

PSC – People Budget Proposal Monitoring – Education

EDU1811902 – Consolidation of the Education Psychology, Additional Learning Needs and Specific Learning Needs Teams into an ‘Inclusion Enrichment Team’.

Scrutiny’s Comments and Conclusions	Officer Response
The Proposals stated a saving of £117,000 would be made in the first year. Will this be achieved?	The total savings achieved in 18/19 in relation to the Inclusion Enrichment Team was £267,000. Savings in ALN budget resulted from 6 voluntary redundancies, 2 redeployments, hence 8 posts deleted. There was also a reduction in the Educational Psychology budget; however the savings were met by income generating.
Can you explain at what stage of the implementation the Council are currently at?	Full implementation on the 1 st September 2018.
Have the schools been able to feedback to the Council on the implementation of changes and any impact felt?	A meeting between the Assistant Head of Inclusion and Newport Head Teacher representatives is due to take place on 25 th September to discuss how effective the implementation has been.
Has there been an increase in pressure on schools and staff, if so what has been the impact on schools, staff and young people?	Initial feedback from the ALNCoS has been very positive about the new way of working. However once formal implementation has begun regular feedback will be sought during clinic and network sessions to ensure the service is meeting the needs of schools. It is too early to identify if the reduction in resources has had a negative impact on schools, staff and young people.
How has the cluster approach been implemented? How has the staff been allocated to each cluster?	<p>The ALN cluster approach was discussed with head teachers during individual cluster meetings and during a head teacher seminar. During the summer term 2018 members of the Inclusion Enrichment Team attended ALNCo cluster meetings to explain the new system and work with school representatives to develop cluster action plans for implementation in September 2018.</p> <p>An Educational Psychologist and Inclusion Adviser has been allocated to each cluster. Schools with Resource Bases, stand-alone nurseries and the Bridge Achievement Centre receive additional advice/support from a Teacher advisor.</p>

<p>What is the team's capacity in each cluster? Has this affected a young person's ability to receive support? Are there waiting lists for support? How long before a young person is able to access the service?</p>	<p>During the first half of each term a clinic is held in each Primary school to discuss individual referrals anonymously, with the link Educational Psychologist (plus a Teacher Advisor for schools with an LRB and for FairOak/Kimberley nurseries). Every secondary School receives Educational Psychology support for multi-agency/wellbeing panels, group consultations and individual referrals.</p> <p>ALNCO cluster meetings to be held termly in second half of term.</p> <p>Due to the change from bi-annual link meetings to termly clinics and cluster meetings, ALNCOs have increased opportunities to discuss any concerns they have regarding individual pupils along with enhanced opportunities for capacity building. Schools have always been asked to 'prioritise' their pupils most in need. This model is an important feature as schools should develop their own resilience and capacity to support their own pupils'.</p> <p>The Educational Psychologists and the Advisory Teachers do not always work directly with individual pupils. Their roles are to develop the expertise of teachers and LSAs to enable them to support the pupils in their schools. This can involve consultations with the school staff working directly with pupils and their parents to gain a clear hypothesis of the issues and advise on what actions/strategies need to be implemented.</p>
<p>Who in the new teams are delivering the training to the teachers and school staff? How many training courses have been delivered?</p>	<p>Members of the Inclusion Enrichment Team including Teacher Advisers, Educational Psychologists and Inclusion Advisors deliver training requested through the ALNCO cluster plans. Bite sized training sessions run throughout the year on subjects such as ASD, Positive Behaviour Management, Draw and Talk, Lego group etc.</p> <p>Team Teach Restrictive Physical Intervention, Restorative Approaches' and Attachment Awareness training are available to all schools on a rolling programme.</p> <p>During the summer term 2018 the following training sessions took place:</p> <ul style="list-style-type: none"> • Two bite sized training sessions – Introducing Positive Behaviour Management and Therapeutic Draw & Talk.

	<ul style="list-style-type: none"> • Restorative Approaches – one full day of training and four follow-up sessions. • Attachment Awareness - one full day of training, one 'technical input/case study session) and six supervision sessions. • Team Teach Restrictive Physical Intervention - 6 schools trained – 131 staff.
Was there a gap between services being cut back and training starting? If so what has been put in place to safeguard the young people in need of support?	The Inclusion teams continued working with schools during the transition period to ensure continuity in service. Educational Psychologists made visits to their link schools and Curriculum Improvement Advisers had regular contact with head teachers. Training such as Team Teach, Restorative Approaches, Attachment Awareness and the bite sized sessions all continued.

EDU181904 – Re-modelling of the Pupil Referral Unit

Scrutiny's Comments and Conclusions	Officer Response
The Proposals stated £285,000 would be moved to the Individual Schools Budget in the first year. Will this be achieved?	The re-modelling of the Pupil Referral Unit has been delayed and was a cost neutral proposal.
The business case did not provide information on the implementation costs incurred, what were the final figures for this? (tbc in the Revenue – Redundancy/Pension column)	
Can you explain at what stage of the implementation the Council are currently at?	
Can you provide an update on the young people who were engaged with the PRU? Has there been an impact on their engagement and achievement after implementation?	
How are the schools managing the young people who would normally receive	

additional support from the PRU?	
Are there satellite provisions in use currently and have mitigations been put in place to limit the potential disruption to local communities?	
There were concerns around the cumulative effect this proposal and the savings made by the creation of the Inclusion Enrichment Team could have? Has this been an issue? If so what have the Council done to lessen the impact on Schools and Young people.	