

# Public Pack

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Eich Cyf/Your Ref	
Ein Cyf/Our Ref	
Dyddiad/Date	Friday, 5 April 2019
Gofynner am/Ask for	Craig Stevens
Rhif Cyswilt/Contact No	01978 292253
E-bost/E-mail	<a href="mailto:craig.stevens@wrexham.gov.uk">craig.stevens@wrexham.gov.uk</a>

Dear Councillor

You are requested to attend a **Meeting** of the **LIFELONG LEARNING SCRUTINY COMMITTEE** of **Wrexham County Borough Council** to be held in the **COUNCIL CHAMBER, GUILDHALL** on **THURSDAY, 11 APRIL 2019** at **2.00 pm** for the transaction of the business specified overleaf.

Yours faithfully

A handwritten signature in black ink that reads 'Wyn Davies'.

Sioned Wyn Davies  
Prif Swyddog Llywodraethu a Chwsmeriaid  
Chief Officer Governance & Customer

## **WEBCASTING NOTICE**

This meeting may be filmed for live and/or subsequent broadcast or may be used for training purposes within the Council. The whole of the meeting will be filmed, except where there are confidential or exempt items, and the record will be archived for future viewing.

Generally the public seating areas are not filmed. However, by entering the Chamber you are consenting to being filmed and to the possible use of those images and sound recordings for webcasting and/or training purposes.

If you have any queries regarding this, please contact the Committee Services Lead on 01978 292236.

## AGENDA

- 1 **Apologies for Absence**
- 2 **Declarations of personal interests, if any**  
Members are reminded of their responsibility, under Paragraph 11 of the Members' Code of Conduct, to declare the existence and nature of any personal interest in respect of any of the business to be transacted at this meeting
- 3 **Confirmation of Minutes**  
To sign as a correct record the Minutes of the Meeting held on 21 February 2019  
(Pages 3 - 6)
- 4 **Work Programme**  
To consider the report of the Chief Officer Governance and Customer (Pages 7 - 20)
- 5 **Educational Standards for Pupils with Special Educational Needs**  
To consider the report of the Lead Member for People - Education (Pages 21 - 42)
- 6 **Any other items which the Chair decides are urgent**

**TO: THE CHAIR AND MEMBERS OF THE LIFELONG LEARNING SCRUTINY COMMITTEE**

Councillor	Sonia Benbow-Jones	Councillor	Tina Mannering
"	Dana Davies	"	John McCusker
"	Michael Dixon (Vice-Chair)	"	Beverley Parry-Jones
"	Carrie Harper (Chair)	"	Rondo Roberts
"	Frank Hemmings	"	Debbie Wallice
"	R Alun Jenkins	"	Robert Walsh
"	Paul Jones		

Mr Brendan McDonald - Church Representative

Mrs Alison Fisher - Parent Governor Representative

Mr Brent Evans - Co-optee

# Item 3

**MINUTES OF A MEETING OF THE LIFELONG LEARNING SCRUTINY  
COMMITTEE HELD IN COUNCIL CHAMBER, GUILDHALL ON  
THURSDAY, 21 FEBRUARY 2019**

**MEMBERS**

Councillor Carrie Harper, Chair  
\*Councillor Michael Dixon, Vice-Chair

Councillor	Sonia Benbow-Jones	Councillor	* John McCusker
“	* Dana Davies	“	Beverley Parry-Jones
“	Frank Hemmings	“	Rondo Roberts
“	R Alun Jenkins	“	Debbie Wallice
“	Paul Jones	“	* Robert Walsh
“	Tina Mannering		

Mr Brendan McDonald - Church Representative

Mrs Alison Fisher - Parent Governor Representative

Mr Brent Evans - Co-optee\*

\*Absent

Also Present – Councillor Phil Wynn

**34 APOLOGIES FOR ABSENCE**

Apologies for absence were submitted on behalf of Councillors Dana Davies, Michael Dixon, John McCusker and Robert Walsh and co-opted member Mr Brent Evans.

**35 DECLARATIONS OF PERSONAL INTERESTS, IF ANY**

Members were reminded of their responsibility, under Paragraph 11 of the Members' Code of Conduct, to declare any interests in relation to any of the business to be transacted at this meeting. The following declarations were made:

Item 5 – Councillors Tina Mannering and Beverley Parry-Jones – Personal and Prejudicial – School Governor. The Councillors remained in the meeting and claimed an exemption under Article 12(2) of the Members' Code of Conduct taking part in the discussion and voting thereon.

**36 CONFIRMATION OF MINUTES**

**AGREED – That the Minutes of the Meeting held on 17 January 2019 be signed as a correct record.**

37 **WORK PROGRAMME**

The Head of Finance submitted a report (HF/17/19s) to assist the Committee in considering and agreeing its work programme. Members considered the report and referred to the following:

- The draft response to questions posed under the Local Government Education Services framework would be considered as and when required.
- The scope of the Groves School Building Task and Finish Group was noted.

**AGREED – That the work programme be agreed.**

38 **LEVELS OF FIXED TERM/PERMANENT EXCLUSIONS AND YOUTH JUSTICE SERVICE EDUCATION ENGAGEMENT**

*(Members declarations of interest in relation to this item are set out in Minute 35 above)*

The Lead Member for People – Education submitted and introduced a report (HEd/04/19s) to provide scrutiny with a monitoring report on the levels of fixed term and permanent exclusions in Wrexham and how this compared to the all Wales data summary provided by Welsh Government. The report also provided data in respect of the education, training and employment (ETE) indicator for the Youth Justice Service. A revised Fig 3 – Number of Exclusions for over 5 days 2012/23 – 2017/18 was tabled.

Members noted that the level of fixed term exclusions had increased and that this had been highlighted as a priority area in the department's 2019-20 Business Plan. It was also highlighted that a proportion of excluded pupils also had additional learning needs and further work was being undertaken in relation to this which would be reported back to Committee at a future meeting. It was recognised that very often outside of school influences were linked to disruptive behaviour in school.

Members considered the report and referred to the following matters in debate:

- Assurance was provided that the system for reporting exclusions was robust.
- The importance of leadership in schools. The Head of Education reported that there was evidence to suggest a short term increase in exclusion following a new Headship as a result of increased aspirations and new systems and procedures.
- Queried whether increased waiting times for referrals to CAMHs were impacting on behaviour in schools. The Head of Education acknowledged that waiting lists for CAMHS were high but stressed that the local authority had an excellent operational relationship with both the Health Board and CAMHS. It was important to ensure that counselling services and interventions provided by the local authority were maintained. A CAMHS pilot for in-school training to help teachers identify possible issues and sign-post to appropriate services was being rolled out.
- The role of parents in ensuring that pupil behaviour boundaries, as set by

- schools, were adhered to.
- The importance of consistency of approach in classrooms in respect of levels of acceptable behaviour.
  - Noted that it was not possible to compare school fixed term exclusion levels owing to their differing demographics and behaviour policies.
  - There was no evidence that an underperforming school would have high exclusion rates.
  - Further information was provided regarding the guidance provided to schools by the local authority regarding cyberbullying. It was noted that often incidents of cyberbullying occurred outside of school times. The Head of Education informed the Committee of the project undertaken by Senedd yr Ifanc in respect of bullying and advised he would circulate this to members of the Committee.
  - The Lead Member reported that further work was required to identify whether there was a correlation between schools that may have reduced staffing levels as a result of budget management and incidents of exclusion.
  - Noted that the Education department provided support and advice to schools in order to try to keep exclusion rates as low as possible.
  - The importance of training school Governors to ensure clear and consistent application of behaviour policies.
  - Noted that capital had been provided to two Secondary schools to open behaviour centres and to one Primary school to open a nurture centre.
  - Revised policies issued to schools aimed to reduce the level of school to school movement.
  - The Youth Justice Service multi agency approach was welcomed.
  - Noted that the level of young people not in employment, education or training in Wrexham were one of the lowest in Wales.
  - The importance of ensuring that young people of statutory school age were offered 25 hours of education.

**AGREED –**

- (i) That the Lead Member and Officers be thanked for their report and presentation.**
- (ii) That actions identified in the report to address related issues be supported.**
- (iii) That the next update report on this issue include information regarding:**
  - a) Details of the CAMHS pilot for in school provision training and its impact.**
  - b) Provide information to correlate, if possible, rates of funding and levels of exclusions.**

Councillor Carrie Harper  
Chair





<b>REPORT TO:</b>	Lifelong Learning Scrutiny Committee
<b>REPORT NO:</b>	COGC/03/19s
<b>DATE:</b>	11 April 2019
<b>LEAD MEMBER:</b>	N/A
<b>CONTACT OFFICER:</b>	Craig Stevens, Scrutiny Facilitator (Tel: 292253)
<b>SUBJECT:</b>	Work Programme
<b>WARD:</b>	N/A

## 1. PURPOSE OF THE REPORT

To assist the Committee in considering and agreeing its work programme.

## 2. EXECUTIVE SUMMARY

- 2.1 The proposed work programme up until July 2019, for consideration, is attached at **Appendix 1**. Any proposed changes are highlighted in bold.

## 3. RECOMMENDATION

- 3.1 That, subject to the changes outlined in this report, the Committee agrees the **Work Programme at Appendix 1**.

### REASON FOR RECOMMENDATION

To enable the Committee to develop an outcome-focused work programme for the next 12 months and beyond.

## 4. BACKGROUND INFORMATION

- 4.1 The proposed work programme attached at **Appendix 1**.
- 4.2 Arising from the February meeting the Committee made the following changes to its work programme.

## Levels of Fixed Term/Permanent Exclusions and Youth Justice Service Education Engagement

That the next update report on this issue include information regarding:-

- a) Details of the CAMHS pilot for in school provision training and its impact.
- b) Provide information to correlate, if possible, rates of funding and levels of exclusions

- 4.3 Members will note that this meeting was expecting to consider a report in relation to Support for Pupil Wellbeing. Officers preparing the report have been advised that Welsh Government/Cardiff University have contacted them to inform that the data that was to be included in the report is still embargoed and that it is likely to be so until the end of April. They had initially been told that they could publish the data from February but there are still some delays with the Minister releasing the national data. Therefore, there was no option but to delay this report. It is suggested that this report now be considered at the June meeting of the committee.
- 4.4 Representatives of Coleg Cambria have confirmed, that in line with previous years that they will be in a position to report on Education Standards at key Stage 5 (post-16) at the June meeting. The Committee are asked to agree this scheduling.
- 4.5 Members will note that the Education Department Self Evaluation item, previously listed on the work programme, was completed as a Scrutiny All Member Workshop on 11 March 2019.

## **5. IMPLICATIONS**

- 5.1 **Policy Framework** – The terms of reference of this Committee are partly aligned to the priorities in the Council’s Strategic Theme ‘People’ as set out in the Council Plan. Any scrutiny topics identified will contribute to the terms of reference **‘To ensure that the people of Wrexham have positive aspirations, education and potential’**.
- 5.2 **Budget** – There are no budget implications arising from this report.
- 5.3 **Legal** – There are no legal implications arising from this report.
- 5.4 **Staffing** – There are no staffing issues arising out of the report, but Officer resource will be required to support the preparation of information for Scrutiny Committee consideration.
- 5.5 **Equality/Human Rights** – This report provides information to inform a work programme and the Equality Manager has confirmed that the programme does not require an equality impact assessment as it merely sets out a timetable.

5.6 **Risks** – The main purpose of Scrutiny is to review and improve Council services, to make recommendations on future policy options and to act as a check and balance on the decisions made. Successful work programming and identification of issues for scrutiny, focusing on outcomes contributing to the relevant Council priorities, should minimize the risk to them not being attained/delivered.

**6. CONSULTATION**

Not applicable.

**7 EVALUATION OF OPTIONS**

Not applicable.

<b>BACKGROUND PAPERS</b>	<b>LOCATION</b>	<b>WEBSITE INFO.</b>
Work Programme Planning Report (HF/03/18s) to Lifelong Learning Scrutiny Committee 8 February 2018.	Wrexham County Borough Council Website	<a href="http://modern.gov.wrexham.gov.uk/ieListDocuments.aspx?CId=172&amp;MId=4080">http://modern.gov.wrexham.gov.uk/ieListDocuments.aspx?CId=172&amp;MId=4080</a>



**LIFELONG LEARNING SCRUTINY COMMITTEE**

**Work Programme from April 2019**

**Please note that the forward work programme is a 'live' document and subject to change at short notice.**

**The information in this work programme is subject to agreement at the meeting on 11 April 2019**

*The order in which items are listed at this stage may not reflect the order they subsequently appear on the agenda / are dealt with at the scrutiny meeting. Please note that for items marked as 'part 2' it is recommended that the press and public be excluded from the meeting during its consideration in accordance with the Local Government Act 1972 (as amended).*

***Please note: Workshops and Task & Finish Group meetings are not open to the general public.***

*For general enquiries relating to the Council's scrutiny function, including this committee's work programme, please contact  
Craig Stevens, Scrutiny Facilitator, Scrutiny Team on 292253.*

*For administrative arrangements such as enquiries relating to report dispatch dates, venue layouts, setting up of presentations,  
etc., please contact Sarah Royce, Committee Officer, Committee and Member Services on 292240.*

**All Meetings start at 2.00pm in the Guildhall, Wrexham, unless otherwise stated.**

<b>DATE OF MEETING</b>	<b>SUBJECT</b>	<b>PURPOSE OF REPORT</b>	<b>EXPECTED OUTCOME</b>	<b>LEAD MEMBER/ CONTACT OFFICER</b>
<b>16 May 2019 (3.45pm start)</b>	School Performance	To hold a meeting of the School Performance Monitoring Working Group once per school term to invite schools causing concern (informed by the Accelerated Improvement Board) to attend and present the actions in place to secure improvement and impact is evident.	Significant improvement in schools causing concern to the Local Authority and GwE.	People – Education, Councillor Phil Wynn/GwE/ Chief Officer Education & Early Intervention
<b>20 June 2019</b>				
<b>18 July 2019</b>	GwE Annual Report	To consider whether the support provided by GwE (NW Regional School Improvement Service) has contributed to sufficient improvement in education standards in Wrexham and is providing value for money. To consider a response to key areas identified at the meeting of the Committee in December 2018 arising from consideration of the GwE/WCBC Business Plans.	Significant improvement in education standards in Wrexham schools to bring in line with the Local Authority's expected Wales rankings.	Managing Director of GwE/ Scrutiny Facilitator
<b>12 September 2019</b>				
<b>10 October 2019</b>				

DATE OF MEETING	SUBJECT	PURPOSE OF REPORT	EXPECTED OUTCOME	LEAD MEMBER/ CONTACT OFFICER
<b>14 November 2019</b>	School Performance	To hold a meeting of the School Performance Monitoring Working Group once per school term to invite schools causing concern (informed by the Accelerated Improvement Board) to attend and present the actions in place to secure improvement and impact is evident.	Significant improvement in schools causing concern to the Local Authority and GwE.	People – Education, Councillor Phil Wynn/GwE/ Chief Officer Education & Early Intervention
<b>5 December 2019</b>	Behaviour and Exclusions	To consider a monitoring report on pupil behaviour and the levels of fixed term and permanent exclusions, to include all Wales comparative data, outcome of review of secondary schools behaviour and expectations policies and the recording of exclusions, Governor training, and the education and training indicator for the Youth Justice Service. <b>To include additional information as requested at the meeting held on 21 February 2019.</b>	To reduce the levels of fixed term and permanent exclusions	People – Education, Councillor Phil Wynn// Chief Officer Education & Early Intervention
<b>16 January 2020</b>				
<b>13 February 2020</b>				

<b>DATE OF MEETING</b>	<b>SUBJECT</b>	<b>PURPOSE OF REPORT</b>	<b>EXPECTED OUTCOME</b>	<b>LEAD MEMBER/ CONTACT OFFICER</b>
<b>12 March 2020</b>	School Performance	To hold a meeting of the School Performance Monitoring Working Group once per school term to invite schools causing concern (informed by the Accelerated Improvement Board) to attend and present the actions in place to secure improvement and impact is evident.	Significant improvement in schools causing concern to the Local Authority and GwE.	People – Education, Councillor Phil Wynn/GwE/ Chief Officer Education & Early Intervention
<b>2 April 2020</b>				
<b>14 May 2020</b>	School Performance	To hold a meeting of the School Performance Monitoring Working Group once per school term to invite schools causing concern (informed by the Accelerated Improvement Board) to attend and present the actions in place to secure improvement and impact is evident.	Significant improvement in schools causing concern to the Local Authority and GwE.	People – Education, Councillor Phil Wynn/GwE/ Chief Officer Education & Early Intervention
<b>18 June 2020</b>				
<b>9 July 2020</b>	GwE Annual Report	To consider whether the support provided by GwE (NW Regional School Improvement Service) has contributed to sufficient improvement in education standards in Wrexham and is providing value for money.	Significant improvement in education standards in Wrexham schools to bring in line with the Local Authority's expected Wales rankings.	Managing Director of GwE/ Scrutiny Facilitator

\* Welsh language simultaneous translation to be arranged for these items at the meeting.

## ITEMS TO BE SCHEDULED

ITEM	AS AGREED at meeting of:	PURPOSE OF REPORT	REASON FOR CONSIDERATION	Lead Member/ Contact Officer
Education Standards at Key Stage 5 (post-16)	21 April 2016. 19 November 2015.	<p>To consider the verified Key Stage 5 (post-16) results in 11-18 schools in Wrexham. Performance of Wrexham pupils at Key Stage 5 (post 16) in Coleg Cambria. Assistant Principal of Coleg Cambria be invited to attend the meeting.</p> <p>Report to be submitted when a more consistent measure of value added is available across school sixth forms and colleges (this is currently being developed by Welsh Government).</p>	Continued improvement in education standards for all post-16 Wrexham pupils (school sixth forms and Coleg Cambria).	<p>People – Education, Councillor Phil Wynn/ Head of Education</p> <p>Vice-Principal, Coleg Cambria</p>
Scrutiny of PSB Wellbeing Plan Priority 2	February 2018	Priority 2 – “All people have opportunities to learn and develop throughout their lives”	To ensure that sufficient progress is being made by the PSB in delivering priority 2 of the Wrexham Wellbeing Plan.	PSB Support Officer
*21 <sup>st</sup> Century Schools Band B programme.	8 November 2018	To consider the implementation of the 21st Century Schools Programme Band B. To be considered Autumn 2019.	Band B projects deliver schools fit for the 21st Century.	People – Education, Councillor Phil Wynn/GwE/ Chief Officer Education & Early Intervention

ITEM	AS AGREED at meeting of:	PURPOSE OF REPORT	REASON FOR CONSIDERATION	Lead Member/ Contact Officer
Period Poverty	8 November 2018	To consider a progress report in 18 months time on the implementation of the Welsh Government Funding. Suggested May 2020.	To highlight the effectiveness of work undertaken in this area.	People – Education, Councillor Phil Wynn/GwE/ Chief Officer Education & Early Intervention
Performance of Wrexham Pupil/Schools in the Academic Year 2017/18	8 November 2018	To consider a report containing available data and relevant value added information, together with details of current work around eFSM, variation, progress and value added To be considered when information is available.	Significant improvement in education standards in Wrexham schools to bring in line with the Local Authority's expected Wales rankings.	People – Education, Councillor Phil Wynn/ Chief Officer Education & Early Intervention
<b>Local Government Education Framework</b>	<b>21 February 2019</b>	<b>To agree a response to the questions posed under the Local Government Education framework. As required, but no later than February 2020.</b>	<b>To enable a discussion as to the effectiveness of scrutiny arrangements.</b>	<b>Scrutiny Committee/Scrutiny Facilitator</b>

## REGULAR ITEMS

ITEM	AS AGREED at the meeting held on:	PURPOSE OF REPORT	EXPECTED OUTCOME	RESPONSIBLE OFFICER/ CONTACT OFFICER
School Performance Monitoring Working Group	20 July 2017	To hold a meeting of the School Performance Monitoring Working Group once per school term to invite schools causing concern (informed by the Accelerated Improvement Board) to attend and present the actions in place to secure improvement and impact is evident.	Significant improvement in schools causing concern to the Local Authority and GwE.	People – Education, Councillor Phil Wynn/ Chief Officer Education & Early Intervention
* Education Standards	20 July 2017	<p>To be split over a number of meetings as follows: * <b>October</b> – Standardised NW Report on Foundation Phase, Key Stage 2 and 3 results, including provisional FSM data. Provisional results for Key Stages 4 and 5. Outcomes from the School Performance Task &amp; Finish Group. To also include details of levels of results below expectation.</p> <p>* <b>December</b> – Evaluation of GwE and Local Authority Education Business Plans. Any recommendations to inform the Business Plans for the following year. Members to identify key areas for GwE to respond to when the GwE Annual Report is submitted to Committee in July. Representatives of WASH and the Primary Headteachers’ Federation to be invited to attend.</p> <p><b>June</b></p>	Significant improvement in education standards in Wrexham schools to bring in line with the Local Authority’s expected Wales rankings.	People – Education, Councillor Phil Wynn/ Chief Officer Education & Early Intervention

ITEM	AS AGREED at the meeting held on:	PURPOSE OF REPORT	EXPECTED OUTCOME	RESPONSIBLE OFFICER/ CONTACT OFFICER
		<p>Learner Outcomes Report for Wrexham pupils attending Coleg Cambria (this will include both A level and vocational qualifications). Report to include Percentage of Year 11 Pupils remaining in full time education.</p> <p><i>Reports to highlight both underachieving and good performing schools in order to demonstrate best practice, as agreed at the meeting held on 16 July 2015. Schools to be anonymised.</i></p>		Principal, Coleg Cambria
*GwE (NW Regional School Improvement Service) Annual Report	19 June 2014	To consider the annual report on the performance of GwE, following the end of the financial year ( <b>July</b> ).	As above.	Managing Director of GwE/ Scrutiny Facilitator
Behaviour and Exclusions	8 February 2018	<p>To consider a monitoring report on pupil behaviour and the levels of fixed term and permanent exclusions, to include all Wales comparative data, outcome of review of secondary schools behaviour and expectations policies and the recording of exclusions, Governor training, and the education and training indicator for the Youth Justice Service.</p> <p><b>(December ) To include additional information as requested at the meeting held on 21 February 2019.</b></p>	To reduce the levels of fixed term and permanent exclusions	People – Education, Councillor Phil Wynn/ Chief Officer Education & Early Intervention

## INFORMATION ITEMS

ITEM	Expected date of Circulation	PURPOSE OF REPORT	RESPONSIBLE OFFICER/ CONTACT OFFICER
School funding/ performance	<b>TBC</b>	To receive information on how schools are funded in Wrexham and whether there is any correlation between funding and school performance. Report to include key findings from the review of school funding formula and the impact of welfare reforms and FSM eligibility, as agreed at the meetings held on 16 July 2015 and 7 July 2016. (An Information Report on the Cumulative Impact of Welfare Reforms in Wrexham was circulated to all Members in July 2016)..	Head of Finance
Reform of School Governance	TBC	To receive the outcome of the Welsh Government's consultation on the reform of School Governance, as requested at the meeting held on 16 February 2017.	Head of Education
School Music Service.	Mid-Autumn	To receive information regarding the impact of the budget savings in respect of the schools music service, as agreed at the meeting held on 8 February 2018.	Chief Officer Education & Early Intervention
Fixed Penalty Notices for non-attendance at school	November 2019	To receive a further progress report following the implementation of the Fixed Penalty Notices for non-attendance at school. To include information the consistent application of the policy in schools. (Agreed at the meeting held on 21 September 2017).	Chief Officer Education & Early Intervention
21st Century Schools Band B programme	June 2019	To receive an update on the programme.	Chief Officer Education & Early Intervention
Period Poverty	March 2019	To advise of the spending of this Welsh Government grant funding.	Chief Officer Education & Early Intervention

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<b>REPORT TO:</b>	Lifelong Learning Scrutiny Committee
<b>REPORT NO:</b>	COEEI/09/19s
<b>DATE:</b>	11 April 2018
<b>LEAD MEMBER:</b>	Councillor Phil Wynn (People – Education)
<b>CONTACT OFFICER:</b>	Karen Parry (Tel: 295492)
<b>SUBJECT:</b>	Educational Standards for Pupils with Special Educational Needs
<b>WARD:</b>	

## 1. PURPOSE OF THE REPORT

- 1.1 For Members to be informed of the Educational Standards for Pupils with (SEN) Special Educational Needs.
- 1.2 For Members to be informed of the robust quality assurance of SEN provision in the LA which impacts on standards for pupils with SEN.
- 1.3 For Members to be informed of the range of SEN provision and current plans to address future changes in legislation.

## 2. EXECUTIVE SUMMARY

- 2.1 This report outlines the processes in place to ensure pupils with SEN make good progress in line with their Special Educational Needs. It will detail the provision available in WCBC for pupils with SEN and how it is quality assured. It will outline the changes in legislation. The Glossary in Appendix 2 will detail the definitions of the acronyms used.
- 2.2 WCBC's Local Government Education Service Self Evaluation Summary (December 2018) stated that:
  - Pupils with SEN generally make good progress.

- There is no national comparative data which measures progress specifically for pupils with SEN.
  - There is a good range of provision and holistic approach to support vulnerable learners.
  - Statutory Assessment, Statements of SEN and Annual Review processes are efficient and are statutory compliant.
  - The Authority regularly reviews its SEN provision to ensure adaptation to need and changing demography. Schools understand the criteria and pathways in place to access specialist provision.
  - The relationships and engagement with parents of children with SEN are generally excellent.
- 2.3 Schools are responsible for ensuring that pupils with SEN make progress in line with their ability as they are for pupils with no SEN.
- 2.4 The LA in conjunction with GwE monitors the progress of all pupils including those pupils with SEN.
- 2.5 The LA has a statutory duty to monitor the progress of pupils with SEN against the objectives in the Statements of Special Educational Needs as according to the SEN Code of Practice (2002).
- 2.6 The LA Inclusion Service monitors SEN provision and the progress of pupils with SEN through:
- Annual reviews of Statements of SEN.
  - Annual SEN school monitoring visits.
  - Input to Estyn Inspections, pre and post visits.
  - Joint working with GwE through bi annual meetings.
  - Joint working with LA School Effectiveness Officers in mini reviews.
- 2.7 The LA has recently carried out an SEN Audit with all schools. This has been categorised as green/amber as reported to the Audit Committee. The final report is still outstanding and recommendations will be implemented in due course.
- 2.8 The numbers in WCBC of pupils with SEN has increased over the last few years in line with the school population.

2.9 Preparation for the ALNET (Additional Learning Needs and Educational Tribunal) Act (2018) is good with very effective partnership working with the regional ALN (Additional Learning Needs) coordinator.

### **3. RECOMMENDATIONS**

**3.1 That Members of the Committee formulate their conclusions and recommendations based on the information in the report and the discussion at the meeting.**

### **REASONS FOR RECOMMENDATIONS**

- (i) To provide Members of the Committee with an opportunity to scrutinise the standards of pupils with SEN and the quality assurance of provision.
- (ii) To inform Members of the Committee of the future changes in legislation and the financial implications this may have on the Education Department.

### **4. BACKGROUND INFORMATION**

#### **Local Context**

4.1 Schools, settings and families are supported to meet the needs of pupils with SEN by the Inclusion Service which is within the Education Effectiveness & Infrastructure Service. The service includes the following teams:

- Statutory Assessment team
- Educational Psychology Service
- Speech and Language Outreach Service
- Literacy Outreach Service
- Behaviour Support Team
- (EAL) English as an Additional Language
- Traveller Education Service

These teams include administration staff, Inclusion Officers, teachers, teaching assistants and outreach workers.

#### **SEN Population**

4.2 The total school population in WCBC is 19,694 (PLASC 2019) of which 3,786 pupils have been identified as having SEN, representing 19.22% of the population.

3.2% (645) have Statements of Special Educational Needs. These numbers are in line with the national picture. The total number of pupils at School Action Plus (see 4.9 for definition) and with a Statement of SEN has risen steadily over the last 4 years. This reflects the complex needs of the pupils and the monitoring of the schools SEN register by the LA Inclusion Service. There will be a need to review the workforce to meet the increasing numbers of children and young people with complex needs as well as the demands placed upon the Inclusion Service by the ALNET (2018).

<b>Wrexham LA SEN Population 2016-2019</b>				
	2016	2017	2018	2019
School Action	2046	2119	2084	1999
School Action Plus	991	1123	1102	1142
Statement	529	577	607	645
<b>Total</b>	<b>3566</b>	<b>3819</b>	<b>3793</b>	<b>3786</b>

## SEN Provision

- 4.3 There is a wide range of SEN provision in the LA. The majority of pupils with SEN will be in mainstream schools and their needs will be met within schools own resources. A small percentage of pupils will need access to either Resourced Provision classes (smaller sized classes in mainstream schools) or specialist provision.
- 4.4 Pupil admission to Resourced Provision classes is the responsibility of the LA Moderation panel, who apply access criteria in their decision making. This criteria is written into the Service Level Agreements between the Headteacher and the LA.

Wrexham has a wide range of resourced provision for pupils in all key stages to meet the following 4 areas of SEN as stipulated in the SEN Code of Practice (2002):

1. Communication and interaction
2. Cognition and Learning
3. Behaviour, emotional and social development
4. Sensory and/or physical needs

These areas of need are indicated in brackets below.

## Primary Resourced Provision in mainstream schools

<b>SEN Area of need</b>	<b>Planned places</b>
Speech and Language (1)	23
Social Communication (1)	44
Social Communication/ (SLD) Severe Learning Difficulties (1&2)	6
HI (Hearing Impaired) (4)	16
Complex needs: PMLD (Profound and Multiple Learning Difficulties)/ SLD) (1,2,3,4)	39
Generic (2)	102
Generic (Welsh Medium) (2)	19

BESD (Behaviour Emotional and Social Development) (3)	8
BESD Assessment (3)	8
Generic Assessment (1,2,3,4)	41
<b>Total</b>	<b>267</b>

### Assessment provision

- 4.5 Some primary school pupils' SEN have not been determined and it has been identified that specialised and further assessment is needed before a decision on a placement can be made. There are 49 planned places for assessment provision. It takes on average 18 months to complete a thorough and specialist assessment, although there is variation depending on a child's complexity.

### Secondary Resourced Provision in mainstream schools

SEN Area of need	Planned places
Speech and Language (1)	18
Social Communication (1)	41
Hearing Impaired (4)	6
Generic (2)	72
Generic (Welsh Medium) (2)	20
BESD	8
SpLD (Specific Learning Difficulties)	16
<b>Total</b>	<b>181</b>

### Special School Provision

- 4.6 There are 300 planned places at St Christopher's. This special school caters for all areas of SEN for those pupils with the most complex and profound needs.
- 4.7 A review of SEN Resourced Provision was carried out in 2016. Recommendations from this review have been implemented. Due to the changing nature of pupils with SEN, review of provision will be ongoing. This is a requirement as detailed in the Draft Additional Learning Needs Code for Wales (December 2018).

### Current legislation

- 4.8 The LA has a statutory duty to comply with the regulations of the Education Act (1996) and the SEN Code of Practice (2002).
- 4.9 Schools are expected to follow the Graduated Response as set out in the SEN Code of Practice (2002). This approach recognises that there is a continuum of SEN and where necessary increasing specialist expertise may be required. The stages of the graduated response are as follows:
- Class Action: universal differentiation to meet the needs of all learners.

- School Action: school based interventions to meet the needs on an individual pupil who is making limited progress.
- School Action Plus: utilising external agencies to support IEPs with fresh targets and accompanying strategies and to provide specialist assessments that can inform planning and the measurement of a pupil's progress.
- Statutory Assessment: a full assessment made by the LA, in collaboration with parents, schools and other agencies who have identified that the pupil probably has SEN and there is a need to determine special educational provision.
- Statement of SEN: a legal document which describes the pupil's special educational needs and the special educational provision required to meet their needs following the full assessment.

4.10 The vast majority of pupils with SEN will remain on either School Action or School Action Plus with only a small percentage needing to progress through Statutory Assessment.

### **Future legislation**

4.11 The implementation of the ALNET Act (2018) sees significant legislative changes.

The key messages are:

- The term ALN (Additional Learning Needs) will replace the terms SEN and LDD (Learning Difficulties and Disabilities).
- The extended age range will be 0-25. It is currently 3-16 (19 in specialist provision).
- Statements will become IDPs (Individual Development Plans).
- All pupils with ALN will have an IDP.
- There will be increased participation from pupils, young people, parents and carers in the development of IDPs (Person Centred Planning).
- There will be entitlement to ALN provision through the medium of Welsh.
- Pupils and parents will have entitlement to lodge an appeal to SENTW (Special Educational Needs Tribunal for Wales) at every stage of the IDP process.

4.12 The Draft ALN Code for Wales was published in December 2018 for consultation. The consultation period ended 22 March 2019. WCBC submitted a response following the engagement of a wide range of stakeholders. This will form part of the overall Welsh Government Consultation report due to be

published later this year. The main findings reported by stakeholders in the consultation were:

- The Person Centred focus was deemed positive.
- The recognition of the importance of the role of the ALNCo was welcome.
- It will be a more equitable system for all pupils with ALN.
- It is unlikely to be cost neutral.
- Processes and systems will need to be developed and robust to incorporate the extended age range.
- There is a need to carefully consider the development of the workforce to meet the requirements of both the Curriculum for Wales and the ALN Act

4.13 The changes from the Act (ALNET) will be supported by the new ALN Code due to be published as a final copy by the end of 2019.

4.14 Preparation for the ALNET Act (2018) is good with very effective partnership working with the regional ALN coordinator.

4.15 WCBC has been instrumental in leading on PCP (Person Centred Practice). As early as 2014, the LA started to train schools and was approached to lead training across the region.

4.16 Estyn published a thematic review in October 2018, 'Readiness for additional needs reform'. Out of 7 case studies across Wales identifying good practice 3 were Wrexham schools; Darland High School, St Mary's RC Primary school and Wrexham Early Years Centre. These schools were identified as having good and excellent practice as they demonstrated the following characteristics meaning that they are well placed to make the transition to the new ALN system:

- inclusive ethos and culture
- clear leadership roles
- being a learning organisation
- high aspirations based on strong assessment practice
- working with partners
- investing in staff
- supporting parents and pupils
- strong school improvement processes

The impact of Darland's practice included pupils gaining 100% achievement in level 1 at the end of key stage 4, with all pupils progressing to a full-time post-16 educational course. Both St Mary's RC and Wrexham Early Years Centre report an increase in parental and pupil engagement and both feel more confident to express their views. Parents also expressed they are positive about the changes.

- 4.17 The Level 3 Inclusion Service plan has identified the actions and timescales to address the priority of the implementation of the ALNET Act (2018).

### Progress for pupils with SEN

- 4.18 The percentage of pupils with SEN at school action, school action plus and statemented over the past three years has been within a 2pp range for the foundation phase and KS2. In KS3 the % of SEN in a year 9 cohort has increased from 18.8% to 23.1% in 2017-18.
- 4.19 Over a three year period there has been generally good performance at all stages of the Code of Practice.

<b>School Action, Action plus and Statemented</b>						
	15-16		16-17		17-18	
	% SEN	FPI/CSI	% SEN	FPI/CSI	% SEN	FPI/CSI
Foundation phase (FPI)	19.7	47.7	20.2	53.9	20.9	40.5
KS2 (CSI)	21.3	49.8	22.4	60.5	20.5	58.7
KS3 (CSI)	18.8	41.3	23.8	51.8	23.1	60.1
KS4 (CSI)	No comparable data available					

- 4.20 At School Action Plus and Statemented cohort sizes have been within a 2pp range. At KS3 over a three year period there has been an increase of 2.7pp.

<b>School Action plus and Statemented</b>						
	15-16		16-17		17-18	
	% SEN	FPI/CSI	% SEN	FPI/CSI	% SEN	FPI/CSI
Foundation phase (FPI)	6.8	35.4	8.0	34.1	8.9	28.0
KS2 (CSI)	9.3	31.7	7.9	38.2	7.4	34.2
KS3 (CSI)	9.0	24.5	11.6	30.6	11.3	43.7
KS4 (CSI)	No comparable data available					

- 4.21 Over a three year period, the performance of SEN pupils has significantly improved at key stage 3 at School Action Plus and Statemented evidencing improved provision.
- 4.22 Some pupils with complex special educational needs cannot access the Welsh National Tests indicated in the data above, hence, progress against individual targets are more appropriate. Teams within the LA Inclusion Service monitor and review impact through service plans and data analysis.
- 4.23 The Statutory Assessment team monitors all pupils with Statements through Annual Monitoring Visits, attendance and analysis of Annual Reviews data. The data demonstrates that nearly all pupils make progress. For those pupils

where it is indicated that there has been no change or a regression, further analysis by the Inclusion Service has shown that more appropriate provision is required.

<b>Progress against Statement Objectives</b>				
	2014- 2015	2015-2016	2016- 2017	2017-2018
Progress	94.8%	95.8%	95.3%	92.7%
No change	5.0%	3.7%	4.7%	7.2%
Regression	0.2%	0.4%	0.0%	0.2%

- 4.24 In 2017-18, the Speech and Language Outreach Service worked in collaboration with BCUHB (Betsi Cadwaladr University Health Board) with 41 pupils, across 31 schools. Of the 406 targets evaluated 82% were fully achieved, 17.5% partially achieved and 0.5% not achieved. This team review a pupil every 10-12 weeks and set new targets if appropriate across each aspect of speech and language, hence large number of targets. Depending of the complexity of the pupil, there may be up to 10 small stepped targets set.
- 4.25 In 2017-18, the Literacy Service set and evaluated 157 targets for 50 pupils in 34 primary schools; of which 88% were fully achieved, 10% were partially achieved and 2% did not achieve. The data indicates that 75% of pupils increased their reading accuracy score by 4 or more points and 70% of pupils increased their spelling accuracy score by 1 point or more. 75% of pupils accessing the service returned to school action after a period of intervention, the remaining 25% accessed a range of provision at School Action Plus (SAP) or were issued with a statement of SEN. This team reviews a pupil every term and set approximately 3 new targets per pupil if appropriate, hence large number of targets.

### **Monitoring Provision**

- 4.26 In addition to scrutinising individual pupil progress as detailed above, the LA Inclusion Service carries out effective and robust monitoring of SEN provision and ensures pupils with SEN make good progress through:
- Input to Estyn Inspections, pre and post visits.
  - Joint working with GwE through bi annual meetings.
  - Joint working with LA School Effectiveness Officers in mini school reviews.
  - SEN Audit.
  - Annual Monitoring visits to each school.
- 4.27 GwE and the LA School Effectiveness and Inclusion Services work collaboratively pre-inspection to inform Estyn of a school's standards and effectiveness of provision for pupils with SEN. Through 2018-19, information on how prepared schools are for the implantation of the ALNET Act (2018) has been included in pre inspection reports. Following Estyn inspections, the

LA Inclusion Service support schools if SEN is identified as a recommendation.

- 4.28 In 2018-19 WCBC Education Department introduced bi-annual meetings between staff from GwE, School Effectiveness Service, Inclusion Service, HR and the Educational Social Work Team to share in depth intelligence on each cluster of schools. The progress and provision of pupils with SEN is shared.
- 4.29 The LA School Effectiveness and Inclusion Services work collaboratively in 'mini school reviews' in which full day visits are planned to scrutinise a range of aspects. During this time processes and documentation are scrutinised in addition to lesson observation. Schools are identified as potentially due an Estyn Inspection and support is offered accordingly following this visit.
- 4.30 Every school has an Annual Monitoring Visit of SEN from the LA Inclusion service in which the school's Inclusion Officer will review a range of factors including progress towards targets set in the previous year, priorities identified for the coming year and pupils to be prioritised for intervention. This year, 2018-19 schools were asked to present 3 pupil files for Inclusion staff to check on compliance of processes.
- 4.31 To strengthen the scrutiny of processes which ultimately has an impact on provision and therefore, pupil progress, this term the Audit team carried out an SEN Audit in conjunction with the LA Inclusion Service. The results and recommendations which are pending will inform and support schools in ensuring compliance and good practice.
- 4.32 There are indications that parental satisfaction is high, demonstrating effective working relationships between the Education staff, schools and families. It also demonstrates effective provision and good pupil progress.

During 2017/18 the dispute resolution service was not accessed. No appeals from both parents and pupils were lodged to SENTW. To date in 2018-19 there has been no appeals lodged. National data indicates Wrexham has a low rate of appeal to SENTW. From 2009- present day there has been 7 lodges of appeal. The outcomes were 2 concessions, 3 withdrawn (by parents), 1 dismissed and 1 upheld.

## 5. IMPLICATIONS

- 5.1 **Policy Framework:** This report relates directly to the following Council priorities:

PE1- Supporting people to have positive aspirations, learn and achieve their potential;

reflected in the Wrexham Education Partnership purpose statement developed with schools in the autumn 2017;

***“working together to provide an excellent and inclusive school for***

***every child and young person in Wrexham – working together for excellence.”***

5.2 **Budget** - This report will not have an impact on budget. This will be reviewed once the Welsh Government have published their response to the current consultation.

5.3 **Legal** - The LA has a statutory duty to comply with the regulations of the Education Act (1996) and the SEN Code of Practice (2002).

The ALN & Education Tribunal Act (2018) will be implemented as from September 2020.

The final version of the Additional Learning Needs Code will be published during Autumn 2019.

5.4 **Staffing** - This report will not have an impact on staffing. This will be reviewed once the Welsh Government have published their response to the current consultation.

5.5 **Equality/Human Rights** - Members are advised of their duty to consider the full Equality Impact Assessment which is available at <http://vmwinsqld/equalityisalive/Menu.aspx> report number [E-E1A00059-2019]. Members of the public can request a copy of the full Equality Impact Assessment from the Contact Officer named in the header box of this report.

A summary of the Equality Impact Assessment is attached as Appendix 1.

5.6 **Risks** - SEN audit recommendations to be addressed following issue of final report.

## 6. CONSULTATION

6.1 There has been no consultation carried out in respect of this report.

BACKGROUND PAPERS	LOCATION	WEBSITE INFO
Additional Learning Needs Draft Code December 2018	Welsh Government website	<a href="https://beta.gov.wales/draft-additional-learning-needs-code">https://beta.gov.wales/draft-additional-learning-needs-code</a>
Estyn thematic report Readiness for ALN Reforms, October 2018	Estyn website	<a href="https://www.estyn.gov.wales/thematic-reports/readiness-additional-learning-needs-reforms">https://www.estyn.gov.wales/thematic-reports/readiness-additional-learning-needs-reforms</a>
Special Educational Needs Tribunal for Wales Annual Reports	SENTW website	<a href="http://sentw.gov.wales/?lang=en">http://sentw.gov.wales/?lang=en</a>



## Education Standards - Pupils with SEN

Department Ref: E/EIA00059/2019

Responsible Officer: Ian Roberts

Job Title: Head of Education

Assessment Owner: Karen Parry

Job Title: Inclusion Manager

eMail Address: karen.parry@wrexham.gov.uk

Created By: Paula Parry

Created Date: 07 Mar 2019

Last Modified By: Paula Parry

Last Modified Date: 07 Mar 2019

Completed By:

Completed Date:

## Rationale

Why is it being considered?

General Review of current position of Educational standards attained by Wrexham pupils with Special Educational Needs.

What need is being addressed?

Reporting on the current position of Educational standards attained by Wrexham pupils with Special Educational Needs.

## Aim

What is the intended outcome of the proposal / policy?

Reporting on the current position of Educational standards attained by Wrexham pupils with Special Educational Needs.

## How

How will it be delivered, by whom and by when?

Report to be delivered to the Lifelong Learning Scrutiny Committee.

## Who

Who are the people likely to be affected by this proposal or policy?

Whilst the report gathers data in order to report on the current standards attained by pupils with SEN there is no proposal to change either provision or policy, therefore there is no foreseen impact on any particular group.

How have you consulted with the people who are likely to be affected?

This is not required

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## Measures

How will you know when you have achieved your aims?

Report to be delivered to the Lifelong Learning Scrutiny Committee.

What are your measures / indicators of success?

Report to be delivered to the Lifelong Learning Scrutiny Committee.

## Other Influences

Identify any other policy or decision [internal or external] that may affect your proposal.

None

Screening Tool				
	Q1. Could this proposal have a +ve or -ve effect on how functions are delivered to any of these groups?	Q2. Could this discriminate against any of these groups?	Q3. Could this proposal advance the equality of opportunity for these groups?	Q4. Could this promote good relations between these groups and the wider community?
Age CYP	No Impact	No Impact	No Impact	No Impact
Age Adults	No Impact	No Impact	No Impact	No Impact
Disability	No Impact	No Impact	No Impact	No Impact
Gender / Sex	No Impact	No Impact	No Impact	No Impact
Pregnancy & Maternity	No Impact	No Impact	No Impact	No Impact
Race / Ethnicity	No Impact	No Impact	No Impact	No Impact
Religion / Belief	No Impact	No Impact	No Impact	No Impact
Sexual Orientation	No Impact	No Impact	No Impact	No Impact
Marriage & Civil Partnership	No Impact	No Impact	No Impact	No Impact
Gender Reassignment	No Impact	No Impact	No Impact	No Impact
Carers	No Impact	No Impact	No Impact	No Impact
Poverty	No Impact	No Impact	No Impact	No Impact
Wrexham Language	No Impact	No Impact	No Impact	No Impact

Screening Impacts			
Question	Type	Category	Description
All	No Impact	All	As this is a data gathering and reporting exercise on the current educational standards attained by pupils in Wrexham with SEN. As there are no proposed changes to the service delivery of Policy there is no expectation of any impact on any individual or group with PC's



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Linked EIAs  
Follow Up

Was any mitigation applied or was the proposal delivered as originally planned prior to the Equality Impact Assessment?

Were the intended outcomes of the proposal achieved or were there other results?

Were the impacts confined to the people you initially thought would be affected, or were other people affected? How?





**Glossary**

These definitions relate to terms used in this report.

- ALN:** Additional Learning Needs. This is the term which will be used following the implementation of the ALNET 2018 in September 2020. It will be used to describe those pupils who have a significantly greater difficulty in learning than the majority of children of the same age.
- ALNET:** Additional Learning Needs and Educational Tribunal Act 2018. This Act will be implemented from September 2020 and the LA will have a statutory duty to adhere to the requirements.
- BCUHB:** Betsi Cadwaladr University Health Board. The Inclusion Service works in collaboration with BCUHB to deliver educational provision to pupils with SEN.
- BESD:** Behaviour Emotional and Social Development. This term is used to describe pupils who struggle to communicate and self-regulate their responses due to a range of underlying factors.
- CSI:** Core Subject Indicator. This term is used to describe the % of pupils that achieve the recognised level in either English or Welsh and Mathematics and Science.
- EAL:** English as an Additional Language. This term is used to describe those pupils whose home language is neither English nor Welsh.
- FPI:** Foundation Phase Outcome Indicator. This term is used to measure % of pupils achieving expected level in each of the areas of learning in combination.
- HI:** Hearing Impaired. This term is used to describe pupils who have mild, moderate or profound hearing loss in which access to support and provision is required depending on the complexity and severity.
- IDP:** Individual Development Plan. This term will be used following the implementation of the ALNET (2018). An IDP will replace a Statement of SEN. It will describe the needs of the pupil, the provision required including health input, parents and pupils views, the plan to meet the pupil's need and transition arrangements.
- PCP:** Person Centred Practice. This is an approach which places the pupil in the centre of all decisions affecting their education.
- PMLD:** Profound and Multiple Learning Difficulties. This term is used to describe pupils with the most significant and complex physical, medical and sensory needs.

- SAP:** School Action Plus. This term is used to describe the stage of the SEN Code of practice in which school staff are provided with advice or support from outside specialists.
- SEN:** Special Educational Needs. This is the current term used to describe those pupils who have a significantly greater difficulty in learning than the majority of children of the same age.
- SLA:** Service Level Agreement. This term is used to describe the written documentation between headteachers and the LA outlining arrangements for the Resourced Provision. This includes planned places, access and exit criteria, financial costings and roles and responsibilities.
- SLD:** Severe Learning Difficulties. This term is used to describe a pupil who has complex cognitive learning needs and usually requires specialist educational provision.
- SpLD:** Specific Learning Difficulties. This term is used to describe a pupil who struggle to learn and process information which has an impact on acquiring literacy skills.