

Neath Port Talbot Inclusion Service

Local Implementation Plan

September 2018 – March 2019

Neath Port Talbot Local Authority Additional Learning Needs and Education Tribunal (ALNET) Local Implementation Plan

This Local Implementation Plan forms part of a developing three year plan, in which Neath Port Talbot Local Authority Inclusion Service sets out its programme of work and key priorities in preparing for ALN reform.

The priorities outlined in this plan are closely aligned to local authority plans, the Inclusion Service Business Plan, individual service report cards and wider educational reforms.

All priorities identified within this plan will be delivered in partnership with key stakeholders and services, while many of the priorities will be delivered in collaboration with regional partners.

The plan is funded, in part, by the Transformation Grant and through additional funding and resources from NPT's core budget.

Neath Port Talbot is committed to working in close partnership with professionals, children, young people, parent, carers and wider services to ensure that the local authority is prepared for changes in legislation and is adhering to Welsh Government timescales.

This plan will be monitored by elected members, the Director of Education, the Co-ordinator for Inclusion and the LA's ALNET Steering Group.

P1- Awareness raising			
Actions	Collaboration	Expected Outcomes	Timescales
Identify staff members within the authority who will require training on aspects of the Act and deliver training	WG Elected members SMT/ Co-ordinator for Inclusion Inclusion Service staff Head Teachers Governing Bodies ALNCos Specialist teaching staff School staff Early Years providers Post 16 providers FE NPTC Health CAs CVS CYPS Directorate staff (ELLS) Legal services	All relevant staff members are aware of ALN reform and its implications.	Autumn 2018 on
Engage with Parents/ Carers to raise awareness of Act's requirements via the delivery of cluster sessions.	Schools Inclusion staff Parents/ Carers	Parents/ Carers are aware of new legislation.	December 2018
Engage with stakeholders	WG	Stakeholders are aware of the	Dependent on WG timescales

regarding consultation on the draft Additional Learning Needs Code of Practice.	Elected members SMT/ Co-ordinator for Inclusion Inclusion Service staff Head Teachers Governing Bodies ALNCos Specialist teaching staff School staff CYP Early Years providers Post 16 providers CAs CVS CYPS Directorate staff (ELLS)	contents of the Code and are able to participate in consultation exercises.	(publication of draft code)
Advise practitioners, Elected members and Governing Bodies when Tier 1 and 4 online training becomes available.	As above.	A sound awareness of ALN reform and its implications by key stakeholders.	Dec 2018
Update NPT Inclusion website to ensure there is available information on ALNET and link to regional Parent Partnership website.	Inclusion Officers IT Officers	Useful, up to date information on ALNET is available.	December 2018
Agree how Challenge Advisors will address reform in core visits.	Inclusion Officers CAs	Challenge Advisors will address readiness for reform as a line of	Autumn 2018 onwards

	Schools	enquiry in all Core Visits and advise Head Teachers that it should be included within the school's self-evaluation and development plan. Inclusion Officers will undertake joint core visits in a number of identified schools, including special schools and Welsh medium schools.	

P2- Workforce Development			
Actions	Collaboration	Expected Outcomes	Timescales
Ensure robust procedures are in place to review demand for specialist support and assess future need and provision.	Data Unit ALNST SIIP Schools FEI EY Health	The LA is well placed to meet the needs of pupils with specific and more complex needs.	Sept 2018
To review capacity of LA specialist support staff.	Inclusion Officers	To ensure the LA is fully staffed in order to meet future demand.	Oct 2018 and ongoing dependant on reform/CoP
To undertake skills/ training audit of school based staff.	Inclusion Officers School staff	Audit undertaken to inform LA action plan and develop a cluster training delivery model.	December 2018
Develop an LA action plan outlining additional training/staffing requirements.	Inclusion Officers	Additional training/ staffing requirements identified.	Spring 2019
Ensure specialist service staff have appropriate CPD opportunities.	Accountable managers Inclusion Officers Wider LA services Health HE Other outside training providers	Appropriate CPD opportunities identified through PDRs and made available to all staff on an ongoing basis, in order to ensure a skilled workforce able to meet the needs of learners with ALN.	Ongoing through PDRs

Further develop NPT's existing training programme in relation to ALN for all staff.	Inclusion Officers Health Trinity of St David's University School staff	Development of Graduate Diploma for school based staff, both specialist and mainstream.	Ongoing
To continue to effectively engage with other LAs to develop regional support where appropriate.	Regional Leads.	Effective/ efficient planning and sharing of good practice, to maximise resources.	Ongoing
Secondment of Primary and Secondary ALNCo to provide support to mainstream ALNCo in evaluating and developing ALN provision.	Identified ALNCo	Effective self-evaluation of ALN provision and the identification of area for development.	Spring 2019

P3- IDPs and PCP			
Actions	Collaboration	Expected Outcomes	Timescales
IDP Leadership role assigned and multi-agency steering group established.	Co-ordinator for Inclusion Manager of ALNST PEP Statementing and Process Officer Manager of Wellbeing and Behaviour service Manager of Support for Learning Health LACES Early Years providers Post 16 providers Schools Social Services ALN EY Co-ordinator Regional leads	Smooth transition from Statements of SEN to LA maintained IDPs, adhering to timescales given by WG.	December 2018
Agree a regional graduated response and criteria for IDPs that are maintained by the LA.	Regional leads Inclusion Officers	An agreed regional graduated response and criteria for IDPs that are maintained by the LA to ensure consistency and an equitable offer.	Spring/ Summer 19
Identify a cluster of schools and EY providers to pilot conversion of	Inclusion Officers Schools	Cluster of schools identified to pilot conversion of Statements to	March 2019

Statements to IDPs.	EY settings EY ALNDO	IDPs.	
Identify LA/ individual school/ FE quality champions to undertake quality assurance of IDPs.	Inclusion Officers HTs and ALNCos FE staff EY ALNDO	Ongoing support will be provided to staff in writing high quality IDPs.	Spring 2019
Train 4 LA officers to be accredited Person Centred Practice (PCP) trainers.	HSA Inclusion Officers	To support children, young people and their Parents/ Carers using Person Centred practices, ensuring the child or young person is at the heart of the decision making process.	Autumn 18 Completed
Provide PCP training for all Inclusion Service staff.	Accredited LA PCP trainers	All Inclusion Service staff have a sound understanding of Person Centred Practices.	Autumn 18 Completed
Provide PCP training for Challenge Advisors and Participation Service staff.	Accredited LA PCP trainers CAs	CAs have a sound understanding of Person Centred Practices.	December 2018 on
Create a shortened PCP training package which will be delivered to all School Leaders (Head Teachers and Governing Bodies).	Accredited LA PCP trainers Head Teachers School and Family Support Team Governing Bodies	All Head Teachers and Governing Body members have a sound understanding of Person Centred Practices.	December 2018 – Head teachers Spring 2019- Governing Bodies
Provide full PCP training for new ALNCos and those who have previously not received training.	Accredited LA PCP trainers ALNCos	All ALNCos are able to support children, young people and their Parents/ Carers in Person Centred Practices.	Rolling programme of training available from autumn 18.

Provide refresher PCP training opportunities for ALNCoS.	As above	As above	As above
Identify a PCP Champion in each cluster.	Schools Accredited LA PCP trainers Helen Sanderson associates	A PCP champion will be identified in each cluster to support colleagues in implementing Person Centred Practices and to assist Inclusion Officers in quality assuring practices in place.	Spring 2019
Roll out offer of PCP training to partner agencies.	Health Pre-school provisions Accredited LA PCP trainers Helen Sanderson Associates FE NPTC (see post 16)	Collaborative working with partner agencies and consistency of approach.	Autumn 2018 onwards

P4- Early Years			
Actions	Collaboration	Expected Outcomes	Timescales
Develop job description for EY ALN Development Officer post, advertise and appoint.	SMT /Co-ordinator for Inclusion	Clear role and responsibilities for Early Years Coordinator.	Dec 2018
Establish EY steering group.	Co-ordinator for Inclusion PEP CAs EY ALN Development Officer Think Families Partnership & Flying Start (TFP and FS) Health CWD co-ordinator	The Early Years steering group will be the key decision makers in terms of ALN provision for 0-3.	December 2018
Undertake an audit of Early Years providers, including Welsh medium provision.	LA services EY ALN Development Officer EY settings CAs	A comprehensive register of Early Years providers.	March 2019
Scope the advice, support and guidance available to EY settings from EY specialists, including EY specialists of ALN.	EY ALN Development Officer EY settings Wider LA services	A sound understanding of the advice, support and guidance available to EY settings from EY specialists, including EY specialists of ALN.	Spring 2019
Identify training needs for all staff in EY settings through the development of an audit.	EY ALN Development Officer EY settings	Training needs of EY staff identified.	March 2019
Identify a minimum training	Regional Inclusion Leads	Minimum training requirement	March 2019

requirement for EY staff in collaboration with regional partners and to begin planning for delivery.	Inclusion Officers EY staff	for EY staff is identified.	
Inclusion of EY in ongoing PCP training.	Accredited LA PCP trainers Helen Sanderson Associates	Ongoing PCP training available to EY staff. EY staff confident in Person Centred Practices.	Spring onwards

P5- FE			
Actions	Collaboration	Expected Outcomes	Timescales
FE to discuss outcome of ALN readiness survey with LA staff.	Co-ordinator for Inclusion Manager of ALNST Social Services Health FE institutions FE Transformation Lead Careers Wales Data unit LACES	A clear understanding of FEs readiness, including current systems and procedures, sharing of information, training needs and staffing.	To be determined by FE TL (CD).
Establish a multi-agency FE steering group.	LA officers FE staff Health Social Services Schools LACES Careers Wales	Multi-agency FE steering group established.	Spring 2019
Scope learning pathways for learners with ALN post 16.	HOLOS LA officers FE staff Careers Wales	Learning pathways for learners with ALN Post 16 identified.	Spring 2019
Assign FE ALN Lead from within LA or FE.	FE LA	FE ALN Lead assigned.	To be determined by SMT
Ensure FE staff have appropriate CPD opportunities, in order to meet the needs of learners with ALN.	LA officers FE staff	A skilled workforce able to meet the needs of learners with ALN.	Autumn 2018 on

Analysis of post 16 data (current number of skills plans and projected number of LA maintained IDPs from July 2020).	Data Unit LA staff FE staff Schools	An overview of current number of skills plans and projected number of LA maintained IDPs from July 2020, in order to ensure the LA and College are able to act in accordance with WG timescales.	January 2019
Audit provision available to learners with ALN including EPS, SaLT, learning coaches etc.	FE ALN Lead	An understanding of current provision so next steps can be identified, in order to ensure that all learners with ALN have their needs met by qualified, specialist staff.	Spring 2019
Analysis of destinations for all learners with ALN.	FE ALN Lead Careers Wales Youth Service	Destinations of all learners with ALN is known and documented.	January 2019
To determine current transition arrangements between KS4 and FE for learners with ALN.	FE ALN Lead FE staff Schools	Strengths and areas for development identified in current arrangements, in order for improved transition procedures to be implemented.	Spring 2019 on
Develop guidance on what makes effective transition, including agreed	FE ALN Lead FE staff	Seamless and robust transition arrangements in place from year	March 2019

information sharing protocols for use at key points of transition and the role of FE support staff.	Schools Inclusion staff Health Social Services Careers Wales	9.	
LA to facilitate and fund PCP 'train the trainer' training for key FE staff.	FE staff Helen Sanderson Associates	FE fully engaged in the development of a sustainable model for embedding Person Centred Practices.	Spring 2019
Map range of specialist places available locally and regionally. To determine current retention rates for pupils with ALN.	FE ALN Lead Regional partners FE NPC LA Careers Wales Social Services	Overview of specialist places available locally and regionally created, in order for gaps in provision to be identified. To have a clear understanding of current retention rates, identify successes and any barriers to retention.	March 2019 Spring 2019

P6- Pupil and Parent Partnership			
Actions	Collaboration	Expected Outcomes	Timescales
Analyse main reasons for disputes and audit of current systems/ approaches for early engagement with Parents/ Carers.	Inclusion Officers Data Unit	Improved systems/ approaches for early engagement with Parents/ Carers, which in turn will lead to fewer disputes and appeals to SENTW.	December 2018
Ensure complaints and compliments regarding ALN provision are effectively monitored.	Schools Parents CYP SNAP SFST ALNST Data unit Health/ DECLo	Reduction in the number of complaints regarding ALN.	December 2018
Training for LA and School staff in managing and communicating difficult decisions, and dispute resolution.	Inclusion Officers School staff Outside training providers - Holus	LA and School staff have skills needed to manage and communicate difficult decisions, and resolve disputes at an early stage.	Spring term 19 on
Provide support for Parents to formally engage in policy making. Establish Parent/ Carer forum with a view to developing a partnership agreement with parent/carers.	Inclusion Officers Parents/ Carers	Parents are supported to formally engage in policy making. Parent/ Carer forum established.	December 2018
Devise a training menu for Parents/ Carers of children and young people	Inclusion Officers	Training menu available for Parents/ Carers of children and	December 2018 on

with ALN.		young people with ALN, to develop their knowledge and understanding and provide strategies for support.	
Implementation of drop-in advice sessions for Parents/ Carers with Inclusion Officers.	Inclusion Officers Parents/ Carers Schools	Ongoing support and advice available to Parents/ Carers from LA Inclusion officers. Improved Parent Partnership.	Autumn 2018 on
Ensure current participation strategy for CYP addresses needs for pupils with ALN.	Heads of Service Co-ordinator for Inclusion Inclusion Officers Wider LA services Children and Young People School staff	Further develop participation strategy for children and young people to reflect changes in legislation and provision.	December 2018
Ensure there is appropriate information available to Parents/ Carers through a range of media regarding support services and provision, including a link to the regional Parent Partnership website.	Inclusion Officers IT officers LA Communication department ELRS	Appropriate information is available to Parents/ Carers through a range of media regarding support services and provision.	February 2019
Undertake PCP awareness raising with Participation Officer.	Inclusion Officer Participation Officer	Participation Officer has a sound understanding of Person Centred Practices.	February 2019.
Ensure effective early disagreement resolution and key point of contact.	Parents and CYP Schools Independent Advocacy service	Reduction in appeals to SENTW and strong partnership working with Parents/ Carers using a	Spring 2019 onward

	Children's Rights Unit	Person Centred approach.	