

SSce
CYMRU



SUPPORTING SERVICE CHILDREN
IN EDUCATION WALES

CYNORTHWYO PLANT MILWYR
YN YSGOLION CYMRU

Stakeholder day 2018

10am Tuesday 18th September
Maindy Barracks, Cardiff

SSce
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SUPPORTING SERVICE CHILDREN
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Millie Taylor
All Wales Project Officer for
Service Children in Education

SSCE
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Stakeholder day purpose

Is a result of suggestions made during and after the SSCE Cymru conference in June.

OBJECTIVES

- 1) Give SSCE stakeholders a regular opportunity to get together, share updates and work collaboratively.
- 2) Give SSCE the opportunity to gain ideas and opinions from the stakeholder group, to support and impact the focus of the SSCEs mission.

Stakeholder introductions



SSCE Key updates/activities

- SSCE conference feedback
- Attended Armed Forces Day in Llandudno
- Supporting Service Children in Wales Fund
- MOD Education Support Fund (ESF)
- Produced the SSCE mission and workplan.

SSCE Mission and workplan

Knowledge and evidence

Conduct and commission research into the experiences of Service children in education - to help identify where they experience additional challenges. Use the findings of research to frame the focuses and work of SSCE Cymru.

Gain knowledge on:

- What youth provision is available for Service children? (CWVYS, PYO group, AWS)
- What counselling and wellbeing support is available to Service children? (Family Federations, AWS, RBL, Schools)
- How SPP has impacted schools in England? (SCISS, SSCE network)
- How the Welsh language impacts Service children's education when moving into Wales? (RAF valley, Schools, WG)

Further discussions required:

- Proposal for having 4-5 Armed Forces School Liaison Officers across Wales to work with SSCE, schools and Service families (Education consortia's, SSCE stakeholders, AFLOs, WG).

SSCE Mission and workplan

Activity and resources

Working with schools, local authorities, charities and support organisations to produce resources that will help professionals support Service children throughout their education.

To be reviewed...

- Toolkits - updated and adding more tools such as templates and activities (SSCE network)

To be continued/built on...

- Case studies (Schools, AFLOs)
- Digital stories and films (Schools, Storyworks UK)

To produce...

- School checklist - to include advice on relevant reading, training, resources and contacts (SSCE network, Schools)
- 'Questions to ask your new school' and 'Questions to ask a new Service child' templates (Schools, Service families)
- 'Supporting Service children in schools' training package (AFLOs, LAs).

SSCE Mission and workplan

Impacting policy and systems

Work with Welsh Government to ensure the mission of SSCE Cymru is understood. Provide evidence to recognise the impact policy has on Service children.

- Question about Service children to be added to the PLASC (SSCE network, WG)
- Provide evidence to support the inclusion of Service children in the new admissions code (LA school admissions, WG)
- Identify any way SSCE can support Estyn in including questions on how a school is supporting its Service children (Estyn)
- Encourage more local authorities and schools to include a question about Service children on application and enrolment forms (LA school admissions board, schools, AFLOs, WG).

SSCE marketing and resource updates

- SSCE network
- New films and digital stories
- Twitter (@SSCECymru)
- Website
- Newsletters
- Leaflets

Updates....

Royal British Legion update

Anthony Metcalfe

SCiP Alliance update

Philip Dent

Service Children's Progression



Building an Alliance That Works for Wales

From Evidence to Action

@scipalliance

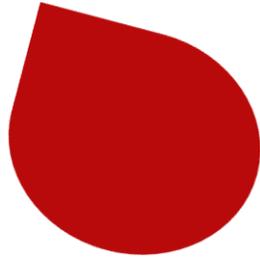
Philip Dent, Director

Service children are around one third less likely to go to University than the general population

(McCullouch and Hall, 2016)

4 in 5 respondents were confident they understood Service children's challenges, but only 1 in 4 easily found the help they sought to address them

(SCiP Alliance stakeholder consultation, 2018)



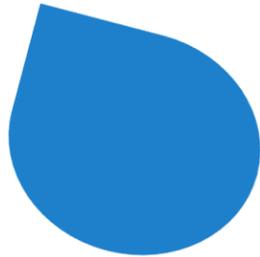
Practice

It is only what we do differently that will deliver different outcomes



Research

We need to understand the service child's journey and how to improve it



Policy

We influence policy, so that it supports our work for service children

Priorities in 2018/19

- Research and practice project to develop:
 - Mapping and targeting tool and guidance
 - Professional development model and resources
 - Organisational improvement framework
- Developing the UK-wide Hub Network
- Launch our briefing series, including research, policy and practice publications (at our conference on 8 October 2018)
- Establishing a data hub, which will combine datasets to enable new research and analysis and support partners' research and development

Priorities for Wales

- Engaging and applying the learning from the research practice project
- Developing effective Hub arrangements for Wales
- Contributing to future briefings
- Supporting the collation, development and analysis of data to support improvements in Wales, as well as smooth progression through the life-course for Service children making transitions into and out of Wales

Families Federations updates

Jane Williams (Naval FF)

Naval Families

F E D E R A T I O N



Speaking up for Naval Service families

Naval Service Mental Health Survey 2018



Children and Young People

What respondents considered to be the impact of being part of an Armed Forces family in their children and young people's mental health:

- 56% said it had a negative effect
- 35% said it had a neutral effect
- 9% said it had a positive effect.

Respondents identified negative effects on children and young people:

- Extended, unpredictable and disruptive periods of separation from the serving parent due to deployment, weekending or other Service commitments leading to emotional difficulties, anxiety and behavioral difficulties for the child;
- Increased difficulties with parental separation as children get older and have experienced repeated parental absences;
- Children needing support from Child or Adolescent Mental Health Services for a variety of issues including eating disorders, self-harm, attachment issues, depression and anxiety;
- Distress caused to serving parents and children when a young child does not recognize their parent after a long period of absence.

Positive effects on children and young people's wellbeing

- A small number of respondents said that their children were more resilient as a result of being part of an Armed Forces family. This was attributed to having to shoulder more responsibility and to experiencing frequent change.
- Some proactive schools were identified as playing a significant positive role in supporting children through times of parental absence, mobility and other changes.

Accessing mental health services for children and young people

- 55% sought help through a GP
- 49% sought help through their child's school or college
- 37% of respondents received a referral to CAMHS for their child or young person
- 14% received support through a charity
- A small number of respondents received support privately, through on-line services, or through Service welfare.

Other comments

- Children and young people are not identified as being part of an Armed Forces family, and therefore the right questions are not asked to establish the issues involved. A child could have a parent with a life-changing injury, or who is deployed on combat operations, and this would not necessarily be picked up on assessment. Children from Armed Forces families tend to regard their lifestyle as 'normal' and therefore do not raise issues that are potentially significant for their mental health;
- Appropriate support in schools where there was a good awareness of the Armed Forces had positive outcomes.

Naval Families

F E D E R A T I O N

Thank you



SNAP Cymru update

Denise Inger

Reading Force update

Elaine Boorman

READING
FORCE



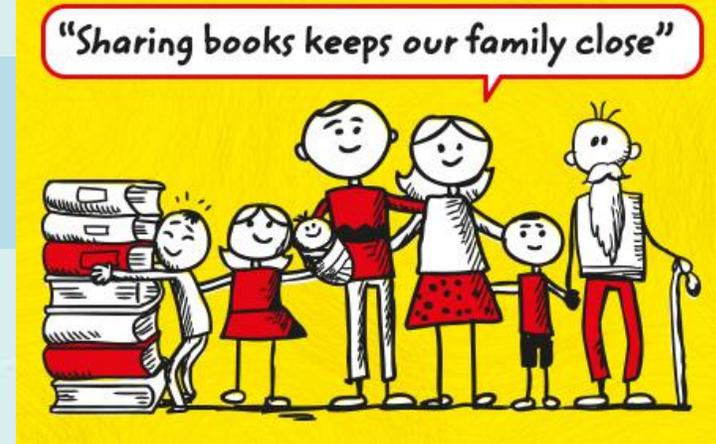
Keeping Service families close and connected through sharing stories



Tri-Service charity for Service children and families since 2011

Supporting Forces and Ex-Forces families with
free fun shared reading resources and activities

Reading Force in essence

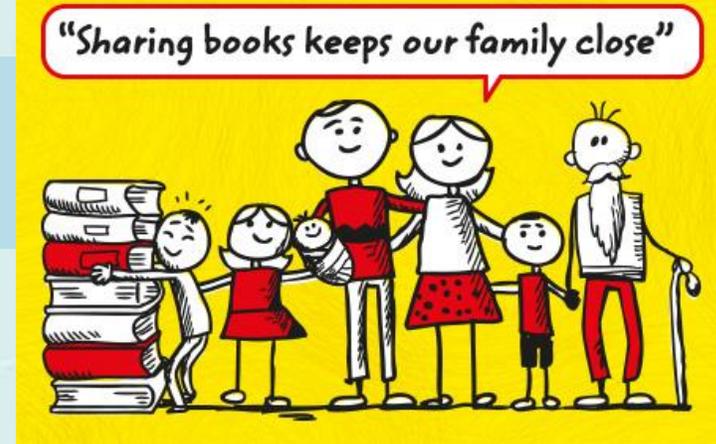


Supporting good communication

especially when separated, by using a book as common ground and providing something new to talk about

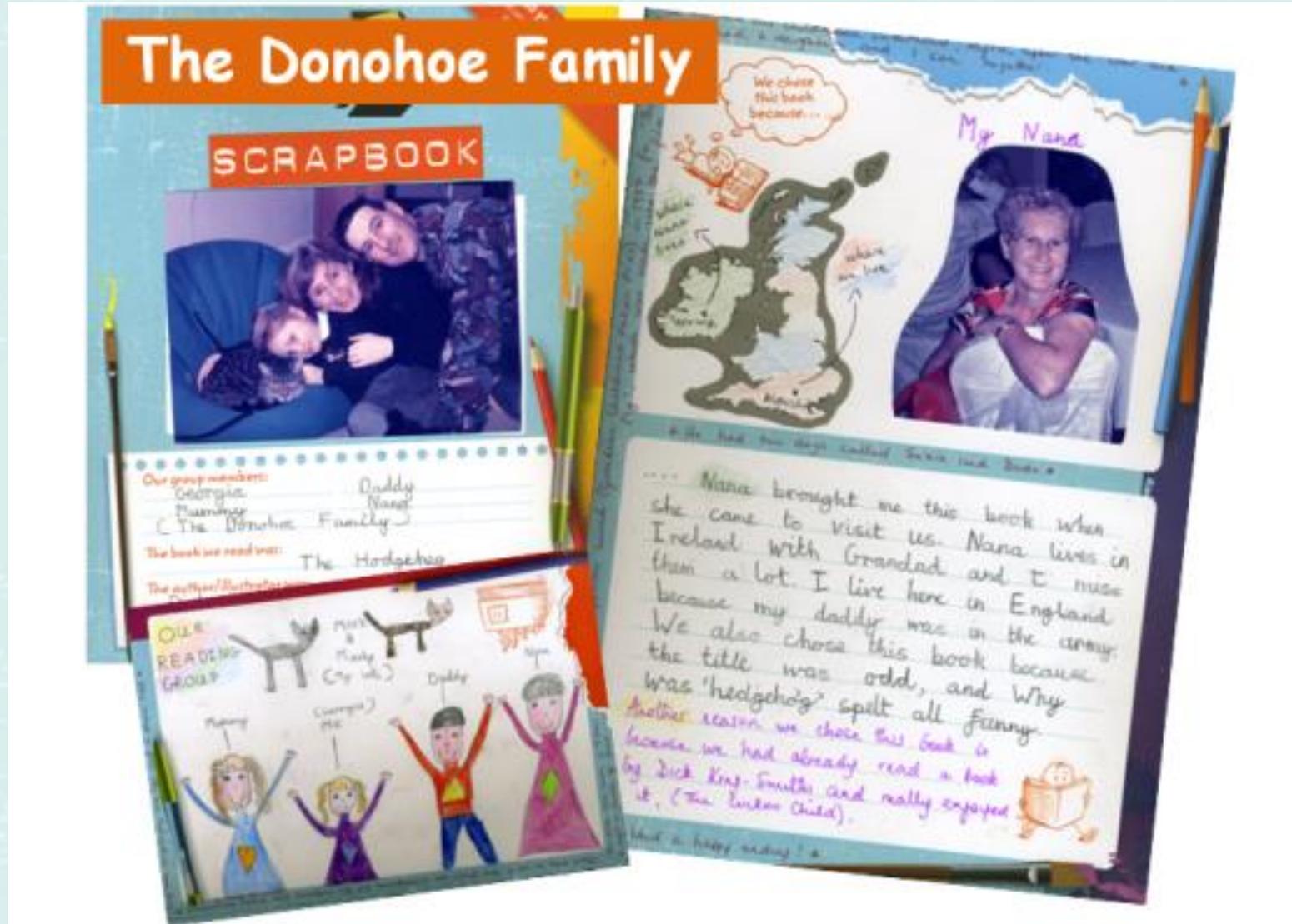
- Families encouraged to form informal book groups and choose a book all would read/have read to them
- Deployed parents can **read and chat about the book** over Skype or FaceTime and/or send messages about it
- Families pool their thoughts in a **special scrapbook** - text, emails, drawings, photos, emails – to be kept as a memento
- All families who return completed scrapbooks (Freepost) receive a special certificate and book prize

Reading Force in essence



- A fun, **free** reading activity for all Service families
- We provide **free** books, scrapbooks and stickers
- Suitable for children of all ages – yellow scrapbooks for ages up to 7, green scrapbooks for older children
- To claim a **free** book, send the voucher inside the scrapbook or request on our website
- **Available free to all schools, preschools, welfare and other settings** to support their pastoral work with Service families

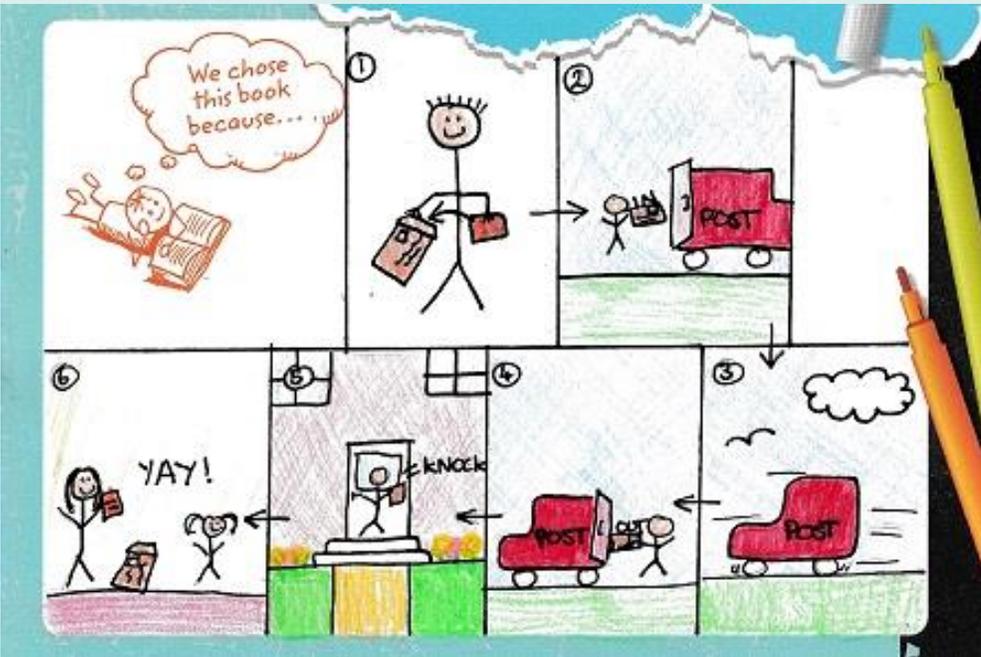
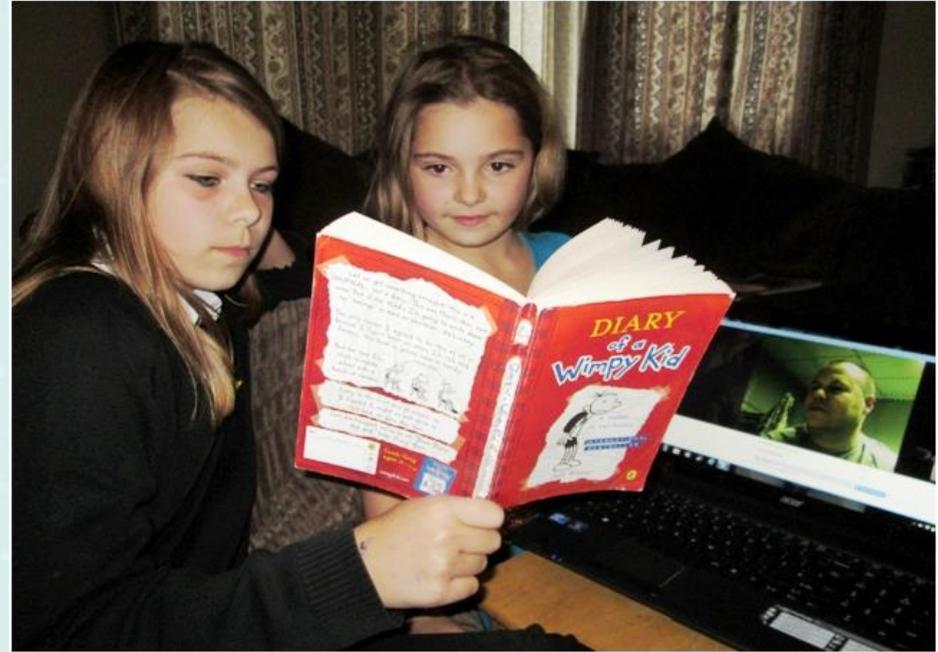
Families submit scrapbooks for feedback



Dearest Daddy

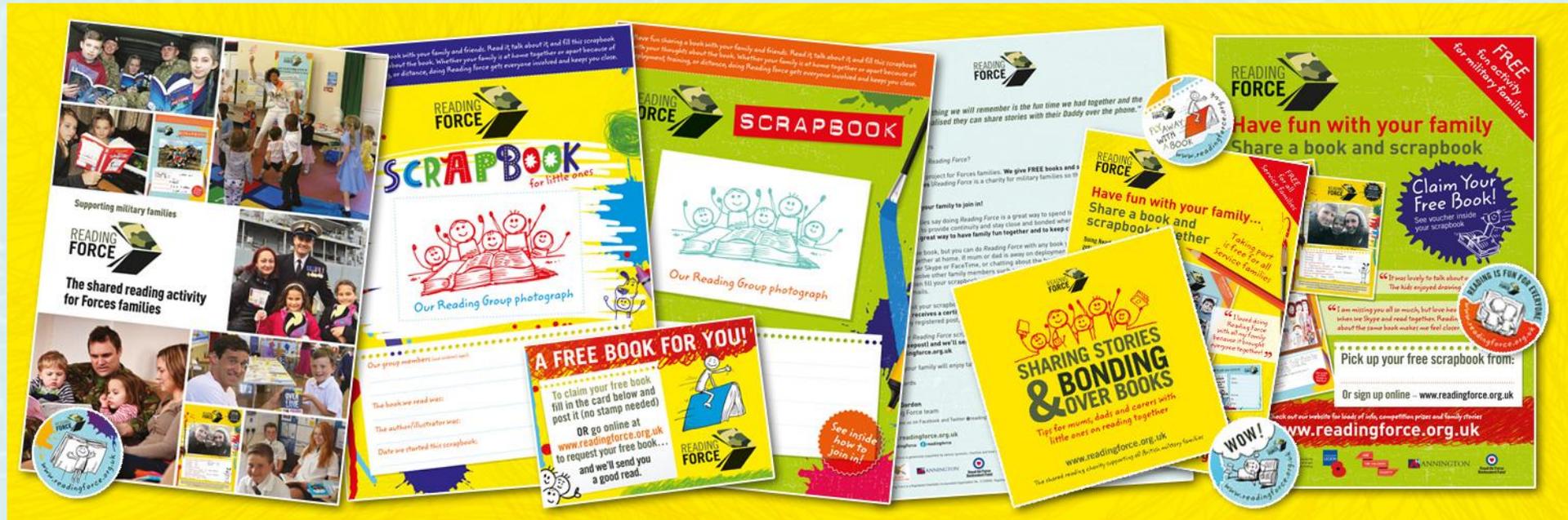
We love you and miss you when ever you are away! We can't wait to face time with you again so we can do some more reading. You make us laugh when you act like daddy pig!

Take Care
We love you





Free resources



Register your setting on our website to receive free Reading Force scrapbooks and materials for all your Service children and families (including ex-Services)

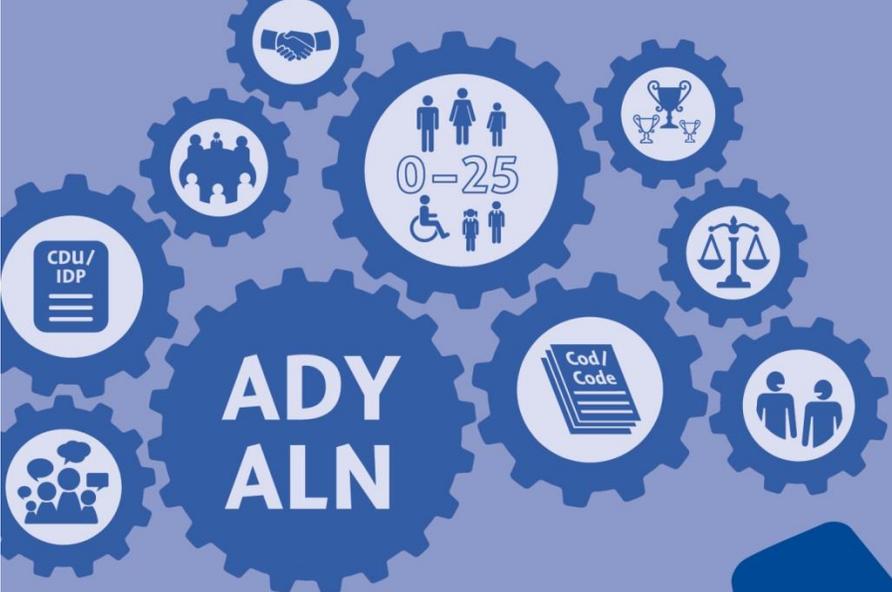
Pick up a brochure for more information

Army Welfare Service update

Simon John

ALN Transformation update

Tracey Pead



National Learning Network
Transformation
Tracey Pead
ALN Transformation Lead
South East Wales Region

ADY
ALN

0-25

CDU/
IDP

Key Changes



The introduction of the term additional learning needs (ALN)
The Bill replaces the terms ‘special educational needs’ (SEN) and ‘learning difficulties and/or disabilities’ (LDD) with the new term ALN.

“has a significantly greater difficulty in learning than the majority of others of the same age”

“has a disability for the purposes of the Equality Act 2010”

A 0 to 25 age range

Local authorities will be responsible for learners with additional learning needs (ALN) from 0 to 25, ensuring they can access suitable education and/or training, including compulsory education and specialist post-16 education or training where necessary

ADY
ALN

0-25

CDU/
IDP

Trophy

Group

Handshake

Two people

Scales

Code/
Code

Key Changes



A unified plan

Individual development plans (IDPs) will replace the existing variety of statutory and non-statutory plans for learners of compulsory school age and below and those over compulsory school age in school or further education.

Local authorities will normally only prepare and maintain an IDP in instances where the child or young person's needs are more severe or complex. Ordinarily IDPs will be the responsibility of the maintained school or further education institution.

Increased participation of children and young people

Local authorities must provide children, young people and others with information and advice about ALN and the new system, and ensure that it is accessible for all who need it.

ADY
ALN

0-25

CDU/
IDP

Key Changes



A mandatory Code

The Code will impose mandatory requirements on local authorities in respect of information and advice services independent advocacy services the preparation, content, form, review and revision of IDPs ceasing to maintain IDPs

ALP-“Additional learning provision” for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age

Avoiding disagreements and earlier disagreement resolution

Local authorities must make arrangements for avoiding and resolving disagreements. If disagreements arise, local authorities’ arrangements should ensure they are resolved at the earliest opportunity and at the most local level

ADY
ALN

0-25

CDU/
IDP

Trophies

Group of people

Handshake

Two people

Scales of justice

Code/Code

Key Changes



Increased collaboration

Where a local authority requests help or information from another body in the exercise of any of their ALN functions, that body should comply with the request.

Clear and consistent rights of appeal

All children, their parents and young people up to the age of 25 years will have the right to appeal to the Education Tribunal against decisions made by a local authority in relation to their ALN or their IDP. Local authorities must provide access to independent advocacy services

The reform vision: wider reform

ALN reforms are a vital part of the wider educational reform to ensure all children and young people have access to high quality teaching and equal opportunities regardless of background or circumstance.

Enabling pupils with **ALN** to access the curriculum by understanding their needs and adapting teaching approaches.

Donaldson

National Curriculum

Identification of **ALN** should be built into the overall approach to monitoring the progress and development of all pupils.

Assessment

Standards of teaching for pupils with **ALN** and progress made by pupils should be considered as part of the school's appraisal arrangements.

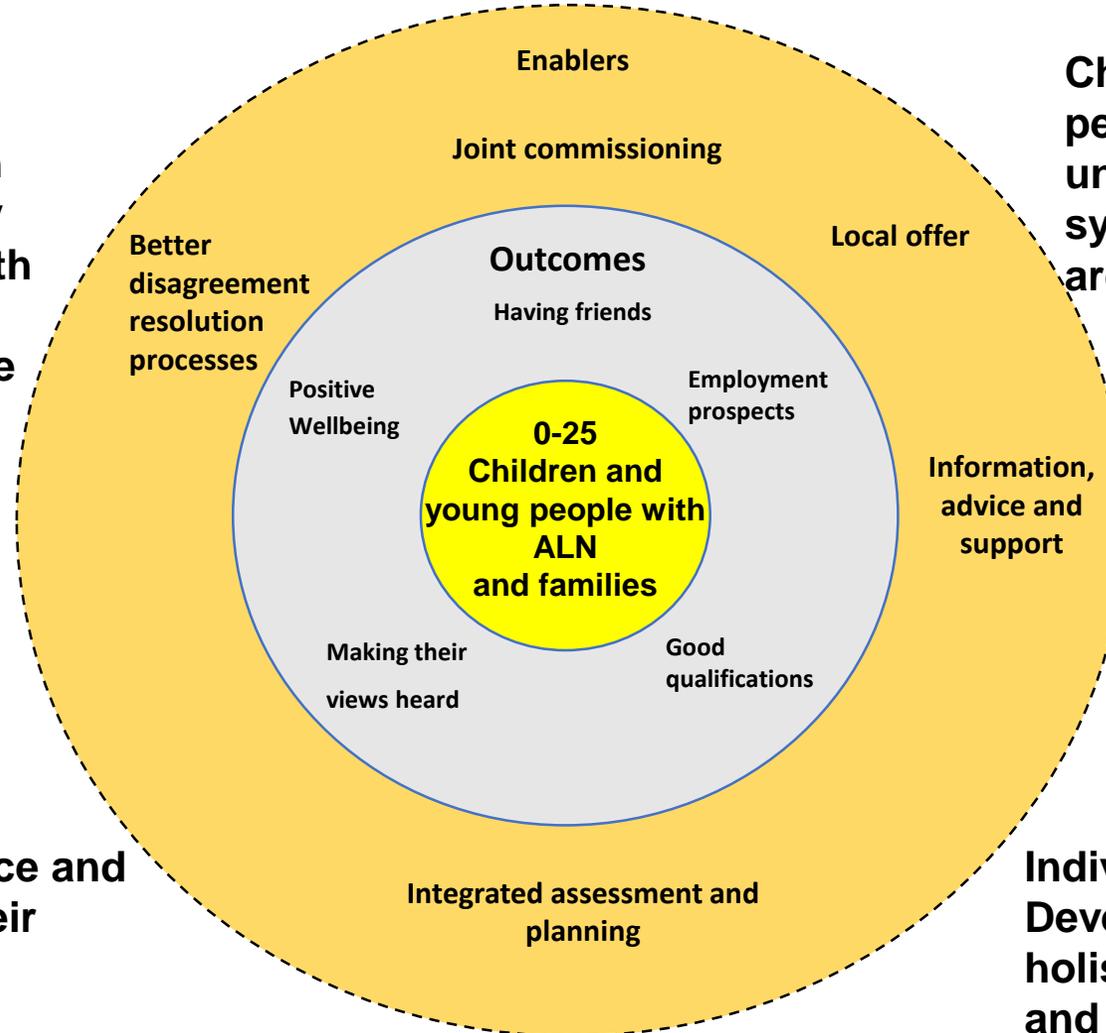
New Professional Standards

Clear focus on the progress of all pupils – **ALN** support crucial to school performance.

New Categorisation Framework

3. The reform vision: Children and young people at the centre

Where disagreements happen, they can be resolved early and amicably, with the option of a Tribunal for those that need it.



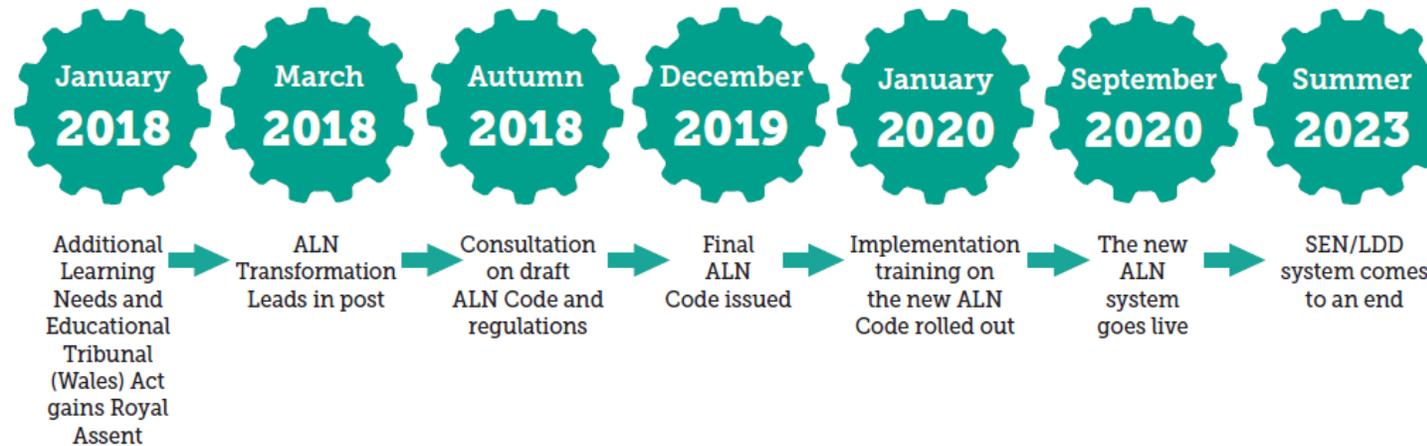
Children, young people and parents understand a joined up system, designed around their needs.

Extending choice and control over their support.

Individual Development Plan is holistic, co-produced and focused on outcomes.

Next steps

ALN implementation timeline





Objectives of ALN reform

Refer to: ALN Transformation Programme -English

<http://gov.wales/docs/dcells/publications/180124-aln-transformation-programme-en-v2.pdf>

ALN Transformation Programme -Welsh

<http://gov.wales/docs/dcells/publications/180124-aln-transformation-programme-cy-v2.pdf>

Further Information

Regular updates

Online

- Welsh Government – www.gov.wales/ALN
- National Assembly for Wales – www.assembly.wales

Twitter

- [#additionalllearningneeds](https://twitter.com/additionalllearningneeds)

E-mail

- Additional learning needs transformation programme, Welsh Government
- SENreforms@wales.gsi.gov.uk

<https://youtu.be/z2bkbs00Z68>

Armed Forces Covenant Liaison Officer update

Lisa Rawlings



Ministry
of Defence



Armed Forces Covenant Education

Lisa Rawlings



THE ARMED FORCES COVENANT



AIM

- Local Authorities
- Admissions
- Data Capture
- Grants

Supporting Service Children in Gwent

- 5 Local Authorities in Gwent
- 2 Bases
- 211 Schools
- Admissions
- Data Capture

Armed Forces Community

5 LA's –

- Blaenau Gwent,
- Caerphilly
- Monmouth
- Newport
- Torfaen

Welsh and English Medium Schools

Admissions

Is the child from a family of service personnel:

- Army
- Navy
- RAF
- Reservist
- Veteran (up to six years)
- No

Or

Is the child a Service child (parent/s currently serving or have served within the past six years in Army, Navy, RAF or as a Reservist)?

- Yes
- No

Data Capture – Letter to Parents/Schools

- Sent to all Caerphilly Schools through Education Bulletin
- Will be sent to all with covering letters

GRANTS

Caerphilly

- **Ysgol Gymraeg Penalltau**
- 1) Thrive Practitioner Course
- 2) In-school language support – cost of 1:1 support for ½ hour per child per week.
- **Lewis Girls' school**
- 1) Member of staff over a year to run the club (including mini bus transfer costs for children to get home after clubs)
- 2) Specialist tuition/homework
- 3) Resources for students including study guides

Monmouthshire

- **Kymin View Primary School, Llandogo Primary, Cross Ash Primary, Overmonnow Primary (cluster bid)**
- 1) AIM Level 2 Counselling course fees
- 2) 2 days a week supply cover for LSA to support Service children in four schools
- 3) ELSA training fees.

Together Changing Lives

A close-up, low-angle shot of a propeller-driven fighter aircraft, likely a Spitfire, in flight. The aircraft is dark blue with a red, white, and blue roundel on the fuselage. The engine cowling is severely damaged, with a large, bright orange and yellow fire erupting from the front. The propeller blades are visible, and the background shows a cloudy sky with a bright, low sun, suggesting a sunset or sunrise. The word "Questions?" is overlaid in white, sans-serif font on the right side of the image.

Questions?

Today's discussion topics...

Wellbeing and mental health support for Service children

Discussion suggestions:

- What support is currently available to schools and Servicer children?
- What gaps are there in the support available to Service children?
- How can we overcome these gaps in support?
- As a stakeholder group do we think SSCE should be looking into ways of identifying Service children as a vulnerable group?

Data gathering on Service children in Wales

Progress so far:

- Welsh Government – are looking into the possibility of adding a question about Service children to the PLASC
- Gwent local authorities school admissions – have all added a detailed question to their application forms
- AFLOs – are assisting schools in sending a letter to all parents, asking them to identify their Service children
- Informal mechanisms – thanks.

Discussion suggestions:

- What mechanism are currently being used?
- How can we improve this?
- What could we do with this data?
- What would we like to include in the new Admissions code, to ensure that Service children aren't disadvantaged when moving into schools in Wales?
- Could each local authority admissions team have an AF champion?



Service children's progression

Discussion suggestions:

- What challenges do we face with the progression of Service children into further and higher education in Wales?
- How can we capture data on the progression of Service children into further and higher education in Wales?
- How can we encourage universities in Wales to recognise Service children as a under-represented group?
- How we can assist SCiP Alliance with overcoming these challenges?
- Can we introduce a SCiP Alliance hub in Wales?

Regional Education Armed Forces Liaison Officers

Proposed idea for role:

- 4/5 roles (1 for each consortium or each covering the same local authorities as AFLOs?)
- Work closely with SSCE to produce and promote resources available to schools
- Work closely with AFLOs to impact procedures at local authority level
- Work together to establish an all Wales approach to supporting Service children
- Work with all schools to help them identify their Service children
- Provide schools with training on how to support their Service children
- Work closely with schools with Service children to identify specific needs and how to overcome them
- Provide advice and support to schools on how and where to access money to support their Service children.

Regional Education Armed Forces Liaison Officers

Discussion suggestions:

- Is this something we think would be an appropriate and beneficial role in Wales?
- What activities would we like these roles to carry out?
- How can we fund these roles and the expenses?
- Would this be a better way to spend money on supporting Service children in Wales, as opposed to the SSCWF, ESF or SPP?
- What would be our ideal situation with regards to the funding available to schools?

SSCE Cymru awareness raising and research ideas

Discussion suggestions:

Awareness raising

- How can we encourage more schools to engage with SSCE and access the resources and support available to them?
- How can we help more local authority staff be aware of the SSCE resources?

Research ideas

- What areas of Service children's education would we like to know more about?
- Who could be involved with that research?

Service children champions

Proposed idea:

Secondary school age Service children who could participate in key meetings that SSCE and other organisations attends, to be the voice of Service children.

Discussion suggestions:

- What activities could the Service children champions undertake?
- What meetings and events could they attend and participate in?

Discussion group 1

11.40-12.15pm

Table number is on the back of your name badge

Table 1: Wellbeing and mental health support for Service children

Table 2: Wellbeing and mental health support for Service children

Table 3: Data gathering on Service children in Wales

Table 4: Data gathering on Service children in Wales

Table 5: Service children champions

Table 6: Regional Education Armed Forces Liaison Officers

Feedback from discussion group 1

Tables 1 & 2: Wellbeing and mental health support for Service children

Tables 3 & 4: Data gathering on Service children in Wales

Table 5: Service children champions

Table 6: Regional Education Armed Forces Liaison Officers

Lunch

12.40-1.20pm

Discussion group 2

1.20-1.55pm

Table 1: Wellbeing and mental health support for Service children

Table 2: Wellbeing and mental health support for Service children

Table 3: Regional Education Armed Forces Liaison Officers

Table 4: Service children's progression

Table 5: Data gathering on Service children in Wales

Table 6: Data gathering on Service children in Wales

Feedback from discussion group 2

Tables 1 & 2: Wellbeing and mental health support for Service children

Table 3: Regional Education Armed Forces Liaison Officers

Table 4: Service children's progression

Tables 5 & 6: Data gathering on Service children in Wales

Discussion group 3

2.25-2.50pm

Table 1: Service children's progression

Table 2: Regional Education Armed Forces Liaison Officers

Table 3: Service children champions

Table 4: Regional Education Armed Forces Liaison Officers

Table 5: SSCE Cymru awareness raising and research ideas

Table 6: SSCE Cymru awareness raising and research ideas

Feedback from discussion group 3

Table 1: Service children's progression

Tables 2 & 4: Regional Education Armed Forces Liaison Officers

Table 3: Service children champions

Tables 5 & 6: SSCE Cymru awareness raising and research ideas

Any other business



Feedback forms

Diolch!!

Thank you!!



Dilynwch ni ar Twitter [@SSCECymru](https://twitter.com/SSCECymru)
Follow us on Twitter [@SSCECymru](https://twitter.com/SSCECymru)

