



# **Bridgend County Borough Council**

## **ALN Regional Transformation Plan**

**2020/2021**

## Appendix B

Key priorities have been identified as follows:

1. Ensure that all local authorities develop consistent practices and collaborate effectively with key partners to prepare for the new ways of working.
2. Ensure that local authority maintained schools develop consistent approaches to improving practice for learners with ALN that meet the expectations of the Act and are complementary to the wider national education reforms.
3. Develop support and provision for post compulsory-aged learners through identifying local and potential regional offers.
4. Develop Health Board preparedness for implementation of the Act

| Actions  | Costings                              | Milestones/Sub Actions that will help to achieve the Action                                       | Start Date     | Delivery Date | Accountable Officer  | Impact Measures  | Evaluation RAYG |
|--|---------------------------------------|---|----------------|---------------|--|--|-----------------|
| Piloting the roll out of Individual Development Plans on a pre-determined cohort | Officer time<br><br>School staff time | Work with special schools and a cohort of mainstream settings to pilot IDPs for transition pupils | September 2020 | March 2021    | LA Inclusion Lead<br><br>Principal Educational Psychologist<br><br>Link Educational Psychologists<br><br>Specialist Teacher Cognition and Learning | <ul style="list-style-type: none"> <li>• IDPs to replace statements</li> <li>• List of statements that have been transferred to IDPs</li> <li>• Guidance process document</li> </ul> |                 |
|  | Officer time                          | Pilot IDPs for cohort of pupils who will access a   | January 2021   | March 2021    | LA Inclusion Lead  | <ul style="list-style-type: none"> <li>• IDPs to replace statements</li> </ul>   |                 |

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|  | School staff time | new special school placement and transition to FEI                                 |               |            | Principal Educational Psychologist<br><br>Link Educational Psychologists<br><br>Specialist Teacher Cognition and Learning         | <ul style="list-style-type: none"> <li>List of statements that have been transferred to IDPs</li> <li>Guidance process document</li> </ul>  |  |
| Development of IT infrastructure to support the planned transfer from the old to the new system. | Officer Time      | Develop use of special educational needs portal (SEN) within each local authority. | October 2021  | March 2021 | LA Inclusion Lead<br><br>Group Manager Business Support<br><br>Principal Educational Psychologist<br><br>Local authority officers | <ul style="list-style-type: none"> <li>Attendance at the IDP Expert Group</li> <li>Develop an electronic platform.</li> <li>Trial the electronic platform</li> <li>Use of the electronic platform by all stakeholders.</li> </ul> |  |
| Embedding and refining the EYs   | Officer Time      | EYs sub-regional group to develop EYs toolkit & ensure that it aligns with         | November 2020 | March 2021 | Early years' regional   | <ul style="list-style-type: none"> <li>Early Years Toolkit</li> <li>Training offer</li> </ul>   |  |

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| training programme                              |                   | Bridgend working practices                                   |               |               | working group  |  |  |
| <b>Merthyr Local Authority to lead</b>          |                   |  |               |               | Early Years EPS<br>Early Years and Childcare Manager |  |  |
| <b>Joint Project Board with Merthyr and RCT</b> | Officer Time      | Roll-out of training to all early years settings and schools | November 2020 | March 2021    | Early years' regional working group                  | <ul style="list-style-type: none"> <li>• Training offer</li> <li>• 75% of registered setting trained</li> <li>• 100% of schools trained</li> </ul> |  |
|   | School staff time |  |               |               | Early Years EPS<br>Early Years and Childcare Manager |  |  |
|   | Officer Time      | Include EYs training in the Inclusion Service training offer | Sept 2020     | November 2020 | Early years' regional working group                  | <ul style="list-style-type: none"> <li>• Training offer</li> </ul>   |  |
|   |                   |  |               |               | Early Years EPS<br>Early Years and Childcare Manager |  |  |

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|  |              | EYs ALN LO to establish an agreed provision map and pathway for early years settings and transition into school  | January 2021   | March 2021    | Early years' regional working group<br><br>Early Years EPS<br>Early Years and Childcare Manager | <ul style="list-style-type: none"> <li>• Early Years Toolkit</li> <li>• Training offer</li> <li>• Provision map and pathway</li> </ul> |  |
| Creating guidance on what provision should ordinarily be made available by schools | Officer Time | Ensure a shared understanding between Central South Consortium (CSC) and Inclusion teams in each local authority to provide effective collaborative support and challenge to schools regarding universal provision / good quality teaching and learning. | September 2020 | November 2020 | Transformation Lead / Principal Engagement Officer<br><br>LA Inclusion Lead                     | <ul style="list-style-type: none"> <li>• Agreed joint protocol for support and challenge to schools</li> </ul>                         |  |
|  |              | Produce a regional document on effective universal provision.  | Sept 2020      | November 2020 | Transformation Lead   | <ul style="list-style-type: none"> <li>• Regional document on effective universal provision</li> </ul>                                 |  |
|  |              | Agree on a regional definition of ALN and criteria for school and local authority based IDPs   | Sept 2020      | Nov 2020      | Transformation Lead   | <ul style="list-style-type: none"> <li>• Agreed regional definition of ALN</li> </ul>  |  |

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|  | Officer Time | LA graduated response for universal provision and ALP (school & LA based IDPs)                                   | December 2020 | March 2021 | LA Inclusion Lead<br>ALN Inclusion Leads<br>Principal Educational Psychologist | <ul style="list-style-type: none"> <li>Evaluate and develop a graduated response for Bridgend</li> </ul>                       |  |
|  | Officer Time | Revised LA criteria for school and LA based IDPs and service pathways  | December 2020 | March 2021 | LA Inclusion Lead<br>ALN Inclusion Leads<br>Principal Educational Psychologist | <ul style="list-style-type: none"> <li>Revise ALN criteria documentation for Bridgend</li> </ul>                               |  |
| Provision of advice and guidance for parents/carers on LA website about the new way of working and what support they can expect from schools | Officer Time | Publish advice and guidance to parents on the statutory duties upon local authorities under the Act and ALN Code | December 2020 | March 2021 | LA Inclusion Lead<br>ALN Inclusion Leads                                       | <ul style="list-style-type: none"> <li>Parent friendly advice and guidance</li> <li>Bridgend Communication Strategy</li> </ul> |  |
|  | Officer Time | Publish advice and guidance regarding local operational arrangements for ALN                                     | December 2020 | March 2021 | LA Inclusion Lead<br>ALN Inclusion Leads                                       | <ul style="list-style-type: none"> <li>Parent friendly advice and guidance</li> <li>Bridgend Communication Strategy</li> </ul> |  |

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| the LA and its partners   | Officer Time | Launch Bridgend Communication Strategy following publication of the final Code   | December 2020  | March 2021    | LA Inclusion Lead<br>ALN Inclusion Leads         | <ul style="list-style-type: none"> <li>• Parent friendly advice and guidance</li> <li>• Bridgend Communication Strategy</li> </ul>                          |  |
| Involving independent parent support services in updating guidance materials                                    |              | Review current SNAP guidance materials and identify any areas for modifying to reflect local / regional context  | September 2020 | December 2020 | Transformation Lead                              | <ul style="list-style-type: none"> <li>• Local guidance materials</li> <li>• Arrangements in place for advocacy and revised arrangements for PPS</li> </ul> |  |
|   | Officer Time | Review parent partnership & advocacy arrangements in line with the requirements of the ALN Code  | December 2020  | March 2021    | LA Inclusion Lead<br>ALN Inclusion Leads         | <ul style="list-style-type: none"> <li>• Local guidance materials</li> <li>• Arrangements in place for advocacy and revised arrangements for PPS</li> </ul> |  |
| Continuation of professional learning opportunities for ALNCoS that focus on developing skills and expertise to | Officer Time | Align the work of CSC engagement partners and local authority officers to ensure an agreed understanding and common approach to ALN readiness of schools | November 2020  | March 2021    | LA Inclusion Lead / Principal Engagement Officer | <ul style="list-style-type: none"> <li>• Agreed role and responsibilities reflected in business plans</li> </ul>  |  |
|   |              | Devise ALN readiness audits tailored to different  | September 2020 | December 2020 | Transformation Lead                              | <ul style="list-style-type: none"> <li>• Group specific audit tools</li> </ul>  |  |

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| carry out the new statutory duties |                   | key professionals (e.g. ALNCo, head teachers, governing bodies, elected members) to inform actions / intervention at school, local authority and regional level |                |              |   |  |  |
|                                    | School Staff Time | Develop the role of ALN Cluster Leads as Pathfinders.   | September 2020 | March 2021   | Transformation Lead<br><br>LA Inclusion Lead<br><br>ALN Inclusion Leads<br><br>Principal Educational Psychologist | <ul style="list-style-type: none"> <li>• ALN Cluster Leads meetings</li> <li>• ALNCo Forums</li> </ul> |  |
|                                    |                   | Training programme devised for ALNCoS, head teachers and governing bodies on statutory requirements of ALN Code   | December 2020  | January 2021 | Transformation Lead   | <ul style="list-style-type: none"> <li>• Analysis of audits</li> <li>• Training programme</li> </ul>   |  |
|                                    | School staff time | Training programme delivered for all ALNCoS and other relevant professionals on compliance with statutory   | January 2021   | March 2021   | LA Inclusion Lead<br><br>ALN Inclusion Leads  | <ul style="list-style-type: none"> <li>• Delivery of training</li> </ul>                               |  |



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|  |  | duties in the Code within Bridgend context.  |                |                     | Principal Educational Psychologist   |  |  |
| <p>Continue to develop strategic links with further education colleges to develop an agreed vision for inclusion and supporting the needs of learners with additional learning needs.</p> <p><b>Joint Project Board with Merthyr and RCT</b></p> |  | Agreed multi-agency post 16-19 transition guidance   | September 2020 | November 2020       | Transformation Lead  | <ul style="list-style-type: none"> <li>• Final post 16-19 transition guidance</li> <li>• Agreed graduated response documentation for FE</li> <li>• Agreed local offer</li> <li>• Costed proposals for LA support to local FEIs</li> <li>• Analysis of regional demand, map &amp; gap analysis of current provision and costed proposals</li> </ul> |  |
|  | Officer Time   | Pilot transition guidance  | December 2020  | March 2021          | Bridgend College Lead<br><br>LA Inclusion Lead<br><br>Bridgend working party |  |  |
|  |  | Agreed graduated response for FEI & LA maintained IDPs   | December 2020  | January 2021        | Transformation Lead  |  |  |
|  |  | <i>From 2019/2020 action plan (carried over):</i><br><br>Work with FEI to agree on current local offer, identify potential future needs and create action plan | September 2020 | December 2020       | Transformation Lead  |  |  |
|  | <i>From 2019/2020 action plan (carried over):</i><br><br>Scope and cost proposals for supporting ALN practice in FE, | January 2021   | March 2021     | Transformation Lead |  |  |  |

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|  |              | including commissioning arrangements  |                |               |                     |  |  |
| Develop a shared understanding between the Health Board and LAs for supporting identifying and supporting the needs of learners with ALN (0-25).<br><br><b>CTM Joint Project Board</b> | Officer Time | CTM Health Board to devise protocol for involvement of all relevant service areas in supporting learners - e.g. referral and service delivery pathway, including arrangements for transition from paediatric to adult services. | September 2020 | December 2020 | Transformation Lead | <ul style="list-style-type: none"> <li>Agreed service delivery/graduated response for all relevant Health services with published documentation</li> <li>Strategy agreed and implemented.</li> </ul> |  |
|  | Officer Time | Agreed graduated response for all relevant Health Services (paediatric and adult services) to support learners (0 – 25)   | December 2020  | January 2020  | Transformation Lead |  |  |
|  |              | Devise strategy to raise awareness of the complaints process for Health-based issues  | September 2020 | December 2020 | Transformation Lead |  |  |
| LA legal departments to increase knowledge of the ALNET Act  |              | Consult legal department on implications of ALN Code for Council Policies and for School Policies, including: admissions; complaints  | November 2020  | December 2020 | Transformation Lead | <ul style="list-style-type: none"> <li>Training programme or presentation for legal</li> </ul>   |  |

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| and its implications.<br><br><b>CTM Joint Project Board</b>                                  | Officer time | Review council policies and model policies commended to governing bodies as required                                    | January 2021  | March 2021 | ALN Inclusion Lead<br><br>Legal department        | <ul style="list-style-type: none"> <li>Updated policies and protocols in line with ALNET</li> </ul>  |  |
|  |              | Raise awareness of implications of the new duties: Governors, Headteachers, Engagement Partners, HR and Social Services | January 2021  | March 2021 | Transformation Lead                               | <ul style="list-style-type: none"> <li>Training programme</li> </ul>   |  |
| Develop a regional approach to increase the ALN provision available to Welsh-medium schools. | Officer Time | Deliver regional training programme.  | November 2020 | March 2021 | LA Inclusion Lead<br><br>Local Authority Officers | <ul style="list-style-type: none"> <li>Regional training programme directory</li> <li>Central resource bank available</li> <li>Regional audit report.</li> </ul> |  |
|  | Officer Time | Develop Welsh- medium resources   | November 2020 | March 2021 | LA Inclusion Lead<br><br>Local Authority Officers | <ul style="list-style-type: none"> <li>Regional training programme directory</li> <li>Central resource bank available</li> <li>Regional audit report</li> </ul>  |  |