

Service
Handbook

ADYach

Additional Learning Needs
and Inclusion
Strategy

Gwynedd and Anglesey



Introduction

This document sets out the Vision that led to the adoption of the New Additional Learning Needs and Inclusion Service for Gwynedd Council and Isle of Anglesey Council – implemented from 1 September 2017. This handbook contains a brief description of all Services within the Integrated Team, details on the Senior Managers, Leaders of the Individual Services, and Access to the Services.

The proposed ALN legislation emphasizes the need to ensure that the pupil is central to every decision related to their education, aspirations and needs. This is done through the use of person-centred methods to create a 'one page Profile' and Individual Development Plans (IDP). It is important to identify:

- What others like and admire about the individual?
- What is important to the individual?
- What is important to support the individual?

To promote these principles, the two Senior Managers and every service leader have created their own One Page Profile for this document. **See Appendix 1.**

The Vision:

The aim of our new Additional Learning Needs and Inclusion Strategy is:

'To ensure that children and young people (aged between 0 and 25) who have additional learning needs take advantage of opportunities and gain experiences that are planned effectively for them, in order to allow them to make progress according to their ability.'

The outcomes we seek to achieve through the Strategy include:

- a provision which places much greater emphasis on early intervention especially in the early years and which seeks to identify conditions very early on in the children's lives so that this can have an impact on their education and their lives in general;
- increasing the expertise of our schools with the use of training programmes;
- robust multi-agency collaboration arrangements that will lead to sharing information and ensuring effective joint-planning for the education and development of children and young people who need additional support;
- offering a service that ensures high quality educational experiences;
- children and young people receiving the additional support sooner; making educational progress at an appropriate rate and contributing to promoting their independence;
- a learning environment of the highest possible quality for children who have the most severe needs;
- ensuring an effective and efficient system.

Rationale

The Gwynedd and Anglesey Additional Learning Needs and Inclusion Service provides a comprehensive integrated service across education establishments of both counties in order to:

- Promote the development of schools to become inclusive establishments.

- Reduce the effect of ALN on the outcomes for children and young people by improving skills and achievements.
- Providing suitable and high quality education for children and young people with ALN.
- Locating high quality services locally.
- Consider individual aspirations and needs and that every child and young person is central to the service and intervention provided for them.
- Ensure high quality skills within the central workforce and schools workforce in order to improve the full ownership and inclusiveness of ALN within schools in both counties.
- Contribute to improving quality of life and welfare by enhancing the educational provision available.
- Reduce the cohort of children who require additional intervention due to ALN by improving inclusiveness within educational provision.
- Strengthen links and accountability for ALN across the tiers of the provision model.

Whole-School Action

Providing for children who have additional learning needs is a priority for the whole community of each school in Gwynedd and Anglesey. Addressing the additional learning needs of pupils is not the responsibility of the co-ordinator, assistants and senior management team alone; rather the full community of the school plans and provides suitably for them.

Before looking for additional assistance, each school should attempt various strategies which are clearly highlighted within the criteria. It is only after following these steps that the school can receive additional support from outside.

Whole-School Expectations

Additional Learning Needs and Inclusion is a responsibility in every aspect and function within the school.

1. ALN and Inclusion Liaison Governor

The role of the ALN and Inclusion Liaison Governor is very valuable in providing support to the Head and staff in developing a learning environment which promotes progress for children with ALN and Inclusion.

2. Head teacher (ALN Contact Person in each school)

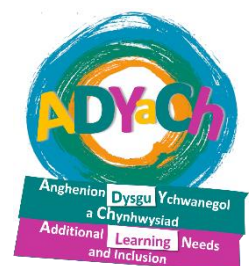
The leadership of the school Head teacher (or member of the Senior Management Team) in the ALN and Inclusion field is essential to disseminate mind-set, ownership and communication regarding ALN and Inclusion to rest of the school staff.

3. School/Cluster ALN and Inclusion Co-ordinator

The School/Cluster ALN and Inclusion Co-ordinator has a key role within the school, with a strategic input. They are accountable to the school's Governing Body and Head teacher, and receive further guidance from the ALN and Inclusion Area Quality Service.

4. Classroom/Subject Teachers

Every teacher recognises that they are responsible for responding to ALN and Inclusion. They are also key in terms of identifying new cases ALN and Inclusion.



5. Teaching Assistants and Learning Coaches

The work of assistants enhances the provision available across the school. Every assistant and learning coach, in each role within the school, is responsible for addressing the ALN and Inclusion of pupils.

6. Communicating with Families / Parents Partnership

Working with families and ensuring parental collaboration are crucial for a successful relationship with any pupil.

The Integrated Team

This strategy is based on a skilled Integrated Team which includes specific teams of expertise according to condition/disorder and location. These teams will advise and support the schools and ensure consistency in providing individuals with appropriate interventions and support.

We will focus more on language disorders, autism and behaviour support on the basis that these conditions require more specialist intervention. There will be significant change in the support for specific and non-specific learning needs with more emphasis on schools to provide this provision themselves with the advisory support of the Integrated Team.

The specialist Service is divided into two parts that are:

- The Additional Learning Needs Services
- The Inclusion Services



1. Access to Services

Early and graduated intervention is essential to reduce pupils' difficulties later on in their school career. Therefore, the close relationship with community and education workers in the early years sector needs to be strong. A referral system is in place whereby community health workers (e.g. Paediatrician, Health Visitor, Speech and Language Therapist) and early years educational institutions registered with the Local Authority as education providers (e.g. Cylchoedd Meithrin) can refer young children to the Early Years Forum. Children are referred in accordance with the Early Years Criteria, and the Individual Development Plan is used. This may lead to discussing the child within specific areas at the Area Forum (e.g. a child needing input from the Communication and Interaction Team).

2. Criteria

Clear Criteria for Accessing and Leaving Services within the ALN and Inclusion field promotes consistency across schools in relation to requirements and expectations. Specific Criteria exist within each area of need. When a pupil experiences difficulties across areas, reference must be made to the Criteria in those areas, but with a decision regarding the child/young person's recognition of what the main difficulty is at any one time.

3. Using Person-centred approaches to create Individual Development Plans

The Individual Development Plans (IDP) (by adopting the new legislation) will replace SEN statements (Statutory) and non-statutory Individual Education Plans (IEP). Every child or young person with ALN has the right to receive the same statutory plan – namely the IDP.

4. ALN and Inclusion Forums, and Cross-County Panel (Moderation)

The work of the Specialist Teams, (other than aspects of the work of Educational Psychologists, ALN and Inclusion Quality Officers, and the Welfare and Counselling Service) is organised through ALN and Inclusion Forums as a starting point. Any school can request input into the Forum in accordance with the Criteria by using the child's Individual Development Plan. The ALN Area Fora meet every half term.

In the case of children with acute and complex needs, a discussion about those needs is initiated through a Cross - County Moderation Panel. The Forums and the Panel act in accordance with the LEA service's access and leaving Criteria. A key part of the Forums and Panels' role is to receive information about the way schools use the specialist Services they receive, and whether they implement the recommendations offered at classroom level.

Support Path

School Head teacher /ALN&I Contact Person ensures school-level strategies are implemented to support the pupil

STEP 1 - if **additional needs** are identified

- Use of One-Page profile and Action Plan
- Decision by the school in accordance with the Criteria
- Additional support offered by the school



STEP 2 - if the child /young person meets the criteria for **specialist support**

- Use of One-Page profile and Action Plan
- Refer to the **ALN&I Area Forum** in accordance with the Criteria to make a decision regarding the best provision.
- Specialist support offered by the school and Central Integrated Team for a specific period as necessary



STEP 3 - if the child /young person has **more acute and complex needs**

- Use of One-Page profile and Action Plan
- Decisions regarding the best provision in the **Gwynedd and Anglesey Cross-County Panel** in accordance with the Criteria
- Specialist support offered by the Central Integrated Team and specific Assistants

ALN&I Cluster Co-ordinators provide support to the pupil, parents and cluster of schools

Area ALN&I Quality Officers offer support to the pupil, parents and schools within their area



Governance:

The Senior Management Team operates across both authorities and includes **Senior Inclusion Manager** and **Senior Additional Learning Needs Manager** who are responsible for leading the proposed national development (ALN Legislation) as well as fully implementing the outcomes of the Gwynedd Council and Isle of Anglesey County Council ALN and Inclusion Strategy Review.

They are responsible for:

- Managing and implementing a strategic vision in the Inclusion and Additional Learning Needs field in its entirety.
- Managing the Inclusion/Additional Learning Needs budget.
- Challenging schools in both fields ensuring consistency and the highest standard of practice by the schools and central services.
- Regularly visiting schools as part of a proactive procedure and reporting on strengths and areas for improvement.

Gwern ap Rhisiart is the Inclusion Senior Manager and the Senior Manager for ALN is Dr Einir Thomas
You can contact both on:

GwernApRhisiart@gwynedd.llyw.cymru
EinirThomas@gwynedd.llyw.cymru

The **Inclusion Education Leader** is accountable for the day to day running and quality of the Behaviour Support provision, from the early years up to the end of Key Stage 4.

- Ensuring that the response is prompt, robust, consistent and meets statutory requirements across the range.
- Managing the work pattern of four primary teams, 25 Package pupils time-table and collaborate with three secondary schools to ensure appropriate provision at KS3.

Owain Arwel Davies is the Inclusive Education Leader. Contact details:

OwainArwelDavies@gwynedd.llyw.cymru

The **Chief Educational Psychologist** is accountable for the professional supervision of the team of Psychologists and for giving strategic guidance in the field. The Chief Psychologist will act as Psychologist for Special Schools and for Out-of-County Placements.

Ffion Edwards Ellis is the Chief Educational Psychologist. Contact details:

FfionEdwardsEllis@gwynedd.llyw.cymru

The **Area ALN&I Quality Officers** are responsible for ensuring that pupils respond to the change in the ALN Legislation by supporting and managing change.

- Ensuring that ALN quality is monitored within the schools and reporting to the Education Officers/Senior Managers when appropriate
- Standardising and supporting the work of ALN Co-ordinators in terms of the use of ALN resources and a whole-school level.
- Supporting the pupils with the most severe needs within the mainstream.

The four Area ALN&I Quality Officers are:

Non Samuel NonEleriSamuel@gwynedd.llyw.cymru	Isle of Anglesey	Lora Glynwen Williams LoraGlynwenWilliams@gwynedd.llyw.cymru	Dwyfor
Haf Roberts HafRoberts@gwynedd.llyw.cymru	Arfon	Clare Trappe ClareTrappeRoberts@gwynedd.llyw.cymru	Meirionnydd

Educational Psychology Service

The Educational Psychology Service collaborates with Gwynedd and Anglesey schools in order to facilitate a suitable and reasonable response for young people who experience additional learning difficulties, as part of the ALN Integrated Team, where these needs affect the individuals' access to the curriculum. They do this in order to:

- Ensure the best possible educational outcomes for individuals aged between 0 and 19 years old.
- Provide a high quality Service that is in-keeping with the standards of the Health and Care Professions Council (HCPC).
- Work in an effective strategic manner to promote whole-school development in the way in which ALN and Inclusion is targeted.

The Service provides a range of Services including:

- Training at a school, regional and county level on subjects related to interventions, monitoring and progress assessment methods, whole school provision mapping methods and individually centred planning.
- Close collaboration with ALN Quality Officers and ALN&I Co-ordinators within schools.
- Therapeutic intervention at a group or individual level.
- Consult with parents and key staff within the school at an individual or group level to promote change and development.
- Input by a Designated Senior Education Psychologist for the Integrated Service in every field including strategy Planning, training, consultation within the field.
- Psychological and Strategic Input within the Area Forums.

Priorities and Outcomes of the Education Psychology Service Business Plan:

<i>Ref.</i>	<i>Priorities</i>	<i>Outcome</i>
1	Develop the Team's capacity to report on effectiveness and efficiency in a measurable way.	<ul style="list-style-type: none"> • That the Team can report on the type of work achieved, the measurements used, and regular effectiveness of the work.
2	Develop a training strategy	<ul style="list-style-type: none"> • Information available for users • Training planned and provided in a coherent manner. • Income generated
3	Develop clarity regarding the Team's role and the service that can be provided, especially in the Inclusion field and behavioural/emotional needs field.	<ul style="list-style-type: none"> • A positive impact on the outcome achieved by vulnerable individuals within schools. • Co-operation at a strategic level with other Services, and with agencies outside Education, in compliance with Gwynedd and Isle of Anglesey ALN Strategy.
4	Develop a fit for Purpose Model for the Team's dissemination	<ul style="list-style-type: none"> • Effective use of resources and specializations within the team. • The Team effectively co-operates within the Integrated Team.
5	That the Team provides a more appropriate service for the early years sector	<ul style="list-style-type: none"> • Better results achieved for Young children who have ALN due to specialist early intervention.

Safeguarding Policies and Guidelines

The Safeguarding Officer acts as a point of contact for guidance, training and specialist advice in the field of child protection. They work closely with the Children Services to ensure that our pupils are safeguarded in full within the education system. They represent education at child protection meetings where an allegation has been made against a member of staff.

Training Strategy

It will have to be ensured that the workforce of the Integrated Team includes specific expertise related to every field and this expertise is updated regularly ensuring that the correct evidence-based interventions are used. Every specialist team will plan a comprehensive Training Programme for the workforce and the parents under the guidance of the specific Senior Educational Psychologists.

Data and Electronic Systems

It is crucial that we are able to simplify methods of holding information electronically and in doing so reduce duplication. The system provides access to all the information about a pupil's ALN and Inclusion within a single electronic file.

The Administrative Team

As the Special Educational Needs Joint-Committee (SENJC) has come to an end on 31 August 2017, the entire administrative provision has been re-structured. A summary of the posts and the responsibilities is provided below.

How do I to contact the Administrative Team?

A new 'self-service' telephone system is now in operation that will refer you to the individual services much quicker:

Phone 01286 679007

Each team member will have access to the e-mail: GweinyddolADYaCh@gwynedd.llyw.cymru

POST	RESPONSIBILITIES
Statementing /IDP Officer	<ul style="list-style-type: none"> co-ordinate and supervise pupils cases for statutory assessment/statement/review/panel etc Discuss requests with schools as and when required. Implement moderation panels decisions
Statementing/IDP Administration Officer	<ul style="list-style-type: none"> remind schools/receive requests in accordance with checklist (schools IDP / statement) organize forums/panels (ensure location/invitations) + attend/record receive day to day enquiries about IDP procedures/statements
Early Years Co-ordinator	<ul style="list-style-type: none"> co-ordinate and administer cases of young children referred by agencies due to likelihood of having ALN co-ordinate and administer early years forums
Finance Administrative Officer	<ul style="list-style-type: none"> regularly check current information against information systems attend panels/forums and co-ordinate implementing decisions on provision and finance ensure that accurate information on staff changes is promptly transferred to HR and instruct funding to transfer money to schools budgets
Support Officer to the Management Team	<ul style="list-style-type: none"> Support the work of the ALN&I Education Management Team by co-ordinating and ensuring an efficient method of operation. Ensure that actions are implemented within the remit of the monitoring boards and management teams.
General Administrative Officer - ALN and Inclusion	<ul style="list-style-type: none"> Support the pupils provision service Arrangements - place orders for placements, meetings/training etc Phone calls – receive day to day enquiries about ALN procedures or overall Inclusion
DATA UNIT	<ul style="list-style-type: none"> Data Development Officer & the use of Information Technology Education (ALN & Inclusion)

The Additional Learning Needs Services

Communication and Interaction Service

The Communication and Interaction Service seeks to enrich language, communication and interaction skills and respond gradually when difficulties in relation to Delay, Disorders or Autism impact development in these fields.

The team provides guidance and training for teachers and assistants on the classroom floor in order to ensure that the right strategies are being used.

Centres (part-time) are an integral part of the service, with a clear focus on increasing the pupils' skills as they return to the mainstream. There are five Specific Language Disorder Centres, and three Primary Centres and two Secondary Centres for Social Communication (for those with difficulties on the autistic spectrum).

There is a closer connection, and work targeted in a far more co-ordinated manner with the language therapists service. The role of these therapists is specific for supporting the pupils who receive outreach input, and within the centres.

Delyth Gibbard is the Senior Communication and Interaction Specialist Teacher. Contact details:

DelythGibbard@gwynedd.llyw.cymru

Communication and Interaction Service Business Plan Priorities and Outcomes:

Ref.	Priorities	Outcome
1	Define appropriate measurements to indicate effectiveness of the service	<ul style="list-style-type: none"> Co-operate with the LEA in developing appropriate data systems. Plan use of the data gathered in the IDP to measure effectiveness. Create/place orders for other measurements as required. Prepare a questionnaire of parents/schools views.
2	Plan, and create specialist training on Autism/Language Difficulties.	<ul style="list-style-type: none"> Appropriate training provided for schools (entire staff). Record requests for training via the Forum. Trial use of WLGA Training Pack in 10 Schools across Gwynedd and Môn.
3	Early Years Work : Continue to develop a more effective partnership between nursery groups, nursery classes and ABC Unit	<ul style="list-style-type: none"> Plan transfer of cases from the ABC Service to the Communication and Interaction Service in the Early Years Panel. Senior Assistants within the Service identify cases during the Summer Term to facilitate transfer into the mainstream. Co-operate with Flying Start to scrutinize future cases and share good practice.
4	Ensure better consistency of skills across the Service	<ul style="list-style-type: none"> Identify appropriate training in ASA and Language Difficulties fields (e.g. WLGA Training Pack) Have procedures in place to ensure that Team members share good practice. Make arrangements to shadow SALT and receive training from them of their role.
5	Continue to improve access to and outside the Service	<ul style="list-style-type: none"> Further evolve the Forum - jointly develop Area Forums and other services (e.g. the Behavioural Support Service) Establish other parts of the Service in accordance with development of the ALN&I Strategy. Bring use of the IDP into the Forum as an access form rather than the interim referral form. Ensure use of access Criteria and leaving the service.

		<ul style="list-style-type: none"> • Improve links with parents view within the Forum through ensuring that they provide input to the IDP.
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Specific Learning Needs Services; Sensory and Medical and Physical

Denise Hughes is the Senior Specific ALN; Sensory and Medical Physical Specialist Teacher. Contact Details:

DeniseHughes@gwynedd.llyw.cymru

Specific Additional Learning Needs Service

The Specific Additional Learning Needs Service refers specifically to:

- Significant difficulties in literacy and/or numeracy skills development over a period of time. This refers to difficulties which are outside the average range for the child's age.
- In some cases, these literacy difficulties are described as Dyslexia in accordance with the definition of the British Psychological Society.

Some pupils have significant developmental difficulties with small and large motor skills, and co-ordination. This is described as Developmental Co-ordination Disorder or Dyspraxia in some cases. The Specific Additional Learning Needs Service seeks to enrich literacy and numeracy skills and respond gradually when difficulties impact development in these fields. This is done by adapting working models to target in a more inclusive manner.

The team:

- Places a clear focus on developing whole-school skills for variety in learning methods
- Makes sure the learning environment is as friendly as possible towards Specific Learning Difficulties.
- Ensures that clear processes and approaches exist to identify specific and non-specific difficulties in a timely manner
- Ensures that the parents are a key part of any intervention offered

Sensory Impairment Service

The Sensory Impairment Service ensures that sight-impaired and hearing-impaired children and young people have full access to the curriculum and the learning environment in order to reduce the effect of the Impairment on the holistic and academic progress of the pupils.

The team:

- Provides a structured service which meets the needs of Sensory-Impaired pupils aged between 0 and 19 in early years provision, primary schools, secondary schools and special schools, ensuring that they reach their full potential.
- Offers a variety of suitable support, provision and resources to meet the individual needs, which are in-keeping with the requirements of the National Sensory Impairment Partnership (NatSIP).

Visual Impairment Service Business Plan Priorities and Outcomes

<i>Ref.</i>	<i>Priorities</i>	<i>Outcome</i>
1	Define appropriate yardsticks to show effectiveness of the service	<ul style="list-style-type: none"> The team able to report on the children's progress and effectiveness of the service, effectively plan use of the team's resources. The team is able to track and prioritize equipment for relevant individuals.
2	Plan, and create Visual Impairment specialist training for schools staff.	<ul style="list-style-type: none"> Contribute towards the integrated team's training programme provision. Improve skills, share information, raise standards.
3	Further Development: Early Years Work	<ul style="list-style-type: none"> Better results for very young children with a visual Impairment, through providing specialist early intervention.
4	Continue to improve access to and out of the Service	<ul style="list-style-type: none"> The Service reaches the correct cases. Facilitate use of access and departure criteria. Forum's decisions are clear and correspond to access and departure criteria. Use of technology promotes independence, develops skills and raises pupils standards.

Hearing Impairment Service Business Plan Priorities and Outcomes

<i>Ref.</i>	<i>Priorities</i>	<i>Outcome</i>
1	Define appropriate yardsticks to show service effectiveness	<ul style="list-style-type: none"> The team is able to report on pupils progress and service effectiveness, effectively plan use of the team's resources.
2	Plan, and create specialist Hearing Impairment training for school staff.	<ul style="list-style-type: none"> Contribute towards the integrated team's training programme provision. Improve skills, share information, raise standards.
3	Further Development: Early Years Work	<ul style="list-style-type: none"> Achieve better results for very Young children with a Hearing Impairment due to specialist early intervention.
4	Continue to improve access to and out of the Service.	<ul style="list-style-type: none"> The Service reaches the correct cases. Facilitate use of access and departure criteria. Forum's decisions clear and correspond to access and departure criteria.

Medical and Physical Service

The Medical and Physical Service facilitates a suitable and reasonable response for children and young people who experience medical and/or physical difficulties, where these needs significantly affect the individuals' access to the curriculum.

The team provides:

- specialist guidance for schools on how to address medical needs within a school environment
- guidance on adapting the curriculum, co-ordinating information and developing inclusive attitudes
- risk assessments in the fields of manual handling and challenging behaviour in co-operation with the Educational Psychology team and the specialist teachers.

Medical and Physical Service Business Plan Priorities and Outcomes:

<i>Ref.</i>	<i>Priorities</i>	<i>Outcome</i>
1	Define appropriate yardsticks to show effectiveness of the service	<ul style="list-style-type: none"> The team is able to report on children's progress and effectiveness of the service, effectively plan use of the team's resources.

2	Plan, and prepare specialist training in Physical/Medical Needs for schools staff.	<ul style="list-style-type: none"> • Contribute towards integrated team’s training programme provision • Improve skills, information sharing, raise standards. • Schools take greater responsibility for medical needs.
3	Further Development: Early Years Work	<ul style="list-style-type: none"> • Better results for very Young children who have medical/physical needs, through specialist early intervention.
4	Continue to improve access to and outside the Service.	<ul style="list-style-type: none"> • The Service reaches the correct cases. Facilitate use of access and departure criteria. • Forum’s decisions clear and correspond to access and departure criteria.

The Inclusion Services

Behaviour Support Service

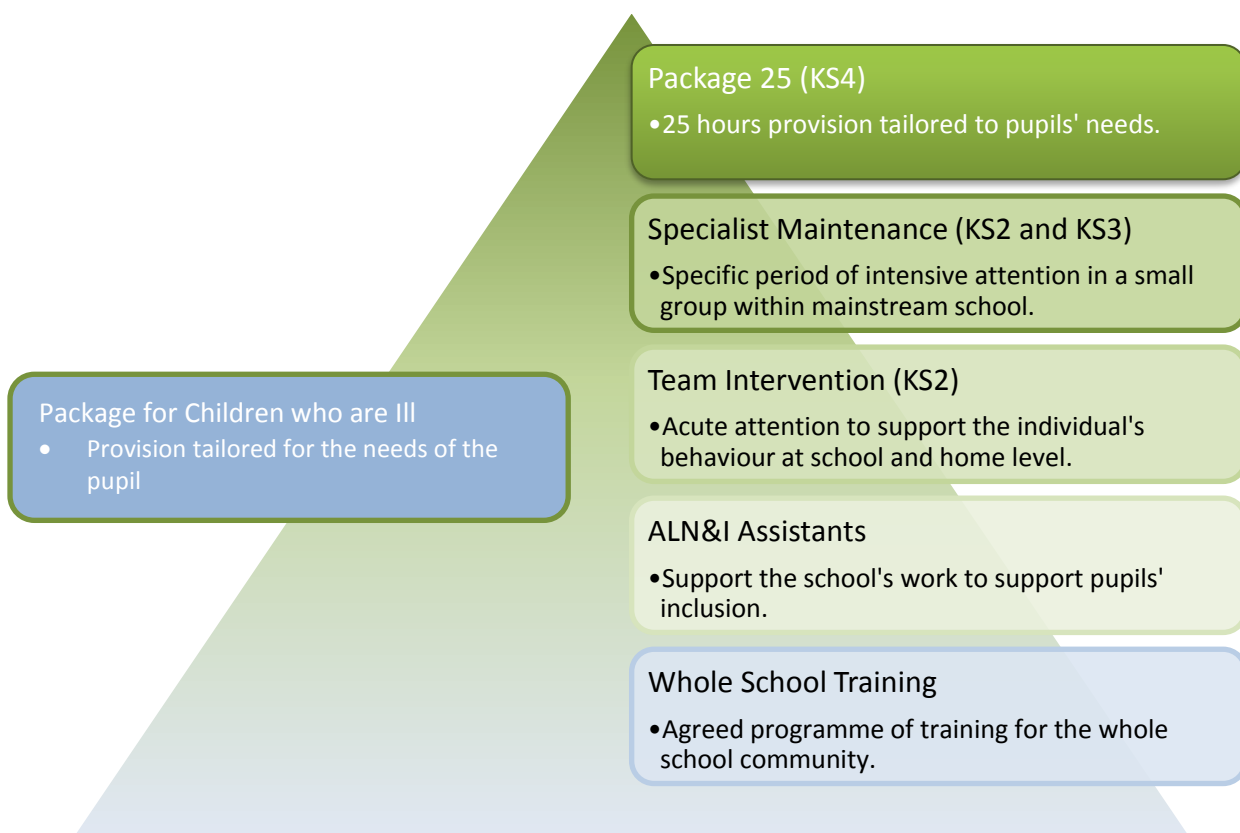
The Behaviour Support Service seeks a positive change in the behaviour of young people who experience behavioural, emotional and social development difficulties. The aim is to improve behaviour and reduce the risk of exclusion from school.

The Home-schooling service for children who are ill works with families and mainstream schools to support young people who have complex medical condition to reach their full potential. The aim is to offer timely and effective support in order to overcome any problems which could arise due to long-term illness.

The team:

- Ensures that the ethos of schools ensures the schools' ownership of these young people who have behavioural, emotional and social needs
- Ensures that every teacher in every school receives appropriate training which will lead to teachers who are confident when working with young people who have behavioural, emotional and social needs
- Ensures expert guidance to enable schools to tailor specialist interventions within the school's resources
- Ensures local standard specialist provision for the young people with the most severe behavioural and emotional needs

Overview of the Behaviour Support Provision



John Eifion Jones is the Inclusion Welfare Officer. Contact details:

JohnEifionJones@gwynedd.llyw.cymru

Bethan Page Hughes is the Senior Early Intervention Teacher (Behaviour Support). Contact details:

BethanPageHughes@gwynedd.llyw.cymru

Behavioural Support Service Business Plan Priorities and Outcomes:

<i>Ref.</i>	<i>Early Intervention Team Priorities and the KS2 and KS3 provision</i>	<i>Outcome</i>
1	Establish a robust and fit for purpose self evaluation system against ESTYN standards.	<ul style="list-style-type: none"> Identify development priorities within the Business Plan for 2018-19
2	Ensure appropriate provision for KS2 and KS3 pupils.	<ul style="list-style-type: none"> Ensure that every learner makes progress against access baseline and that relevant learners targets comply with the national yardsticks. Keep motivation increasing % attendance.
3	Establish robust tracking, monitoring and reporting systems within the service	<ul style="list-style-type: none"> Relevant learners targets comply with the national indicators. All learners meet access baseline.
4	Improve quality of learning and teaching across the provision.	<ul style="list-style-type: none"> The majority of lessons good or better. All learners meet access baseline.

Education Welfare Service

The Education Welfare Service provides high quality professional assistance for children, young people, families and schools in order for children and young people to benefit from the educational provision provided for them. The aim is to improve attendance and in doing so the educational achievement of our young people.

The team:

- Investigates the reasons for absence from school
- Offers information and guidelines
- Provides advice for families on other specialist advice services and refers to appropriate services as required
- Warns, fines and prosecutes in accordance with the agreed procedure

John Hughes Jones is the Senior Education Welfare Officer. Contact Details:

JohnHughesJones@gwynedd.llyw.cymru

Education Welfare Service Business Plan Priorities and Outcomes:

<i>Ref.</i>	<i>Priorities</i>	<i>Outcome</i>
1	Primary School Attendance: <ul style="list-style-type: none"> • Maintain % Gwynedd primary school attendance. • Improve % attendance on Isle of Anglesey. 	<ul style="list-style-type: none"> • Primary Target : Gwynedd and Môn: • All schools to be in quartile 1 and 2. • All schools to receive montjly current data. • The process in responding to absences consistent across Gwynedd and Isle of Anglesey. • AEO / CA receive current data.

2	<p>Secondary School Attendance:</p> <ul style="list-style-type: none"> Maintain % attendance in Gwynedd secondary schools. Improve % attendance on Isle of Anglesey. 	<ul style="list-style-type: none"> Secondary Target: Gwynedd and Môn All schools to be in quartile 1 and 2. All schools receive monthly current data. The response process to absences consistent across Gwynedd and Isle of Anglesey. AEO / SA receive current data.
3	<p>Target attendance in the following schools: Gwynedd: Môn:</p>	<ul style="list-style-type: none"> Reduction in schools in quartile 3 and 4. Response process to absences consistent across Gwynedd and Isle of Anglesey. AEO / CA receive current data.
4	<p>Establish a new system within Special Schools.</p>	<ul style="list-style-type: none"> Improvement in attendance special schools. All schools receive monthly current data. The absences response process consistent across Gwynedd and Isle of Anglesey. AEO /CA receive current data.

Safeguarding Service

The Senior Safeguarding Children Officer is available to provide advice and guidance on child protection and safeguarding issues as regards pupils and staff and complex cases.

Child protection level 2 training is held for designated persons, designated governors and chairpersons to ensure that they are aware of signs of abuse and can appropriately respond to fgm cases, forced marriage, sexual abuse, modern slavery, radicalization etc.

Those accepted as Level 2 will receive a Level 1 pack to cascade with staff.
Training packs will be annually adapted to reflect changes in the field.

The Senior Safeguarding Children Officer will complete regular audits in the field and discuss implementation methods to improve practice across both counties.

In September 2017, a 'Protection Pack' will be distributed to Gwynedd and Anglesey schools. The pack will contain several elements:

- The child protection process
- Templates for meetings and reports
- Safeguarding Policies
- Estyn Requirements

Delyth Griffiths is the Senior Safeguarding Children Officer.

Counselling Service

The Counselling Service is an independent Service that works with schools in Gwynedd and Anglesey to support young people who have social, emotional concerns to achieve their full potential. The objective is to provide support for these young people's complex emotional needs and thus improve their educational attainment.

The team offers the following provision :

- Regular place and time to talk about and discuss their concerns or difficulties
- Help young people to discuss their feelings and look at how perhaps they wish things to be different, through talking about and using various counselling models.

- Involvement with developmental matters, problem solving, improving relationships, making choices, coping with changes, nurturing insight and understanding, growing as an individual
- Support and assist our children and young people through providing qualified trained counsellors who work within a code of ethics and recognised code of practice of the British Counselling and Psychotherapy Association.

Dora Wendi Jones is the Senior Counsellor. Contact Details:

DoraWendiJones@gwynedd.llyw.cymru

Counselling Service Business Plan Priorities and Outcomes:

<i>Ref.</i>	<i>Priorities</i>	<i>Outcome</i>
1	Develop service model to fully utilize available resources and try and reduce waiting lists.	<ul style="list-style-type: none"> • gain timely and appropriate access to the service • Fully utilize the available resources.
2	Provide training for and Develop Team members to maintain the service's quality and professionalism.	<ul style="list-style-type: none"> • Maintain quality and professionalism of the service • Ensure that staff possess a high level of skills
3	Raise the service's profile and information about the counselling field.	<ul style="list-style-type: none"> • Share information and collaborate with partners
4	Review service processes to facilitate the process of reporting to Welsh Government and make better use of data to monitor and share information.	<ul style="list-style-type: none"> • Facilitate the process of reporting to the Government and monitoring

English as an Additional Language Service

The English as an Additional Language (EAL) Service supports children and young people for whom English is an additional language to achieve their full potential. The objective is to provide prompt and effective support for Gwynedd and Isle of Anglesey schools to surmount any problem that may arise due to Welsh and/or English not being the pupil's first language.

The team:

- Responds promptly and consistently to schools' requests for support.
- Provides the most appropriate support for pupils.
- Holds initial assessments on 'newcomers' at Primary and Secondary Schools
- Establishes positive links with families
- Presents a range of sustainable strategies to support pupils.
- Supports teachers to differentiate for EAL pupils including joint learning and modelling good practices.
- Raises awareness of matters of equality, culture, language and diversity in schools.
- Makes re-referrals to appropriate services as required.

Helen Wharton is the Senior English as Additional Language Teacher. Contact Details:

HelenWharton@gwynedd.llyw.cymru

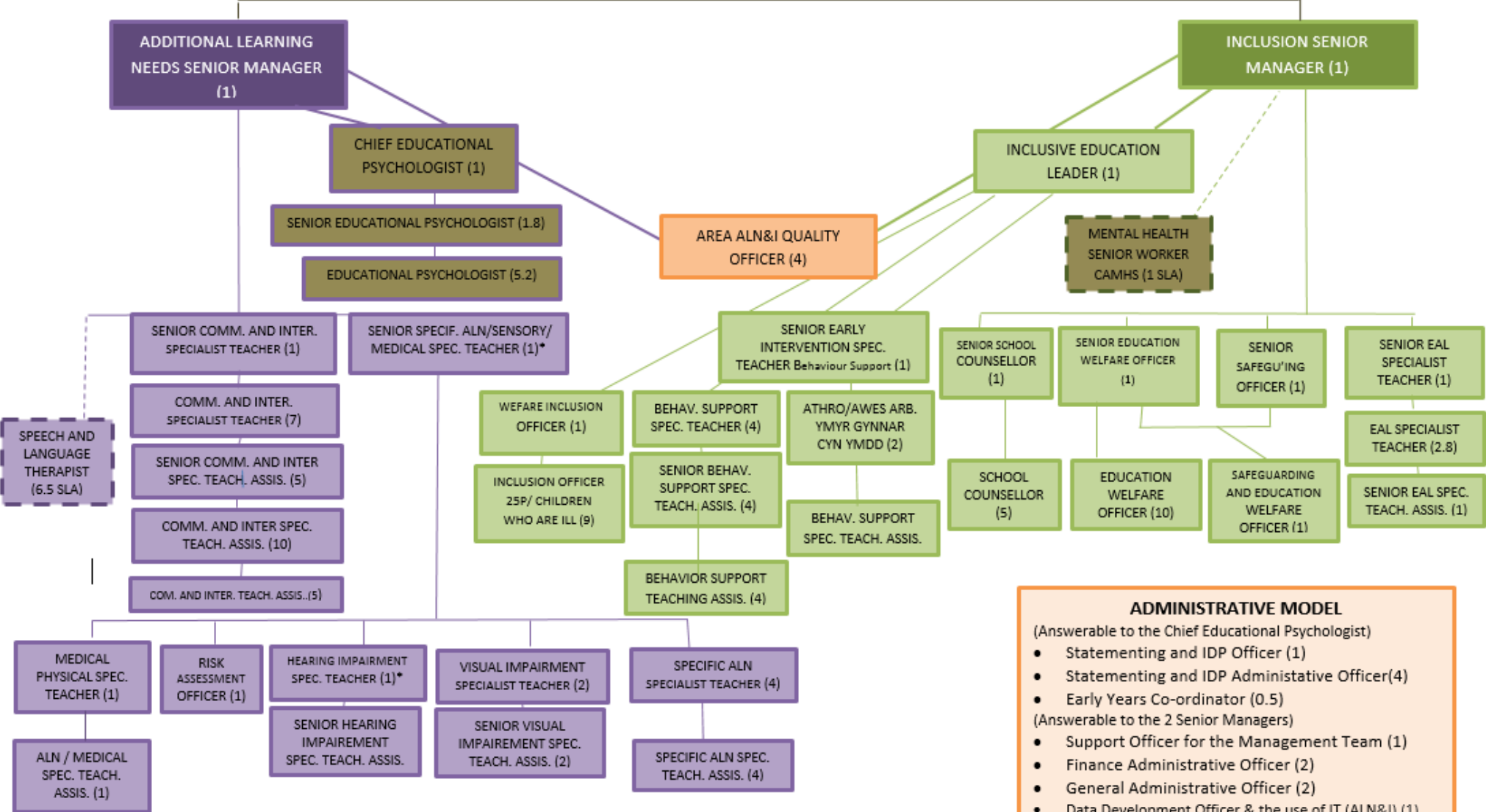
Counselling Service Business Plan Priorities and Outcomes:

<i>Ref.</i>	<i>Priorities</i>	<i>Outcome</i>
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1	Establish an Admissions Forum for the Service.	<ul style="list-style-type: none"> • Consistent implementation across both counties. • Clear criteria in place. • Improve EAL learners performance.
2	Establish new arrangements to support schools through the specialist teachers and assistants.	<ul style="list-style-type: none"> • Consistent implementation across both counties. • Clear expectations regarding the Service and the Schools. • Improve EAL learners performance.
3	Prepare and implement a training scheme for schools in Gwynedd and Môn	<ul style="list-style-type: none"> • Over time, a reduction in numbers of referrals to the Forum.

HEAD OF EDUCATION

	Additional Learning Needs Service
	Inclusion Service
	Works across both services and answerable to both SMs
	Provides provision for both services



- ADMINISTRATIVE MODEL**
- (Answerable to the Chief Educational Psychologist)
- Statementing and IDP Officer (1)
 - Statementing and IDP Administrative Officer(4)
 - Early Years Co-ordinator (0.5)
- (Answerable to the 2 Senior Managers)
- Support Officer for the Management Team (1)
 - Finance Administrative Officer (2)
 - General Administrative Officer (2)
 - Data Development Officer & the use of IT (ALN&I) (1)

Appendix 1: One-Page Profiles

One-Page Profile

Gwern ap Rhisiart

Senior Inclusion Manager



What do others like and admire about me?

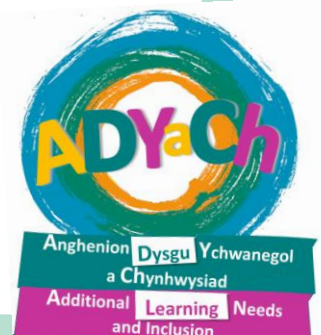
- Always looking to the future and seeking opportunities to improve services
- Recognize and get rid of obstacles to providing excellent services
- Available to discuss any concerns and co-operate to resolve problems
- Encourage staff professional development and to make progress

What is important to me?

- Provide the best opportunities and experiences for my family
- Well-being and safety of children and young people in Gwynedd and Ynys Môn
- Always treat people fairly.
- Effectively use my time through prioritizing and working on the right things
- Ensure that the services under my control make a difference to schools in Gwynedd and Ynys Môn
- Opinions of pupils, parents, teachers, management teams and school headteachers
- Support of fellow managers
- Provide a clear lead on work direction of travel
- Able to work through the medium of Welsh
- Contribute to my local community
- Professional development opportunities and to expand my professional horizons
- Time to ride my bike at least once a week.

What is important to support me?

- Frank and open communication, be ready to have your say if I have misunderstood or make a mistake
- Be ready to tell me if I disrupt your work programme, I am very bad at meddling!
- Tell me if I am rushing excessively through things
- My time-table is well-ordered, therefore a chance that I arrive at meetings punctually!



One-Page Profile

Einir Thomas

Senior ALN Manager Môn
and Gwynedd



What do others like and admire about me

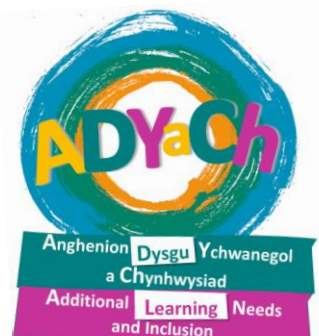
- I try to be fair
- See the big picture
- Use solution focussed methods
- I believe in what I do

What is important to me?

- Children and young people of Môn and Gwynedd have equal opportunities
- The challenge of developing and taking people on a fresh journey
- Ensure that I do my utmost to ensure that every child achieves his full potential
- The voice of the child, the family and everybody involved with the child from day to day
- Try and get rid of or reduce obstacles for children and staff
- Promote and support the development of the 'well-rounded' child
- People on which I can rely and trust
- Provide clear guidance and high expectations
- Provide opportunities for staff professional development
- Clear and transparent systems that everybody understand
- Food!
- Walk at the weekend when I have an opportunity.

What is important to support me

- I prefer sending an e-mail than making a phone call
- Everybody makes mistakes – just let me know.
- If I rush through things, let me know.
- Plan beforehand rather than respond to a fire!



One Page Profile

Ffion Edwards Ellis

Principal Educational
Psychologist



What do other people like and admire about me?

Positive

Approachable

Calm

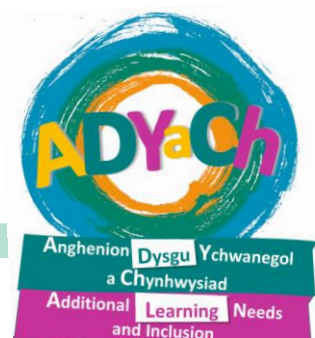
Hard-working

What is important to me?

- Balance between work and home life.
- A cuppa to start the day. I do not have a cuppa before setting off for work.
- That we provide children and young people with the best possible service.
- Look at the development of the whole child or young person to enable them to be part of their community.
- See things changing for the better.
I work better if I have a positive plan and objective.
- Variety – every day is different.
- Work with a variety of people from different backgrounds.
- It is important to me that everybody is treated the same.
- Not leave things half done.
- Work in a positive and co-operative environment.

What is important to support me?

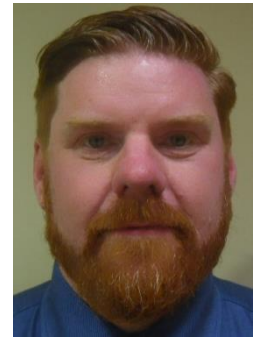
- If you have ideas about the Service, please share them.
- If you have asked me to do something, remember to come back to me to remind me if I have done it.
- Do not move the 'goal posts'.
- I prefer e-mails to phone calls where possible, so as to reply to you when I have time.
- An opportunity to have professional supervision with colleagues.



One Page Profile

Owain Arwel Davies

Inclusive Education Leader



What do others like and admire about me?

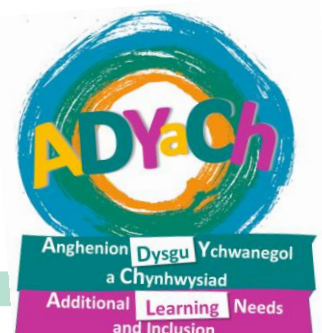
- Ready to listen to views and advice
- Consistent in challenging any viewpoints that are counter to the vision for the service.
- See a problem/obstacles a development opportunity – failure not an option.
- On hand to voice any concerns and energize others to realise their ideas/potential. Encourage and energize staff to take responsibility for their professional development.

What is important to me ?

- Health and provide opportunities for my family and see that my children have every opportunity to experience happiness in life.
- That children and young people in Gwynedd and Ynys Môn have every opportunity and support to experience success.
- Well-being and safety of children and young people of Gwynedd and Ynys Môn.
- Happy Staff who are confident that they have every opportunity and encouragement to develop, test and trial new and innovative ideas.
- Experience success through co-operating as a team to develop the service.
- My colleagues full support.
Not stay still, exploring opportunities to cause change and challenge the 'status quo'
- Provide opportunities to develop and release individuals creative potential.
- Nurture and maintain culture within services that promote enterprise, that welcomes change.
- Artistic experiences for all and continue to support activities within my community. Ensure a voice and purpose to the opinion and aspirations of children and young people in Gwynedd and Ynys Môn.
Time to practice, record and perform live on my instrument (Trombone!) with various ensembles.

What is important to support me?

- Clear and open communication, correct me if I am wrong and don't be afraid to draw my attention to any misconceptions or if I talk too much!
- Remember to air and provide a solution to any problem!
- Remember to promote your strengths within the team
- I welcome being challenged and being set a challenge
- Remember I am used to having a school bell to remind me of the time!



One Page Profile

Delyth Gibbard

Senior Teacher
Communication and
Interaction



What do others like and admire about me ?

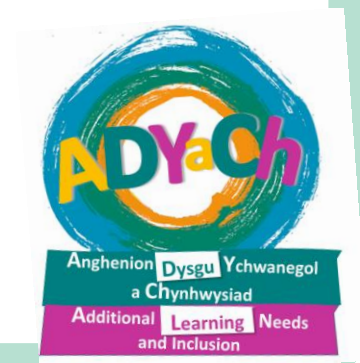
- Honest
- Frank
- Give 100% to resolving every problem
- Ready to listen
- Fair

What is important to me?

- That everybody have an opportunity to have their say
- Be part of a happy and positive team
- That everybody's efforts are respected
- That every child has a fair opportunity
- Order
- Firm direction and vision
- Do the right thing, however difficult
- Open and effective communication
- Help others
- Happy children and young people
- Work family balance

What is important to support me?

- Tell me if you are concerned about anything.
- Co-operate to make timely decisions
- Tell me if I make a mistake
- Be ready to share your vision about the future of the service
- Be amongst happy and positive people



One Page Profile

Denise Hughes

Senior Teacher,
Sensory,Physical/Medical,
Specific ALN



What do others like and admire about me?

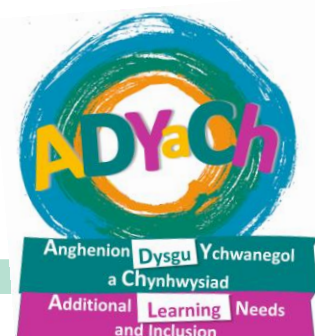
- Always give of my best!
- A positive person who faces every difficulty/problem with a smile.
- Helpful to my colleagues.
- Always willing to listen and be fair with others.
- Always treat everybody equally!

What is important to me?

- That every ALN child in Gwynedd and Môn has the best opportunities to develop and be happy.
- Work as part of a hard-working/happy team.
- Effectively co-operates with others – respect others ideas.
- Work is well-ordered – I need to always be on top of my work
- Obtain a checklist. My book is full of 'to do' lists. I derive enormous pleasure from crossing tasks out from the list.
- Not waste time!
- That I can provide clear and practical support for others
- Always be on time – I hate being late!
- A balance between my working and family life.

What is important to support me?

- Be frank with me. Tell me if I do something incorrectly – but alsoshare anything that has worked well with me – It is always nice to hear about the successes of our hard work!
- Co-operate so as to offer the pupils the best possible.
- Try and always look on the positive side so as to try and resolve any problems!





One Page Profile

Bethan Page Hughes

Senior 'Early Intervention'
Behaviour Support Teacher

What others like and admire about me ?

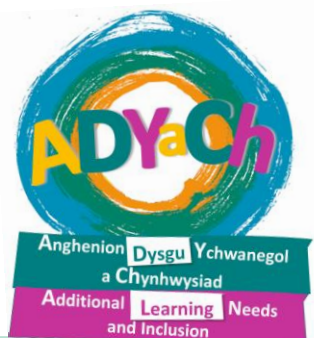
- Available to discuss ideas
- Ready to listen to other people's opinions
- Positive and proactive

What is important to me?

- Welfare and interest of the pupils in our schools
- Fair play for vulnerable pupils
- That staff have every easiness to teach pupils
- That our team supports schools
- That I facilitate staff to give their best day to day
- That the staff in our team trust in me and are able to share concerns
- That school staff trust and are able to share concerns and good practice
- Having leisure time with family and friends
- Being part of my community and a staunch Welshwoman

What is important to support me?

- That I have time to complete tasks
- That I have a convenient workplace
- That information is promptly shared with me
- Having the opportunity to collaborate with the education Service staff members
- Having the opportunity to work with external agencies
- A critical friend and professional supervision



One Page Profile

John Hughes Jones

Senior Welfare Officer
Education



What do others like and admire about me

My willingness: -

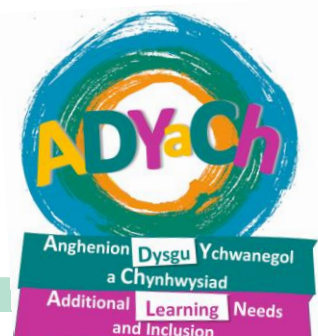
- To provide consistent and calm guidance and support
- To listen to others views
- To recognize that there are often two sides to every story
- My professionalism
- Provide the kind of service that I would like to receive myself

What is important to me?

Health and well-being of my family members
Well-being, safety and development of pupils in Gwynedd and Môn
Equality –irrespective of the background
Justice and fair play
Professionalism
Lead a happy and effective team
A group who are willing to provide flexibility
Make minor differences that has an enormous and far-reaching impact
Contribute and volunteer in my immediate locality
Live and work in such a beautifully scenic community
The fortunes of Liverpool and Llanberis football teams

What is important to support me?

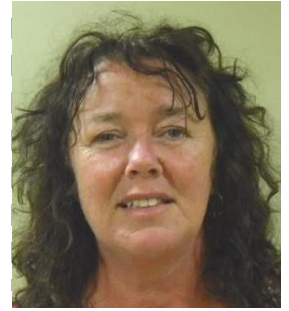
- Know that there is somebody there to hear my concerns
- Somebody who is willing to challenge me and ask more questions, even when I assert that everything is “OK!”
- Clear, sensible and timely leadership.



One Page Profile

Wendi Jones

Senior Councillor



What others like and admire about me ?

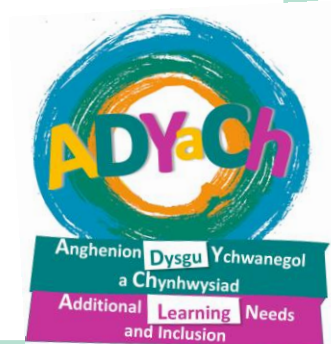
- A patient individual who is ready to listen.
- Not critical of others.
- People can trust me to put their interests first .
That I am fair with others.
- Hard-working

What is important to me?

- Put the well-being of children and young people first within the counselling service
- Maintain standards within the counselling field and act in a professional manner that complies with the profession's ethical code.
Integrity .
- Develop the service to be the best that it can be within the available resources.
- Co-operate with others for the well-being of children and young people.
- Try and work in an innovative, creative manner – not give up if there are obstacles, find another way
- Able to work in Welsh.
- Health, family, home, country.
- Equal Opportunity and individuals rights.
- Protect the natural environment.
- Ensure a life balance and have time to weed out the vegetable garden!

What is important to support me?

- Support and communication
- Timely Information
- Integrity
- Leadership
- Feedback
- Flexibility
- Training



One Page Profile

Helen Wharton

Senior Specialist Teacher
English as an Additional
Language



What do others like and admire about me?

- Always willing to listen, show empathy, be frank
- The effort I have made to learn Welsh – and the efforts I make every day to improve my Welsh
- The willingness to share ideas and my experience after 30 years teaching children with EAL – and still be enthusiastic
- Always seeking opportunities to improve provision of Service when suggesting and testing new ideas
- Have a strong commitment to equal opportunity for all
- Strong work ethic

What is important to me?

My family's health and happiness

- Equal opportunities – 'not the same, but equal' – to challenge any inequality
Encourage people to see things from a new perspective/different viewpoint
- High expectations – myself, colleagues, the EAL Service, the pupils
- That I treat people equitably at all times
- That the Service makes a difference to the opportunities for the children and families and the teachers
- Continue to improve the standard and use of Welsh, with my colleagues support
- Average of everybody's mother tongue – that everybody has the right, the opportunity and feel comfortable using their first language.
- Isle of Man and the family who still live there
- London and the former colleagues /close friends who still live there
- Good coffee! Get good coffee time, fun and food with family, friends and colleagues
- Time to be on my own – to read, walk along the seaside, swimming, reflect ...

What is important to support me?

- Understanding by colleagues in Gwynedd and Anglesey of my occasional language difficulties in using Welsh. It is not *lack of language* - or stupidity!
- I am working on being more robust and clear with colleagues.
- I would appreciate any encouragement and support with this.
- Changes to the Service will be difficult for the team. It would be nice to have regular communication and meetings with managers to reduce the stress on everybody.

