

## Support for Learning Service Report Card

What We Do	Who We Work With
<ul style="list-style-type: none"> <li>➤ Strive to ensure the inclusion and achievement of Children and Young People (CYP) of school age with Additional Learning Needs (ALN)</li> <li>➤ Offer advice, support and training to build on expertise and capacity within all educational settings</li> <li>➤ Strive to ensure all barriers to learning are removed</li> <li>➤ Promote reasonable adjustments for CYP with ALN</li> <li>➤ Support schools/pupils to raise expectations and achievements of CYP with ALN</li> <li>➤ Provide statutory information and advice</li> <li>➤ Promote the importance of effective early identification and intervention</li> <li>➤ Carry out transitional support at all key stages</li> <li>➤ Work collaboratively with our regional partners</li> <li>➤ Offer advice/guidance to families and school staff</li> <li>➤ Offer advice/support on specialist equipment</li> <li>➤ Deliver Multi-agency liaison and support</li> <li>➤ Extract and collate data to measure the impact and quality of our work as well as achievements of CYP with ALN</li> <li>➤ Work within the Child and Adolescent Mental Health Services (CAMHS) and the Communication and Social Behaviour Assessment Team (CASBAT) to assess CYP</li> <li>➤ Provide post diagnostic support and advice to CYP/school/parents with ALN</li> </ul>	<ul style="list-style-type: none"> <li>➤ Schools</li> <li>➤ Pupils</li> <li>➤ Parents-via support within school meetings etc</li> <li>➤ Educational Psychology Service (EPS)</li> <li>➤ Child and Adolescent Mental Health Services (CAMHS)</li> <li>➤ Communication and Social Behaviour Assessment Team (CASBAT)</li> <li>➤ Occupational Therapy (OT) -Health</li> <li>➤ Speech and Language Therapy (SaLT)- Health</li> <li>➤ Physiotherapy - Health</li> <li>➤ Action for children-supporting Next Steps programme</li> <li>➤ Education Other Than At School (EOTAS)</li> <li>➤ Swansea Metropolitan University/Neath college</li> <li>➤ Colleges-to support/work on transition support</li> <li>➤ Challenge Advisors</li> <li>➤ Local Authority data team</li> <li>➤ Regional partners</li> <li>➤ Communities First</li> </ul>

<b>How Are We Doing?</b>	
<b>How Much did We Do?</b>	<b>How Well Did We Do It?</b>
<ul style="list-style-type: none"> <li>• There were 567 referrals received by the Support for Learning (SfL) service. This figure has decreased by 243 since 2013-2014.</li> <li>• 411 referrals were accepted by the SfL service. 44 referrals were accepted to Speech and Language Therapy Health.</li> <li>• 376 referrals were completed by the SfL service.</li> <li>• 395 training events were planned by the SfL service. These ranged from short Additional Designated Development Sessions (ADDS) to full day sessions.</li> <li>• 394 training events were delivered by the SfL service.</li> <li>• There are 311 statemented pupils who have Speech and Language Therapy (SaLT) and Sensory Provision in their statements. All 311 pupils received the provision as outlined in their statement.</li> <li>• 11 Communication Support Forums (CSF) were planned and 11 were conducted.</li> </ul> <p>In addition to the delivery of training, assessments linked to pupil referrals and the provision of therapy, the SfL service has also provided the following support to schools:</p> <ul style="list-style-type: none"> <li>• Work Scrutiny Visits along with Challenge Advisor team</li> <li>• ALN self- evaluation and development planning</li> <li>• Special Educational Needs Coordinator (SENCo)/ ALN support- Individual Education Plans (IEPs), general advice,</li> </ul>	<ul style="list-style-type: none"> <li>• 72% of the referrals received by the SfL service were accepted. 7.8% were accepted by NHS SALT.</li> <li>• 91% of the referrals accepted were completed.</li> <li>• 99% of training events planned were delivered.</li> <li>• 93% of schools said the training provided the SfL service was good or excellent.</li> <li>• 100% of pupils received the SaLT and Sensory provision as outlined in their statements.</li> <li>• Of the parental questionnaires received, 100% deemed the service Sensory and SaLT provided to their children as good or excellent.</li> <li>• 100% of planned CSF meetings were undertaken and representatives from across the teams attended each one.</li> <li>• 86% of schools said the service provided by the SfL teams was good or excellent</li> </ul>

Appendix 1

<p>tracking systems, differentiation, paperwork, graduated response, preparation for inspection</p> <ul style="list-style-type: none"> <li>• Annual review support and attendance</li> <li>• Support for pupils with a statement of SEN</li> <li>• Pupil monitoring</li> <li>• Specialist support for equipment, resources and mobility</li> <li>• Transition input and advice</li> <li>• SENCo cluster meetings</li> <li>• Advice clinics</li> <li>• Joint planning sessions with individual schools along with their designated Educational Psychologist</li> <li>• Person Centred Planning (PCP) approach</li> <li>• Implementation of the Code of Practice and the necessity of making reasonable adjustments</li> <li>• Monitoring appropriateness of provision and providing advice when necessary</li> <li>• Liaising with multi-agency services on behalf of schools</li> <li>• Intervention packages</li> </ul>	
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<p style="text-align: center;"><b>Is Anyone Better Off (number)?</b></p> <p><b><u>Foundation Phase (FP) outcomes 2015:</u></b></p> <p>426 pupils identified as Special Educational Needs (SEN). 200 achieved Foundation Phase Indicator (FPI).</p> <p><b><u>KS2 2015:</u></b></p> <p>461 pupils identified as SEN. 235 achieved Core Subject Indicator (CSI).</p> <p>166 pupils at the School Action+ stage of the graduated</p>	<p style="text-align: center;"><b>Is Anyone Better Off (percentage)?</b></p> <p><b><u>Foundation Phase (FP) outcomes 2015:</u></b></p> <p>There has been an increase of 2.10% since 2013 in the percentage of pupils with a Special Educational Need (SEN) achieving Foundation Phase Indicator (FPI). This is currently below the all Wales average.</p> <p><b><u>KS2 2015:</u></b></p> <p>50.98% of pupils with SEN achieved Core Subject Indicator (CSI); an increase of 4.9% since 2013. This is currently below the all Wales average.</p>
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response. 90 achieved CSI.

**KS3 2015:**

487 pupils identified as SEN. 235 achieved Core Subject Indicator (CSI).

68 pupils with a Statement of SEN. 15 achieved CSI.

**KS4 2015:**

406 pupils identified as SEN in KS4 in NPT. 99 achieved L2+.

**Primary Exclusions**

During the academic year 2014-2015 there were 100 fixed term exclusions. 85 of these were pupils with SEN. 47 were at SA+ and 15 had a statement of SEN.

During the academic year 2014-2015 there was 1 permanent exclusion. This pupil was not SEN.

**Secondary Exclusions**

During the academic year 2014-2015 there were 544 fixed term exclusions. 357 of these were pupils with SEN. 163 were at

54.22% of pupils with SEN at SA+ achieved CSI; an increase of 2.92% since 2013. This is currently above the all Wales average.

**KS3 2015:**

48.25% of pupils with SEN achieved Core Subject Indicator (CSI); an increase of 11.08% since 2013. This is currently below the all Wales average.

22.06% of pupils with a statement of SEN achieved CSI; an increase of 7.57% since 2013. This is currently above the all Wales average.

**KS4 2015:**

24.38% of pupils with SEN achieved L2+; an increase of 4.97% since 2013. This is currently above the all Wales average.

**Primary Exclusions**

85% of fixed term exclusions were pupils with SEN. This marks a reduction of 7% from 2013-14.

47% were SA+ and 15 % had a statement of SEN.

There has been a reduction of 100% in the permanent exclusions of pupils with SEN.

**Secondary Exclusions**

66% of fixed term exclusions were pupils with SEN. This marks a reduction of 3% since 2013-2014.

<p>SA+ and 27 had a statement of SEN.</p> <p>During the academic year 2014-2015 there were 11 permanent exclusions. 3 of these pupils were SEN. 1 was SA+.</p> <p><b><u>Special Schools Exclusions</u></b></p> <p>During the academic year 2014-2015 there were 48 fixed term exclusions, compared to 28 in 2013-2014.</p> <p>During the academic year 2014-2015 there were 0 permanent exclusions for pupils with SEN.</p>	<p>30% were SA+ and 5% had a statement of SEN.</p> <p>27% of permanent exclusions were pupils with SEN. This marks a reduction of 53% from 2013-14. 9% were SA+.</p> <p><b><u>Special Schools Exclusions</u></b></p> <p>100% of fixed term exclusions in special schools were pupils with SEN. 4% were at SA, 2% were at SA+ and 94% had a statement of SEN.</p> <p>There has been a reduction of 100% in the permanent exclusions of pupils with SEN.</p> <p><b><u>Primary Attendance:</u></b> In 2015 attendance of all SEN pupils was 93.77%. This has increased by 0.06% since 2014 and by 1.86% over the last 3 years.</p> <p><b><u>Secondary Attendance:</u></b> In 2015 attendance of all SEN pupils was 91.67%. This has increased by 0.01% since 2014 and by 1.27% over the last 3 years.</p>
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### Story Behind the Baselines

**Consultation Requests to the Support for Learning (SfL) Service**

There has been a drive to build capacity within schools over the last three years, through the delivery of high quality training, which has resulted in a decrease from 810 to 567 (a reduction of 243) in individual referrals being made to the Support for Learning service, since 2013-14.

Analysis of the referrals for each individual team within the service highlights that the highest number of referrals were made to the Speech and Language, Learning Difficulties and Autistic Spectrum Disorder teams. Each team's capacity to meet this demand therefore needs to be considered and current working practise reviewed.

#### Autistic Spectrum Disorder team

A review of the current working practise of the ASD team in collaboration with ABMU Health is already underway. It is anticipated that a revised ASD pathway will allow the team greater opportunity to:

- Undertake post diagnostic work
- Support pupils who are on the CAHMS waiting list for the diagnostic team, which is currently 76 weeks
- Empower staff in schools through the delivery of high quality training and regular advice
- Engage with parents and provide training/ support

A part time specialist teaching assistant will be appointed to increase the capacity of the ASD team from September 15.

#### Learning Difficulties team

The Learning Difficulties team will be devise a Specific Literacy Difficulties (SpLD) Pathway to ensure there is a consistent approach to identifying and supporting pupils with SpLD across NPT.

#### Speech and Language team

A part time specialist teaching assistant will be appointed to increase the capacity of the Speech and Language team from September 15. An audit of the School Action plus caseload for the Speech and Language team will also be undertaken, along with a review of current working practise.

#### **Foundation Phase Outcomes:**

There has been an increase in the percentage of pupils with SEN achieving Foundation Phase Indicator (FPI) since 2013.

Analysis of other Foundation Phase data available highlights that in 2015, 43.66% of SEN pupils did not get outcome 5 in Language and Communication (LCE), compared to 38.26% in Mathematical Development (MDT) and 20.42% in Personal and Social Development (PSD). Of the pupils with SEN who did not achieve outcome 5 in LCE, 75.27% of them were Moderate Learning Difficulties (MLD), General Learning Difficulties (GLD) and Speech Language and Communication Difficulties (SLCD). This indicates that supporting schools in raising the standards of pupils with SEN in the LCE strand is an area for priority for the SfL service, in particular the *Learning Difficulties* and *Speech and Language* teams (see identified actions below).

Groups of learners:

## Appendix 1

- There has been a steady increase in the number of SEN FSM pupils achieving FPI over the last three years. This could indicate that the Pupil Deprivation Grant (PDG) is being used effectively to target this group.
- There has been an increase of 4.50% since 2013 in the number of boys achieving FPI. Closing the gap between boys and girls has been identified as an area of priority for the service and work has been done in terms of providing training to schools in multisensory strategies that would engage boys in their learning.
- Although there is a small number in this cohort (15), there has been a decrease in the number of LAC pupils with SEN achieving FPI. Increased collaboration between Support for Learning staff and the Looked After Children Education Services (LACES), is therefore a key action for the next academic year in order to improve the outcomes of these pupils.

### *Identified actions for the Learning Difficulties team:*

The Middle Infant Screening Test assessment has been provided to all schools across NPT to support the early identification of pupils with literacy difficulties, along with a comprehensive training programme and resources to support effective intervention. A tracking system to monitor pupil progress has also been devised. This has proved effective in those schools which have embedded the assessment and strategies, however, there continues to be inconsistency in use. This is an area to target in the next academic year.

### *Identified actions for the Speech and Language team:*

The Speech and Language Link programmes have been provided to every English medium primary and infant school across NPT to assist in the early identification of, and intervention for, pupils with Speech, Language and Communication Difficulties (SLCD). Training has been provided and is ongoing, and schools are also able to access further individual support if needed from the advisory teacher. The aim now is to ensure that schools are utilising the programme to its full potential, in order to improve the outcomes of pupils with SLCD. The appointed specialist teaching assistant will be utilised to support this initiative.

The primary Elklan 10 week training programme will also be delivered during the academic year 2015-2016 by a Speech and Language Therapist, to offer staff in mainstream primary schools further advice and activities, to encourage pupils' communication skills. The Speech and Language Therapists (SaLTS) within the team will also need to focus on working to secure improved outcomes of pupils with statements of SEN on their caseload in both mainstream and Learning Support Centres (LSCs). Resources and Activities to Support Speech and Language have already been provided to all LSCs and training provided. The priority now is to ensure that the individual programmes devised for pupils, as outlined in their statement of SEN, are embedded.

### **Key Stage 2 Outcomes:**

There has been an increase of 4.90% in pupils with SEN achieving Core Subject Indicator (CSI) since 2013. There has also been an increase of 2.92% in the percentage of pupils at SA+, who have achieved CSI since 2013.

Of the pupils with SEN who did not achieve CSI, 42.52% did not achieve level 4 in English. Of this cohort, 73.98% were again identified as having MLD, GLD and SLCD. This therefore indicates that supporting schools in raising the standards of pupils with SEN in English is an area for priority for the SfL service, in particular the *Learning Difficulties* and *Speech and Language* teams (see identified actions below).

Groups of learners:

- There has been an increase in the number of SEN FSM pupils achieving CSI since 2013. This could indicate that the PDG is being used effectively to implement the range of interventions that teams within the SfL service have provided training on.
- There has been an increase since 2013-2014 in the number of boys and girls achieving CSI.
- There has been an increase in the number of LAC pupils with SEN achieving CSI at SA and SA+. The increase in the capacity of the LACES team appears to have had a positive impact on the outcomes for these pupils. Increased collaboration between the SfL service and the LACES team will serve to further secure improved outcomes for this group of learners.

*Identified actions for the Learning Difficulties team:*

The Learning Difficulties team have developed the 'Phonic Rocket' resource to support schools in the teaching of phonics at key stage 2. The initiative is designed to be used as an inclusive whole class approach, which is carried out on a daily basis and provides pupils with the opportunity to develop their reading and spelling skills using multisensory strategies. Data has evidenced that in the schools, which have embedded the Phonic Rocket, pupils have made good or excellent progress. Five schools provided the team with data to analyse, which included 106 pupils altogether. Of these schools:

- Three implemented it as a daily whole class inclusive session
- One used it only with SEN pupils during intervention, once or twice a week
- One used it as a whole class inclusive session, but only two or three times a week

The data illustrated that in the three schools where it was implemented as a daily inclusive session, the average gain over a 9 month period was 14 months. Teachers also reported an improvement in confidence, engagement and behaviour.

A key action for the team is to disseminate this data with schools, to highlight how it can support improved outcomes in literacy, with a view to rolling out its use.

*Identified actions for the Speech and Language team:*

The Junior Language Link programme has been implemented in 24 schools across NPT. Training has been provided and is ongoing, and schools are also able to access further individual support if needed from the advisory teacher. The aim now is to develop use of this programme across the authority, in order to improve the outcomes of pupils with SLCD. The appointed



specialist teaching assistant will be utilised to support this initiative.

As outlined earlier under the Foundation Phase section, the primary Elklan 10 week training programme will also be delivered by a Speech and Language Therapist during the academic year 2015-2016, to offer staff in mainstream primary schools, further advice and activities to encourage pupils' communication skills. The Speech and Language Therapists (SaLTS) within the team will also focus on working to secure improved outcomes of pupils with statements of SEN on their caseload in both mainstream and Learning Support Centres (LSCs).

**Key Stage 3 Outcomes:**

There has been an overall increase in the percentage of pupils with SEN achieving Core Subject Indicator since 2013.

Closer analysis of the data according to areas of need, shows an increase in pupils with ASD, Hearing Impairment, Attention Deficit Hyperactivity Disorder (ADHD), Social Emotional Behavioural Difficulties (SEBD), Dyslexia and GLD achieving CSI, but a decrease in pupils with SLCD and Visual Impairment (see appendix 2 and identified actions below).

Groups of learners:

- There has been an increase in the number of SEN FSM pupils achieving CSI since 2013-2014. This could indicate that the PDG is being used effectively to implement the range of interventions that teams within the SfL service have provided training on.
- There has been an increase since 2013-2014 in the number of boys and girls with SEN achieving CSI.
- There has been an increase in the number of LAC pupils with SEN achieving CSI. Increased collaboration between the SfL service and the LACES team will serve to further secure improved outcomes for this group of learners.

*Identified actions for the Sensory team:*

The team will target this group of learners by ensuring ongoing bespoke training packages and the provision of guidance materials from external agencies, which are specific to the secondary school curriculum.

*Identified actions for the Speech and Language team:*

The Speech and Language team have identified that there has been a discrepancy between the provision available to support pupils with SLCD at primary compared to secondary. As a result, the Secondary Language Link package will now be implemented in every secondary school across NPT from September 2015. Training will be provided and the team will monitor its implementation and use providing individual school support where necessary. Outcomes will also be tracked.

As previously outlined in Foundation Phase and Key stage 2, the Speech and Language Therapists (SaLTS) within the team will need to focus on working to secure improved outcomes of pupils with statements of SEN on their caseload in both mainstream and Learning Support Centres (LSCs).

**Key Stage 4 Outcomes:**

There has been an increase in the percentage of pupils with SEN achieving L2+.

Closer analysis of each team's report cards shows that the number of pupils with SEBD, ASD, SLCD and VI achieving L2+ has decreased (see identified actions below).

Groups of learners (see appendix 1):

- There has been an increase in the number of SEN FSM pupils achieving L2+ since 2013
  - There has been an increase since 2013 in the number of boys and girls with SEN achieving L2+
  - There has been an increase in the number of LAC pupils with SEN achieving L2+ since 2014 (2013 data not available)
- Increased collaboration between the SfL service and the LACES team will serve to further secure improved outcomes for this group of learners.

*Identified actions for the Behaviour Support team:*

A review and reorganisation of the Behaviour Support and Education Other Than At School (EOTAS) services is planned for the academic year 2015-16.

*Identified actions for the ASD team:*

At both key stages 3 and 4 there are major transitional changes for CYP with an ASD/on the ASD pathway e.g. onset of puberty, possibility of additional mental health difficulties, increase in anxiety, school refusal, late diagnosis etc. These factors may impact on attainment at Key Stage 4. A priority for the team will therefore be to review how they currently support pupils during these transitional changes and how this can be further developed.

*Identified actions for the Speech and Language and Sensory Teams*

The actions identified for the Speech and Language and Sensory teams remain the same as those highlighted in the key stage 3 analysis above.

**Primary Exclusions:**

The number of fixed term exclusions of pupils with SEN has reduced by 7% since 2013-14. The highest number of exclusions were for pupils at the SA+ stage of the graduated response. This suggests the SfL service needs to liaise more effectively with both

schools and the School and Family Support Team (SFST) to:

- support pupils who are at risk of exclusion
- support pupils who have been excluded
- support schools in ensuring the correct provision is in place for these pupils

There were no permanent exclusions of pupils with SEN in 2014-15.

**Secondary Exclusions:**

The number of fixed and permanent exclusions of pupils with SEN decreased from 2013-14. It is hoped that the strategy outlined above will further reduce the number of exclusions of pupils with SEN.

**Special School Exclusions:**

There has been an increase in the number of fixed term exclusions of pupils who attend special schools. During 2013-14 there were 28, during 2014-15 there were 48. This would indicate that the SfL service needs to continue to build on collaborative working with these schools, along with the EPS, Education Welfare Officers and other agencies including Children’s Services.

**Attendance:**

Attendance of pupils with SEN has increased at both primary and secondary level over the last three years. The service remains committed to further increasing the attendance of pupils with SEN across the key stages in all schools, by supporting them in meeting learners’ needs.

**Occupational Therapy (OT) Audit:**

An audit of statemented pupils with OT provision has been undertaken this year. Securing an effective commissioning model with ABMU Health Board to ensure that 100% of pupils receive the OT provision as outlined in their statements of SEN has been identified a key priority.

<b>Next Key Actions To Do Better</b>		
<b>What?</b>	<b>Who?</b>	<b>By When?</b>
To liaise with ABMU health board to review the role of the LA advisory team in the ASD diagnostic pathway to allow greater opportunities to build capacity within schools, undertake post diagnostic support and engage with parents	*ABMU *Co-ordinator for Inclusion, Line	July 2016

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	manager of ASD team, ASD team members.	
To undertake an audit of the School Action plus caseload for Speech and Language and working practice, with a view to reducing the number of consultation requests	*Line manager of the Speech and Language team *Advisory teacher for Speech and Language	July 2017
To support schools in raising the number of pupils with SEN at Foundation Phase who achieve outcome 5 in Language, Literacy and Communication skills	*All teams within the SfL service *Language and Play *Foundation Phase TDO	July 2017
To support schools in reducing the number of pupils with SEN at SA+ who receive fixed term exclusions	*All teams within the SfL service *Schools *PPS *ALNST *School Improvement team	July 2016
To work more collaboratively with LACES to secure improved outcomes for LAC SEN pupils at SA+	*All teams within the	July 2016

Appendix 1

	SfL service *PPS *LACES	
To work more collaboratively with SFST to reduce the number of exclusions of SEN pupils at SA+	*All teams within the SfL service *SFST	July 2017
To ensure all teams within the SfL service use PLASC data to help identify pupils who require support and intervention	*All teams within the SfL service *Data unit	July 2016
To secure an effective commissioning model with ABMU Health Board to ensure that 100% of pupils receive the OT provision as outlined in their statements of SEN	*Coordinator for Inclusion *Line manager of the SfL service *ABMU	July 2017