelines, in order to realise fully the implementation plans for mandated years by Summer 2022. The work of YGTCS has been very much led by each individual school's own requirements, and any support identified has reflected fully these bespoke needs as part of a co-constructed provision package working within Priority 2 of the Regional Implementation plan.

As part of its work, YGTCS has undertaken evaluative discussions during the summer term with individual schools, to determine progress during the first year of the 'roll-over', the challenges faced and plans moving forward into 22-23. All schools once again engaged fully in open, honest and non-judgemental discussions with regards to their current position for ALN transformation. These professional dialogue sessions were held with the school's respective Headteacher (and/or SLT Lead where applicable) and ALNCO, together with YGTCS's Headteacher and ALNCO.

From the outset, it is imperative to note that although schools have been open this year and have not had firebreaks or national lockdowns to contend with, this academic year has been far from normal. There has been hugely significant and ongoing challenges faced by all schools due to C-19, with staff absences and the availability of supply staff a key concern. As such, many planned activities/interventions have been affected and this has naturally impacted on learner progress.

An additional area of concern, although not necessarily under this remit of Priority 2 but naturally impacting on later years, are the significant concerns with those learners in the early years setting. It has been reported across the LA schools that communication skills (speech and language), emotional wellbeing and disruptive behaviours are significantly higher than those pre-Covid. There are further reports of toileting concerns and an increased number of non-verbal learners. As such, schools are directing significant human and consequentially financial resource to this area of great concern. The sustainability of this support and the potential detriment to other learners is a real worry.



## Introduction

As discussed previously, Priority 2 of the RI plan comprises six key objective areas. Each of these aspects are integral in securing ALN transformation and the professional discussions held during the summer term have sought to determine progress since the Autumn,

### Objective 1

*'Ensure consistent PCP approaches involve children, young people and parents at every opportunity'*

PCP approaches across both primary and secondary schools were reported as strong in Autumn, with all schools fully adopting the principles and practices. The concern, however, was that most ALNCOs were facilitating this comprehensive and time-demanding role within their settings. Since Christmas, many schools have reported that there has been extensive professional learning provided by ALNCOs to either whole staff or identified staff with regards to the PCP process. Primary settings reported the greater involvement of Class teachers in supporting the PCP process and all schools welcomed the full return to face-to-face multi agency reviews. Most ALNCOs confirmed that throughout the next academic year, there would be greater opportunities provided for key staff to participate and engage in PCP reviews and to share the facilitation.

There was a collective agreement that the PCP paperwork and processes were supportive for both schools and families, and ensured the focus remained fully on the child in question.

### Objective 2

*'Ensure the school continues to develop and effective and efficient workforce ready for transformation'*

The time allocation for ALNCOs to fulfil their now statutory roles remains as highly variable, ranging from non-teaching ALNCOs to those allocated one afternoon a week. The increasing strategic demands of the role was fully recognised by all leaders, but budgetary demands continues to be identified as the key limiting factor in providing greater time. There are, however, a number of schools both within primary and secondary settings, who for 22-23, have increased the non-contact time for ALNCOs. The sustainability of this time beyond the next academic year remains questionable. All Headteachers continued to be responsive in recognising key 'pinch-points' during the year and provided the tie for their ALNCOs accordingly.

As per the Autumn term, it remains that in many primary settings, the ALNCO is part of the leadership team. In many secondary settings, the ALNCO role does not sit within the senior or extended leadership teams, although there is a direct line to leadership through line management arrangements.



Governor professional learning has been undertaken in all settings, with further upskilling planned for 22-23. This has predominantly been delivered by the Headteacher and/or ALNCO, although in some instances, the ALN Lead for the LA has facilitated.

Schools with bespoke ALN governor sub-committees that were established at the start of the year have purported that these have continued to develop throughout this academic year.

Despite schools identifying calendared opportunities throughout the year to support the ongoing professional learning for their staff, these opportunities have been impacted by severe staff absences. All schools have identified key specialists within their teams to focus during 22-23 on areas such as literacy, numeracy and wellbeing. In the majority of schools, there are clear plans to further build and strengthen TA 'specialisms' to support both in-class and in small group/1:1 interventions.

All ALNCOs reported the challenges regarding cluster work this year, again due to staff absences and release time, although it was fully recognised that these meetings are incredibly valuable. All clusters have set their meetings for the forthcoming academic year and will be meeting face-to-face to ensure opportunities for high quality professional dialogue.

### **Objective 3**

*'Develop robust and consistent practices to inform early identification of need using a graduated response, resulting in effective provision mapping'*

Provision mapping, in line with the graduated response, has strengthened across all settings since the Autumn term. All are subject to at least termly reviews and the provisions within the Universal tier have developed considerably. It is noted, however, that provisions cannot and should not be pigeon-holed into specific tiers, but should be determined by a school's own justifications and allocated accordingly. For example, ELSA can sit within both Universal and Targeted tiers, as this is very much based upon a school's staffing structures.

### **Objective 4**

*'Ensure teaching responds to the needs of individual learners; Develop effective systems for monitoring the progress and achievement of learners with ALN'*

The development of provisions at the Universal tier has started to translate effectively into classroom provision. Teaching staff have a comprehensive understanding of what provisions are available within their settings and ALNCOs are developing the confidence to challenge and coach staff when identifying and implementing provisions. Tracking and monitoring processes have continued at a whole school level, with progress reviews by all schools being undertaken at least termly.



### **Objective 5**

*'Develop arrangements for reviewing the effectiveness of interventions'*

There continues to be further developments with regards to interventions being implemented across BG schools to support literacy, numeracy, social and emotional skills. Commonly identified interventions include: THRIVE, ELSA, Catch -up literacy and numeracy and COMIT. There has been a noticeable increase in schools offering specific wellbeing provision to support those ever-increasing emotional wellbeing concerns across all settings. However, due to funding constraints, these highly worthwhile provisions are being withdrawn during the next academic year and concerns have been raised regarding the impact of this regrettable but necessary change.

As noted earlier, the challenges being seen in the early years are placing significant strain on the availability for interventions across settings. It was noted by many schools the difficulties in deciding whether a young learner does indeed have an ALN or whether the exhibited behaviours are as a consequence of social deficits due to the pandemic. Such determinations will take time and again this places further constraints on the school's human and financial resources.

### **Objective 6**

*'Undertake moderation of IDPs to secure a consistency of approach and understanding by all'*

Confidence levels with regards to the preparation and construction of IDPs have developed throughout the year with ALNCOs. The Barriers matrix has proven to be a useful tool in their development. In many primary settings, the matrix has been shared with teaching staff to develop and support their own planning and understanding of needs.

The number of IDPs across school settings continues to be variable with one school reporting over 10 IDPs (ex of a resource base) whilst others reporting none. There is the full recognition that schools will have differing numbers of learners with ALN. Discussions with the LA ALN Lead regarding IDPs have been incredibly valuable and have supported ALNCO confidence.

All schools identified the want and need to have IDPs checked and agreed in the early stages of educational transformation. This would help build confidence levels and secure a greater knowledge and understanding of the IDP requirements. The cluster meetings were recognised as a forum for this moving forward, with schools having the opportunity to present anonymised IDPS for the other schools to act as 'critical friends'.

There is still some confusion with regards to the IDPs for learners placed with LA maintained resource bases. Clarity is needed as to who is accountable for owning and maintaining the IDP in this case. Further clarity is also required with regards to the legislation with regards





to IDPs and how the LA will support schools with this to avoid any resulting tribunal scenarios.

### **Moving forward & Possible LA Action Points**

Firstly, YGTCS would once again like to thank all participating schools for their valuable time and honest contributions during a year which has been extremely challenging for all.

The key action points identified are as follows:

- **LA Action Point 1** – Address the highly variable time allocation for ALNCOs to fulfil their now statutory roles.
- **LA Action Point 2** – An additional area of concern, although not necessarily under this remit of Priority 2 but naturally impacting on later years, are the significant concerns with those learners in the early years setting.
- **LA Action Point 3** - There is still some confusion with regards to the IDPs for learners placed with LA maintained resource bases. Clarity is needed as to who is accountable for owning and maintaining the IDP in this case. Further clarity is also required with regards to the legislation with regards to IDPs and how the LA will support schools with this to avoid any resulting tribunal scenarios.
- **LA Action Point 3** - Designate roles for an ALN Reform Lead and ALN Reform Champions (similar to Merthyr model e.g. full or part time secondments for ALNCOs), to lead cluster work, support schools, monitor ALPs and QA IDPs)

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# Relationships (Anti-Bullying) Policy

September 2022

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## 1) Introduction

Challenging bullying in schools is a key priority. Blaenau Gwent are committed to ensuring all our learners feel safe, secure and are supported to achieve their full potential. All young people have a right to an education and to be treated equally.

We remain committed to challenging bullying holistically. This is achieved by addressing the root causes of unacceptable behaviour and creating an inclusive and engaging environment, with priority placed on well-being so learners feel safe and are ready to learn. It is imperative children and young people are taught, both at home and in school, about building and maintaining respectful relationships; this is the cornerstone on which positive behaviour is based.

We all need to ensure the values of respect, tolerance and kindness form part of our school communities and cultures.

This policy recognises the complex nature of bullying behaviour and the importance of early identification and intervention. Traditional 'bully/victim' stereotypes need to be challenged, and a more in-depth understanding and awareness needs to be fostered. We need to establish a 'culture of telling' across settings, where children and young people, parents and professionals alike feel confident in dealing with bullying and have confidence that appropriate action will be taken if instances are reported. Although we cannot entirely control the environment children and young people grow up in, we can discourage them from engaging in bullying behaviour.

There are often deep-rooted triggers to bullying behaviour, and a multi-faceted approach is required in response. Prevention of, and reaction to, bullying should be addressed in equal measure and guidance and training need to be provided. Specific support will be required to protect all children and young people including the most vulnerable children and young people (e.g. those in care of Social Services, those who are young carers, those who have additional needs and/or disabilities, and those who experience hate crime in particular), and communication between agencies will be essential if we are to identify and reduce persistent patterns of bullying behaviour.

By bringing together work from various teams in Blaenau Gwent County Borough Council with that of partner agencies, this policy provides a coordinated approach to tackling bullying. A borough-wide definition of bullying is provided, along with six core strands of work. A number of strategic objectives are outlined and a shared approach to tackling bullying is summarised.

Anti-bullying needs to take a high priority, and each setting is responsible for developing a model of good practice. The Council will work with all relevant settings to monitor, support and challenge where appropriate. Ultimately, we all have a role to play in ensuring communities flourish where children and young people are free from bullying.

What Children, Young People, Parents and Professionals Think - 'It isn't big to make others feel small'.

Primary school pupil - 'Bullying is cruel not cool'.

Secondary school parent - 'We found that listening to what our daughter wanted and needed was the right thing to do'

Parent - 'Bullying is not an easy issue to approach, especially if you suspect the child you're looking after is doing the bullying'.

Foster Carer - 'Schools should create a whole school ethos where bullying is unacceptable in a safe and inclusive environment'.

## **2) Aim**

The aim of this Relationships (Anti-Bullying) Policy is to establish a coordinated, consistent approach to tackling bullying in all Blaenau Gwent schools, youth and community settings. The Council and all partner agencies will work together from a shared understanding to develop evidence-based methods for significantly reducing instances of bullying between children and young people.

## **3) Definition**

The Local Authority expects schools to use the following definition as the foundation for developing their own definition, or a learner-friendly version. It is essential that schools define what is meant by bullying because this will form the basis of their relationships/anti-bullying policy and everyone, including all staff and learners, should understand what is meant.

For the purposes of this guidance, bullying is defined as:

Bullying is expressed through a range of hurtful behaviours: it can happen face-to-face or in the digital environment. It can be carried out by an individual or group but is generally executed in front of an audience to assert power or popularity. It may involve an element of secrecy so that adults are not aware of it.

Bullying differs from an argument, a fight or friendship fallout in that it:

- is deliberate or intentional
- is generally repeated over time
- involves a perceived imbalance of power between perpetrator and target
- causes feelings of distress, fear, loneliness, humiliation, and powerlessness.

It is recognised that a one-off incident can leave a learner traumatised and nervous of reprisals or future recurrence. The Welsh Government expects intervention to be immediate whether it is bullying or any other one-off negative behaviour. The Authority expects one-off incidents that do not appear to be the start of bullying to be handled as inappropriate behaviour and addressed under the school's behaviour policy.

Clarifying what is meant by bullying behaviour is an essential starting point. Agreeing a definition provides an opportunity for a school to align its values and vision and create a consistent framework of policies and procedures. The Authority expects the definition to be used in staff training, in day-to-day anti-bullying work with learners and to clarify the position for parents/carers.

This will help to make the policy clear and consistent for the whole school community.

There are several distinctive elements associated with bullying. These include, but are not limited to:

- Intention to harm – bullying is deliberate with the intention to cause harm.
- Those who bully others are often skilled at knowing exactly how to humiliate or hurt their target, picking on key aspects of their appearance, personality or identity that produces the effect wanted. They seek out the area in which they have power over their target.
- Harmful outcome – someone or a group is hurt physically or emotionally.
- They can be isolated, humiliated or made fearful. Their sense of self-worth is reduced.
- Direct or indirect acts – bullying can involve direct aggression such as hitting, as well as indirect acts such as spreading rumours, revealing private information about someone or sharing intimate images with people for whom the information/images were not intended.
- Repetition – bullying usually involves repeated acts of negative behaviour or acts of aggression. An isolated aggressive act, such as a fight, is not usually considered bullying. Yet any incident can be the start of a pattern of bullying behaviour which develops subsequently. That is why incident records are so valuable.
- Unequal power – bullying involves the abuse of power by one person or a group who are (perceived as) more powerful, often due to their age, physical strength, popularity or psychological resilience.

### **How is bullying expressed?**

Bullying can take many forms, including:

- Physical – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation,
- Verbal – taunts and name-calling, insults, threats, humiliation, or intimidation,
- Emotional – behaviour intended to isolate, hurt or humiliate someone,
- Indirect – sly or underhand actions carried out behind the target's back or rumour-spreading,
- Online – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video,
- Relational aggression – bullying that tries to harm the target's relationships or social status: drawing their friends away, exploiting a person's Additional Learning Needs (ALN) or long-term illness, targeting their family's social status, isolating, or humiliating someone or deliberately getting someone into trouble,
- Sexual – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called 'revenge porn' and any misuse of intimate, explicit images of the learner targeted,
- Prejudice-related – bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics. Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

Bullying can also be based on any of the protected characteristics.

It is important that when dealing with alleged incidents of bullying, individual perspectives are considered. If a child, young person, or adult states that bullying is happening, action must be

taken to determine why this allegation has been made. There will be occasions when children and young people physically or emotionally hurt others without meaning to do so, and it is important that appropriate support is provided to both parties, but the behaviour need not be labelled as bullying. It is also important to be mindful that extreme instances of bullying that include harassment could be treated as a criminal offence. All bullying is based on difference to some degree (perceived or actual), and the WG document 'Rights Respect Equality' provides further guidance.

[\(https://www.bing.com/ck/a?!&&p=d3fe4606ba17490dJmItdHM9MTY2NDIzNjgwMCZpZ3VpZD0xODk1MTU4NS01NGUyLTY5MmQtMDAyYi0wN2E0NTUyOTY4YzQmaW5zaWQ9NTE4OA&pfn=3&hsh=3&fclid=18951585-54e2-692d-002b-07a4552968c4&u=a1aHR0cHM6Ly9nb3Yud2FsZXMvcmlnaHRzLXJlc3BIY3QtZXF1YWxpdHktZ3VpZGFuY2Utc2Nob29scw&ntb=1\)](https://www.bing.com/ck/a?!&&p=d3fe4606ba17490dJmItdHM9MTY2NDIzNjgwMCZpZ3VpZD0xODk1MTU4NS01NGUyLTY5MmQtMDAyYi0wN2E0NTUyOTY4YzQmaW5zaWQ9NTE4OA&pfn=3&hsh=3&fclid=18951585-54e2-692d-002b-07a4552968c4&u=a1aHR0cHM6Ly9nb3Yud2FsZXMvcmlnaHRzLXJlc3BIY3QtZXF1YWxpdHktZ3VpZGFuY2Utc2Nob29scw&ntb=1))



## 4) Strategic Objectives

### Core Strands

Six core strands of work underpin this work:

- Policy and practice
- Awareness and communication
- Evidence-based initiatives
- Involving children and young people
- Positive partnerships
- Monitoring

Each of these will be summarised in turn, and key activities will be highlighted throughout.

#### **Strand 1: Policy and Practice**

To tackle bullying effectively, it is essential that we get policy and practice right. The Welsh Government Circular Rights Respect Equalities guidance provides school governors, headteachers, teachers and other staff with information on tackling relationships/bullying in schools and the steps that schools should take to support learners who report bullying outside of school.

School governing bodies are accountable for ensuring effective policies are in place to safeguard and promote the welfare of children and young people in accordance with Welsh Government guidance and for monitoring its compliance.

The Welsh Government expects school governing bodies and individual school governors to act at all times with honesty and integrity and be ready to explain their actions and decisions to staff, earners, parents/carers and anyone with a legitimate interest in the school. The school governing body decides what they want the school to achieve.

The Welsh Government expects that it should establish the strategic framework by:

- setting aims and objectives for the school,
- adopting policies for achieving those aims and objectives,
- setting targets for achieving those aims and objective,
- reviewing progress towards achieving the aims and objectives.

Historically the LA had developed strategy and a toolkit for use within school setting and this policy supersedes this.

#### **Key Activities**

All school, youth and community settings need to develop, implement, monitor and review whole-school/community anti-bullying policies effectively.

- All agencies are encouraged to nominate a positive relationships/ anti-bullying lead,
- All agencies are encouraged to monitor the effectiveness of their own respective policies.

#### **Strand 2: Awareness and Communication**

All children, young people, parents and professionals need to have an understanding of what bullying is and why it happens. Events such as Anti-Bullying initiatives are important for

raising awareness, but regular work throughout the year needs to be done to celebrate diversity and respect difference. Curriculum for Wales can play a key part in securing this and the approach to healthy schools is key aspect in facilitating respectful, positive relationships.

Social media and the Blaenau Gwent County Borough Council website will be utilised to raise the profile of positive relationships/anti-bullying practice across the borough. Equally schools play an important role in their respective communities.

### **Key Activities**

Raise the profile of positive relationships/anti-bullying practice in school, youth and community settings.

Work with parents/carers to raise awareness and understanding of issues surrounding bullying.

Encourage full engagement and coordinate evidence-based activities for positive relationships/Anti-Bullying initiatives.

### **Strand 3: Evidence-based Initiatives**

All work designed to prevent and challenge bullying needs to be informed by good practice, and all staff working with children and young people need to understand the underlying causes of bullying and have the ability to promote positive life and social skills. Research has identified a number of pro-active preventative and reactive initiatives that can be used effectively to combat bullying and promote positive peer relations. All children and young people should have access to a choice of methods for reporting incidents of bullying without feeling threatened and information on different reporting options should be promoted and made readily available.

Wherever possible, an anti-bullying message needs to be reinforced. Assemblies for example can be used to promote positive peer relations, celebrate diversity and respect diversity. School councils play a crucial role in identifying work that needs to be done, and peer support schemes harbour an anti-bullying ethos, provide direct assistance for those who need it, and promote the development of social skills and confidence in those who participate with clear links to schools' equality plans.

### **Key Activities**

- Continue to promote professional learning for all settings.
- Continue to signpost information to schools and other settings on how to access support.

### **Strand 4: Involving Children and Young People**

It is our collective responsibility to ensure that all children and young people are given the opportunity and encouragement to speak out and have their voices heard on matters that directly affect them. This right is formerly recognised in Article 12 of the United Nations Convention of the Rights of the Child.

Curriculum for Wales will provide children and young people with opportunities to be capable and confident individuals and enable them to develop the skills needed to forge positive relationships, prevent bullying, deal with it and support others. School Councils and other youth and community settings are encouraged to involve children and young people as far as

possible in developing and reviewing anti-bullying policies. Bullying is a complex, ever changing issue, and children and young people will have many of the answers. They can tell us what the most important issues are and provide some insight into how best to solve them.

### **Key Activities**

- Invite representative Blaenau Gwent Grand School Council to discuss bullying issues to inform further work.
- Continue to identify resources to support positive relationships/anti bullying initiatives.

### **Strand 5: Collaboration and Partnerships**

Without collaboration and partnership working, we will not be able to deliver a consistent anti-bullying approach in Blaenau Gwent.

A Strategic Safer School Partnership approach is established that will ensure that equality within education and timely support for bullying issues continues to be embedded across the educational landscape within Blaenau Gwent. All anti-bullying policies should continue to be made available to parents/carers, because trusting communicative relationships are essential if families are to work together with school, youth and community settings. Governors also have an important role to play in informing school policy and ensuring effective implementation

### **Key Activities**

Communicate key developments and encourage collaborative and partnership working

- Ensure that schools are able to access professional learning
- Provide support and advice in the development of strategic equality plans relevant to schools
- Through the Strategic Safer Schools Partnership Board quality assure equality and diversity matters, including respectful relationship and the effectiveness of approaches to anti bullying behaviours.

### **Strand 6: Monitoring**

All education and children's services have a duty of care, to safeguard and protect the welfare of children and young people. It is therefore critical that the local authority, school, youth and community settings record all instances of bullying, along with actions undertaken and outcomes. Arising from school rights, respect and equality returns a FADE is completed and submitted to Education DMT. This informs the Self Evaluation and the Safeguarding Performance Report.

Every setting is responsible for recording, reporting and acting upon incidents of bullying that occur in their care and bullying in the community needs to be reported to the Education Directorate, Gwent Police and/or the Community Safety Partnership. Agencies that are aware of bullying occurring in settings other than their own should ensure those in charge are aware of the situation. On occasion, it may be necessary a duty to report form may need to be completed to IAA within Social Services in order to safeguard individuals.

A suggested recording protocol for schools and youth settings can be found in Appendix 1. A termly overview of all incidents are to be completed by each school along with an incident form for every bullying incident being submitted at the time of the alleged incident. Every alleged incident needs to be recorded and logged accordingly. Schools should use My Concern to record confirmed incidents where possible. Within Youth settings any incidents of

bullying should be reported to the relevant line manager. Schools must have in place mechanisms for reporting and recording bullying which are clearly communicated to the whole school community with specifics to the governing body. The Authority expects the information schools record and monitor to relate directly to their school's definition of bullying and broader provisions outlined in this policy.

Effective record maintenance enables schools to review an incident, check whether there are other reports concerning the learners involved and make a decision in the light of what is recorded in a holistic and informed way. Monitoring incidents of bullying enables a school to identify patterns of behaviour and the extent of bullying; the Authority expects schools to then take proactive steps to challenge it. Schools must ensure that the information they record, maintain and monitor complies with data protection laws, such as the EU GDPR and the UK DPA 2018.

## **5) Data Collection and Protection**

By law all schools are required to have in place a data protection officer (DPO) to ensure that the school is aware of and able to meet their obligations under GDPR and DPA 2018. The Authority expect schools to work with their DPO to ensure that all personal data is processed lawfully and with appropriate protection for individuals' rights.

As part of schools' broader responsibilities regarding the collection and monitoring of data, schools will need to determine an appropriate lawful basis from those listed in GDPR Article 6 and – if data is special category – Article 9, before beginning the processing of information on bullying. Schools will also need to ensure that they are not collecting more data than they need and have a clear retention schedule for the information. Processing of information for anti-bullying measures will need to be reflected within each school's fair processing information. Data protection impact assessments (DPIA) will be required by individual schools in determining what data they need to collect to ensure that it is proportionate and that any appropriate steps that may be necessary to mitigate risks to individuals' rights are taken. For those schools who have purchased the GDPR SLA guidance and advice can be provided.

From April 2011, all public bodies, including schools and local authorities, have obligations under the PSED. In Wales, there are specific duties on public bodies to develop and publish equality objectives and a strategic equality plan and to collect, analyse and publish information about the progress they are making in achieving their obligations under the PSED.

This policy sets out the expectation that schools will record all incidents of bullying, outlining the specific types of bullying, including bullying around the protected characteristics. The Authority expects schools to monitor processes regularly. This will enable schools to modify their bullying policies to respond to specific trends and emerging issues in a swift and effective manner. Schools are likely to find this helpful in the context of their PSED under the Equality Act 2010. This information could also be used by schools when reviewing their equality objectives and monitoring the impact of their anti-bullying policies.

It is for individual schools to determine what data and information they collect in the context of the specific issues within their school and in compliance with data protection law. The Welsh Government expects this to be done by:

- Implementing an ongoing cycle of school-level data recording, monitoring and analysis of anti-bullying information,
- Using school-level anti-bullying data to identify priority areas for implementing, whole-school improvement,
- Taking action to make those improvements, ensuring the cycle of improvement continues through analysing data as part of self-evaluation.

Through regular evaluation schools will be responsive to the trends in their school and community. It will be easier to be aware of improvements needed or the changes in procedures required if schools are in touch with changes in context.

### Inclusion Data – Prejudice and Bullying Incidents

<b>School Name:</b>			
			<b>****Term 2022</b>
<b>Number of recorded incidents of bullying</b>	Total number of recorded incidents		
	Total number pupils involved in bullying		
	Number of boys / girls responsible		
<b>Number of recorded bullying incidents</b>	Racist (focused on race, religion or culture)		
	Homophobic (LGBT+)		
	Sexual		
	Transphobic		
	Sexist		
	Related to gender identity		
	Related to ALN or disability		
	Related to family status or child looked after child (CLA) status		
	Related to disadvantage		
	Focussed on appearance		
	Physical		
	Verbal		
Indirect, including exclusion and isolation			

	Online	
	Relational	

**APPENDIX B**

**Bullying Incident Recording Form**

Name of person reporting incident (please note anonymous if this is an anonymous report):	
Name of person recording incident:	
Date of report:	

**Type of bullying incident (please tick all that apply):**

Physical	<input type="checkbox"/>	Relational	<input type="checkbox"/>
Verbal	<input type="checkbox"/>	Prejudice-related	<input type="checkbox"/>
Indirect	<input type="checkbox"/>	Exclusion and isolation	<input type="checkbox"/>
Online or via mobile	<input type="checkbox"/>	Face to face	<input type="checkbox"/>
Other (please state):			

**For prejudice-related incidents please select the category which best describes the prejudice involved:**

Racist (focused on race, religion or culture)	<input type="checkbox"/>	Related to gender identity	<input type="checkbox"/>
Homophobic (LGBT+)	<input type="checkbox"/>	Related to SEN or disability	<input type="checkbox"/>
Sexual	<input type="checkbox"/>	Related to family status or looked after child (LAC) status	<input type="checkbox"/>
Transphobic	<input type="checkbox"/>	Related to disadvantage	<input type="checkbox"/>
Sexist	<input type="checkbox"/>	Focused on appearance	<input type="checkbox"/>
Other (please state):			

**Safeguarding Considerations:**

If there is or might be a significant risk of harm, talk to your school's designated safeguarding lead (DSL).

Under Section 89, (5) of the Education and Inspections Act 2006 the school has powers to discipline for incidents that occur off the premises.

The Education Act 2011 gives schools powers to search and confiscate a device but please have regard for protocols on the safe handling of evidence or mobiles/devices. Do not view, store or share material that contains intimate images of a learner without consulting the DSL.



Brief summary of incident:

Name of alleged target:

Class/form/age: Year group/house:

Name of alleged perpetrator(s) (if known):

Class/form/age: Year group/house:

Date(s) of incident(s):	Day		Month		Year	
Approximate time(s):	Before school	Morning	Afternoon	After school		

Is this incident linked to previous incidents of victimisation of the target? Yes  No

If yes, how long has victimisation of this person being going on? Please provide details

What occurred?

Who was involved?

Has any intervention been tried? Yes  No

Does this case require the serious incident protocol to be activated? Yes  No

Do the police need to be informed? Yes  No

Does a device or evidence need to be confiscated/isolated as evidence? Yes  No

Does online material need to be taken down? Yes  No

Have parents/carers been informed? Yes  No

Who has taken responsibility for these steps?

Action taken:

Follow-up required?:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
----------------------	------------------------------	-----------------------------

Case resolved? If so please note date:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
-------------------------------------------	------------------------------	-----------------------------

Outcome summary:
------------------

Learning opportunities:
-------------------------

Would you recommend any changes to approaches, policies or procedures as a result of this incident?
-----------------------------------------------------------------------------------------------------

Signed..... Date .....

# PHYSICAL INTERVENTION POLICY

Inclusion Service  
Review September 2022



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

# BLAENAU GWENT COUNTY COUNCIL

## POLICY ON PHYSICAL INTERVENTION IN SCHOOLS

The Council recognises the importance of ensuring good order and discipline in schools. To achieve this, it is recognised that, in extreme circumstances, it may be necessary for school staff to intervene physically to manage inappropriate behaviour by pupils.

1. It is the Council's policy that physical intervention, will be used as a last resort, normally after non-physical strategies have failed to manage a pupil's behaviour. While staff must use the minimum force for the shortest time, it is recognised that minor injuries such as bruises and scratches may occur during incidents. Such minor injuries will not, by themselves, be regarded as evidence of misconduct.
2. Physical intervention must be:
  - Reasonable
  - Proportionate
  - Necessary
  - In the best interest of the child.
3. Physical intervention will only be used to prevent pupils:
  - Harming themselves or others
  - Committing a criminal offence
  - Causing serious damage to property
  - Engaging in behaviour which is seriously prejudicial to the maintenance of good order and discipline.
4. Schools will have their own policies on Physical Intervention, based on a model school policy (a copy of which is attached as Appendix A) which will be approved by the school's Governing Body and reviewed annually.
5. Parent/Carers will be informed of the school's policy on Physical Intervention.
6. Head Teachers will keep an up-to-date list of staff who they authorise to use physical intervention to manage the behaviour of pupils, which will be reported to their Governing Body annually.
7. All incidents that result in restraint (where a child has to be held) will be recorded both in the school's 'Bound and Numbered Book' and in detail using the **Serious Incident Reporting Form** within 24 hours and reported to the Local Authority: [bsinclusionsupport@blaenau-gwent.gov.uk](mailto:bsinclusionsupport@blaenau-gwent.gov.uk) within 72 hours.

8. The Council will review all reported cases of physical intervention within schools on a termly basis providing statistical information to relevant reports.
9. A completed accident form must be sent to the Health and Safety Officer if a member of staff is injured during an incident. Sample forms are attached in Appendix B.
10. Any injury to a pupil must be recorded in the school's accident book.
11. The school's Bound and Numbered Book will be reviewed termly by the Head Teacher and the Governor with responsibility for Child Protection issues, and will be monitored annually by an LA representative.
12. A **Positive Handling Plan** must be drawn up by the school in cases where it can be pre-determined that a pupil is likely to require positive handling. This will be done with the agreement of parent/carers and in consultation with relevant agencies and the child, and will be reviewed regularly.
13. Head Teachers will determine the training needs of their staff after assessing the likely need and scope of physical intervention that might be required in their schools and arrange training as appropriate.
14. This policy will be effective from September 2022 and will be reviewed annually.

***POLICY  
ON THE USE  
OF  
PHYSICAL INTERVENTION***

**Date Agreed:**

**Chair of Governors:**

**Headteacher:**

# ***Contents***

1. Policy Statement
  2. What is the legal use of force?
  3. Objectives of this policy
  4. Who can use physical intervention?
  5. When might physical intervention be appropriate?
  6. Procedures and practical considerations
  7. Responding to specific incidents
  8. Recording and reporting incidents
  9. Debriefing following serious incidents.
  10. Planning for incidents and meeting training needs
  11. Complaints
  12. Review
- 
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| Appendix 1 | Risk Assessment of Challenging Behaviour |
| Appendix 2 | Positive Handling Plan                   |
| Appendix 3 | Serious Incident Reporting Form (Form R) |
| Appendix 4 | Accident Form                            |

# Policy on the use of Physical Intervention

## 1.0 Policy Statement

- 1.1 This policy should be read in conjunction with:
- the Council's Physical Intervention Policy
  - the Safe and Effective Intervention – Use of Reasonable Force and Searching for Weapons WG Guidance Document 097/2013 issued March 2013.
  - The Violence and Aggression at Work Policy issued January 2018
- 1.2 At (*Insert school name*) we work to ensure each individual pupil is able to reach his or her potential. Every child is entitled to learn and every teacher is entitled to teach in an environment that is safe, secure and free from disruption.
- 1.3 Staff of (*Insert school name*) are committed to providing the highest standards in protecting and safeguarding the welfare of children and young people entrusted to its care. We recognise there is a need, in line with Section 93 of the Education and Inspections Act 2006, to intervene when there is an obvious risk of safety to pupils, staff and property. All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline amongst pupils.
- 1.4 For the most part this is achieved through the fostering of good relationships, and the normal application of positive behaviour management to support and intervene. However, in exceptional or extreme circumstances this may involve the use of reasonable force.
- 1.5 It should be emphasised that if used at all, restraint (referred to in this document as **physical intervention**) should be seen in the context of a further positive action of care and concern. In line with WG guidance 2013, it is used as a 'last resort' option and in the most extreme cases, other strategies will always have been attempted first.
- 1.6 As best practice regarding physical intervention, this policy should be considered alongside other relevant school policies, specifically those involving behaviour, health and safety and child protection.
- 1.7 At (*Insert school name*), the named member of staff responsible for monitoring incidents of physical intervention is (*Insert name*).



## 2.0 What is the Legal Use of Reasonable Force to control pupils?

Section 93 of the Education and Inspections Act 2006, replaced Section 550A of the Education Act 1996 and enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

The staff to which this power applies are defined in section 95 of the Act. They are:

- any teacher who works at the school, and any other person whom the head has authorised to have control or charge of pupils. This:
  - i) includes support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors.
  - ii) can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school-organised visits).
  - iii) does not include prefects.

Those exercising the power to use force must also take proper account of any particular special educational need (SEN) and/or disability that a pupil might have. Under the Equality Act 2010 schools have key duties:

- not to treat a disabled pupil less favourably, because of his/her disability, than a non-disabled pupil;
- not to treat a disabled pupil unfavourably because of a reason related to their disability, without justification;
- not to apply a provision, criterion or practice that puts or would put a disabled pupil at a particular disadvantage compared with a non-disabled pupil, without justification; and to take reasonable steps to avoid putting a disabled pupil at a substantial disadvantage in comparison with a non-disabled pupil (known as the reasonable adjustments duty).

- 2.1 The power may be used where the pupil (including a pupil from another school) is on school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

- 2.2. There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour. However, deciding whether misbehaviour is trivial also depends on circumstances. For example, running in a corridor crowded with small children where there is a real danger of knocking them into walls or down steps may be dangerous enough not to be regarded as trivial.
- 2.3 Teachers and other persons authorised by the Headteacher to have charge of pupils, may use reasonable force to prevent pupils:
- causing injury to themselves or others
  - committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
  - causing damage to property
  - causing disruption by engaging in behaviour which is seriously prejudicial to good order and discipline.

### **3.0 Objectives of this Policy**

- 3.1 To provide all staff, governors, parent/carers and pupils with an understanding of care and control and the use of force.
- 3.2 To emphasise that the use of physical intervention is:
- part of a positive care and control approach to discipline and welfare
  - last resort, or a necessary expedient option to be used in extreme circumstances.
- 3.3 To ensure that all members of staff or authorised persons who may have to positively handle pupils clearly understand the options and strategies open to them.
- 3.4 A section about the school's legal duty to maintain a safe environment and the possible use of physical intervention will be included in the school brochure/prospectus/website.

#### **4.0 Who can use Physical Intervention?**

- 4.1 We recognise that most of the time physical intervention will be used infrequently, that is, as a last resort to maintaining a safe environment.
- 4.2. All teachers have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline amongst pupils.
- 4.3 Any other persons whom the Headteacher has authorised to have control or charge of pupils. A list of authorised staff is maintained by the school.

#### **5.0 When might Physical Intervention might be appropriate**

- 5.1 The focus should be on preventing, as far as possible, the need for the use of force on pupils, by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind. The use of force should only be a last resort, schools should minimise the possibility of force being needed. However, this may not always be possible and in such circumstances staff need to be aware of sensitivities associated with any form of physical contact with pupils.
- 5.2 Strategies other than force will be considered, for example (not exhaustive):
- The use of a range of de-escalation strategies, especially those which have been identified as effective through an individual pupil's positive handling plan (where one exists);
  - Providing the disruptive pupil with a choice of locations to exit to;
  - Giving clear directions;
  - Change of face – calling a staff member who is known to have a positive relationship with the pupil;
  - Allowing 'take-up' time thus allowing a 'face-saving' opportunity;
  - Removing the audience, i.e. requesting that other pupils leave the room
  - Implementing Team Teach help protocols so that another member of staff takes over the strategic lead of the incident, if he/she feels it is appropriate to do so.

5.3 Some examples (not exhaustive) of situations where physical intervention might be used are:

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing serious, deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so; to prevent a pupil behaving in a way that seriously disrupts a lesson; or
- to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

5.4 Wherever possible, early support from colleagues will be sought. Single-handed intervention increases the risk of injury to both parties and does not provide the person intervening with the support of a colleague acting as a critical friend.

## **6.0 Procedures and practical considerations**

6.1 Wherever practicable staff are expected to:

- Use a calm and measured approach;
- Tell the pupil to stop, remind the pupil of consequences, tell the pupil what will happen if she/he does not stop;
- Seek assistance from other colleagues at as early a stage as possible;
- Staff who become aware that another member of staff is intervening physically with a pupil have a responsibility to provide a presence, and to offer support and assistance should this be required;
- Try to defuse the situation verbally and prevent escalation;
- Try to remove the pupil from the peer audience;
- Attempt to communicate with the pupil throughout the incident;
- In as calm a manner as possible, explain that the reason for intervention is to keep the pupil and others safe;

- Make it clear that physical intervention will stop as soon as the pupil calms and the risk assessment indicates it is no longer necessary;
- If it is not possible to control the behaviour without risk of injury to yourself or others, remove the other pupils who may be at risk and summon assistance.

6.2 It is good practice to:

- Remain calm;
- Do not lose your temper or act out of anger or frustration;
- Do not give the impression you are trying to punish the pupil;
- Call for assistance;
- Intervene with the support of a colleague acting as a critical friend.

## 7.0 Responding to specific incidents

7.1 Considerations in *non-urgent situations* where the risk to people or property is not imminent:

- Consider carefully whether physical intervention is the right course of action. Staff must be sensitive to matters relating to culture and gender issues and any known individual characteristics or special circumstances relating to pupils.
- Try to deal with the situation through other strategies before using force;
- Try to defuse and calm the situation to establish good order, the use of positive handling could lead to an escalation of the problem;
- Take into account the age, understanding, personal characteristics of the pupil;
- The use of positive handling to enforce compliance is likely to be increasingly inappropriate with older pupils;
- Never use force as a substitute for good behaviour management;
- In non-urgent situations force should only be used when all other methods have failed.

- 7.2 Methods that staff **may use** in appropriate circumstances where a risk assessment judgement supports this:
- passive physical contact such as standing between pupils or blocking a pupil's path;
  - active physical contact such as leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back;
- 7.3 In more extreme circumstances, using appropriate restrictive holds, **which require specific expertise or training.**
- 7.4 Should an injury occur as a result of an incident at school, immediate steps will be taken to secure appropriate medical attention. This will be reported and recorded in accordance with Blaenau Gwent policy.

## **8.0 Recording and Reporting Incidents**

- 8.1 All incidents that result in restraint (where a child has to be held) will be recorded both in the school's 'Bound and Numbered Book' and in detail using the **Serious Incident Reporting Form.**
- 8.2 If a Positive Handling Plan is in place, then a record of the incident will also be recorded and the Positive Handling Plan reviewed accordingly.
- 8.3 The member of staff concerned will report the matter verbally to the Head or a senior member of staff as soon as possible. The incident will be recorded by staff at the earliest opportunity and always within 24 hours.
- 8.4 Staff may wish to seek advice from a senior colleague or their professional association when compiling a report. A written report should be completed within 24 hours of the incident's occurrence, and should be signed and dated, and provided to a designated person.
- 8.5 Other witnesses to the incident, staff, pupils, should also complete witness accounts with 24 hours (this would usually be in the case of a serious incident). These will be signed and dated and provided to a designated person.
- 8.6 The Head or his/her representative will tell parent/carers about the incident by the end of the school day. However, if parent/carers cannot be reached a letter will be sent to inform them of the incident and offer them the opportunity to discuss the matter.
- 8.7 A copy of the **Serious Incident Reporting Form** will be placed in the pupil's file.

8.8 The Bound and Numbered Book will be reviewed by the Headteacher and relevant staff to consider control measures and possible training or further training needs etc.

### 8.9 **Reporting to Governors**

The WG guidance document Safe and Effective Intervention (March 2013) states that monitoring information should be reported on a regular basis to school governors. This information should include:

- number of restraints
- training needs
- any significant issues involving restraint.

This information should be included in the Headteacher's report to the Governing Body.

### 9.0 **Debriefing Following Serious Incident**

9.1 Pupils and members of staff will be checked for any sign of injury and first aid will be administered if required.

9.2 The child must also be given the opportunity to debrief in a manner suited to his/her individual needs. The debrief must be undertaken with the child at a time when the child is able to listen, wherever possible within 48 hours of the incident. The debrief should be done wherever possible with a member of staff not involved in the restrictive physical intervention. The purpose of this is to provide opportunity for the child to express their own views of the incident and raise any concerns.

9.3 If a serious incident has occurred, this will be dealt with by a senior member of staff in accordance with the school's behaviour policy.

9.4 The child may wish to make a complaint following an incident or discuss the incident further with a member of staff, parent/carer or Independent Person. If a complaint is made the complaints procedure must be followed.

9.5 All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff will provide support to the member of staff involved.

## **10.0 Planning for Incidents and meeting training needs**

- 10.1 If the school is aware that a pupil is likely to require physical intervention on more than one occasion in a term the school will plan how to respond in line with protocols and guidance. This will include full discussion with parent/carers to ensure they are clear about what specific action the school might need to take and obtaining medical advice if the child has any specific health needs. A risk assessment and a positive handling plan will be drawn up.
- 10.2 In cases where it is known by the school that a pupil is likely to require physical intervention, appropriate training will be provided.

## **11.0 Complaints**

- 11.1 This policy is in accordance with the 'Safe and Effective Intervention – Use of Reasonable Force and Searching for Weapons WG Guidance Document 097/2013' and Section 93 of the Education and Inspections Act 2006.
- 11.2 All complaints will be dealt with in line with the schools agreed policy and procedure.

## **12.0 Review**

- 12.1 This policy will be regularly monitored by the Head and reviewed and updated annually.



## Appendix 1

### Risk Assessment of Challenging Behaviour

School:	NC Year group:
Pupil name:	DoB:
Completed by	ON
Hobbies/interests	
Health/medical considerations	

Behaviour	Who is at risk S-self P-other pupils A-adults V – Visitors, supply staff	Risk Factor – High, Medium or Low (consider likelihood and severity)
Verbal aggression		
Physical aggression		
Scratching/ spitting/ biting		
Hair pulling		
Pushing / Pulling		
Damage to property		
Running from immediate environment		
Running off site		
Refusal to co-operate		
Throwing classroom equipment		
Refusal to move		
Other (please specify)		

Environmental factors influencing likelihood of behaviour occurring	Tick if applicable
Transition times	
Periods of unstructured activity	
Availability of potentially hazardous equipment	
Times of increased pressure - school eg assessment	
- home factors	
Working in close proximity to others	
Particular pupils / adults – specify	

<b>Proactive measures to prevent occurrence of behaviour</b>	<b>In place</b>	<b>Activate</b>
Ignore negative behaviour whenever possible		
Emphasis on ensuring child's understanding of instructions- rephrase /reiterate if necessary		
Breaking down of task into smaller targets with staged praise/ reassurance		
Adapt seating plans to ensure provision of good role models		
Establishment of a reward system for pupil to manage		
Provision of frequent change of task / reward mechanism		
Providing regular positive feedback to pupil- end of session end of am end of day		
Adapting curriculum arrangements to ensure appropriate challenge to pupil's needs		
Provision of adult support at difficult times		
Allocate role of responsibility to child to be undertaken at trigger points(specify)		

<b>Reactive strategies to respond to early warning signs of escalation</b>	<b>In place</b>	<b>Activate</b>
Praise partial compliance		
Stage 1 and 2 of Discipline Plan- distract/ reassure/remind of instruction/ expectation		
Stages 2 and 3 of plan- repeat instruction, give choice with consequence set out		
Divert to alternative activity- (specify)		
Signal need for intervention to other adult- verbal or card system		
Withdraw to allow time and space to pre- determined spot in room		

## Challenging Behaviour Risk Assessment Summary Sheet

Pupil:

Yr:

Date established:

By: (Staff names and signatures)

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Behaviour causing concern	Where /When is behaviour shown?	Risk factor	Key proactive measures	Key reactive measures	Action -by whom By when

Review date set:

This assessment needs to be distributed to all appropriate members of staff involved with this pupil.

School may wish to keep a record of to whom and when this information was circulated.

## Appendix 2

### Positive Handling Plan

School:		NC Year group:	
Pupil name:		DoB:	
<b>Positives-</b> What is the pupil good at and what do they like doing?	<b>Triggers-</b> What situations have led to problems in the past?	<b>Successful approaches-</b> What proactive interventions have been effective in preventing the pupil's anxiety rising?	
<b>Health/medical considerations</b> that should be taken into account before physically intervening:			
Describe any <b>modifications</b> to the environment or client routines that can be implemented to prevent anxieties rising?			
<b>Topography of Behaviour:</b> (Describe what the behaviour looks / sounds like?)			
Stage of crisis.	What does the behaviour look like?	What should the adult try? (or avoid?)	Anything else?
Stage 1 – Anxiety behaviours.			
Stage 2 – Defensive behaviours.			
Stage 3 – Crisis behaviours.			
<b>Preferred Supportive &amp; Intervention Strategies</b> (Other ways of C.A.L.M.ing such behaviours - strategies that, where and when possible, should be attempted before positive handling techniques are used)			

<b>Expected Practice</b>	
Strategy	What does the practice look like?
Firm clear directions	
C.A.L.M. talking/stance	
Summoning Assistance	
Verbal/Symbolic guidance	
Limited Choices	
Reminders of consequences	
Distraction	
Diversion	
Humour	

**Describe any additional strategies that have worked in the past or should be avoided.**

Strategy	Try	Avoid	What does the practice look like?
Negotiation			
Reassurance			
Planned ignoring			
Contingent touch			
Take up time			
Withdrawal offered			
Withdrawal directed			
Change of face			
Success reminders			
Others			

**Preferred physical intervention approach for dealing with incidents**

Potential incident (see risk assessment)	Specific location	Preferred Physical intervention Strategy

**Praise Points / Strengths:** (Areas that can be developed and built upon) Please state at least 3 'bridge builders'.

- 1:
- 2:
- 3:

**D- DEBRIEFING arrangements**

Recording and notifications required – Bound and numbered book, Serious Incident Report Form sent to LA, Parent/carers informed – how?  
 Staff member with whom the client has a good relationship:

<b>Please print:</b>		<b>Please sign:</b>	
Headteacher:			
Class teacher or ALNCo:			
Parent/Guardian:			
Date:	___ / ___ / _____	Review Date:	___ / ___ / _____

### Appendix 3

#### Serious Incident Reporting Form – Form R

<b>SECTION A – Basic Data</b>		
School:		
Name of pupil:	D.O.B.	Age:
Full names of staff involved:		
Date of incident:	Location of incident:	
Time:	Duration of incident:	Minutes
Full names of staff /pupil who witnessed the incident:		
<b>SECTION B - Reason for Intervention</b>		<b>(Please tick appropriate)</b>
Risk of personal injury to pupil		
Risk of injury to another person		
Risk of significant damage to property		
Compromising good order and discipline		
At risk of committing criminal offence		
<b>SECTION C - Details of Incident</b>		
<b>Antecedents:</b> (Where did incident start, what was happening at the time?)		
<b>De-escalation: Please tick all used</b> Humour <input type="checkbox"/> Verbal advice and support <input type="checkbox"/> Firm clear directions <input type="checkbox"/> Negotiation <input type="checkbox"/> Limited choices <input type="checkbox"/> Distraction <input type="checkbox"/> Diversion <input type="checkbox"/> Reassurance <input type="checkbox"/> Planned ignoring <input type="checkbox"/> Contingent touch <input type="checkbox"/> Calm talking <input type="checkbox"/> Patience <input type="checkbox"/> Withdrawal offered <input type="checkbox"/> Withdrawal directed <input type="checkbox"/> Swap adult <input type="checkbox"/> Reminders about consequences <input type="checkbox"/> Success reminders <input type="checkbox"/>		
<b>Description of Incident</b>		
<b>SECTION D: Method of Physical Intervention</b>		
How was the pupil held?		
How long did the pupil need to be held?		Minutes
Has the pupil been physically restrained before?		Yes / No

How many times at your school?	
How effective was the intervention?	
How was the intervention in the best interest of the young person?	
<b>SECTION E: Outcome of incident</b>	
Was anybody injured? (Please give details (nature of injuries, treatment required))	Yes / No
Response and view of pupil	
Does pupil have a behaviour programme Do any changes need to be made If yes please specify	Yes / No Yes / No
How was the incident resolved and what were the consequences?	
<b>SECTION F: - Follow up action</b>	
Do other agencies need to be contacted? If yes please specify who and with what aim.	Yes / No
Parent/carer informed by	Direct Contact <input type="checkbox"/> Letter <input type="checkbox"/> Telephone <input type="checkbox"/>
Follow up support/interview for	Pupil <input type="checkbox"/> Staff <input type="checkbox"/>
<b>SECTION G: Additional comments</b>	
<b>Form completed by:</b>	(Print) (Signed)
<b>Date:</b>	<b>Designation:</b>
<b>Head Teachers signature:</b>	<b>Date:</b>
<b>Countersigned by:</b> <b>Role:</b> <b>Signature:</b> <b>Names (please print):</b> <b>Date:</b>	

Appendix 4 Accident Form

**COUNTY BOROUGH OF BLAENAU GWENT**

**ACCIDENT/INCIDENT REPORT FORM**

Please ensure all sections are completed

**INJURED PERSON**

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Home Address: \_\_\_\_\_ Postcode: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Employee  Agency Worker  Trainee  Contractor

Member of public

Occupation (if employee): \_\_\_\_\_

Department: \_\_\_\_\_ Section / School: \_\_\_\_\_

---

**ACCIDENT DETAILS**

Location of Accident:

\_\_\_\_\_

\_\_\_\_\_ Postcode: \_\_\_\_\_

Day: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

\_\_\_\_\_

Type of Injury: (E.G. Cut to Head).

\_\_\_\_\_

What Happened?:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of Injured Person: \_\_\_\_\_ Date: \_\_\_\_\_  
**(If Possible)**

---



**WITNESS**

Name: \_\_\_\_\_ Occupation: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Did Witness actually see the accident?:  YES  NO

If No, How was witness made aware of the accident?:  
\_\_\_\_\_

Signature of Witness: \_\_\_\_\_ Date: \_\_\_\_\_

---

**SUPERVISOR / MANAGER / HEAD TEACHER ETC**

Was treatment given: On Site  Hospital  Doctors  None   
Not Known

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Supervisors signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**WARNING: False / Misleading Information may Result in Disciplinary Action.** This form to be returned immediately to:  
Safety Section, Civic Centre, Ebbw Vale, Gwent. NP23 6XB. Tel: 01495 355230

-----End of sample school policy-----

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# Agenda Item 8

*Executive Committee and Council only*

Date signed off by the Monitoring Officer: N/A

Date signed off by the Section 151 Officer: N/A

Committee: **People Scrutiny Committee**  
Date of meeting: **19<sup>th</sup> September 2022**  
Report Subject: **Forward Work Programme: 18<sup>th</sup> October 2022**  
Portfolio Holder: **Cllr Sue Edmunds, Executive Member People and Education**  
**Cllr Haydn Trollope, Executive Member People and Social Services**  
Report Submitted by: **Scrutiny and Democratic Officer**

Reporting Pathway								
Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Audit Committee	Democratic Services Committee	Scrutiny Committee	Executive Committee	Council	Other (please state)
x	x	9.9.22			19.09.22			

1. **Purpose of the Report**
  - 1.1 To present to Members the People Scrutiny Committee Forward Work Programme for the Meeting on 18<sup>th</sup> October 2022 for discussion and agreement.
2. **Scope and Background**
  - 2.1 The Scrutiny Work Programmes are key aspects of the Council's planning and governance arrangements and support the requirements of the Constitution.
  - 2.2 The topics set out in the Forward Work Programme link to the strategic work of the Council as identified by the Council's revised Corporate Plan, corporate documents and supporting business plans.
  - 2.3 Effective work programmes are essential to ensure that the work of scrutiny makes a positive impact upon the Council's delivery of services.
  - 2.4 The Committee's Forward Work Programme was agreed in September 2022, recognising the fluidity of the document to enable the Committee to respond to urgent and emerging issues, and included timescales when reports will be considered by the Committee. The work programme is managed and implemented by the Scrutiny and Democratic Officer under the direction of the Chair and Committee.
  - 2.5 The forward work programme for the forthcoming meeting will be presented to Committee on a 6 weekly cycle in order that Members can consider the programme of work; request information is included within the reports, as appropriate and / or make amendments to the work programme.

3. **Options for Recommendation**

3.1 **Option 1:** The Scrutiny Committee consider the Forward Work Programme for the meeting 18<sup>th</sup> October 2022, and

- Make any amendments to the topics scheduled for the meetings;
- Suggest any additional invitees that the committee requires to fully consider the reports; and
- Request any additional information to be included with regards to the topics to be discussed.

3.2 **Option 2:** The Scrutiny Committee agree the Forward Programme for the meeting 18<sup>th</sup> October 2022, as presented.

**Background Documents /Electronic Links**

- Appendix 1 – Forward Work Programme – Meeting on 18<sup>th</sup> October 2022

## People Scrutiny Committee Forward Work Programme

Dates	Scrutiny Topic	Purpose	Lead Officer	Executive / Council
<b>Tuesday 18<sup>th</sup> October 2022</b>	Safeguarding Performance reporting	<b>Performance Monitoring</b> To provide members with Corporate, Children’s and Adult Safeguarding Performance.	Lynn Phillips Tanya Evans	Executive - 26.10.22
	Improving Schools Programme	<b>Performance Monitoring</b> To provide Members with an update on any inspection report findings (when available) and progress within schools that are causing concern or subject to Council intervention.	Luisa Munro-Morris	Executive – 26.10.22

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