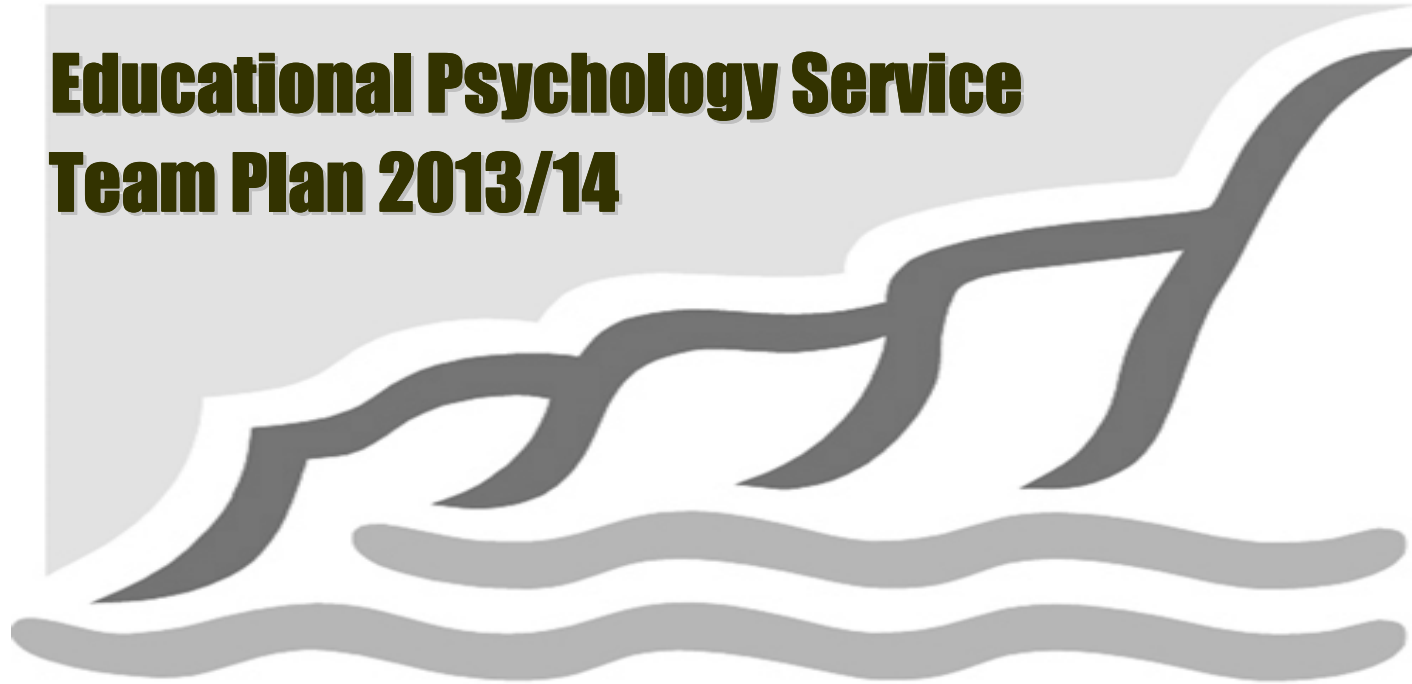


VALE of GLAMORGAN

Educational Psychology Service

Team Plan 2013/14



BRO MORGANNWG

Team Manager	Gill Toon
Service Plan	School Improvement and Inclusion
Date signed off	14 th January 2014
Signed off by	<i>R Jones</i>

Outcome 1:	All learners achieve their full learning potential in order to maximise their life opportunities.
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Objective 5:	To support, promote and nurture the engagement of parents and carers in their child's learning.
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Context for this objective:	Parent and carer engagement, consultation and learning is a priority for the directorate and Council in realising its, 'achievement for all' vision.
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Ref.	During 2013-14 we plan to:	Outcomes we'll achieve from this action are:	High , medium or low priority	Officer responsible for achieving this action	Start Date	Finish Date	How will the work be resourced?:	Progress
LS05A051	Promote parent drop-in centres in order to increase participation. Increase advertising and ask schools to encourage parents to attend.	More parents attend parent drop-in centres.		GT/EPs	75%	100% July 2014	3.5 days EP time per term at planned level of provision (10.5 days for the academic year).	
	Develop information leaflet for the EPS and make this accessible to parents.	Increased parental awareness.		GT		April 2014	Existing resources	

	Develop information about the EPS on the Council's website.	Increased parental awareness.		GT	Sept 2013	April 2014	Existing resources	
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Outcome 2:	Vulnerable learners make accelerated progress.
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Objective 6:	To improve attendance and maintain learner engagement and participation.
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Context for this objective:	An analysis of 2012 outcomes indicated that performance falls rapidly in proportion to absence at each key stage. Even a small (4%) absence rate significantly affects outcomes. Progress has been made in recent years to improve attendance at both primary and secondary levels, but it is essential that this work continues due to the direct link between absence levels and outcomes.
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Ref.	During 2013-14 we plan to:	Outcomes we'll achieve from this action are:	High , medium or low priority	Officer responsible for achieving this action	Start Date	Finish Date	How will the work be resourced?:	Progress
	Continue to develop and analyse the links between attainment, attendance, exclusions, referrals to the behaviour team and wellbeing.	Improvements in attendance rates are maintained. Further reduction in unauthorised absence, particularly in targeted schools. Increased participation. Reduction in the number of days lost through		GT	50%	70% July 2014	Existing resources	

	<p>Continue to work with Sussex University to link the attainment of pupils on free school meals, wellbeing and the whole school ethos in relation to staff and pupils.</p> <p>Provide training in emotional literacy support, social and emotional learning programmes and support schools in the early identification of social and emotional difficulties.</p>	<p>fixed-term exclusions. Schools achieve their individual attendance targets.</p>		<p>GT</p> <p>EPs</p>	<p>25%</p> <p>25%</p>	<p>July 2016</p> <p>July 2014</p>	<p>Existing resources</p> <p>Existing resources</p>	
	Use NBAR data to			GT	30%	July 2017	Existing	

	target schools and classes for specific interventions. Evaluate the impact of these interventions.						resources	
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Outcome 2:	Vulnerable learners make accelerated progress.
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Objective 7:	To develop provision to meet individual learner needs.
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Context for this objective:	The Council has a duty to assess and review pupils with special educational needs and ensure that procedures are followed in accordance with the statutory requirements and regulations. The Council is committed to ensuring pupil needs are met, that they feel fully supported, motivated and challenged to achieve more.
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Ref.	During 2013-14 we plan to:	Outcomes we'll achieve from this action are:	High , medium or low priority	Officer responsible for achieving this action	Start Date	Finish Date	How will the work be resourced?:	Progress
	Further develop the use of data on ALN to support schools to develop their capacity to meet the needs of groups of learners. Include key information from inclusion services in the schools categorisation model	Improved outcomes for children and young people with additional learning needs.		EPs EPs/GT		July 2014 July 2017	Existing resources Existing resources.	

	for support and challenge.							
PIAP6.1	Improve data analysis of wellbeing to improve outcomes.	100% of schools inspected are awarded good or better for Wellbeing during school inspections over forthcoming 6 terms.		GT	50%	July 2016	Existing resources	
	Develop the knowledge, skills and confidence of class teachers in meeting the needs of all their pupils.	Teachers reporting increased levels of knowledge, skills and confidence.		EPs		July 2014	Existing resources	
	With PMHS, develop use of multi-disciplinary forums in all secondary schools.	The majority of secondary schools engaged and holding MDFs. MDFs record pupil progress.		EPs	Oct 2013		Existing resources	
	Streamline the EPS contribution to the SCAT process.	Stakeholders agree an amended reporting format.		GT/RVJ	Sept 2013	May 2014	Existing resources	
	Develop awareness and functioning of support pathway for	Schools report that they are appropriately		GT/EPs	Sept 2013	February 2014		

	very young children with social/communication difficulties.	supported.						
PIAP6.1	Extend Wellbeing Project to all eligible schools not engaged in the project.	The number of eligible schools engaged in the project increases to 100% by 2015.		GT/RF	75%	December 2015	Existing resources.	
PIAP6.1	Monitor and evaluate the impact of the Wellbeing Project.	Schools with the lowest identified levels of pupil wellbeing and the lowest annual improvements in pupil wellbeing to show rank increases of 3/31, or its equivalent.		GT/SW			Existing resources.	
PIAP6.1	Monitor and evaluate the impact of the Wellbeing training offered to schools.	Increases in the wellbeing data of the classes targeted.		GT	Sept 2013	Sept 2014	Existing resources.	
PIAP6.1	Monitor and evaluate the impact of ELSA intervention.	Pupils receiving ELSA intervention show improved levels of wellbeing.		GT	Sept 2013	Sept 2014	Existing resources	
	Increase support and	Twice termly		EPs	Sept 2013		Existing	

	training to ELSAs.	supervision/training well attended by ELSAs.					resources	
PIAP6.1	Extend the number of nurture groups running in schools.	An increased number of nurture groups running. Over three terms, Boxall profiles show improvements.		? EP?	Sept 2013	July 2014	Existing resources.	
	Continue to evaluate the impact of the EPS.	EPS positively evaluated in a number of areas.		EPs/GT	Sept 2013	July 2014	Existing resources.	

Outcome 3:	Learning environments are stimulating, safe, healthy, secure and efficient.
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Objective 11:	All learning settings promote the health and wellbeing of learners.
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Context for this objective:	School-based counselling has been delivered by Barnados in all secondary schools on a weekly basis, with out of school provision for primary schools, pupil referral unites (PRUs) and other required client groups. The Social and Emotional Aspects of Learning Programme (SEAL) forms the basis of relationships education in 40 of 44 primary schools.
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Ref.	During 2013-14 we plan to:	Outcomes we'll achieve from this action are:	High , medium or low priority	Officer responsible for achieving this action	Start Date	Finish Date	How will the work be resourced?:	Progress
	Implement the re-tendered counselling service to include year 6 and sixth form pupils' advocacy provision in line with guidance.	Good school inspection outcomes for Wellbeing.		GT	Sept 2013		Existing resources.	
	Enrol remaining schools on the Wellbeing Project and continue to			GT/RF	50%	July 2016	Existing resources.	

	develop the project to emphasise results analysis and.							
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