

# Presentation to the Education and Lifelong Learning Committee

Wednesday 30<sup>th</sup> November

On behalf of the WAG Working Group on  
Statutory Assessment and Statementing



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

# Context

- The '81 transformation
- A reduction in marginalisation
- A reduction in discrimination
- Rights and entitlement
- A process for identifying needs
- A system for ensuring needs were met
- Integration
- Parents' right of appeal



# The concerns 2005

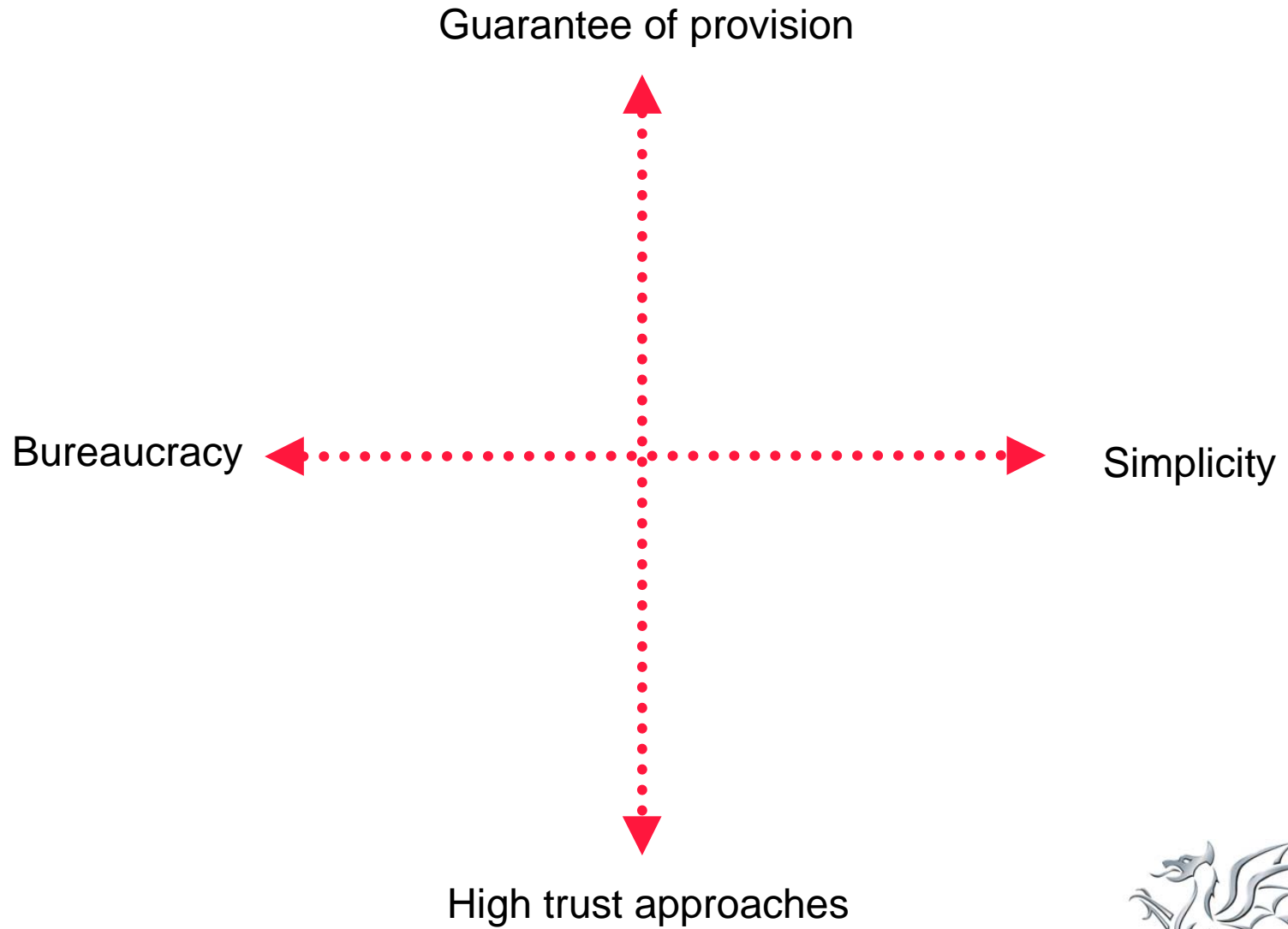
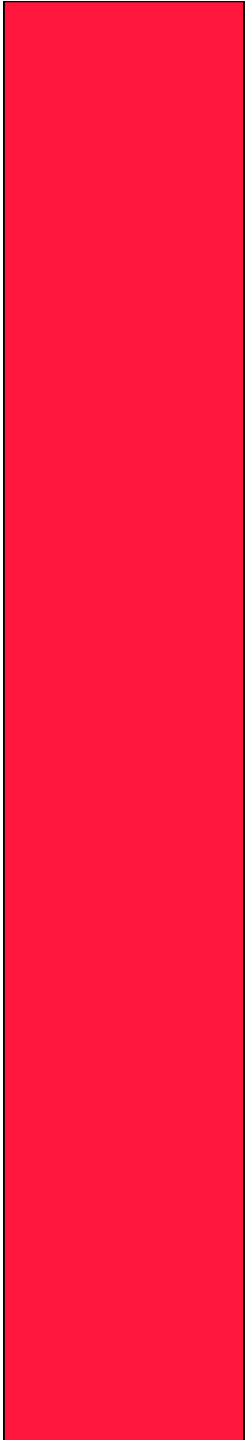
- Costly
- Bureaucratic
- Unresponsive
- No clear link between monies spent and percentage of statemented pupils
- Focus on provision
- Poor evidence base
- Resources caught up in paperwork
- Too little evidence of effectiveness

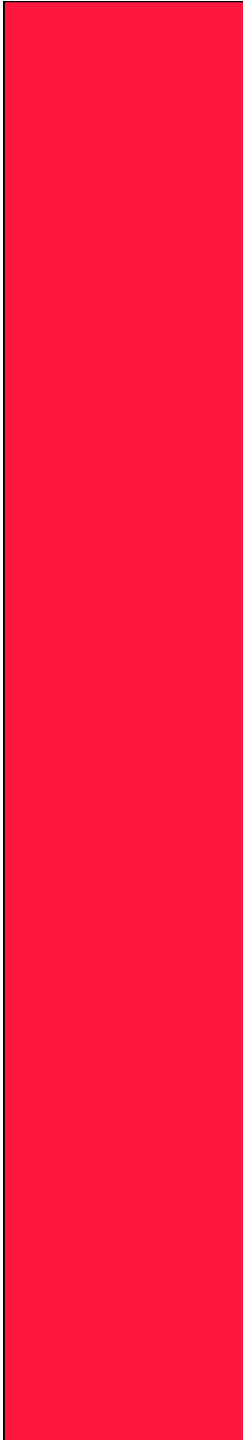


# The work of the Task Group

- Remit
- Initial discussions
- Problems of focus
- Need for an options paper
  - highlighting benefits
  - setting out concerns
  - identifying drawbacks
  - providing options for change

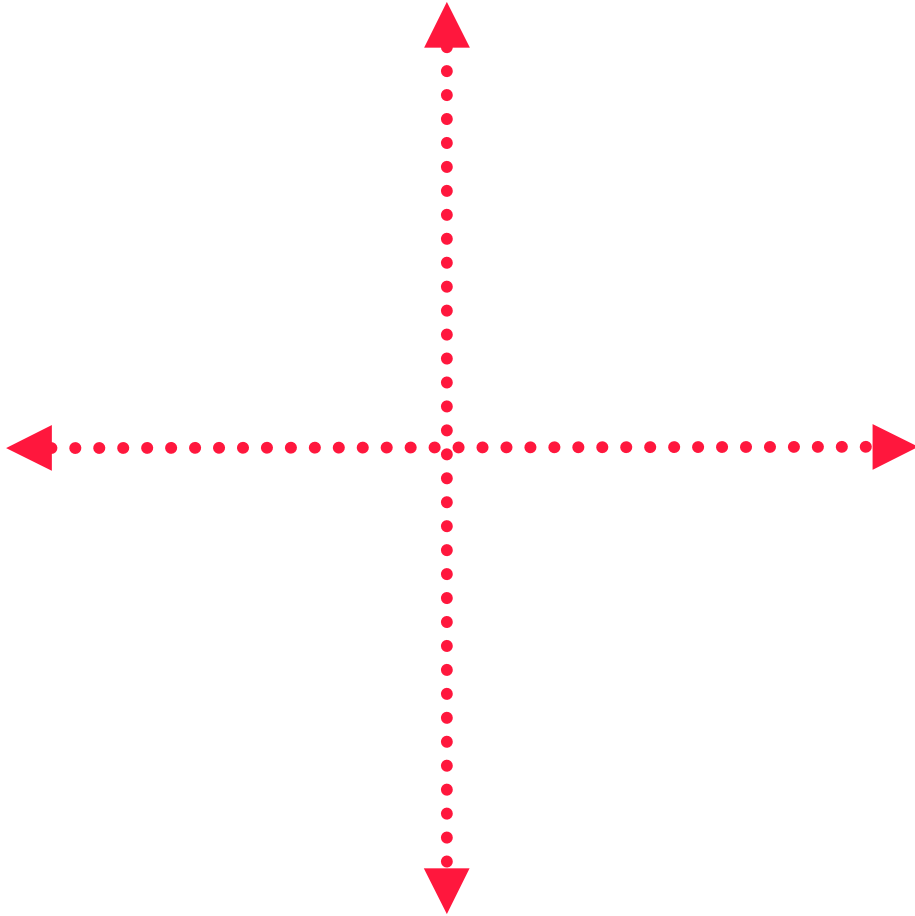






Assessment, advice and guidance  
focussed on legal process

Monies  
retained at  
the centre



Funding  
ring-fenced  
but deployed  
to schools

Resources focussed on children's progress  
in context



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# The Options Paper

1 Refine the current system

2 Refocus the current system

3 A passport approach

4 An external audit

5 School improvement

6 A progress review

7 A hybrid



# Option 1 Refine the current system

- The focus is upon:
  - The child and his or her progress
  - The context and its developing capability
- Assessment of the:
  - Child and his/her needs
  - School's development task to meet the pupil's needs
- Medical and therapy advice:
  - Setting out the implications for the child's functioning in the classroom





# Option 1 Refine the current system

- Planning
  1. What school needs to do
  2. How additional resources are to be used
  3. Targets for the child's learning
- Monitoring By school improvement and additional needs specialist services
- Review
  1. Of the school's developing capability
  2. Of the individual pupil's progress



## Option 2 **Refocus the current system**

- Focus
  1. Statementing upon the 0.5% most vulnerable pupils
  2. Ring-fence and devolve all other resources to cluster of schools to meet needs at School Action and School Action Plus
- Assessment
  1. In-depth multi-agency assessment of the 0.5%
  2. School clusters use their SA and SA+ monies to employ own specialist staff



## Option 2 Refocus the current system

- Planning
  1. Integrated multi-agency planning for the 0.5% most vulnerable
  2. School Action And School Action Plus planning for the 0.5% to 4.5%
- Monitoring By multi-agency key worker
- Review Integrated multi-agency reviews

Reducing pressures on child, parents and carers



## Option 3 **A passport approach**

- Focus            Very child-centred  
                      May retain the multi-agency focus for  
                      the 0.5%
- Assessment    Triggered by any stakeholder  
                      But assessment is continuous
- Resources      Ring-fenced for meeting additional  
                      learning needs  
                      Deployed to clusters of schools  
                      Flexibly deployed as needs change  
                      A Contingency Fund Panel



## Option 3 **A passport approach**

- **Planning**      The passport provides the ongoing plan  
  
Provides a continuous record  
  
Ensures parents do not have to keep repeating their history
- **Monitoring**      By school, parents and visiting specialist professionals
- **Review**      Termly until parents are confident of progress  
  
Annually once parents are satisfied



## Option 4 **An external audit approach**

- **Focus** The quality and impact of the provision to meet all additional learning needs in schools
- **Assessment** At school level, triggered by any stakeholder's concern
- **Resources** All additional educational needs resource deployed to school cluster level

These resources deployed on a graduated basis



## Option 4 **An external audit approach**

- Planning      Individual plans for the most needy pupils  
  
Group plans for those with similar needs
- Monitoring    - by parents who may ask for an 'individual audit' if they are concerned  
- by the LEA which samples progress each year  
- by full audit every 3 or 4 years
- Review        Annually with parents



## Option 5 **A facet of school improvement**

- Focus            The improvement of all children's learning  
  
Meeting additional learning needs becomes a central element in school improvement
- Assessment    At school level of the child's needs in context  
  
Schools draw on devolved specialist staff
- Resources      All monies for statutory assessment and statementing plus all personnel ring-fenced and devolved to school clusters to meet additional learning needs





## Option 5 **A facet of school improvement**

- Planning      As per School Action and School Action Plus
  - Statutory planning for the 0.5%
- Monitoring    - by school
  - by parents
  - by visiting professionals
- Reviews        Annually with parents of all pupils in receipt of additional resources to meet their needs



## Option 6 **A progress review approach**

- **Focus** A 'label free' approach that sees children's progress as the key concern
- **Assessment** As part of the assessment for learning approach to meeting the needs of all children
- **Resources** Devolved to school clusters

A contingency fund is retained by the LEA Progress Panel



## Option 6 **A progress review approach**

- **Planning**      Targets for progress are set on the basis of pupils' assessed rate of learning  
  
Individual learning plans developed with parents for all pupils who make less than expected progress
- **Monitoring**      - by class teachers, Senco and parents  
                                 - by the LEA using individual and school level data
- **Review**              Annually with parents



## Option 7 **A hybrid approach**

- Drawing together the 'best' ideas from options 1- 6
- Reconciling the inherent contradictions
- Within the context of retaining the positives of the current system



# Next steps

