

SSce
CYMRU



SUPPORTING SERVICE CHILDREN
IN EDUCATION WALES

CYNORTHWYO PLANT MILWYR
YN YSGOLION CYMRU

Stakeholder day 2019

09:30-15:30 Tuesday 19th March
RAF Valley

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Millie Taylor
All Wales Project Officer for
Service Children in Education

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SSCE Mission

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.

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.

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.

Definition of a “Service child”

- A child who has one or both parents currently serving in the armed forces
 - A child whose parent/s have served in the armed forces within the last six years (Veteran)
- or
- A child whose parent/s are currently serving as Reservists.

Challenges Service children face in education

Include:

- Frequent moves between schools
- Different education systems
- Gaps in curriculum
- Emotional impact of parent/s being deployed.

Stakeholder day purpose

Stakeholder days are a result of suggestions made during and after the SSCE Cymru conference in June 2018. This is the second stakeholder day.

OBJECTIVES

- 1) Give SSCE stakeholders a regular opportunity to get together, share updates, work collaboratively and contribute to the work of SSCE Cymru.
- 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 day – September 2018

First stakeholder day was held in Cardiff in September 2018.

Morning

Presentations from organisations including: SSCE Cymru, RBL, NFF, SNAP Cymru, Reading Force and AWS.
Copies of presentations were circulated.

Afternoon

Three discussion groups covering six topics.

Stakeholder day – Sep18 discussion topics

1. Wellbeing and mental health support for Service children

- Data collection was key – feeding into discussion topic 2.
- Importance of a smooth transition between schools – part of this should be addressed as we feed the 2018 'SC with ALN' report findings into the new ALN code for Wales.
- Specific funding is needed for urgent interventions – Newport and Monmouthshire ESF success includes a fund for these interventions. Aneurin Bevan Health Board have now determined Service children as a priority group. Meaning Service children requiring urgent CAHMS support in the Gwent Local authorities will be fast tracked during the referral process.
- Resources to signpost to the support available are required – SSCE Cymru produced the '[Service children – Mental Health and Wellbeing support in Wales](#)' document.
- Identifying Service children as a 'Vulnerable group' – it was decided that the majority of stakeholders did not want this.
- Training is required – SSCE Cymru hopes to produce training for schools, following the update of toolkits, to roll out with the support of AFLOs and Local Authority MOD Education specialists.

Stakeholder day – Sep18 discussion topics

2. Data gathering on Service children in Wales

- A consistent question is important – a standard question has been suggested by SSCE Cymru which many schools and Local authorities are now using.
- Consistency across Local authorities is also important – still only 16 Local authorities asking the question about SC on admissions forms, and the question they ask varies.
- Evidence of why we need this data is required – which many delegates from Sep18 Stakeholder day provided.
 - ❖ Kirsty Williams AM, Minister for Education has committed to collecting data on SC. Hopefully, a question will be added to the Pupil Level Annual School Census (PLASC) by January 2021.
 - ❖ In the meantime... SSCE Cymru recently wrote to all schools in Wales, providing a draft letter to be sent to parents, to identify SC in schools. 391 schools replied, identify 295 schools with 1,534 SC. 139 of these schools had only one or two SC.

Stakeholder day – Sep18 discussion topics

3. Service children's progression

- Universities need to be more aware of SC – HEFCW will be invited to join the Service children 'Action plan' group to see how we can overcome this challenge.
- A SCiP Alliance Hub needs to be introduced in Wales – planning for the University of South Wales to host this hub is currently underway.

4. Funding 4 or 5 Regional Education Armed Forces Liaison Officers

- Value for money is important due to the limited funds available. Suggested that increased capacity of SSCE Cymru could improve the support offered to schools.
 - ❖ Newport and Monmouthshire ESF success for a HMF Education Support Officer – can be seen as a pilot role in Wales.
- The role of the AFLOs is important in working at LA level to implement work of SSCE Cymru – there are now six AFLOs in post covering 21 Local authorities.

Stakeholder day – Sep18 discussion topics

5. SSCE Cymru awareness raising and research ideas

- Broaden newsletter circulation – network are invited to circulate NL, a link is included in Dysg and SC data collection exercise has helped raise awareness of SSCE Cymru in schools.
- Training needs to be available for schools – SSCE Cymru plans to translate the school toolkit into a training package. Some AFLOs have provided AF covenant training to Local authority staff and school Headteachers.
- SSCE Cymru events to be held across Wales – March 2019 SHD in RAF Valley.

6. 'Service children champions'

- Need to create opportunities for SC to communicate with each other and feed into SSCE.
 - ❖ MKC Heroes will offer this, particularly in schools with small numbers of SC
 - ❖ Project with AWS to introduce a 'Skills development' programme is being discussed, using Royal Caledonian Education Trust 'Teen talks' template in Scotland.
- Knowledge on location of SC is key – which is improving in Wales.

SSCE Cymru – activity and success 2018/19

In addition to those already mentioned...

- Estyn have added *children of Service families* to section '1.2 Standards and progress of specific groups' of the September 2018 'Guidance handbook for the inspection of local government education services'.
- 16 local authorities in Wales now ask a question about SC on their admissions forms.
- New resources have been added to the SSCE Cymru website - films and digital stories, Service children – Mental Health and Wellbeing support in Wales document, newsletters and case studies.
- Identification of schools with Service children – has increased the school engagement with SSCE Cymru.

SSCE Cymru – plans for 2019

- Feed into the new ALN code for Wales – to ensure Service children are considered, where appropriate.
- Working with Army Welfare Services to introduce a scheme giving Service children the opportunity to work together to identify what challenges they have and how we can overcome them.
- Provide training to ADEW school admissions board on the lifestyle of Service children.
- Introduction of a SCiP Alliance: Hwb Cymru.
- Explore options for funding Mental Health and Wellbeing interventions.
- Welsh Language official statement from Welsh Government – giving clear guidance to schools.
- Service children questionnaire in schools – to identify what the needs are.
- Update of SSCE Cymru toolkits – adding more tools (such as checklists).
- Translating the SSCE Cymru school toolkit into a training package and delivering to schools.
- Service children 'Action plan' group.

SSCE Cymru – funding update

Grant funding success in Wales (2018):

- [Supporting Service Children in Wales Fund](#) – 40 schools were awarded a total of £250,000 for various resources, staffing and training.
- **MOD Education Support Fund** – 14 applications in Wales were awarded a total of £200,000 to fund various projects.
- **Armed Forces Covenant Fund (small grants)** – four schools in Wales were successful in their bids for a total of £52,000.
- **Armed Forces Education Trust** – one school was awarded a grant of £30,000 to fund an MOD support officer/ link person, and an MPCT programme.

SSCE Cymru – funding update

Funding in Wales (2019):

- [Supporting Service Children in Wales Fund](#) – currently no confirmation regarding the continuation of this fund.
- **MOD Education Support Fund** – £2m available across the UK in the final bidding round. Application deadline is likely to be September/October.
- **Armed Forces Covenant Fund (small grants)** – applications are accepted all year and the regional panel meet every three months. SSCE Cymru would like to see more schools applying for this grant.
- **Armed Forces Education Trust** – applications are accepted all year.
- **Service Pupil Premium (SPP)** – currently not available in Wales.

SSCE Cymru – thank you

Thank you for your contribution to the work of SSCE Cymru!

- Please continue to invite me to events/meetings across Wales
- Follow, like and retweet SSCE tweets @SSCECymru
- SSCE Cymru leaflets.

Stakeholder day content

- AM: presentations and updates from various organisations
- PM: workshops to give stakeholders the opportunity to contribute to old and new SSCE Cymru resources
- New SSCE Cymru films
- Networking opportunities.

SSCE film – Brecon High School

Benefits of a link person

<https://vimeo.com/302410492>

Armed Forces Liaison Officers (AFLOs)



Stephen Townley & Janette Williams

AFLOs for Anglesey, Conwy, Denbighshire, Flintshire,
Gwynedd and Wrexham

Jane Watt

AFLO for Carmarthenshire, Ceredigion and
Pembrokeshire

Jane Watt on behalf of

Grace Halfpenny

AFLO for Bridgend, Neath Port Talbot and Swansea





South West Wales Region Armed Forces Covenant



- **Neath Port Talbot Council has increased its awareness of the number of service children in their schools, through encouraging families to submit school applications electronically before they move into the area. This good practice is being shared with other Authorities.**
- **Information has been shared with Education Departments and school psychologists, such as the Royal Navy's reports on the experience of parental absence, and the 3 Families Federation's report on how transition affects them.**
- **Bridgend, Neath Port Talbot and Swansea Councils are in the process of evaluating the full extent of service families in their schools and their specific needs. They will also consider how they can replicate or adapt the good practice in Newport and Monmouth Councils, along with other areas, to better support service families. Part of this work will also consider if external factors such as domestic violence and substance misuse, disproportionately contribute to 'adverse childhood experiences' for young people from Service Families.**

Stephen Townley on behalf of

Jeff Maddison

**AFLO for Rhondda Cynon Taff, Merthyr Tydfil, Vale of
Glamorgan and Cardiff**

Service children, Cwm Taf and Cardiff and the Vale.

- Armed Forces Covenant awareness sessions held with all heads of services across Authorities (this includes Education), including identification of service children.
- SSCE updates are being shared with all head teachers across the four authorities within Cwm Taf and Cardiff and Vale.
- Schools have been made aware of and encouraged to apply to the MOD Education support fund.
- In the near future there are plans to map numbers of service children within Cardiff and the Vale, data has already been captured within RCT and is quite comprehensive and partial information captured within Merthyr.



ARMED FORCES
COVENANT
LLUOEDD ARFOG
CYFAMOD

Janette Williams on behalf of

Lisa Rawlings

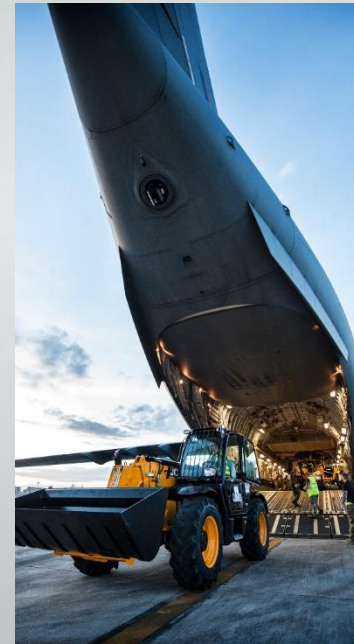
**AFLO for Blaenau-Gwent, Caerphilly, Monmouthshire,
Newport and Torfaen**



Ministry
of Defence



Armed Forces Covenant Education



Supporting Service children in Gwent



- Assessment
- Staff Training
- Data Collection
- Grants
- HMF Education Officer

Assesment

It is paramount to assess a baseline of both knowledge and data

- Survey on Armed Forces Covenant
- Liaised with each Local Authority Departments to establish what if anything is done to support the Service children
- Information requests through Education Bulletins

Staff Training

- A presentation was delivered to all Head Teachers within each Local Authority at their quarterly meeting
- Briefing to Education Achievement Service Governors
- Email to all schools with current information and updates

Data Collection

A letter sent to every school within Gwent. Additionally a separate letter was then sent to every parent which asked for the following information:

- How many pupils are in the following categories?
- Army
- Navy
- RAF
- Reservist
- Veteran (up to six years after leaving Service)
- None

Please note that a lot of Veterans did not realise that their children count as a service child up to 6 years after they have left the military

School admission forms in Gwent (5 LA's) now include on enrolment forms (primary, secondary and mid-year)

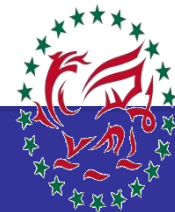
Or

Is the child from a family of service personnel:

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

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



Current Figures in Gwent:

- Blaenau Gwent: 32 Schools (43 Service children from 12 who have responded)
- Caerphilly: 89 Schools (125 Service children from 44 who have responded)
- Monmouthshire: 39 Schools (52 children from 12 schools who have responded)
- Newport: 74 Schools (68 children from 13 schools who have responded)
- Torfaen: Tbc

TOTAL SO FAR.... 288 with only a 3rd of schools responding

Funding Achieved in Gwent:

- **MOD ESF** - Monmouthshire and Newport LA's – HMF Education Support Officer

- **Supporting Service Children in Wales Fund**

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.

MOD ESF Funded Education Officer

- Plan, coordinate and deliver support to Service families in Newport and Monmouthshire affected by mobility and deployment or returning from Her Majesty's Service to their home local authority area
- Coordinate and enable the development of expertise, providing training where appropriate, to provide specialist wellbeing support within the school environment working with existing providers and facilitating their integration into other statutory services.
- To work with schools to coordinate and provide appropriate additional support where required to prevent disadvantage and help the children settle in and achieve their potential at school.
- To work with education professionals to develop and provide the best possible interventions with Services children, their families and schools and share best practice.



The first point of contact for veterans seeking support

We put veterans and their families in touch with the organisations best placed to help with the information, advice and support they need - from healthcare and housing to employability, finances, personal relationships and more.



SSCE film – Dylan's story

<https://vimeo.com/307312974>

SCiP Alliance: Hwb Cymru

Millie Taylor and Dr Sally Griffin (Bath Spa University) on behalf of
SCiP Alliance and University of South Wales

Service Children's Progression



**Building an Alliance That Works
for Wales**

From Evidence to Action

@scipalliance

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

(McCullouch and Hall, 2016)



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

SCiP Alliance's stakeholder consultation 2018

Findings

- Periodic family stress, issues with continuity of curriculum and experience of frequent changes produce a transitory mindset which can affect the way Service children respond to situations, engage with school and other activities, form relationships and think about their future.
- Respondents from all sectors said that it was not always easy to identify appropriate resources to support their work with Service children. Existing resources were generally regarded as being targeted at younger age groups.

SCiP Alliance: Hwb Cymru proposal

Context

- SCiP Alliance vision: champion the progression of Service children, so that they can make informed and confident transitions through further education (FE) and higher education (HE) into thriving adult lives and careers.
- Achieved through: collaborative activity to develop a robust evidence base, connecting and supporting practitioners and influencing the policy environment.

SCiP Alliance: Hwb Cymru proposal

A UK-wide Hub Network

- Brings together partners from across the spectrum of UK stakeholder organisations in order to foster a collaborative approach, share successes and learning points and develop opportunities to draw on sources of funding for innovative strands of work.
- The Hubs develop local solutions to local issues, while benefiting from ideas, resources, research and policy guidance generated at a UK-wide level.

Service Children's Progression



 Hub established

 Hub under development

UNIVERSITY of STIRLING

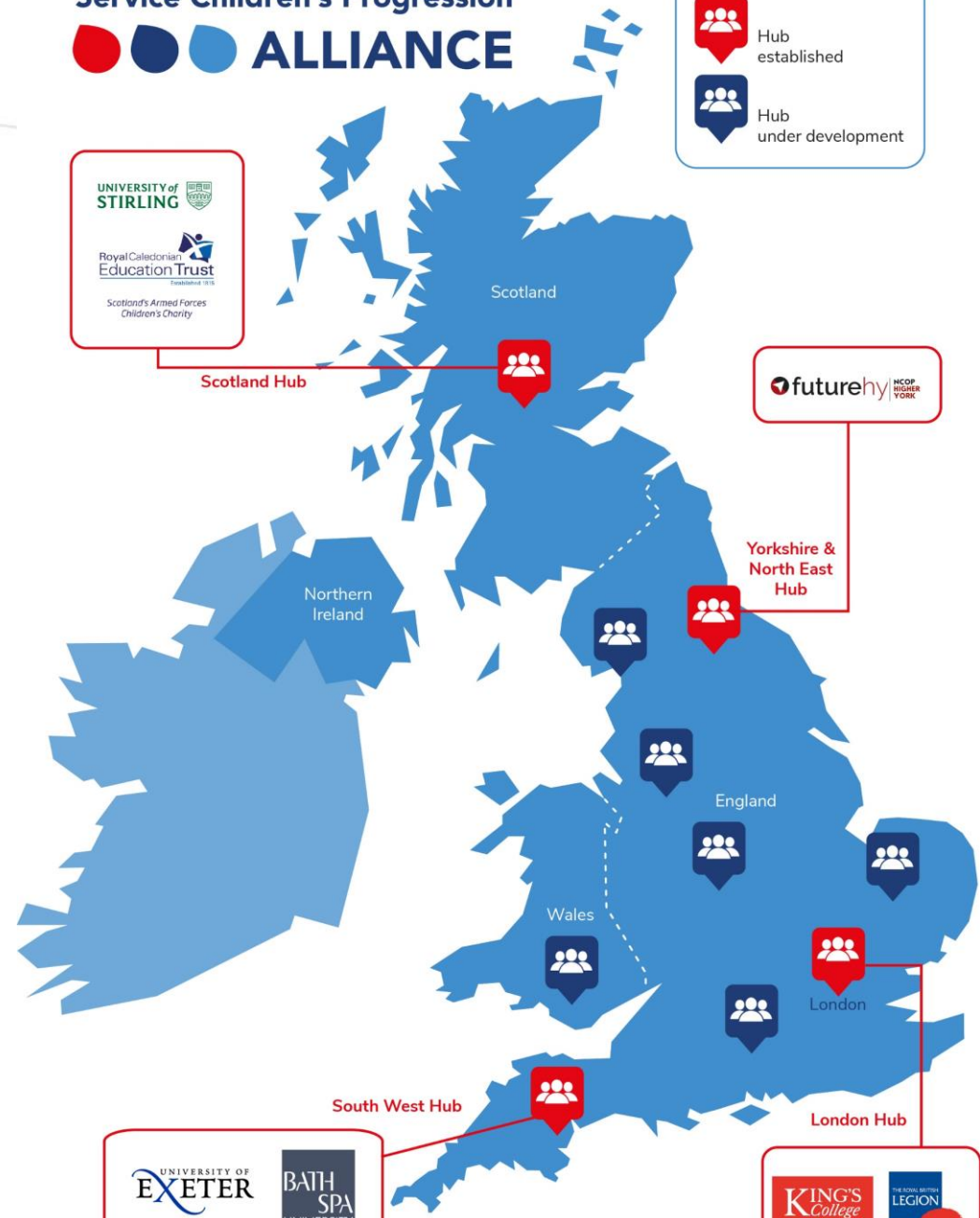
Royal Caledonian Education Trust

Scotland's Armed Forces Children's Charity

Scotland Hub

futurehy HCOP HIGHER YORK

Yorkshire & North East Hub



Service Children's Progression



UNIVERSITY OF EXETER

BATH SPA UNIVERSITY

South West Hub

KING'S College LONDON

THE ROYAL BRITISH LEGION

London Hub

SCiP Alliance: Hwb Cymru proposal

Impact from current SCiP Hubs

- England: secured changes to the Office for Students' targeting criteria for HE outreach so that Service children are now a policy focus for access and widening participation activity.
- Scotland: dedicated attention has been paid to Service children in the Scottish Funding Council (SFC). Along with SFC, the Scotland Hub, hosted by the University of Stirling and led by the Royal Caledonian Education Trust, includes representatives from the policy makers such as the Scottish Government, Skills Development Scotland and the College Development Network, alongside HE and FE partner institutions.

SCiP Alliance: Hwb Cymru proposal

Purpose of the SCiP Alliance Hub network

A SCiP Alliance Hub does together what can't be done alone.

Achieved by:

- Helping to connect stakeholders with each other
- Enabling new and better collaborations to develop
- Facilitating communication throughout the network
- Building the capacity and capability of people in the Alliance's Hub network
- Reaching out to new stakeholders, such as schools with only a few Service children.

SCiP Alliance: Hwb Cymru proposal

Proposal to be led by the University of South Wales

- Collaborating with SSCE Cymru
- USW are well placed to lead on this initiative due to its strong understanding and work with the military community
- To be involved with the introduction of the SCiP Alliance: Hwb Cymru, contact either Ross Hall (USW) or Millie Taylor (SSCE Cymru).

The logo for the University of South Wales, featuring a red square with rounded corners and the text 'University of South Wales Prifysgol De Cymru' in white.

University of
South Wales
Prifysgol
De Cymru

SCiP Alliance Hubs: How they work

Lead institution(s)

- Convene, guide and support Hub activities
- Develop network/relationships between stakeholders
- Represent Hub on SCiP Practice Group
- Hold at least 2 meetings per academic year
- Flexibility to respond to local and regional context

SCiP Alliance Hubs: How they work

Suggested Membership

- Higher education institutions
- Further education institutions (both as HE and FE providers)
- School sector
- Local authority/authorities
- Service sector
- Third sector

SCiP Alliance Hubs: Regional-based in England

Yorkshire and North East

Lead: FutureHY (NCOP Higher York based in York St John)

- universities, FECs, councils, 2 NCOPs, 6 schools, Army Welfare Service, AFF, RBL, Homestart Richmond

London

Leads: Kings College London & Royal British Legion

- Armed Forces welfare, community engagement & Covenant teams, Academic researchers, RBL, Family Federations, universities, councils, schools

South West

- Leads: Bath Spa University/University of Exeter

- universities, FEC, Armed Forces welfare, RBL, Family Federations, councils, 2 NCOPs, a school

SCiP Alliance Hubs: How they work in England

Action

- Supporting strategic planning (Access and Participation Plans)
- Targeting institutional outreach work
- Joint activity and evaluation (Creative Forces Days)
- Sharing knowledge between sectors
- Tracking Service children through school, college, university and beyond
- Research

SSCE film – Mount Street Infants School

<https://vimeo.com/303685565>

Naval Families Federation

Millie Taylor on behalf of

Jane Williams

Naval Families

F E D E R A T I O N



Speaking up for Naval Service families



SPEAKING UP FOR NAVAL SERVICE FAMILIES

Naval Families
F E D E R A T I O N

The effect of non-operational family separations
on family functioning and well-being among
Royal Navy and Royal Marines families



Prepared by Dr. Rachael Gribble and Prof. Nicola T. Fear
King's Centre for Military Health Research, King's College London

FEBRUARY 2019

KCMHR

 GREENWICH
HOSPITAL

Naval Families
F E D E R A T I O N

Speaking up for Naval Service families



SPEAKING UP FOR NAVAL SERVICE FAMILIES

Naval Families
FEDERATION

The Experience of Parental Absence in
Royal Navy and Royal Marines Families



A GUIDE FOR PARENTS AND ADULTS
SUPPORTING CHILDREN AND YOUNG PEOPLE

www.nff.org.uk

Naval Families
FEDERATION

Speaking up for Naval Service families



Welsh Government – Armed Forces

Cerys Gage and Peter Evans

SSCE film – Alice and Prasna's story

<https://vimeo.com/305026885>

Directorate of Children and Young People (DCYP)

Andrew Malcolm - Senior Education Officer



**Ministry
of Defence**

**Directorate Children and Young People
DCYP**

Global Education Team

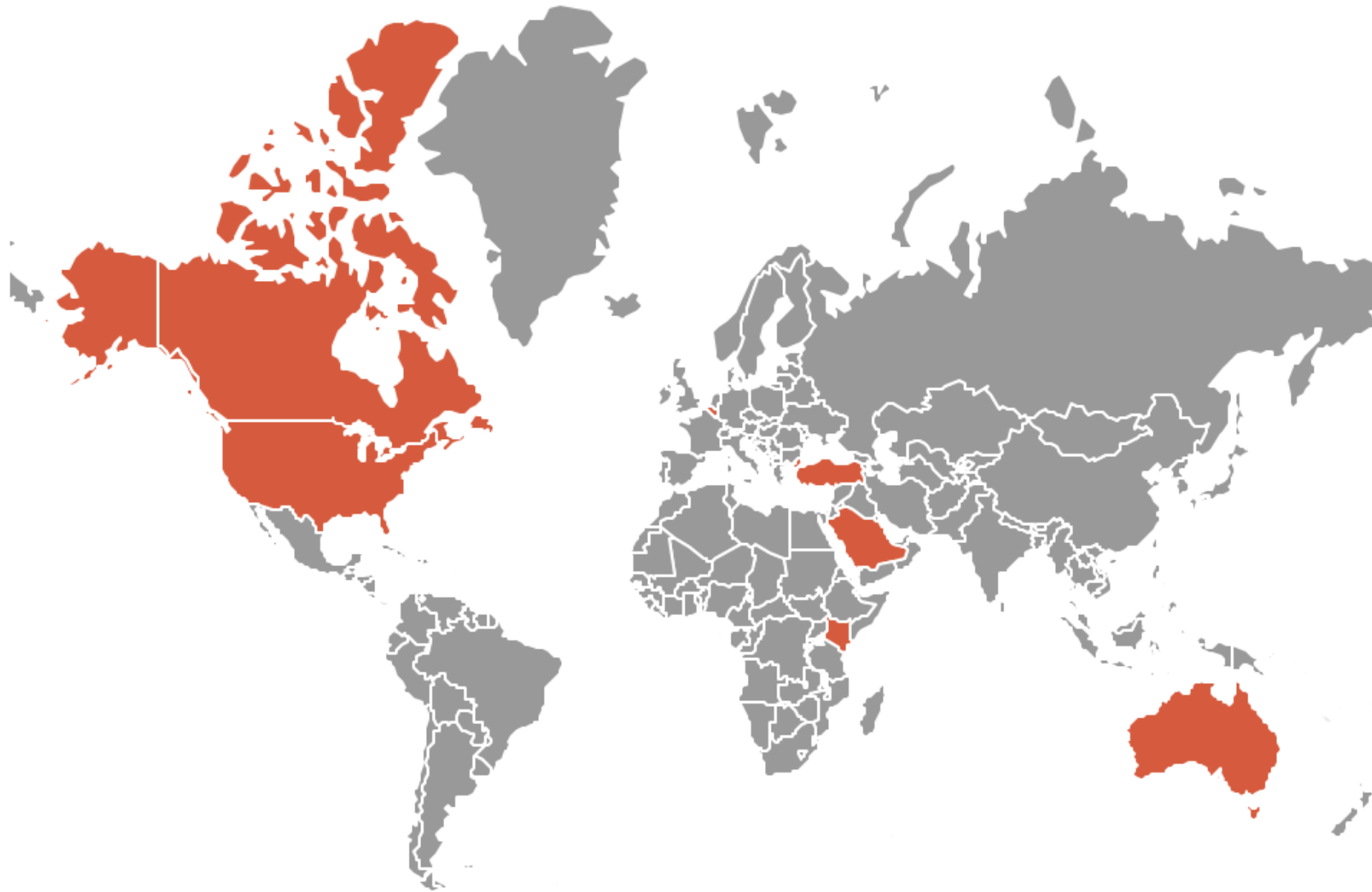
About DCYP

- **Established in 2010 to provide a single MOD focus for all issues related to children and young people from Military families**
- **6 broad areas of responsibility;**
 - strategic direction and policy
 - provision of MOD schools and settings
 - advising the Armed Forces Covenant team on education
 - direct support and advice to service families inc. SEND (CEAS)
 - CEA support
 - educational psychology and social work services.

Global Education Team

Responsibilities

- Championing educational outcomes for all Service children both within the UK (100,000+) and across the globe (3000+)
- Engaging with and advising:
 - Government (e.g. MOD, DfE, FCO, devolved administrations)
 - Local Authorities, schools, academies and other stakeholders to inform policy and practice
- Supporting educational transition and establishing best practice
- Quality assurance of educational provision in ISODET locations
- Influence policy change to support the Service child



Directorate Children and Young People

Update

- **ESF next round opens 3rd June closes 30th September Live on .gov website early May**
- **Social media channels**
 - Twitter account *Global Education Team_DCYP*

Positive aspects to military life



Service children in the ALN code

Millie Taylor on behalf of

Tracey Pead – ALN Transformation Lead



Draft ALN Code of Practice SSCE March 19

Welsh Government Vision

- We are striving to deliver a fully inclusive education system for the learners of Wales. A system where needs are identified early, addressed quickly and all learners supported to reach their potential.
- We want planning to be flexible and responsive, for our professionals to be skilled and confident in identifying needs and deploying strategies to help learners overcome their barriers to learning.
- We believe that the learner should be at the centre of everything we do and that they and their parents and carers are equal partners in their learning.(Person Centred Approach)



Objectives of ALN reform



1. ALN to replace term SEN
2. Act to cover 0-25 year olds
3. A unified statutory plan – the individual development plan
4. Increased participation of children and young people [\[person centred practice\]](#)
5. High aspirations and improved outcomes
6. A simpler less adversarial system
7. Increased collaboration
8. Avoiding disagreements and earlier disagreement resolution
9. Clear and consistent rights of appeal
10. The ALN Code
11. A bilingual system

ADY
ALN

0-25

CDU/
IDP



The Draft Mandatory Code December 2018

The Additional Learning Needs (ALN) Code is *statutory guidance* for Education providers and settings in Wales, including schools and further education institutes and also key partners in Health and Social Services. Local authority funded, non-maintained providers of nursery education will also be required to have regard to relevant guidance in the ALN Code.

Overview

This Code is made under the Act, which, together with this Code and regulations to be made under the Act, provides a legal framework to ensure that learners' additional learning needs are identified early and addressed quickly to enable them to overcome barriers and achieve their full potential.





must, must not, may, should and should not ?

- The Code includes **statutory guidance**. A relevant person or body **must** have regard to relevant guidance in the Code. This means that when taking decisions, they must give consideration to what the Code says which is relevant to the decision
- In this Code, where there is **a requirement** (as set out in the Act, regulations made under the Act, the Code or other legislation) for **a person or body to do something**, it will be indicated by stating that the person or body **must** comply with the requirement.
- Where a person or body **is prohibited in law from doing something**, this will be indicated in the Code by stating a person or body **must not** take the action.
- Where a person or body **is authorised or permitted to do something** -it will be indicated by stating that the person or body **may** do something.
- Where this Code says that a relevant person **should** do something, the **person must consider this and follow it** unless they can demonstrate that they are justified in not doing so.
- Similarly, where this Code says that a relevant person **should not** do something, unless there are exceptional circumstances, **the person should not do it**. A relevant person will be expected to explain any departure from the statutory guidance.



Code Consultation!

The Code is out to consultation at present and all interested parties are being asked to contribute to this feedback by completing the consultation feedback document which is available from

- *the Welsh Government's website at [:gov.wales/consultation](http://gov.wales/consultation)*

It is not necessary to complete all 69 questions but just to focus on those parts of the Code that might be most relevant to you! Responses need to be made by **22.3.19**

The Code is over 100,000 words long and consists of 27 chapters





Service Children-considerations within Code

Chapters that may be most useful to read from a service children's point of view include:

Chapter 3: involving and supporting children, their parents and young people sets out duties about involving children, their parents and young people.

Chapter 5 *Duty to keep additional learning provision ALP under review*

Chapter 7: The definition of ALN and ALP, identifying ALN and deciding upon the ALP required

Chapters 8 to 12 – Duties on schools, FEIs and local authorities

Chapter 9: Duties on maintained schools and local authorities in relation to children and young people at maintained schools in Wales

Chapter 23: Children and young people in specific circumstances



Specific mentions within the Code

Chapter 5 *Duty to keep additional learning provision under review*

Local Authorities will have to consider the particular needs of any Service communities within their boundaries when providing or planning additional learning provision for Service children and young people with ALN

AGREE?

DISAGREE?





Specific mentions within the Code

Chapter 23: Children and young people in specific circumstances

Children and young people of Service Personnel

The Children's Education Advisory Service (CEAS) within the Ministry of Defence (MoD) provides advice and guidance to Service parents, education establishments and local authorities on education issues relating to Service establishments and local authorities on education issues relating to Service children and young people, including in respect of ALN. Service Children's Education (SCE) provides mainstream education for Service children and young people in some overseas locations.

As the resources available overseas are different from those in the UK, MoD services complete an MoD Assessment of Supportability Overseas (MASO) for all Service children with complex needs before an overseas posting is agreed.



Service Children-considerations within Code

Children and young people whose parent(s) are Service Personnel may face difficulties that are unique to the nature of their parent's employment. These needs may arise from:

- ***Service-induced mobility*** – Service Personnel may relocate more often than the rest of the population and, sometimes, at short notice. Such transitions need to be well managed to avoid Service children with ALN experiencing delays in having their needs identified and met;
- The ***deployment of serving parents*** to operational arenas, while not necessarily constituting ALN in itself, may result in a Service child or young person experiencing anxiety, dips in educational performance and/or emotional difficulties. Children and young people may also be affected similarly by siblings' deployment.
- Local authorities **should** take account of the particular needs of any Service communities within their boundaries when providing or planning ALP for Service children and young people with ALN (see Chapter 5 for further guidance on keeping ALP under review).

 ADY
ALN

0-25

 CDU/
IDP







 Cod/
Code

Specific mentions within the Code

In respect of Service children and young people, the school, FEI or local authority responsible for deciding upon ALN, preparing and/or maintaining an IDP **should**:

- take into account in any relevant Service-related issues (e.g. service induced mobility);
- consider seeking advice from the CEAS; and use all relevant evidence in respect of the child or young person – including any EHC plans (England), statements (Northern Ireland), Coordinated Support Plans (Scotland) and the Service Children's Assessment of Need (SCAN) completed for them by the SCE – when making decisions about ALN, preparing or maintaining an IDP and making ALP for the child or young person.

There is a specific question in the consultation document which relates to Chapter 23

Question 40. Is the guidance in Chapter 23 of the draft ALN Code on children and young people in specific circumstances appropriate?

You may want to respond to this specific question





Specific mentions within the Code

Further information

Enquiries about this document can be directed to:

Additional Learning Needs Transformation Team

Support for Learners Division

Education Directorate

Welsh Government

Cathays Park

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WLGA response to the ALN code consultation

Consider the six 'Areas for further consideration' (pg 34-36) in the research that SSCE Cymru commissioned in 2018, regarding the [experiences of Service children with ALN/SEN in Wales](#).

1. Ensure that the move towards person-centred support for learners is given specific attention in respect of the children of Service personnel.
2. Ensuring that information sharing protocols are in place between relevant agencies so that evidence linked to each of the nations' data can safely and effectively be shared.
3. Review whether the needs of all Service children (including their additional emotional needs) are being effectively supported in the current process.
4. Work towards a consistent all-Wales approach to collecting admissions data on all Service families which is shared with schools. This should involve new fields on PLASC, and creating links between local authority admissions data and school-level data.
5. Consider ways in which school-to-school transfer can be improved to the benefit of Service children.
6. Review the sustainability of liaison officer roles, and consider the unintended negative impact that their removal might have.

WLGA response to the ALN code consultation

- The content of the code covers the majority of these considerations, where appropriate.
- However, a commitment to honour the time already spent on wait-lists would also go a long way in ensuring Service children aren't disadvantaged by their move to Wales.
- The SSCE report on SC with ALN identified that SC are 5% and 3% less likely to have been identified as needing school action or school action plus, retrospectively, than the general population. Suggesting that Additional Learning Needs of Service children with lower levels of need are more likely to go unidentified and unsupported.
- One explanation for this could be that the transient nature of this population may make it less likely for any initial differentiated learning approaches to be evaluated and, in turn, progressed onto support through School Action (pg 20).

SSCE film – Kymin View Primary School

<https://vimeo.com/305919141>

RAF Valley

Dean Clarke - Community Development Officer

Welcome to RAF Valley

" Saving Lives Today, Securing the Skies for the Future "

" Achub Bywydau Heddiw, Diogelu'r Awyr i'r Dyfodol "

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T2 Fast Jet training



Jupiter HT1 Squadron



Mountain Rescue



Texan integration Squadron

Dean Clarke
Community Development Officer
RAF Community Support



RAF Valley Community

- 330+ Service Personnel
- 850+ contractors
- 110 children (50% under age of 5)
- Recent Community Needs Survey 2019. Most families happy.

- However some Spouses, partners find it difficult to find employment.
- Access to childcare is limited.
- Access to fulltime holiday provision for school aged children.
- Access to SEN/ALN provision.

- 'Anglesey is a little gem full of adventures, what's not to love!'. 'Great location for the family'. 'Good supportive Community'. 'known locally as the island of Dreams'.



RAF Valley Support

On Station we have Community Support and Welfare teams consisting of the following;

- Community Development Officer.
- HIVE Information Officer.
- Service Community Support Officer-Housing .
- Airplay Station Youth worker –Action for Children.
- Padre.
- SSAFA Personnel Support worker.
- Medical staff.
- Welfare Committee.



Community Support Welfare facilities



Airplay Youth Club and Ben Club building



Jet Flicks Station Cinema



Welfare Hub- One Stop Shop



Parent and Toddler Wing



Community Support

- Annual 'Community Needs Analysis' informs delivery plans.
- Wide range of support and activities available, Youth, Community Play work, Early years, parenting education.
- Community Provision
- Airplay Youth and play work sessions, Community events- Monthly Bingo, Family activities- 'Stay and Play' sports sessions, Community Coffee mornings, Early Years provision, Health Visitor led provision, Station Bowling Alley, Children's holiday activities. Parent and Toddler activities, Uniformed groups, Sports clubs, Station Cinema, Annual Families Day and Seasonal events.

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Service children's Educational provision in North Wales.

'Day School Allowance (North Wales) (DSA (NW)) is available to Service families who are serving in an established post in an eligible unit and are resident within the counties of Gwynedd, Conwy, Denbighshire, Flintshire or the Isle of Anglesey and who meet all the criteria for payment of CEA. It is specifically designed to allow the children who move to North Wales following a posting to attend an Independent Day School as an alternative to a State Maintained Day School which is operating the bilingual teaching policy'.



Educational Support;

- There is wide range of schools to choose from, State, Grant maintained, private and Special Education unit on the island.
- Education delivered in Welsh medium, English medium, Bi-lingual.
- There are also Welsh units on the island, for intensive package of language support.
- Private schools are some distance from the RAF Valley. 15-45 miles.
- Transport- is provided either by MOD, the school or privately arranged, with allowances.
- Those using private education, find access to wrap around care, afterschool provision is more difficult due to transport/location.
- Both primary school's close to the Station provide wrap around care.
- Access to Additional learning need support is available in the state schools and on the island there is a special education school on the island.



Any Questions



‘Diolch’

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Green

Name	Job title	Organisation
Andrew William	SO2 MCI	160 Infantry Brigade and Headquarters Wales
Catrin Williams	Cydgysylltydd STEM Coordinator	Grwp Llandrillo Menai
Leah Burnett	Family forces Support Officer	Brecon High School
Paula Rowe	Military Kids Club Heroes Coordinator	Royal British Legion
Stephen Townley	Armed Forces Liaison Officer	Wrexham Borough County Council
Thomas Bryan	Engagement Consultant	Enbarr Enterprises Limited & Enbarr Foundation CIC

Blue

Name	Job title	Organisation
Campbell Harrison	Headteacher	St Gerrard's
John Williams	Public Affairs and Campaigns Manager	Royal British Legion
Manju Bayambu	Gurkha support Worker	Army Welfare Service
Martin Williams	Deputy Head	Ysgol Friars
Dr Sally Griffin	Widening Participation and Access Manager and Chair of the SCiP Alliance Practice Group	Bath Spa University/SCiP Alliance

Red

Name	Job title	Organisation
Andrew Malcolm	Senior education Officer	DCYP
Janette Williams	Armed Forces Liaison Officer	Wrexham County Borough Council
Kerry Rees	Youth Development Officer	Challenge Wales
Linda Wright		Treffos School
Lisa Williams	Service Children Support	Flintshire County Council
Mohammed Ahsan	Regional Community Development Advisor	RAF Community Support Department

Purple

Name	Job title	Organisation
Dean Clarke	Community Development Officer	RAF Valley
Gwyneth Hughes	Senior standard and inclusion officer	Anglesey County Council
Jane Watt	Armed Forces Covenant Regional Liaison Officer	Carmarthenshire, Ceredigion and Pembrokeshire
Jodi Fielding	Pastoral support officer	Ysgol Uwchradd Caergybi
Lisa Mckenna	Project Manager for SToMP	National Probation service
Samantha Humphries	Community Support Development Worker	Army Welfare Service

WORKSHOP 1.

Updating SSCE Cymru toolkits (School and Parent)

- 1. What works?**
- 2. What is missing?**
- 3. What needs to be amended/updated?**

Take one of the print outs from the table in the next room

- Work in small groups (2-4)
- Annotate with comments/suggestions
- Recommend 10 minutes per section.

WORKSHOP 1.

School toolkit

1. Armed Forces in Wales.
2. Tri-service community, MOD in education, Liaising with the Armed Forces.
3. Service children in Wales, Who is a SC?, How many live in Wales? Admissions and data collection, Funding for schools (Inclusive education funding, ESF, Community covenant grants).
4. Mobility.
5. Deployment.
6. Welsh language, SEN.
7. Case studies (x3).
8. Support and advice.

Parent toolkit

9. CEAS, Armed forces in Wales.
10. Inclusive education funding, Education in Wales (early years, preschool, when do children start school?)
11. Education in Wales (Year groups and term times, primary education, secondary education, further education).
12. Examinations and assessments in Wales (national literacy and numeracy tests, Key stage 2, 3 and 4 assessments).
13. Moving schools (finding a school, transferring information, Estyn).
14. Term-time absence, ALN/SEN, Welsh language (curriculum, North Wales DSA, Welsh customs).
15. Further information (children and young people, education, armed forces, support organisations).

WORKSHOP 2.

Mental Health and Wellbeing support for Service children resources

- 1. What can be added?**
- 2. What additional support is needed?**

Two large copies on each table.

- Discuss content
- Annotate copies with comment/suggestions
- Note/suggest anything that could be added.

WORKSHOP 3.

SSCE Cymru questionnaire

Six topics around the room:

1. School information
 2. Challenges SC face in your school
 3. Support offered to SC in your school
 4. Collaboration with others
 5. What support/resources are needed
 6. Anything else.
- Suggested questions to include in the questionnaire.

WORKSHOP 4.

New SSCE Cymru resources

1. Questions for SC to ask new school
2. Questions for school to ask new SC
3. School checklist
4. Pupil transfer profile.

One on each table. 5 minutes on each resource.

- Discuss ideas
- Note/suggest ideas for content.

Questions? Any other business?

Next Stakeholder day...
Cardiff - Maindy Barracks?
Tuesday 17th September 2019?
Focus on a specific topic?

Feedback forms

Diolch!!

Thank you!!



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

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