

# Pecyn Dogfennau Cyhoeddus

Penallta House,  
Tredomen Park,  
Ystrad Mynach,  
Hengoed CF82 7PG

Ty Penallta,  
Parc Tredomen,  
Ystrad Mynach,  
Hengoed CF82 7PG



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Am unrhyw ymholiad yn ymwneud â'r agenda hwn cysylltwch â Amy Dredge  
(Rhif Ffôn: 01443 863100 E-bost: [dredga@caerphilly.gov.uk](mailto:dredga@caerphilly.gov.uk))

**Dyddiad: Dydd Mercher, 8 Mawrth 2017**

Annwyl Syr/Fadam,

Cyfarfod Arbennig o **Pwyllgor Craffu Addysg Gydol Oes** yn cael ei gynnal yn **Ystafell Sirhywi, Tŷ Penallta, Tredomen, Ystrad Mynach** ar **Dydd Mawrth, 14eg Mawrth, 2017** am **5.30 pm** i ystyried materion a gynhwysir yn yr agenda canlynol.

Yr eiddoch yn gywir,

**Chris Burns**  
PRIF WEITHREDWR DROS DRO

## AGENDA

Tudalennau

- 1 I dderbyn unrhyw ymddiheuriadau am absenoldeb.
- 2 Datganiadau o Ddiddordeb.

Atgoffi'r Cynghorwyr a Swyddogion o'u cyfrifoldeb personol i ddatgan unrhyw fuddiannau personol a/neu niweidiol mewn perthynas ag unrhyw eitem o fusnes ar yr agenda hwn yn unol â Deddf Llywodraeth Leol 2000, Cyfansoddiad y Cyngor a'r Cod Ymddygiad ar gyfer Cynghorwyr a Swyddogion.

- 3 Ystyried unrhyw fater a gyfeiriwyd at y Pwyllgor hwn yn unol â'r drefn galw i mewn.
- 4 I dderbyn adroddiad llafar gan yr Aelod(au) Cabinet.

**A greener place Man gwyrddach**



5	Rhaglen Waith y Dyfodol Pwyllgor Craffu Addysg Gydol Oes.	1 - 16
6	I dderbyn ac ystyried yr adroddiadau* Cabinet canlynol:-  Blaenoriaethau'r Fforwm Iau a'r Ieuencid 2017.	
	* Os oes aelod o'r Pwyllgor Craffu yn dymuno i unrhyw un o'r adroddiadau Cabinet uchod i gael eu dwyn ymlaen ar gyfer adolygiad yn y cyfarfod, cysylltwch â Amy Dredge, 01443 863100, erbyn 10.00 a.m. ar <b>ddydd Llun</b> , 13fed Mawrth 2017.	
	<b>I dderbyn ac ystyried yr adroddiadau Craffu canlynol:-</b>	
7	Cyfalaf Addysg 2017/18.	17 - 22
8	Categoriad Ysgolion 2016-17	23 - 38
9	Canolfan Adnoddau Arbennig Ysgol Gyfun Trecelyn	39 - 70
10	Ail-gomisiynu Rhaglen Teuluoedd yn Gyntaf	71 - 86

#### **Cylchrediad:**

**Cynghorwyr** J. Bevan, P.J. Bevan, W. David (Cadeirydd), H.R. Davies, C.J. Gordon, M.P. James, G. Johnston, P.A. Marsden, Mrs G.D. Oliver, D.W.R. Preece, J. Pritchard (Is Gadeirydd), D. Rees, J.E. Roberts, R. Saralis, Mrs M.E. Sargent a J. Simmonds

#### **Aelodau Cyfetholedig:**

**Cynrychiolwyr Archesgobaeth ROC Caerdydd dros Addysg** (gyda hawliau pleidleisio ar faterion addysgol)  
Mr M. Western

**Cynrychiolwyr Rhiant Lywodraethwyr** (gyda hawliau pleidleisio ar faterion addysgol) Mr M Barry a Mr R Morgan

**Cynrychiolwyr Cyrff Allanol** (heb hawliau pleidleisio)  
Mr P. Jones (NAHT), Mrs J. Havard (NUT), Mrs P. Ireland (NUT) a Mr J. Short (NASUWT)

**Asiantaeth Llywodraethwyr Caerffili** (heb hawliau pleidleisio)  
Mr D Davies

A Swyddogion Priodol



## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 14TH MARCH 2017

**SUBJECT: EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD  
WORK PROGRAMME**

**REPORT BY: ACTING DIRECTOR OF CORPORATE SERVICES &  
SECTION 151 OFFICER**

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### **1. PURPOSE OF REPORT**

1.1 To report the Education for Life Scrutiny Committee Forward Work Programme.

### **2. SUMMARY**

2.1 Forward Work Programmes are essential to ensure that Scrutiny Committee agendas reflect the strategic issues facing the Council and other priorities raised by Members, the public or stakeholders.

### **3. LINKS TO STRATEGY**

3.1 The operation of scrutiny is required by the Local Government Act 2000 and subsequent Assembly legislation. The Forward Work Programmes contribute to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016 by ensuring there is an effective scrutiny function and that council policies are scrutinised against the following goals:

- A prosperous Wales
- A resilient Wales
- A healthier Wales
- A more equal Wales
- A Wales of cohesive communities
- A Wales of vibrant culture and thriving Welsh language
- A globally responsible Wales

### **4. THE REPORT**

4.1 The Education for Life Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee meeting on 27th February 2017.

The work programme outlines the reports planned for the period March 2017 to July 2017.

- 4.2 The forward work programme is made up of reports identified by officers and members and has been prioritised into three priority areas, priority 1, 2 or 3. Members are asked to consider the work programme alongside the cabinet work programme and suggest any changes before it is published on the council website. Scrutiny committee will review this work programme at every meeting going forward alongside any changes to the cabinet work programme or report requests.
- 4.3 The Education for Life Scrutiny Committee Forward Work Programme is attached at Appendix 1. The Cabinet Forward Work Programme is attached at Appendix 2.

## **5. WELL-BEING OF FUTURE GENERATIONS**

- 5.1 This report contributes to the well-being goals as set out in links to strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in that by ensuring the scrutiny function is effective when reviewing services and policies and ensure it considers the wellbeing goals.

## **6. EQUALITIES IMPLICATIONS**

- 6.1 There are no specific equalities implications arising as a result of this report.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 There are no specific financial implications arising as a result of this report.

## **8. PERSONNEL IMPLICATIONS**

- 8.1 There are no specific personnel implications arising as a result of this report.

## **9. CONSULTATIONS**

- 9.1 There are no consultation responses that have not been included in this report.

## **10. RECOMMENDATIONS**

- 10.1 That Members consider any changes and agree the final forward work programme prior to publication.

## **11. REASONS FOR THE RECOMMENDATIONS**

- 11.1 To improve the operation of scrutiny.

## **12. STATUTORY POWER**

- 12.1 The Local Government Act 2000.

Author: Catherine Forbes-Thompson Interim Head of Democratic Services

Consultees: Gail Williams, Interim Head of Legal Services and Monitoring Officer  
Dave Street, Corporate Director Social Services

Appendices:

Appendix 1 Education for Life Scrutiny Committee Forward Work Programme.  
Appendix 2 Cabinet Work Programme.

Gadewir y dudalen hon yn wag yn fwriadol

<b>Special Meeting Date: 14th March 2017</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
School Categorisation – (P1)	To outline the rationale of School Categorisation and will give a confirmed analysis of the profile for January 2017.		
Newbridge School Specialist Resource Base	Following notification from the Governing Body of Newbridge School that they no longer wished to host the behaviour specialist resource base (SRB) at the school, the local authority needs approval from Cabinet to proceed with the consultation to close the SRB.	To consider whether to proceed with the consultation to close the SRB.	
WESP (Welsh in Education Strategic Plan) – (Information P3)	To receive updated WESP, as agreed by Welsh Government.	To consider WESP update following Welsh Government's comments on the draft submission.	

Education for Life Scrutiny Committee Forward Work Programme

Families First	To receive an update on the Families First Programme.		
<b>Meeting Date: 4th April 2017 - CANCELLED</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>



<b>Meeting Date: 7 June 2017 – Performance Management</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
SIP Review and New Year Priorities & Improvement Objectives – (P2)	To review 2016/17 and agree 2017/18 main SIP themes/priorities.		
EAS Business Plan (Information P3)	To update Members on the progress within the EAS Business Plan.		

Education for Life Scrutiny Committee Forward Work Programme

<b>Meeting Date: 11<sup>th</sup> July 2017</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Education Safeguarding Update – (P2)	To update Members on the most recent developments and to report relevant data.		
Budget Monitoring – (Info P3)	To consider 1 <sup>st</sup> budget monitoring report for 2017/18 and consider likely outturn for 2016/17.		

<b>Meeting Date: to be confirmed</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Outcomes of School Organisation Proposals – (P2)	To consider outcomes of specific school organisation proposals and/or comment on consultation documents, as appropriate.		
Service Strategies & Policy Developments - (P2)	To advise on new strategies and consult upon proposed new or amended policies which would be determined in due course by Cabinet or Council, as appropriate.		
21 <sup>st</sup> Century Schools - Updates – (P3)	Receive periodic updates, as appropriate to consider key milestones.		

(Key P1,2,3 – Priority 1,2 or 3)

Gadewir y dudalen hon yn wag yn fwiadol

## Cabinet Forward Work Programme

15TH MARCH 2017	Key Issues	Service Area
Rhymney 3-18 All Through School  <b>Rhymni 3 - 18 Ysgol Gydol Oed</b>	To apprise Members of the outcome of the consultative process to establish a Rhymney 3-18 All Through School and determine whether to proceed to publish a statutory notice.	Education
Cabinet Forward Work Programme  <b>Blaenraglen Waith y Cabinet</b>	To seek Cabinet endorsement of the Forward Work Programme for the period April 2017 to June 2017.	Democratic Services
Payment for Annual Leave  <b>Paid am Wyliau Blynnyddol</b>	To consider payment for Annual Leave.	Human Resources
WHQS Re-profiling and Associated Capital Programme  <b>Rhaglen Gyfalaf Cysylltiedig ag Ail-broffilio SATC</b>	To review progress with the implementation of the WHQS Programme, re-profile over the remaining years, where necessary, and set out a capital programme budget for 2017/18.	Housing Services
Proposed Admission Arrangements  <b>Trefniadau Derbyn Arfaethedig</b>	To consider proposed changes to the Councils admission arrangements for the 2018/19 academic year	Education
Education Capital Programme  <b>Rhaglen Gyfalaf Addysg</b>	To consider the school bids and recommendations for the allocation of funds against the different component parts of the 2017-18 Education capital programme	Education
Invest to Save Bids	The report will present Cabinet with details of bids for repayable one-off funding from the Invest to Save Reserve that will result in on-going revenue budget savings.	S. Harris
Childcare Offer Early Implementation Proposal	The Welsh Government manifesto launched a new childcare offer for working parents of 3 and 4 year olds in part time Foundation Phase education in 2016. The initial pilots planned for September 2017 have not reached sufficient numbers of children and so Caerphilly has been approached to join this initial pilot. This	S. Mutch/ K. Cole

## Cabinet Forward Work Programme

	report will lay out the proposal, the planned target area and rationale as well as request approval to be part of this initial WG pilot.	
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29TH MARCH 2017	Key Issues	Service Area
Unit 21 Lawn Industrial Estate, Rhymney – Lease Renewal to the Furniture Revival, GC Enterprises (Wales) Ltd  <b>Uned 21 Ystâd Ddiwydiannol Lawn, Rhymni – Adnewyddu Prydles i'r Furniture Revival, GC Enterprises (Cymru) Cyf</b>	To seek approval for the terms of the a new lease arrangement at a peppercorn rent with The Furniture Revival	Communities
Food Standards Agency Audit on the Caerphilly Food Law Enforcement Service	The report presents the findings of an audit conducted by the Food Standards Agency on Caerphilly County Borough Council's food law enforcement services, which include the food safety, food standards and communicable disease control functions in Public Protection.	Public Protection

12TH APRIL 2017	Key Issues	Service Area
Newbridge School Specialist Resource Base	The local authority has consulted with a range of stakeholders on the proposal to close the specialist resource base at Newbridge School. Cabinet is required to consider the consultation report and request for a Statutory Notice to be issued in relation to this.	Education
Communities First – Transition Arrangements	The report details the phasing out of Communities First between 1st April 2017 and 31st March 2018 within a 30% budget cut, and the proposals for a new programme model from 1st April 2018 to 31st March 2022 within a designated budget not yet confirmed by Welsh Government.	Communities
Annual Equalities Report  <b>Adroddiad Cydraddoldeb Blynyddol</b>	The Council has a statutory duty to produce an annual monitoring report on Equalities issues under current legislation. The requirements are very detailed as to what relevant information must be included in the annual monitoring and improvement report.	Public Protection

## Cabinet Forward Work Programme

	The information presented is to ensure that the regulatory body involved (the Equalities and Human Rights Commission) is provided with full evidence of the Council's compliance and commitment to the statutory duty.	
Bryn Brithdir, Oakdale Business Park – Renewal of CCBC and WG Joint Venture Agreement  <b>Bryn Brithdir, Parc Busnes Oakdale– Adnewyddu Cytundeb Menter ar y Cyd CCBC a LIC</b>	To seek approval for the terms of the Joint Venture agreement with WG in relation to allocation of rental income received by the Council for Units 1-4 Bryn Brithdir, Oakdale Business Park.	Communities
<b>7TH JUNE 2017</b>	<b>Key Issues</b>	<b>Service Area</b>
Risk Management Strategy	Required	Public Protection
<b>21ST JUNE 2017</b>	<b>Key Issues</b>	<b>Service Area</b>
Rhymney 3-18 All Through School  <b>Rhymni 3 - 18 Ysgol Gydol Oed</b>	To make a final decision on the proposal to establish a Rhymney 3-18 All Through School.	Education
EAS Business Plan  <b>Cynllun Busnes GCA</b>	This report presents the South East Wales Education Achievement Service (EAS) Business Plan.	Education
Provisional Outturn for 2016/17.  <b>Alldro Dros Dro ar gyfer 2016/17</b>	The report will provide Cabinet with details of the provisional revenue budget outturn for the 2016/17 financial year prior to the annual audit by the Authority's External Auditors Grant Thornton.	Corporate Finance
Cabinet Report – Welsh Language Standards Annual	The Council has a statutory duty to produce an annual monitoring report on implementing Welsh Language issues under current legislation.	Public Protection

## Cabinet Forward Work Programme

Report 2016-2017  <b>Adroddiad Cabinet – Adroddiad Blynyddol y Safonau Iaith Gymareg 2016- 2017</b>	The information required for 2016-2017 covers four key areas as required under the Welsh Language Standards.	
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5TH JULY 2017	Key Issues	Service Area
Final governance of service change report	To present the results of the Wales Audit Office review of Caerphilly County Borough Council arrangements for “Good governance when determining significant service changes” and any proposals for Improvement.	Wales Audit Office
Financial Resilience <b>Adroddiad Hydwythedd Ariannol</b>	To present the Wales Audit Office (WAO) report on its financial resilience assessment of Caerphilly CBC.	Wales Audit Office

### CABINET AS TRUSTEES OF BLACKWOOD MINERS INSTITUTE

2ND AUGUST 2017	Key Issues	Service Area
Blackwood Miners’ Institute progress report and update on 2017/2018 Budget  <b>Adroddiad Datblygiad Sefydliad y Glowyr Coed Duon a Diweddariad Cyllid 2017/2018</b>	To update Cabinet as Trustees on progress against the activity programme and work plan for Blackwood Miners Institute for the current year.	Economic Development

13TH DECEMBER 2017	Key Issues	Service Area
Council Tax Base	The report provides details of the Council Tax base for 2018/19 for tax setting purposes and the collection percentage to be applied.	Corporate Finance



## Cabinet Forward Work Programme

Sylfaen Treth Y Cyngor		
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Gadewir y dudalen hon yn wag yn fwiadol



## EDUCATION FOR LIFE SCRUTINY COMMITTEE - 14TH MARCH 2017

**SUBJECT: EDUCATION CAPITAL 2017/18**

**REPORT BY: CHIEF EDUCATION OFFICER**

### 1. PURPOSE OF REPORT

- 1.1 To update Members on proposals for the 2017/18 Education Capital Programme which are planned to be considered by Cabinet on 15 March 2017.

### 2. SUMMARY

- 2.1 The report identifies proposals for the allocation of Education capital budgets for the 2017/18 financial year in the context of the 3 year capital programme 2016/17 – 2018/19.

### 3. LINKS TO STRATEGY

- 3.1 The report considers the use of capital resources within Education to ensure the Council's key strategies are best achieved.
- 3.2 The report links directly to the Education for Life, sustainability, regeneration and equality strategies. The report also links to the Learning theme of Caerphilly Delivers, the Local Service Board single integrated plan.
- 3.3 The report maximises our contribution to the Well-being Goals of the Well-being of Future Generations Act (Wales) 2016, as listed below:
- A healthier Wales, supporting vulnerable learners can improve their well-being and add educational achievement.
  - A more equal Wales, a society that enables people to fulfil their potential no matter what their background is; and.
  - A Wales of cohesive communities (in the context of improving quality of life with attractive, viable, safe and well connected communities).

### 4. THE REPORT

- 4.1 Special Council, at its meeting on 24 February 2016, considered a medium term financial strategy 2016/17-2018/19. This included a 3 year forward capital programme for Education, as follows:

<b>Scheme</b>	<b>2016/17 £'000</b>	<b>2017/18 £'000</b>	<b>2018/19 £'000</b>
Accommodation Requirements	225	225	225
Asset Management Strategy	600	600	600
Health and Safety	300	300	300
School Security	100	100	100
School Boiler Replacement Programme	220	220	220
<b>Total</b>	<b>1,445</b>	<b>1,445</b>	<b>1,445</b>

- 4.2 The revenue/capital (50/50) budget is presently £329,000.
- 4.3 Scrutiny, at its meeting on 24 February 2015, were apprised of the budgetary pressures being faced in the context of electrical rewiring works (rolling programme).
- 4.4 A sum of £2m towards electrical rewiring works in schools was allocated from the agreed programme amount over the 3 year period 2014/15-2016/17, funded as follows:

Asset Management 300k p.a. = 900k  
 Health & Safety 300k p.a. in 2015/16 + 2016/17 = 600k  
 School Security and Boiler Replacement 250k p.a. in 2015/16 + 2016/17 = 500k.

- 4.5 These works are progressing well.
- 4.6 The detailed proposals for 2017/18 are outlined below.

**Additional Accommodation £225,000**

- 4.7 As in recent years, the annual capital allocation equates to circa 1 additional classroom per annum. Trinity Fields School was identified for priority in 2016/17.
- 4.8 There are continuing increasing pressures upon placement and as a consequence it is recommended to also allocate the 2017/18 budget to Trinity Fields for a 2<sup>nd</sup> additional classroom.
- 4.9 Requests are also received from other LA's for placements. Whilst the LA can refuse, placements can be directed by Tribunals and can according to law name a placement in any maintained school.
- 4.10 In addition 3 schemes are proposed from combination of 2015/16 accumulated brought forward sum (£50,000) and from section 106 funds already received, namely :
- Tynywern Primary – adaptations to large classroom space to create increased pupil spaces and make more fit for purpose £36,750 s106.
  - YG Trelyn (additional bay to demountable classroom) £25,000 plus £15,390 s106, and
  - Ysgol Penalltau – internal adaptations to increase pupil capacity by increasing admission number from 30 to 34 £25,000.
- 4.11 A further s106 sum of £41,650 has been received re Aberbargoed Primary. It is proposed to use this sum to undertake preliminary works for an additional classroom from 2018/19 accommodation budget as the school is projected to exceed capacity from principally in catchment pupils by that date.

**Asset Management £600,000**

- 4.12 Priority has been given to schools with highest priority works and those with the highest 25 year maintenance liabilities.
- 4.13 The recommended schemes are as follows:

<u>School Name</u>	<u>Bid Description</u>	<u>Amount £'000</u>
<b>Primary</b>		
Ty Sign Primary	Curtain walling (continuation of previous phases)	110
<b>Secondary</b>		
Bedwas Comprehensive	Roofing	60
Heolddu Comprehensive	Roofing	100
Lewis Girls	Heating system upgrades	80
St Cenydd Comprehensive	Upgrade of demountable classroom building	50
St Martins Comprehensive	Roofing replacement (main building).	170ø

∅ The allocation has been reduced from £200,000 to fund urgent gas leak works at the school which were funded in 2016/17.

### Health & Safety £300,000

4.14 The recommended allocation is as below:

<u>School Name</u>	<u>Bid Description</u>	<u>Amount £'000</u>
<b>50/50 Schemes</b>		
Aberbargoed Primary	Toilet upgrades	25
Cwmaber Junior	Toilet upgrades	12
Cwmcarn Primary	Toilet upgrades	20
Heolddu Comprehensive	Toilet upgrades and adaptations	78
Lewis Girls Comprehensive	Toilet upgrades	30
Libanus Primary	Toilet upgrades	40
Nant y Parc Primary	Toilet upgrades (early years)	15
Newbridge School	Toilet upgrades	50
Pantside Primary	Fire detection system, fire doors and water damage	20
Risca Community Comp.	Toilet upgrades (girls)	60
Twyn Primary	Electrical upgrades	20
Ty Sign Primary	Removal of water tanks	16
YG Y Castell	Toilet upgrades	36
<b>100% LA funded</b>		
Upper Rhymney Primary	Off site car parking provision	60
Secondary Schools (various)	Science laboratories – enhanced ventilation – phase 1 of 2	30

Figures shown are the gross scheme costs.

### School Security £100,000

4.15 The recommended allocation is as below:

<u>School Name</u>	<u>Bid Description</u>	<u>Amount £'000</u>
<b>50/50 Schemes</b>		
Blackwood Comprehensive	New upgraded CCTV system	33 *
Cefn Fforest Primary	Intruder alarm upgrades	12 *
Deri Primary	Site security improvements	12 *
Glyngaer Primary	Site security improvements	12 *
Newbridge School	Security fencing	30 *
St Cenydd Comprehensive	Perimeter fencing	30 *
St Cenydd Comprehensive	New upgraded CCTV system	30 *
St James Primary	Security fencing	20 *
The Learning Centre	New upgraded CCTV system	15 *
Twyn Primary	Resurfacing upgrades and security fencing	12 *

Figures shown are the gross scheme costs.

Schemes marked with \* are ones based on  $\frac{1}{3}$  funding to include a  $\frac{1}{3}$  Risk Management contribution.

## School Boiler Replacements £220,000

- 4.16 The budget has been reduced to £155,000 in view of urgent works undertaken in 2016/17 on a replacement boiler at Graig Y Rhacca Primary (£25,000) and increased costs associated with Libanus Primary/Hendredenny Primary/Ynysddu Primary (£40,000).
- 4.17 There are 3 priority schemes identified from the remaining budget as follows:

<u>School Name</u>	<u>Bid Description</u>	<u>Amount £'000</u>
Machen Primary	Replacement boiler and controls.	50
Pengam Primary	Replacement boiler and controls.	55
Tynywern Primary	Replacement boiler and controls.	50

## Revenue/Capital £329,000

- 4.18 It is proposed to utilise these monies to support schemes funded 50/50 with schools, as below:

<u>School Name</u>	<u>Bid Description</u>	<u>Amount £'000</u>
<b><u>PRIMARY</u></b>		
Aberbargoed Primary	Roofing upgrades	30
Bedwas Junior	Retaining wall	12
Blackwood Primary	Adaptations to main entrance	30
Bryn Primary	Suspended flooring	20
Cefn Fforest Primary	Safety surface and outdoor play (new SRB)	25 *
Derwendeg Primary	Upgrade soffits and guttering	32
Glyngaer Primary	Heating system improvements	15
Graig Y Rhacca Primary	Resurfacing upgrades	12 *
Graig Y Rhacca Primary	Early years outdoor learning area	12
Machen Primary	Resurfacing upgrades	12 *
Newbridge School	Resurfacing upgrades	15 *
Nant y Parc Primary	Replacement of school hall flooring	12
Park Primary	Windows and doors upgrades	15
Pengam Primary	Replacement lighting and ceiling tiles.	19
Plasfelin Primary	Classroom extension (to supplement £72,830 s 106 monies)	20
Pontllanfraith Primary	Replacement windows and doors	30
Rhiw Syr Dafydd Primary	Replacement windows and doors (Infant building)	45
Rhymney Comprehensive	Replacement roofing, fascias and soffits (3 <sup>rd</sup> and final phase)	140
St Cenydd Comprehensive	Replacement cladding, windows and doors	45
St Gwladys Bargoed School	Replacement soffits, guttering and downpipes	20
Trinant Primary	Replacement ceiling tiles and lighting upgrades	40
Trinity Fields	Play surface upgrades	20 *
Trinity Fields	Canopy – rebound area	35
Trinity Fields	Sensory courtyard area - upgrades	60
Trinity Fields	Additional storage areas	20
Twyn Primary	Window upgrades	20
Waunfawr Primary	Replacement windows and doors	20
YG Cwm Derwen	Replacement boiler (canteen building)	50 +

Figures shown are the gross scheme costs.

Schemes marked with \* are ones based on 1/3 funding to include a 1/3 Risk Management contribution.

+ Based upon a 50/50 contribution with Caerphilly catering service.

- 4.19 The proposals in their entirety would commit virtually all of the available budget before the commencement of the financial year. To provide for in year requests for funding it is recommended to fund £100,000 from LMS contingency to supplement this 50/50 budget.

## **5. EQUALITIES IMPLICATIONS**

- 5.1 Many of the initiatives contained within the Education capital budget seek to address equality issues.
- 5.2 The LA has an obligation under section 88 and Schedule 10 of the Equality Act 2010 to prepare an accessibility strategy. This is a strategy for increasing the extent to which disabled pupils can participate in the schools' curriculums; improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools and improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- 5.3 The specific proposals for 2017/18, where relevant, comply with the strategy.

## **6. WELL-BEING OF FUTURE GENERATIONS**

- 6.1 The report contributes to the 5 ways of working in the context of a long term strategy and vision, preventing problems occurring or getting worse (improving the asset environment) and collaborating to meet the objectives (including jointly funded contributions from Education, risk management and schools).
- 6.2 This report contributes to the Well-being Goals and in particular in the context of :
- Corporate planning,
  - Risk management,
  - Financial planning, and
  - Asset management.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 These have been outlined in the report, including use of £100,000 LMS contingency to supplement the budget.
- 7.2 The report sets out the present proposals for the 2017/18 financial year.

## **8. PERSONNEL IMPLICATIONS**

- 8.1 No direct personnel implications.

## **9. CONSULTATIONS**

- 9.1 The draft report was distributed as detailed below. All comments received have been reflected in the report.

## **10. RECOMMENDATIONS**

- 10.1 Members are requested to note proposals to utilise the Education capital budget for 2017/18 as outlined in the report which will be reported to Cabinet, at its meeting on 15 March 2017.

- 10.2 Members are asked to support the proposal to supplement the 50/50 budget with a £100,000 contribution from the LMS contingency to support in-year bids.

## **11. REASONS FOR THE RECOMMENDATIONS**

- 11.1 To apprise Members of proposals for the Education capital budget for 2017/18.

## **12. STATUTORY POWER**

- 12.1 The School Standards and Framework Act 1998.  
The Learning and Skills Act 2000.  
Equality Act 2010.

Author: Bleddyn Hopkins, Assistant Director, Our Schools Our Future  
E-mail: hopkib@caerphilly.gov.uk

Consultees: Chris Burns, Interim Chief Executive  
Nicole Scammell, Acting Director of Corporate Services & S151 Officer  
Christina Harray, Corporate Director Communities  
Dave Street, Corporate Director – Social Services  
Keri Cole, Chief Education Officer  
Stephen R. Harris, Interim Head of Corporate Finance  
Councillor Derek Havard, Cabinet Member, Education & Lifelong Learning  
Councillor Wynne David, Chair of Education Scrutiny Committee  
Councillor James Pritchard, Vice Chair of Education Scrutiny Committee  
Gail Williams, Interim Head of Legal Services & Monitoring Officer  
Lynne Donovan, Head of People Management and Development  
Jane Southcombe, Financial Services Manager  
Sue Richards, Principal Finance Officer  
Colin Jones, Head of Performance and Property Services  
Mark Williams, Manager, Building Consultancy Services  
Andrew Young, Client Manager, Building Consultancy Services  
Donna Jones, Health & Safety Manager  
Marcia Lewis, Catering Services Contracts Manager (West)  
Mike Lewis, Principal Accountant (Education Central)  
Ros Roberts, Performance Manager  
Headteachers of all schools identified within the report.

Background Papers:  
17<sup>th</sup> Edition Electrical Works (Cabinet report 4 February 2015)  
Capital bid pro-formas 2017/18  
School Condition Surveys.





## EDUCATION FOR LIFE SCRUTINY COMMITTEE - 14TH MARCH, 2017

**SUBJECT: SCHOOL CATEGORISATION 2016-17**

**REPORT BY: ANDREW WILLIAMS, PRINCIPAL CHALLENGE ADVISER &  
SARAH JONES, HEAD OF LEARNING & BUSINESS  
INTELLIGENCE, EDUCATION ACHIEVEMENT SERVICE (EAS)**

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### 1. PURPOSE OF REPORT

- 1.1 To inform Members of the national school categorisation system and Caerphilly school categorisation.

### 2. SUMMARY

- 2.1 This report presents Members with information outlining the National Categorisation System and how schools in Caerphilly have been categorised for support this year.

### 3. LINKS TO STRATEGY

Education Achievement Services (EAS) Business Plan  
Education Service Improvement Plan  
Single Integrated Plan

- 3.1 The attainment results published in this report contribute towards the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016

- *A prosperous Wales\**
- *A more equal Wales\**

This is because 'a prosperous Wales' is about developing a well educated and skilled population and 'a more equal Wales' is defined as a 'society that enables people to fulfil their full potential no matter what their background or circumstances, education attainment is a part of fulfilling that potential.

## 4. THE REPORT

### National School Categorisation

- 4.1 The Minister for Education and Skills announced the introduction of the National School Categorisation System in September 2014. The system, which covers both primary schools and secondary schools, brought together the Programme for Government commitment to introduce a primary school banding system and builds on the improvements already achieved by secondary school banding.
- 4.2 Both secondary school banding and the commitment to introduce primary school banding have now been superseded by the National School Categorisation System. Using performance data to drive school improvement has made positive strides for many schools and learners. Since banding was introduced, secondary schools in bands 4 and 5 made real progress year-on-year. Band 5 secondary schools in 2012 saw the overall percentage of learners achieving the Level 2 threshold including English/Welsh first language and mathematics increase from 35.0 per cent in 2012 to 45.0 per cent in 2013. Similarly, band 4 secondary schools went from 45.8 per cent in 2012 to 49.5 per cent in 2013.
- 4.3 Robert Hill's report *The Future Delivery of Education Services in Wales* (2013) noted that regional consortia should achieve a common understanding of how to apply a four-level categorisation to measure schools' performance. As part of the agreed National Model for Regional Working, the Welsh Government, local government, regional consortia and the Welsh Local Government Association (WLGA) worked together to ensure a national approach to the categorisation of schools.
- 4.4 This system is not purely data-driven. It also takes into account the quality of leadership and teaching and learning in our schools. The system evaluates and assesses schools and places them in a support category using the following information:
- a range of performance measures provided by the Welsh Government
  - robust self-evaluation by the school of its capacity to improve in relation to leadership and teaching and learning
  - assessment of the school's self-evaluation by challenge advisers in the regional consortia, agreed with the local authority.

The three steps of the system are:

- 4.5 **Step One** generates a judgement about standards. The Welsh Government places each school in one of four numerical groups (1-4) related to performance against the agreed measures for primary and secondary schools, with schools in Standards Group 1 being the highest and schools in Standards Group 4 the lowest.
- 4.6 The measures used for primary categorisation are based on end of foundation phase and end of key stage 2 teacher assessment and pupil attendance. The following measures are used:
- **Measure 1 Overall achievement (Expected Level)**  
Foundation Phase Indicator (FPI)  
Core Subject Indicator (CSI)
  - **Measure 2 Language (Expected Level, Expected Level +1)**  
Language, Literacy and Communication
  - **Measure 3 Mathematics (Expected Level, Expected Level +1)**  
Mathematical Development, Mathematics
  - **Measure 4 Attendance**

4.7 The following measures are used for secondary categorisation:

**Level 2 threshold including English/Welsh First Language and Mathematics (L2 incl. E/W & M)**

- Overall performance during the previous three years
- Free School Meal (FSM) pupil performance during the previous three years
- Relative progress (based on overall performance)
- Performance set against Free School Meal (FSM) level of the school

**Capped Points Score including English/Welsh First Language and Mathematics**

- Overall performance during the previous three years
- FSM pupil performance during the previous three years
- Relative progress (based on overall performance)
- Performance set against FSM level of the school

**5+ A\*-A or equivalent**

- Overall performance during the previous three years
- FSM pupil performance during the previous three years
- Relative progress (based on overall performance)
- Performance set against FSM level of the school

**Attendance**

- Current performance set against FSM level of the school
- Persistent absentees set against FSM level of the school

**Performance of eFSM pupils**

4.8 The performance of eFSM learners is analysed to determine whether a school is making progress to break the link between disadvantage and educational attainment. Socio-economic disadvantage should not be used as an excuse for poor performance.

4.9 In 2014, this analysis was performed between steps two and three to determine the overall support category. In 2016 it is a judgement on the standards at the school and is made at the end of step one, the standards group. In order to continue to drive improvement for all learners, the Welsh Government set a minimum standard for eFSM learners of 30% in 2015, 32% in 2016 and 34% in 2017.

4.10 This minimum standard is a three-year weighted average at school level. In secondary schools, where performance of eFSM learners is below the agreed minimum standard, the judgement in relation to the school's standards group will not be assessed as being better than a 3, which means that the school cannot be categorised as a green school. i.e. additional support is required to increase the achievement of eFSM pupils.

**Step Two: Self-evaluation and capacity to self-improve in relation to leadership and teaching and learning**

4.11 Whilst step one is data driven and will have generated a standards group for each school (1–4), step two consists of a judgement (A–D) based on the school's capacity to self-improve. Schools where the judgement is A show the greatest capacity to improve, along with the ability to support other schools. Those where the judgement is D require the most support. The process of coming to a judgement on the school's capacity to bring about improvement begins with the school's self-evaluation. This is discussed by the regional consortium's challenge adviser with the school's leaders and governors. The judgement should reflect the considered view of the Headteacher, governors and the challenge adviser and be supported by evidence. Learners' performance and the judgement about the capacity to improve should be closely aligned.

- 4.12 This judgement indicates the degree of confidence in the school's capacity to drive forward its own improvement. As such, it is a key element in the decision about the level of support the school will require at step three. The national system is intended to strengthen schools' capacity to bring about their own improvement and to contribute to system-wide change.
- 4.13 The outcomes of step one and step two should generally align – if standards are not good or not improving, leadership cannot be judged as wholly effective. Challenge advisers should be assured that all school leaders use performance data robustly and effectively. This includes governors, Headteachers, middle leaders and subject leaders. There must be evidence of the effective and timely use of accurate data at individual learner, class, group, cohort, subject and whole-school level, including careful consideration of ALN and eFSM learners.

### **Step 3: The Categorisation and level of support, challenge and intervention**

- 4.14 The outcomes of step one and step two will be combined to determine the school's support category (step three of the process). The final categorisation will be based on a colour coding system and this will be discussed with the school and agreed with the local authority. The categorisation colour indicates the level of support a school requires – green, yellow, amber or red (with the schools in the green category needing the least support and those in the red category needing the most intensive support). Each school will receive a tailored programme of support, challenge and intervention based on this category. The support category along with the outcomes for step one and step two are published annually on the My Local School website (<http://mylocalschool.wales.gov.uk>).
- 4.15 The level of support available for each category is as follows:
- Green support category - A school in this category will receive up to 4 days of challenge adviser time.
  - Yellow support category - A school in this category will receive up to 10 days of challenge adviser time.
  - Amber support category - A school in this category will receive up to 15 days of challenge adviser time.
  - Red support category - A school in this category will receive up to 25 days of challenge adviser time.

Each challenge adviser will determine the nature of the bespoke support package to be provided to each school according to need.

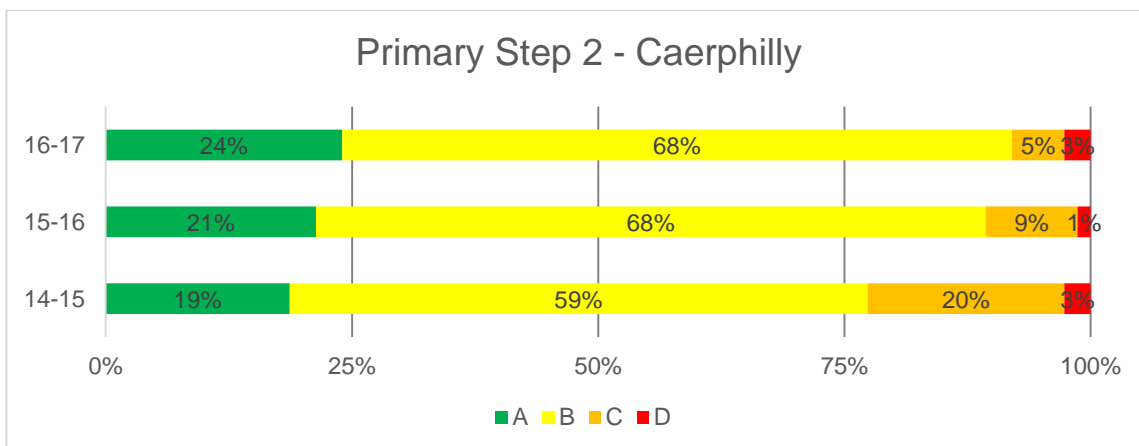
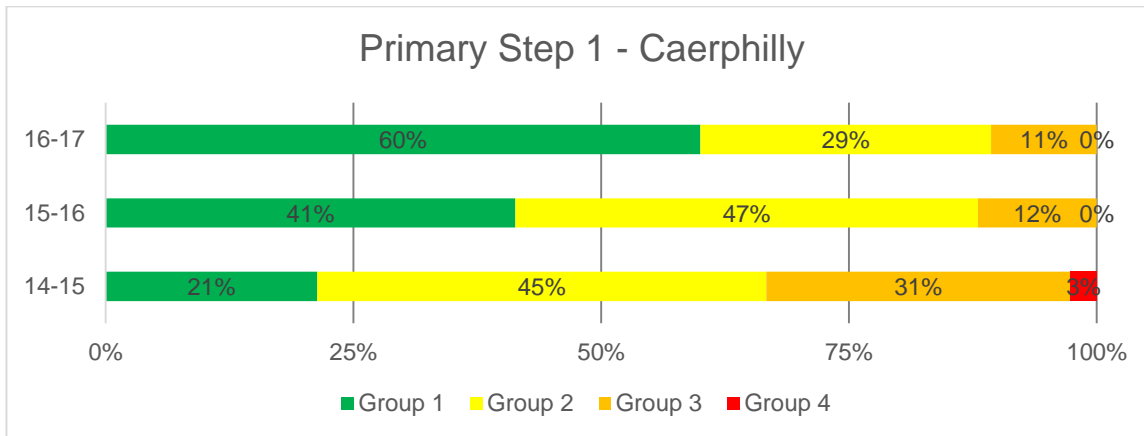
### **New arrangements from 2015-2016 - Regional Moderation and National Verification**

- 4.16 Since 2015, there has been a consistent approach across Wales to regional moderation, and this takes place during the Autumn term. This is followed by a national verification process early in the Spring, prior to publication of all school categorisations on My Local School at the end of January. A further refinement to the process in 2015-2016 included a nationally agreed approach where there is disagreement with a school about the judgements at steps 2 and 3.
- 4.17 Training materials for use across Wales for Headteachers, governors and elected members to support understanding of the national categorisation system have been refined and delivered to all stakeholders. The Welsh Government's guidance and the guidance for parents has also been revised.

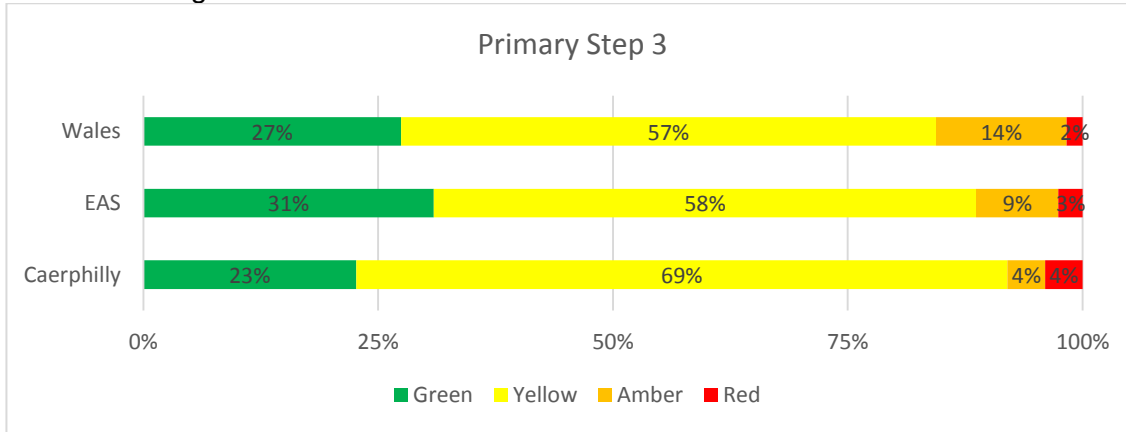
Primary School Categories 2016/17

There are no national averages readily available for Step 1 and Step 2 data. The charts below show that during the past three years, the proportion of schools in the green category has increased for both steps, and is now 60% for Step 1 and 24% for Step 2.

Primary	Green		Yellow		Amber		Red	
	No.	%	No.	%	No.	%	No.	%
Step 1	45	60%	22	29%	8	11%	0	0%
Step 2	18	24%	51	68%	4	5%	2	3%
Step 3	17	23%	52	69%	3	4%	3	4%



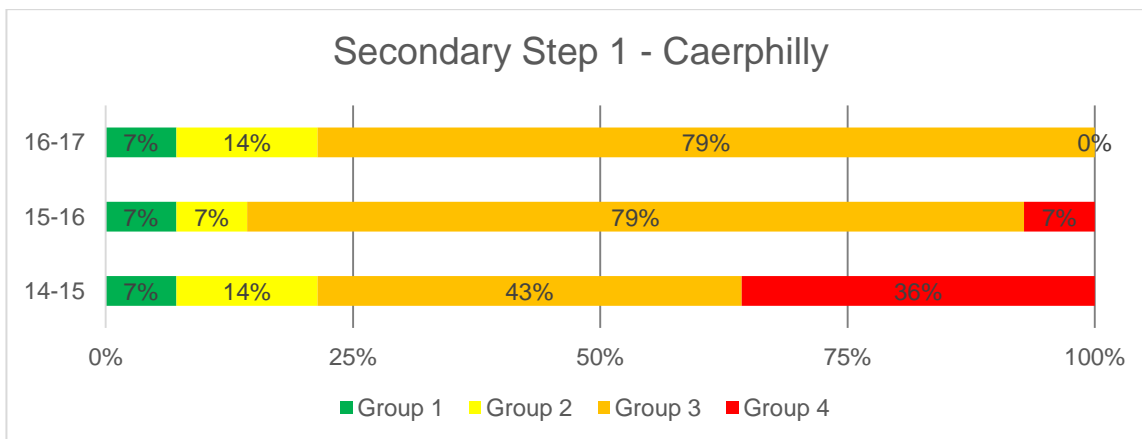
At Step 3, the proportion of schools in the green category is below both the regional and the national average, and the proportion in the red category is slightly above the regional and national averages.

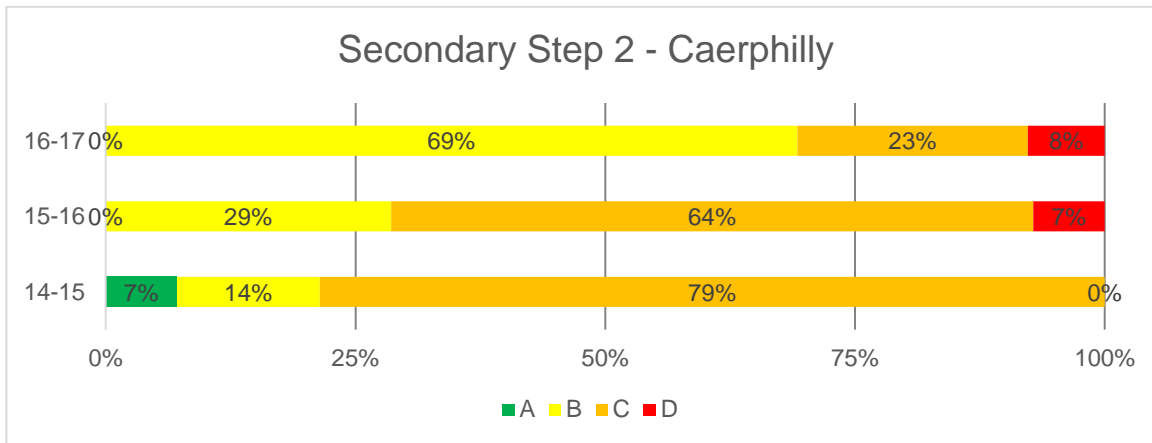


Secondary School Categories 2016/17

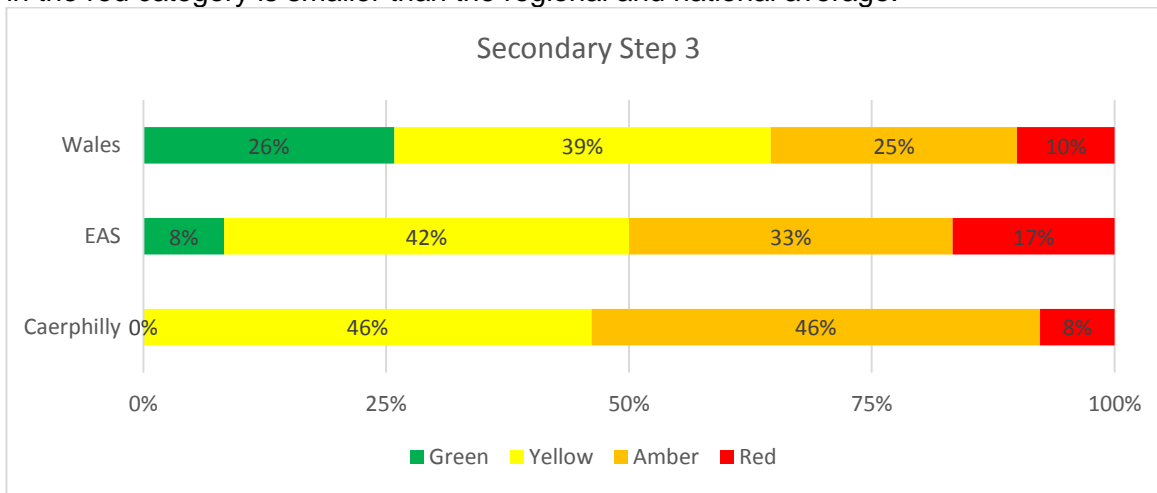
The charts below show that during the past three years, the proportion of schools in the green category has remained at 7% for Step 1 and decreased so no schools are green for Step 2. One school was affected by the FSM threshold applied to Step 1 data.

Secondary	Green		Yellow		Amber		Red	
	No.	%	No.	%	No.	%	No.	%
Step 1	2	14%	5	36%	7	50%	0	0%
Step 1 inc FSM threshold	1	7%	2	14%	11	79%	0	0%
Step 2	0	0%	9	69%	3	23%	1	8%
Step 3	0	0%	6	46%	6	46%	1	8%





For Step 3, there are no secondary schools in the green category, however, the proportion of schools in the red category is smaller than the regional and national average.



## 5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 This report content (Education attainment) contributes to the Well being Goals as noted and explained in 3.1
- 5.2 This report is for information only and so does not analyse the 5 ways of working in terms of decision making but it does recognise that going forward interventions that are put in place to improve attainment must take a **long term** view as part of its impact on life chances, employment and quality of life. One of the principles of the 5 ways of working is to look at how we can **prevent** problems occurring and to do this we need to understand what the causes are. Causes within attainment are complex although one of the main ones is deprivation. The measure that is commonly used to measure deprivation is a pupil's eligibility to receive Free School Meals. The data provides an insight into the performance of all pupils in comparison to the pupils in receipt of Free School Meals and the gap in performance increases throughout school life (para 4.7). One of the Council's Well-being Objectives is to 'Improve outcomes for all learners but we want to particularly focus on those vulnerable to underachievement. We have an action plan to achieve this and it we will **involve and collaborate** with a range of partners such as schools, parents, governors and children to raise aspiration and attainment.

## 6. EQUALITIES IMPLICATIONS

- 6.1 There is no specific equalities impact in relation to the content of this report. When performance information is discussed with schools as part of the monitoring, challenge, support and intervention programme, equalities issues, such as gender and ethnicity are taken into account. Similarly the Local Authority self-evaluation considers all equalities issues.

## **7. FINANCIAL IMPLICATIONS**

7.1 There are no specific financial implications.

## **8. PERSONNEL IMPLICATIONS**

8.1 There are no specific personnel implications.

## **9. CONSULTATIONS**

9.1 All comments have been reflected in the report.

## **10. RECOMMENDATIONS**

10.1 Members are asked to note the contents of the report.

## **11. REASONS FOR THE RECOMMENDATIONS**

11.1 These plans link to the local authority's duty to monitor and improve standards of education.

## **12. STATUTORY POWER**

12.1 Schools Standards and Organisation (Wales) 2013.

12.2 Schools Causing Concern Guidance 2013.

12.3 Children and Families Measure (Wales) 2010.

12.4 Education Act 1996.

12.5 Wellbeing of Future Generations (Wales) 2015.

Author: Andrew Williams, Principal Challenge Adviser  
andrew.williams@sewaleseas.org.uk

Consultees: Chris Burns, Interim Chief Executive  
Keri Cole, Chief Education Officer  
Councillor Derek Havard, Cabinet Member, Education & Lifelong Learning  
Councillor Wynne David, Chair of Education Scrutiny Committee  
Councillor James Pritchard, Vice Chair of Education Scrutiny Committee  
Dave Street, Corporate Director, Social Services  
Christina Harrhy, Corporate Director Communities  
Nicole Scammel, Acting Director of Corporate Services & S151  
Lynne Donovan, Acting Head of Human Resources and Organisational Development  
Anwen Rees, Senior Policy Officer (Equalities and Welsh Language)  
Gail Williams, Interim Head of Legal Services and Monitoring Officer  
Ros Roberts, Performance Manager  
Jane Southcombe, Finance Services Manager

Appendices:

Appendix 1 Caerphilly School Categorisation 2016/17 Academic Year

Appendix 2 Welsh Government Supplementary Guidance 2015 / 2016



## Appendix 1 – Caerphilly School Categorisation 2016/17 Academic Year

### National categorisation - Primary Schools 2016-17 Categorisation

School name	Step 1	Step 2	Step 3
Aberbargoed Primary School	1	B	Yellow
Abercarn Primary School	1	B	Yellow
Abertyswg Primary School	1	B	Yellow
Bedwas Infant School	2	B	Yellow
Bedwas Junior School	2	A	Green
Blackwood Primary School	1	B	Yellow
Bryn Awel Primary School	1	B	Yellow
Bryn Primary School	1	B	Yellow
Cefn Fforest Primary School	1	A	Green
Coed-Y-Brain Primary School	2	B	Yellow
Crumlin High Level Primary School	3	B	Yellow
Cwm Glas Infant School	1	B	Yellow
Cwm Ifor Primary School	2	B	Yellow
Cwmaber Infant School	1	A	Green
Cwmaber Junior School	2	B	Yellow
Cwmcarn Primary School	3	C	Amber
Cwmfelinfach Primary School	1	A	Green
Cwrt Rawlin Primary School	1	B	Yellow
Deri Primary School	3	B	Yellow
Derwendeg Primary School	1	B	Yellow
Fleur-De-Lys Primary School	1	A	Green
Fochriw Primary School	1	B	Yellow
Gilfach Fargoed Primary School	1	A	Green
Glyn-Gaer CP School	1	B	Yellow
Graig-y-Rhacca Primary & Nursery Community School	3	B	Yellow
Greenhill Primary School	3	B	Yellow
Hendre Infants School	1	B	Yellow
Hendre Junior School	1	B	Yellow
Hendredenny Park Primary School	1	A	Green
Hengoed Primary School	2	B	Yellow
Libanus Primary School	2	B	Yellow
Llancaeath Junior School	1	B	Yellow
Llanfabon Infants School	1	B	Yellow
Machen Primary School	2	B	Yellow
Maesycwmmmer Primary School	1	B	Yellow
Markham Primary School	2	B	Yellow
Nant Y Parc Primary School	1	A	Green
Pantside Primary School	3	D	Red
Park Primary School	3	C	Red

School name	Step 1	Step 2	Step 3
Pengam Primary School	1	A	Green
Penllwyn Primary School	1	A	Green
Pentwynmawr Primary School	2	B	Yellow
Phillipstown Primary School	1	B	Yellow
Plasyfelin Primary School	1	B	Yellow
Pontllanfraith Primary School	2	B	Yellow
Pontlottyn Primary School	1	C	Amber
Rhiw Syr Dafydd Primary	1	A	Green
Rhydri Primary School	2	B	Yellow
Risca Primary School	1	A	Green
St Gwladys Bargoed School	1	A	Green
St Helen's Catholic Primary School	2	B	Yellow
St James Primary School	3	D	Red
The Twyn School	2	B	Yellow
Tiryberth Primary School	2	B	Yellow
Trinant Primary School	1	B	Yellow
Ty Isaf Infants School	1	B	Yellow
Ty Sign Primary School	1	B	Yellow
Tynewydd Primary School	1	B	Yellow
Tyn-y-Wern Primary	2	B	Yellow
Upper Rhymney Primary School	1	C	Amber
Waunfawr Primary School	1	B	Yellow
White Rose Primary School	1	B	Yellow
Y.G. Cwm Gwyddon	2	A	Green
Ynysddu Primary School	1	A	Green
Ysgol Bro Sannan	1	B	Yellow
Ysgol G.G. Caerffili	1	A	Green
Ysgol Gymraeg Bro Allta	2	B	Yellow
Ysgol Gymraeg Cwm Derwen	1	B	Yellow
Ysgol Gymraeg Gilfach Fargoed	1	B	Yellow
Ysgol Gymraeg Trelyn	1	A	Yellow
Ysgol Gynradd Gymraeg Y Castell	2	B	Yellow
Ysgol Ifor Bach	2	B	Yellow
Ysgol Penalltau	2	B	Yellow
Ysgol Y Lawnt	2	B	Yellow
Ystrad Mynach Primary	1	A	Green

School name	Step 1	Step 2	Step 3
Bedwas High School	3	B	Amber
Blackwood Comprehensive School	3	B	Yellow
Cwmcarn High School	3	D	Red
Heolddu Comprehensive	3	C	Amber
Islwyn High	N/A	C	Amber
Lewis Girls' Comprehensive School	3	C	Amber
Lewis School Pengam	3	B	Yellow
Newbridge School	1	B	Yellow
Rhymney Comprehensive School	3	B	Amber
Risca Community Comprehensive	2	B	Yellow
St Cenydd School	3	B	Amber
St Martin's School	3	B	Yellow
Ysgol Gyfun Cwm Rhymni	3	B	Yellow
Glanynant PRU	N/A	C	Amber
Trinity Fields Special School	N/A	A	Green
Pontllanfraith Comprehensive	3	-	-
Oakdale Comprehensive	2	-	-

Gadewir y dudalen hon yn wag yn fwriadol

## Welsh Government Supplementary Guidance 2015 / 2016

### Introduction

This supplementary guidance provides schools, consortia and challenge advisers with advice concerning how the judgement relating to the improvement capacity and the decision relating to the support category should be applied in cases where contextual and other factors may need to be considered.

The list of factors highlighted is not necessarily exhaustive. This guidance may be updated and further developed as implementation of the national categorisation system evolves.

The guidance will be supplemented by annexes dealing with:

- the lines of enquiry that should be used when considering potential rare exceptions; and
- other risk factors that may affect a school's improvement capacity and support category.

### 1. Use of terminology

The following terminology should be used to describe the outcomes of each step of the categorisation process:

**Step 1:** the outcome will be a **standards group** for each school (1-4)

**Step 2:** the outcome will be a judgement about a school's **improvement capacity** (A-D)

**Step 3:** this will lead to a **support category** for each school (green, yellow, amber, red)

### 2. Potential rare exceptions

In the vast majority of cases the national school categorisation matrix will allow for an accurate identification of a school's support category.

However, in a few cases designated as "rare exceptions" contextual factors may require further consideration to be given to establishing the most appropriate support category. Consideration will be given to the factors outlined below in determining the schools support category.

For Primary / Infant / Junior schools:

- Schools where 50% or more of pupils over the last 3 years are in receipt of free school meals.
- Schools with an average cohort of five or less pupils in an individual key stage or both key stages (in the case of a primary school) over the last three years.
- Schools with a registered learning resource base where a deeper analysis of data over a three-year period indicates performance is in FSM Benchmark group quarter 1 or 2 (Estyn guidance for the inspection of primary schools September 2014 – Annexe 7).
- Schools where at least 15% of pupils whose stage of English language acquisition is judged to be A, B or C on the agreed National Language Acquisition Model.

For secondary schools:

- Schools with a registered learning resource base where a deeper analysis of data over a three-year period indicates performance is in FSM Benchmark group quarter 1 or 2 (Estyn guidance for the inspection of secondary schools September 2014 – Annexe 7).
- Schools where at least 8% of pupils whose stage of English language acquisition is judged to be A, B or C on the agreed National Language Acquisition Model.

Schools that receive consideration as potential rare exceptions will need to demonstrate that:

- Pupils, including those in the identified groups, make good progress;
- The school's capacity to secure further improvement is at least good.

The lines of enquiry provided in the additional guidance materials should be used by schools and challenge advisers to determine whether a school should be designated as a rare exception. Careful consideration will need to be given to the school's improvement capacity and in particular the quality and impact of learning and teaching.

Where a school meets the conditions necessary to be identified as a rare exception it will be possible within the matrix to override the outcome that would otherwise be established to ensure that the support category is the most appropriate.

### **3. Other Circumstances where the matrix may be overridden**

As outlined in Annex 2 a range of other risks where they occur will need to be considered when making a judgement about a school's improvement capacity and a decision about their support category. These risks will need to be weighed carefully when making these judgements and may need to be applied irrespective of the standards group.

Any school considered as a potential rare exception or other circumstances that override the matrix will be considered through the Regional Moderation process.

### **4. Performance of e-FSM pupils**

Where the proportion of e-FSM pupils achieving the L2+ threshold in a secondary school is below the agreed national floor target of 30% (for 2014/2015) the school cannot be treated as an exception to the matrix. However, this will ensure that an appropriate level of support is provided to meet the needs of the learners.

### **5. New and amalgamated Schools**

For new and amalgamated schools the data would be produced for Step 1 but not published for the first year of a school's operation. Step 2 and Step 3 will be carried out by the Consortia using Step 1 to inform the process.

Step 2 and Step 3 will be published on My Local School Website.

### **6. Changes to a school's support category in year**

The National School Categorisation process will be carried out on an annual basis. The outcomes will be communicated to the Welsh Government in December each year for Primary / Infant / Junior schools and mid January for Secondary schools for publication at the end of January. However, it will be possible for each region to review a school's categorisation at any point during the year in response to changes in circumstance. These changes will not be published nationally.

Circumstances that may necessitate a review include:

- Schools that are making very good progress.
- Schools that become subject to a higher degree of risk (see risk factors in annexe 2)

### **7. Schools in inspection follow up**

The National School Categorisation system is not contingent on the outcomes of an individual school's inspection. Where school self-evaluation and monitoring of schools' performance are effective this should result in appropriate action that will support a school's self-improvement and avoid the need for inspection follow-up activity.

However, where a school requires follow-up as a result of inspection the associated degree of risk, and the need to provide evidence of a school's progress against its recommendations, will need to be weighed carefully when determining a judgement about a school's improvement capacity and making a decision about its support category.

### **8. Schools requiring significant improvement or special measures**

In normal circumstances the improvement capacity of a school requiring **significant improvement or special measures** should not normally be higher than D and the support category red in the first instance. As a school addresses the recommendations from its inspection, evidence about its progress should be weighed carefully and professional judgement applied when reviewing the school's support category.

### **9. Schools requiring Estyn or local authority monitoring**

Local authorities and consortia will need to be satisfied that appropriate arrangements are in place to support schools requiring Estyn or local authority monitoring and to monitor and report their progress. When agreeing a school's improvement capacity and support category consideration should be given to the inspection's recommendations and degree of risk. Professional judgement should be applied when reviewing a school's support category taking account of evidence about a school's progress as it addresses the inspection's recommendations.

#### **10. Nursery, special schools and pupil referral units**

Nursery, special schools and pupil referral units will not be placed in a standards group. Nevertheless it will be important that challenge advisers discuss and agree with the school strengths and areas for improvement in relation to standards using the school's self-evaluation as the starting point. The outcomes of steps 2 and 3 will not be published on My Local School.

#### **11. Schools catering for pupils aged 3 to 16**

In some instances a school may cater for an age range that spans the age ranges associated with both a primary and a secondary school.

In these cases, the school will be allocated two standards groups – one relating to its provision for pupils aged 3-11 and one relating to its provision for pupils aged 11-16. However, there will be only one judgement made about the school's improvement capacity and only one relating to its support category.

Gadewir y dudalen hon yn wag yn fwriadol





## EDUCATION FOR LIFESCRUTINY COMMITTEE - 14TH MARCH 2017

**SUBJECT: NEWBRIDGE SCHOOL SPECIALIST RESOURCE BASE**

**REPORT BY: CHIEF EDUCATION OFFICER**

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### 1. PURPOSE OF REPORT

- 1.1 Following notification from the Governing Body of Newbridge School that they no longer wished to host the behaviour specialist resource base (SRB) at the school the local authority, in line with statutory guidance included in the School Organisation Code 2013, sought approval from Cabinet to proceed with the consultation to close the SRB (Appendix 1). An amended consultation timeline was agreed by Cabinet in order to accommodate a request by Scrutiny Committee to discuss the proposal. The report is seeking the views of Members as part of the consultation process.

### 2. SUMMARY

- 2.1 The report refers to the statutory process the local authority must follow in relation to the closure of the SRB in Newbridge School. It should be noted that the SRB is known in the schools as the 'Inclusion Centre' and referred to as such in the consultation paper.

### 3. LINKS TO STRATEGY

- 3.1 SEN Policy and Inclusion Strategy.
- 3.2 SEN Code of Practice for Wales (2002).
- 3.3 Draft Additional Learning Needs and Educational Tribunal (Wales) Bill.
- 3.4 The report contributes towards the Well-being Goals within the Future Generations Act (Wales) 2015, specifically:
- A prosperous Wales as this is about developing a skilled and well educated population;
  - A healthier Wales as this is about maximising peoples physical and well-being;
  - A more equal Wales, as this is about enabling people to fulfil their potential no matter what their background or circumstances are.

#### **4. THE REPORT**

- 4.1 Following Cabinet approval to proceed with the consultation to close the SRB at Newbridge School, a consultation paper (Appendix 2) was circulated to a number of consultees on 23rd January 2017. The list of consultees is included in the consultation paper. The consultation paper includes sections on the background to the proposal, the basis for the proposal and the educational case for closing the SRB in Newbridge School. The consultation is due to close at 5pm on 7th March 2017 but will be extended to 15th March 2017 to ensure the views of Scrutiny Committee Members are included. Following the end of the consultation period a consultation report will be written which will include responses from consultees. Cabinet are scheduled to consider the results of the consultation on 12th April 2017. If Cabinet agree to proceed a statutory notice will be published providing a twenty eight day notice period for objections. If objections are received the local authority must publish an objection report, which would be presented to Cabinet for their consideration. Following this Cabinet would be required to make a final decision on the proposal.

#### **5. WELL-BEING OF FUTURE GENERATIONS**

- 5.1 The proposal in the Cabinet report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act and more specifically for the principles noted below:
- Long Term – The report recognises the importance of balancing short-term needs with the needs to safeguard meeting long-term needs
  - Prevention – We are acting to prevent problems occurring by running a consultation with a view to alternative provision
  - Involvement – The consultation recognises the importance of involving people with an interest in achieving the outcome and those people reflect the diversity of the area which the report addresses.

#### **6. EQUALITIES IMPLICATIONS**

- 6.1 Council's full Equalities Impact Assessment process will be applied to the formal Consultation Document and subsequent report to Cabinet.

#### **7. FINANCIAL IMPLICATIONS**

- 7.1 There are no direct financial consequences from the report recommending that consultation can commence, but it is recognised that this will need to be reviewed following consultation. An update will be provided to Scrutiny Committee and Cabinet following this.

#### **8. PERSONNEL IMPLICATIONS**

- 8.1 Rationalisation of base provisions could impact on personnel currently employed in the SRB. Any staff affected will be fully consulted along with trade union representatives and supported through HR processes. The consultation paper (Appendix 2, p10 ) includes a section on the likely impact of the proposal on the staff of the SRB at Newbridge School.

#### **9. CONSULTATIONS**

- 9.1. All responses from consultations were incorporated in the report.

A Consultation paper on the proposal to close the SRB at Newbridge School is currently in circulation. The closing date for this consultation is 7th March 2017. This will be extended to 15th March 2017.

## **10. RECOMMENDATIONS**

- 10.1 That Members note the content of the report and contribute to the formal consultation process.

## **11. REASONS FOR THE RECOMMENDATIONS**

- 11.1 Newbridge School's Governing Body has indicated that it no longer wishes to host the SRB. In order to progress these proposals the Local Authority must follow procedures set out in the School Organisation Code 2013.

## **12. STATUTORY POWER**

- 12.1 The School Organisation Code (section 1.13).

Author: Keri Cole, Chief Education Officer  
E-mail: [colek@caerphilly.gov.uk](mailto:colek@caerphilly.gov.uk)  
Consultees: Mr C Burns, Interim Chief Executive  
Mrs Nicole Scammell, Acting Director of Corporate Services & S151  
Mr Dave Street, Corporate Director – Social Services  
Mrs Christina Harray, Corporate Director – Communities  
Education Directorate Senior Management Team  
Councillor Derek Havard, Cabinet Member, Education & Lifelong Learning  
Councillor Wynne David, Chair of Education Scrutiny Committee  
Councillor James Pritchard, Vice Chair of Education Scrutiny Committee  
Mrs Lynne Donovan, Acting Head of Human Resources and Organisational Development  
Mrs Gail Williams, Interim Head of Legal Services & Monitoring Officer  
Mrs Jane Southcombe, Financial Services Manager  
Mrs Lesley Perry, Head Teacher, Newbridge School.  
Mr Michael Gray, Chair of Governors, Newbridge School  
Ros Roberts, Performance Manager  
Anwen Rees, Senior Policy Officer (Equalities and Welsh Language)

### Appendices:

- Appendix 1 Cabinet Report 18th January 2017  
Appendix 2 Consultation on the proposal to close the SRB at Newbridge School.

Gadewir y dudalen hon yn wag yn fwriadol

## CABINET – 18TH JANUARY, 2017

**SUBJECT: NEWBRIDGE SCHOOL SPECIALIST RESOURCE BASE**

**REPORT BY: CHIEF EDUCATION OFFICER**

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### 1. PURPOSE OF REPORT

- 1.1 A report was presented to the Education for Life Scrutiny Committee on 3rd November 2015 which detailed the progress of the Additional Learning Needs (ALN) Review. Members noted the progress made and that a separate behaviour review would consider arrangements for specialist provision to meet the needs of children with behavioural, emotional and social needs (BESD). Following notification from the Governing Body of Newbridge School that they no longer wished to host the behaviour specialist resource base (SRB) at the school the local authority needs approval from Cabinet to proceed with the consultation to close the SRB.

### 2. SUMMARY

- 2.1 The aim of the ALN review is to identify strengths and areas for development of the current services and to provide options for the delivery of services for children and young people with additional learning needs. The report provides an update on the status of the review of provision for children with BESD and seeks approval to commence consultation on the closure of the SRB at Newbridge School.

### 3. LINKS TO STRATEGY

- 3.1 SEN Policy and Inclusion Strategy
- 3.2 SEN Code of Practice for Wales (2002)
- 3.3 Draft Additional Learning Needs and Educational Tribunal (Wales) Bill
- 3.4 The report contributes towards the Well-being Goals within the Future Generations Act (Wales) 2015, specifically:
- A prosperous Wales as this is about developing a skilled and well educated population;
  - A healthier Wales as this is about maximising peoples physical and well-being;
  - A more equal Wales, as this is about enabling people to fulfil their potential no matter what their background or circumstances are.

### 4. THE REPORT

- 4.1 Learning Education and Inclusion (LEI) Service consists of a wide range of support and intervention services, which includes Educational Psychology, Behaviour Support Service, Education Welfare Service and Additional Learning Needs Service. The purpose of the ALN review was to review the functions of the individual services and identify good practice and areas for development. Head teachers have been fully involved in the review process through a series of stakeholder group meetings.

In order to progress the ALN review four task and finish groups were tasked to lead development on the following areas.

- Specialist Resource Base (SRB) funding models and provision development
- Additional Support
- Behaviour Provision

Membership of the task and finish groups includes officers from LEI, Human Resources, Finance and Head Teacher representatives.

#### **4.2 Specialist Resource Base (SRB) provision for children and young people with BESD**

Whilst the majority of pupils in Caerphilly are educated in their local mainstream school, children and young people who have very significant emotional and / or behavioural needs require more specialist placements (Appendix A). Currently two primary schools offer Nurture and Social Inclusion specialist provision and one primary school has a key stage 2 SRB for children with behavioural difficulties. One secondary school currently has a SRB for up to sixteen key stage 3 pupils. The Pupil Referral Unit (PRU) has provision for up to 24 pupils.

An analysis of provision and future demand has revealed the need for further reorganisation and development of BESD provision to take into account :

- provision required to meet current and future identified need;
- cross-phase continuity for children and young people.

A report to the Scrutiny Committee in September 2014 indicated that addressing these issues could include re-designation and rationalisation of SRBs. In February 2016 the Governing Body of Newbridge School informed the Local Authority that due to increasing number of pupils on roll it no longer wished to host the key stage 3 SRB, which the school refers to as the Inclusion Centre. Closing any specialist provision requires the local authority to follow statutory processes as set out in the School Organisation Code 2013.

#### **4.3 Newbridge School Inclusion Centre / SRB**

Newbridge School is a mixed 11-16 community school serving the town of Newbridge and its surrounding area. There are approximately 1015 pupils on roll.

The specialist resource base at Newbridge School is known in the school as the 'Inclusion Centre'. It provides discrete, specialist provision for up to sixteen key stage 3 pupils with BESD. Young people are recommended for a place in the Inclusion Centre/SRB following discussion at the Specialist Placement and Provision Panel. Pupils attending the Inclusion Centre remain on the roll of their catchment school.

Currently there are 9 (8 full time equivalent) pupils attending the Inclusion Centre class. The class includes three year 9 pupils who would be leaving the Inclusion Centre provision at the end of the academic year in July 2017. An Educational Psychologist and Behaviour Support Officer are currently working with the pupils and school to identify alternative year 10 provision. It has been confirmed that one young person will be returning to his mainstream secondary school. Provision for the other two year 9 pupils is likely to be with an alternative education provider.

For the year 8 and year 7 pupils work is ongoing to identify appropriate educational placements should the Inclusion Centre close. Potential alternative provision could include a return to mainstream school, placement with an alternative education provider or placement in the PRU. The consultation report will contain more information on alternative placements /provisions identified for all the pupils should the proposal receive approval.

#### 4.4 Consultation Timeline

If cabinet give approval for the consultation to progress, formal consultation processes as set out by Welsh Government's School Organisation Code 2013 will need to be followed. The table below illustrates the procedures that need to be followed and possible timescales

Process	Proposed Deadline Dates
Cabinet considers proposals	18 <sup>th</sup> January 2017
If approval to the proposals is granted by Cabinet, the consultation process should commence by providing relevant consultees with a consultation document. Responses to the consultation document should be made within 42 days, with at least 20 of these being school days, If appropriate Learning Education and Inclusion (LEI) Service should consider convening a meeting with the stakeholders during the consultation period.	23 <sup>rd</sup> January 2017 - 7 <sup>th</sup> March 2017
Consultation comments are collated and summarised by LEI Service. The summary together with the LEI Services' responses to the comments should be published in a consultation report within three months of the end of consultation period. The consultation report should then be published and reported back to Cabinet.	29 <sup>th</sup> March 2017
If agreement is granted by Cabinet to proceed with the proposals (this should be within 6 months of the end of the consultation period), the publication of a statutory notice for a 28 day consultation period should follow. This notice must be published on a school day and within 15 school days (not including the day of the publication) in the notice period.	13 <sup>th</sup> April 2017 – 10 <sup>th</sup> May 2017
At the end of the 28 day statutory notice period: <ul style="list-style-type: none"> <li>• If objections are received, an objection report should be drafted outlining the objections and their responses to them and available to the objectors within 28 days of the end of the objection period.</li> <li>• If no objections are received, a Cabinet decision will be needed to ratify the proposal.</li> </ul>	In this event Cabinet will need to approve, or otherwise, the draft objection report at the meeting on 7 <sup>th</sup> June 2017  21 <sup>st</sup> June 2017
If proposals receive approval or the proposer determines to implement them, they <b>should</b> be implemented in accordance with the date given in the statutory notice, or any subsequent modified date	If approval is secured at Cabinet on 21 <sup>st</sup> June 2017 and referral to Welsh Government is not required, the plan will be implemented from 1 <sup>st</sup> September 2017.

## **5. WELL-BEING OF FUTURE GENERATIONS**

- 5.1 The proposal in this report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act and more specifically for the principles noted below:
- Long Term – The report recognises the importance of balancing short-term needs with the needs to safeguard meeting long-term needs
  - Prevention – We are acting to prevent problems occurring by running a consultation with a view to alternative provision
  - Involvement – The consultation recognises the importance of involving people with an interest in achieving the outcome and those people reflect the diversity of the area which the report addresses.

## **6. EQUALITIES IMPLICATIONS**

- 6.1 Council's full Equalities Impact Assessment process will be applied to the formal Consultation Document and subsequent report to Cabinet.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 There are no direct financial consequences from this report but it is recognised that this will need to be reviewed following consultation. An update will be provided to Scrutiny Committee and Cabinet following that.

## **8. PERSONNEL IMPLICATIONS**

- 8.1 Rationalisation of base provisions could impact on personnel currently employed in the SRB. Any staff affected will be fully consulted along with trade union representatives and supported through HR processes.

## **9. CONSULTATIONS**

- 9.1 Heads of Services and a Head teacher focus group have been kept fully informed of the progress of the ALN review. The report has been circulated to the consultees listed below and reflects their views. Further consultation will take place following Cabinet's approval to move to the next stage.

## **10. RECOMMENDATIONS**

- 10.1 It is recommended that Members note the contents of this report and give approval for the consultation process to proceed.

## **11. REASONS FOR THE RECOMMENDATIONS**

- 11.1 Newbridge School's Governing Body has indicated that it no longer wishes to host the SRB. In order to progress these proposals the Local Authority must follow procedures set out in the School Organisation Code 2013.



## 12. STATUTORY POWER

### 12.1 The School Organisation Code (section1.13)

Author: Keri Cole, Chief Education Officer  
E-mail: [colek@caerphilly.gov.uk](mailto:colek@caerphilly.gov.uk)

#### Consultees:

- Mr C Burns, Interim Chief Executive
- Mrs Nicole Scammell, Acting Director of Corporate Services & S151
- Mr Dave Street, Corporate Director – Social Services
- Mrs Christina Harray, Corporate Director - Communities
- Cllr D Havard, Cabinet Member, Education
- Mr Bleddyn Hopkins, Assistant Director. 21<sup>st</sup> Century Schools
- Mrs Lynne Donovan, Acting Head of Human Resources and Organisational Development
- Mrs Gail Williams, Interim Head of Legal Services & Monitoring Officer
- Mrs Jane Southcombe, Financial Services Manager
- Mrs Lesley Perry, Head Teacher, Newbridge School.
- Mr Michael Gray, Chair of Governors, Newbridge School
- Mrs Kathryn Peters, Corporate Policy Manager
- Mrs. Anwen Rees, Senior Policy Officer (Equalities & Welsh Language)

#### Appendices:

Appendix A Specialist Resource Base (SRB) Provision List

#### Background Papers

- Report to Scrutiny, September 2014
- CCBC SEN Policy
- CCBC Inclusion Strategy
- SEN Code of Practice for Wales

Appendix A

<b>Name of setting - PRIMARY</b>	<b>Type of Provision</b>	<b>Number</b>
Cefn Fforest Primary (KS2)	Complex Learning Difficulties	8
Cefn Fforest Primary (Foundation Phase)	Complex Learning Difficulties	8
Coed y Brain Primary (KS1 &2)	Speech and Language	16
Cwm Ifor Primary (satellite provision)	Complex Learning Difficulties	8 (Trinity Fields)
Cwmcarn Primary( KS2)	Complex Learning Difficulties	8
Deri Primary (KS1)	Complex Learning Difficulties	8
Behaviour Management Group at Glan Y Nant (KS2)	Behavioural, Emotional & Social Difficulties	8
Greenhill Primary (KS1&2)	ASD / Social and Communication	16
Pantside Primary (KS1&2)	ASD / Social and Communication	16
Pontllanfraith Primary (KS1&2)	Autistic Spectrum Disorder	16
St James Primary (KS1 &2)	Complex Learning Difficulties	16
Tir y Berth Primary (KS1&2)	Speech and Language	16
Ty Isaf Infants (KS1)	Complex Learning Difficulties	8
Tyn y Wern (Yr 3/4)	Social Inclusion	8
Tyn y Wern (Rec/ Yr1)	Nurture Class	8
Ty Sign Primary (KS2)	Behavioural, Emotional & Social Difficulties	8
Ynysddu Primary School (Rec/ Yr1)	Nurture Class	8
Ynysddu Primary School (Yr 3/4)	Social Inclusion	8
Ysgol Ganolfan Cwm Derwen (KS1&2)	Complex Learning Difficulties	8
<b>Name of Setting- SECONDARY</b>	<b>Type of Provision</b>	
Newbridge School (KS3)	Behavioural, Emotional & Social Difficulties	16
Islwyn High (KS3 &4)	Complex Learning Difficulties	50
Risca Comprehensive (KS3 & 4)	Autistic Spectrum Disorder	14
St Cenydd Community Comprehensive (KS3 & 4)	Speech & Language, Sensory and Physical Difficulties	50
Ysgol Gyfun Cwm Rhymney	Resourced to meet the needs of children and young people with complex needs	

**Special School Provision /PRU**

<b>Name of School</b>	<b>Type of Provision</b>	<b>Number of places</b>
Trinity Fields School & Resource Centre	PMLD/SLD/ASD	130
The Learning Centre	BESD Y5-8	16

## Request to Amend Consultation Timeline

Scrutiny Committee on 11<sup>th</sup> January 2017 requested to discuss the proposal to close the specialist resource base at Newbridge School at a future Scrutiny meeting. The most appropriate time for Scrutiny to debate this item would be between end of consultation process and before Cabinet decide to publish the statutory notice.

Cabinet's agreement is sought to revise the dates for the Cabinet reports and statutory notice dates in the report (points 3, 4 and 5 below)

Process	Proposed Deadline Dates
1. Cabinet considers proposals	18 <sup>th</sup> January 2017
2. If approval to the proposals is granted by Cabinet, the consultation process should commence by providing relevant consultees with a consultation document. Responses to the consultation document should be made within 42 days, with at least 20 of these being school days, If appropriate Learning Education and Inclusion (LEI) Service should consider convening a meeting with the stakeholders during the consultation period.	23 <sup>rd</sup> January 2017 - 7 <sup>th</sup> March 2017
3. Consultation comments are collated and summarised by LEI Service. The summary together with the LEI Services' responses to the comments should be published in a consultation report within three months of the end of consultation period. The consultation report should then be published and reported back to Cabinet.	12 <sup>th</sup> April 2017
4. If agreement is granted by Cabinet to proceed with the proposals (this should be within 6 months of the end of the consultation period), the publication of a statutory notice for a 28 day consultation period should follow. This notice must be published on a school day and within 15 school days (not including the day of the publication) in the notice period.	24 <sup>th</sup> April 2017 – 22 <sup>nd</sup> May 2017
5. At the end of the 28 day statutory notice period: • If objections are received, an objection report should be drafted outlining the objections and their responses to them and available to the objectors within 28 days of the end of the objection period.  • If no objections are received, a Cabinet decision will be needed to ratify the proposal.	In this event Cabinet will need to approve, or otherwise, the draft objection report at the meeting on 21 <sup>st</sup> June 2017  5 <sup>th</sup> July 2017
If proposals receive approval or the proposer determines to implement them, they <b>should</b> be implemented in accordance with the date given in the statutory notice, or any subsequent modified date	If approval is secured at Cabinet on 5 <sup>th</sup> July 2017 and referral to Welsh Government is not required, the plan will be implemented from 1 <sup>st</sup> September 2017.

Gadewir y dudalen hon yn wag yn fwriadol

# **Consultation on the proposal to close the specialist resource base for pupils with behavioural, emotional and social difficulties at Newbridge School**

**A greener place Man gwyrddach**

Correspondence may be in any language or format | Gallwch ohebu mewn unrhyw iaith neu fformat

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## **Introduction**

The Local Authority (LA) wishes to seek the views of a wide range of stakeholders on a proposal to close the key stage 3 (KS3) Specialist Resource Base (SRB), (known in Newbridge School as the 'Inclusion Centre') for children with behavioural, emotional and social difficulties (BESD)

Newbridge School is funded by the LA to accommodate two KS3 classes for pupils with BESD with a capacity of sixteen; there are currently nine pupils on roll although taking into account pupils who do not attend the Inclusion Centre on a fulltime basis the number of children attending the Inclusion Centre at any one time is eight.

It is proposed that these changes will come into effect from 31<sup>st</sup> August 2017.

**For clarity throughout this document the SRB will be referred to as the 'Inclusion Centre'.**

## **Who will we consult with?**

Before a decision can be made the council is required to undertake a statutory consultation with all interested parties. The consultation process represents an opportunity for people to learn about the proposal, ask questions and make comments that will be recorded and considered when the council decides on a way forward. Caerphilly County Borough Council will be seeking the views of a wide range of stakeholders, organisations and other interested parties. A list of all those being consulted can be found in Appendix 1.

## **The consultation process**

The consultation will start on 23<sup>rd</sup> January 2017 and be completed at 5pm on 7<sup>th</sup> March 2017. Feedback from the consultation will be collated and summarised and a report presented to the LA's Cabinet on 12<sup>th</sup> April 2017.

The LA's Cabinet will consider the report and decide, based on the feedback, whether to proceed with the proposal, make changes to the proposal or not to proceed with the proposal. If the Cabinet decides not to proceed the proposal will not be progressed.

If the Cabinet decides to proceed with the proposal a Statutory Notice will be published providing a 28 day notice period for objections. The statutory notices will be published on the 24<sup>th</sup> April 2017 for a 28 day statutory notice period until 22<sup>nd</sup> May 2017.

The Schools Standards and Organisation (Wales) Act 2013 requires that anyone wishing to make objections to a school organisation proposal has the opportunity to

do so. To be considered as statutory objections, objections must be made in writing or by email and sent to the council within 28 days of the date of the proposal.

If there are objections the LA's Chief Education Officer will publish an objection report providing a summary of the objections and her response to them before the end of seven days beginning with the day of the LA's decision as to whether to proceed with the proposal.

The LA's Cabinet will consider the objection report at the next available cabinet to determine the outcome of the statutory notice.

If the LA's Cabinet approve the proposal, the proposal will be implemented in accordance with the date given in the statutory notice or any subsequently modified date. In the case of this proposal the implementation date is 31st August 2017.

### **What do you now have to consider?**

The remainder of the consultation document sets out the rationale for the closure of the Inclusion Centre at Newbridge School. It is proposed that the closure will take place on 31<sup>st</sup> August 2017.

### **How can you make your views known?**

A consultation questionnaire is attached and is also available on the Local Authority's internet site <http://www.caerphilly.gov.uk/My-Council/Consultations/School-consultations>

The questionnaire also enables consultees to register their wish to be notified of the publication of the consultation report to the LA's Cabinet. You are welcome to put your views in writing to:

**The Chief Education Officer, Penallta House, Tredomen Park, Ystrad Mynach, CF82 7PG**

**Email: [schoolconsultation@caerphilly.gov.uk](mailto:schoolconsultation@caerphilly.gov.uk)**

All correspondence should be received no later than 5pm on 7<sup>th</sup> March 2017.

Please note that responses to the consultation will not be counted as objections to the proposal. Objections can only be lodged following publication of the statutory notice.



As Newbridge School is an English medium school all the consultation documents have been produced in English. If a Welsh language copy of the consultation document is required, please contact the address above.

## **Background to the proposal**

The number of children on roll at Newbridge School has increased in recent years. The governing body and Headteacher report that the numbers on roll at the school has increased by 160 pupils since 2012, this is the equivalent of an additional five classes and the school is oversubscribed. In view of the increasing number of pupils and subsequent pressure on available teaching space around the school, the Headteacher and governing body of Newbridge School have made the request to the LA that the Inclusion Centre is closed. Additionally as part of the LA's ALN review, specialist resource base provision for children is being evaluated with a view to developing more cohesive and streamlined opportunities for children and young people with complex additional learning needs. The fact that the Inclusion Centre provision at Newbridge School is limited to KS3 pupils is not considered entirely satisfactory by the LA as this means vulnerable pupils have to move to other provisions at the end of year 9.

## **Details of affected schools**

The only school directly affected by this proposal is Newbridge School. However as pupils who attend Newbridge Inclusion Centre remain on the roll of their catchment school, headteachers from all secondary schools in Caerphilly will be included in the consultation process.

Of the nine pupils attending the Inclusion Centre,

- three pupils are on the roll of Lewis School Pengam (one pupil attends alternative provision for two days a week);
- two pupils are on the roll of Blackwood Comprehensive School (one of these pupils already attends Blackwood School for four days a week);
- one pupil is on the roll of St Cenydd Community Comprehensive School;
- one pupil is on the roll of Rhymney Comprehensive School;
- one pupil is on the roll of Newbridge School;
- one pupil is on the roll of Risca Community Comprehensive School.

## **Information on Newbridge School**

Newbridge School is a mixed 11-16 community school serving the town of Newbridge and its surrounding area in the County Borough of Caerphilly. There are currently 1015 pupils on roll. Information from the previous five school censuses and the five year forecast of pupil rolls at Newbridge School is included in **Appendix 2**.

The intake number for Newbridge School is currently 203 although due to oversubscription several groups are now 215 learners each. Newbridge School has up to 260 pupils wishing to join them in September 2017, more than 50 over their intake numbers. Whilst the table in Appendix 2 projects a slight decline to the school population in future years, based on projected catchment school numbers, in reality Newbridge School will continue to take up to their maximum of 203 pupils and are likely to continue to do so through the projected years shown in Appendix 2. Therefore in real terms Newbridge School is highly unlikely to go down in number as is suggested by the inclusion only of the local catchment school projections.

The Inclusion Centre is designated to support a total of 16 Key Stage 3 aged pupils with BESD. These pupils remain on the roll of their catchment school.

The condition category of the school as identified by the 21<sup>st</sup> Century Schools Survey is B

Newbridge School was last inspected in March 2015. The school's performance was judged as good, the prospects for improvement were judged as adequate.

Currently nine pupils attend the SRB/ Inclusion Centre. Pupils attending the Inclusion Centre are registered at their catchment school. At the end of KS3 pupils attending the Inclusion Centre move on to appropriate KS4 provision. Depending on the needs of the pupil and progress made, provision at KS4 could include the pupils returning to their mainstream catchment school or placement with an alternative education provider.

## **Quality and Standards in Education**

Pupils attending the Inclusion Centre remain registered on the roll of their catchment school. Only one pupil currently attending the Inclusion Centre is also on the roll of Newbridge School.

## **Outcomes**

Based upon the National Categorisation for standards Newbridge School is judged to be: 1 with an overall support category of yellow (2015-16)

- The CSI at KS3 has improved over time, significantly so since 2012-2013, placing the school consistently in the first quartile against FSM benchmarking group, and above Family, LA and national comparisons.
- Strong performance over time, in English and in mathematics at L5+ and L6+, places the school first within its family of schools and in the top 25% of similar schools based on free-school meal eligibility. Performance is also well above the national average.

- Performance against the L2+ indicator for pupils eligible to free school meals has been strong, over time, and well above the national floor targets.
- The school has had an upwards trajectory of improvement in recent years against nearly all indicators culminating in the above Step 1 judgement

## **Provision**

The most recent Estyn Inspection Report indicates that Newbridge School offers a broad and balanced curriculum that successfully meets the needs of the pupils and the community. The two year key stage 3 builds appropriately on pupils' experiences at key stage 2. The recently introduced key stage 4, which starts at the beginning of Year 9, provides a comprehensive selection of general and vocational courses suitable for progression into further education or training. In addition to the taught curriculum, pupils have access to a wide range of extra-curricular activities, including well-attended sporting, drama and music clubs. The Inclusion Centre provides a safe environment, which supports the needs of the most vulnerable pupils very well and enables them to make significant progress, for example in their attendance, social development and basic skills.

## **Leadership and management**

The most recent Estyn Inspection Report indicates that the Headteacher and senior leaders have communicated their vision for school improvement consistently and effectively during a challenging period. They provide purposeful leadership and have a sound understanding of the school's strengths and areas for improvement. The school's aims are clear and understood by all. They focus well on meeting the needs of pupils, align well to school and national priorities, and have had an impact on raising standards. The Deputy Headteacher currently has oversight of the Inclusion Centre.

## **What is the basis for this proposal?**

At the request of the school's governing body it is proposed that the Inclusion Centre at Newbridge School is closed from 31<sup>st</sup> August 2017. The governing body and Headteacher report that the numbers on roll at the school has increased by 160 pupils since 2012, this is the equivalent of an additional five classes and the school is oversubscribed.

The Inclusion Centre occupies a suite of four rooms on the ground floor of Newbridge School. This includes three classrooms, an office and a break out area. This area was originally part of the main school space and not a separate centre. Increase on the numbers on roll over recent years has put significant pressure on the accommodation available in the school for mainstream teaching and administration.

Closure of the Inclusion Centre will allow the Headteacher and governing body to improve teaching and administrative space, which will be more conducive to the learning and wellbeing of pupils and the wellbeing and capacity of staff for quality teaching and delivery. In addition it is considered that the Inclusion Centre space is not adequate for increasingly complex and vulnerable learners who present with significant behavioural difficulties.

Numbers attending the Inclusion Centre fluctuate throughout an academic year. For the academic years 2013 -14 and 2014-15 the Inclusion Centre was running at full capacity (16). In view of the notice given by Newbridge School's governing body that they no longer wished to host the provision the Local Authority has not used the provision to its full capacity since September 2016 in order to avoid unnecessary disruption to pupils. The setting currently has nine children on roll.

### **What is the educational case for closing the Inclusion Centre in Newbridge School**

The governing body has made the request to the LA to close the Inclusion Centre. The space the Inclusion Centre currently occupies is part of the main school space, not a discrete or purpose-built annexe. The Inclusion Centre was created at a time when the overall Newbridge School roll was smaller and it occupied space that the main school did not need at that time. Now that the situation is reversed the governing body is of the view that it cannot lose main school space to house a separate provision.

As the school has grown, its need for additional toilet facilities has increased. The Inclusion Centre houses toilets that were part of the toilet facilities originally of the main school. These are not currently accessible to our pupils in the main school as they only service the Inclusion Centre which is run separately to the main school. The closing of the Inclusion Centre will mean these toilets become available to our main school learners, increasing our overall toilet capacity in the school.

The increase in numbers on roll at Newbridge School has led to a simultaneous growth in literacy, numeracy and ICT provision and staffing, in line with the LNF (literacy and numeracy framework 2013) and latterly the DCF (digital competence framework, 2016). The school has converted classrooms to ICT teaching bases to meet the needs of the DCF, whilst literacy and numeracy intervention provision currently takes place in converted storage rooms, not conducive to effective learning for these pupils and not spaces large enough for this purpose. Because of the pressure on space there are a number of staff who do not have designated teaching classrooms and there is an overall lack of administrative space. The SENCo currently does not have administrative or teaching facilities commensurate with her

role. Newbridge School has a large team of teaching assistants who have no separate staff space available to them.

If the closure of the Inclusion Centre is agreed, the Inclusion Centre space will be used to accommodate a designated office for the SENCO and provide discrete teaching and management spaces for the school's SEN and ALN provision as well as its additional literacy and numeracy provision within the school. These designated learning spaces will lend themselves as a more conducive learning environment for this work and the many pupils who access it. The breakout space in the current Inclusion Centre will become a break and lunch space for the school's large team of teaching assistants.

The closure of the Inclusion Centre will therefore have a significant, positive impact on the current school arrangements for SEN.

Whilst the lack of space for mainstream provision is an issue the accommodation in the Inclusion Centre for potentially sixteen young people is also a concern. Young people on the roll of the Inclusion Centre have significant behavioural difficulties and frequently find it difficult to mix with other pupils in the school. Whilst staff are very proactive in arranging external activities for Inclusion Centre pupils, Inclusion Centre learners usually remain housed in the centre for the majority of their learning time and during their free time. In making their decision to ask for the Inclusion Centre to be closed the governing body also took into consideration that the Inclusion Centre space was no longer fit for purpose and provided some of the LA's most vulnerable pupils a cramped and confined space.

LA specialist provision for children and young people with complex special educational needs including BESD is described in **Appendix 3**. Inclusion Centre provision at Newbridge School is limited to KS3 pupils. This has been identified through an ALN review as a cause for concern as vulnerable pupils have to move to other provisions at the end of year 9. This causes disruption to their education and, more importantly for pupils in this vulnerable group, means they are not able to continue working with teachers and support staff with whom they have developed a trusting, working relationship. Whilst every effort is made to involve pupils in their transition, for some pupils disruption at this stage of their education can have a negative impact on their ability to settle in other settings as they can struggle to adjust to a new environment and teaching and support staff.

As part of the LA's ALN review, provision for children with BESD is being evaluated with a view to developing more cohesive and streamlined opportunities for children and young people with BESD from the Foundation Phase to Key Stage 4. Proposals include extending provision at the Learning Centre (Pupil Referral Unit) to include KS4 pupils and identifying through a robust procurement process alternative education providers for young people with complex BESD. In addition the LA is working collaboratively with secondary school headteachers to develop regional

Learning Pathway Centres (LPCs), which will provide small, nurturing environments for young people with BESD whilst maintaining strong links with mainstream provision.

### **What will be the likely impact of the proposal on school pupils?**

There are nine pupils on roll at the Inclusion Centre at the current time. One pupil has a split placement between their mainstream school and the Inclusion Centre.

An Educational Psychologist and Behaviour Support Officer have been working with the Inclusion Centre staff and pupils to identify alternative provision for pupils currently on roll at the centre. The views of the pupils on their future educational placements were gathered at individual meetings with the pupils in November 2016. Pupil views have been taken into account with regard to the recommendations that have been made regarding a future placement. At meetings held in the autumn and spring terms agreement on the proposed placements for each pupil was discussed and agreed by their respective parents / carers. Travel arrangements for pupils were discussed as part of the consultation meetings. Transportation will be provided in line with the Council's Learner Travel policy.

Alternative EOTAS provision has been identified for seven out of the nine pupils attending the Inclusion Centre. These provisions will accommodate the pupils up to the age of sixteen. One year 9 pupil will transfer to his catchment mainstream school. The recommendation for one year 7 pupil is for a one day a week link with a mainstream secondary school with the aim that that by the end of the academic year he will be in a position to transfer to that mainstream school on a full time basis.

### **What is the likely impact of the proposal on the staff of the Inclusion Centre at Newbridge School?**

In Caerphilly Local Authority schools hosting specialist resource bases are allocated a sum of money to run and manage the provision. Staff for the SRBs are appointed and employed by the school and paid for via this funding allocation. If a SRB provision is closed this results in the allocated SRB funding being withdrawn. Staff employed by the school within the SRB would then move onto the main school staffing structure. Should the proposal to close the Inclusion Centre progress this would be the case for the permanent members of staff currently working there. This includes one full time teacher and three teaching assistants.

If the school's budgetary position requires the governing body to consider staff losses in due course, staff of the Inclusion Centre would be considered alongside all other staff at Newbridge School in line with its adopted workforce flexibility

procedure. The support opportunities that are included in the workforce flexibility procedure would be exhausted before progression of a redundancy consultation at the school in any capacity. Staff in the Inclusion Centre would be afforded the opportunity to transition into the mainstream school and receive training opportunities as appropriate.

### **What are the financial implications of the proposal?**

Where the LA maintains a SRB additional funding is allocated to the school. In the case of Newbridge School £257,048.41 is allocated for the Inclusion Centre provision. The current cost per pupil attending the Inclusion Centre is approximately £16,000 per annum. This is based on full capacity of 16 pupils. Alternative provision identified for the current cohort of pupils would range from approximately £13,000 - £18,000 per annum, depending on the individual needs of the pupils. Therefore there are no savings associated with this proposal.

Closure of the Inclusion Centre will mean that the funding will be retained and redirected to enhance alternative BESD provisions within the local authority or where necessary utilised to fund placements with external providers. The proposal does not involve any transfer or disposal of land and capital funding is not required to implement the proposal.

The proposed closure of the class will not impact on overall capacity of Newbridge School to deliver an appropriate curriculum.

### **What will be the likely impact of the proposal on the local community?**

This proposal will not have any significant impact on the local community.

### **Community impact assessment**

The following points have been considered as part of the community impact assessment:

- As this proposal is related to the closure of the Inclusion Centre it will not have an impact on any activities provided by the mainstream school.
- The Inclusion Centre does not have any specific community activities linked to it.
- The Inclusion Centre admits pupils from across the Caerphilly County Borough area, pupils attending the Inclusion Centre are provided with transport from their home to Newbridge School. Transport arrangements will

continue to be in place for pupils if they transfer to another educational setting. It is not anticipated that pupils will have to travel longer distances to school. However further analysis of this will take place when the pupils' next placements are confirmed.

- There would not be any wider community safety issues or any implications on public transport.
- The Inclusion Centre admits pupils from across the Caerphilly County Borough area; they will be encouraged to participate in all extra-curricular activities within their next placement.

The community impact assessment will be updated after the consultation has been completed to ensure that it includes pertinent issues that have arisen and need to be taken into account. The community impact assessment and equality impact assessment will be presented to the Council's Cabinet in the report that sets out the consultation feedback received in respect of this proposal. A copy of the community and equalities impact assessment is available on request

### **What are the disadvantages and risks associated with this proposal?**

Closure of the Inclusion Centre will mean that the local authority has 16 less places for young people requiring specialist BESD provision in the Local Authority. The disadvantages of this could be that

- Parents of children with significant BESD would not have the choice of a specialist setting;
- Parental demand for a specialist secondary BESD setting could lead to the LA having to find an out of county provision at additional cost.
- If children have to attend out of county provision they will be separated from their local community

The LA is mitigating the risk of closing the Inclusion Centre by enhancing additional BESD provision, such as extending the Learning Centre (PRU) to accommodate pupils in KS4 and developing Learning Pathway Centres (LPCs). Two Learning Pathway Centres (LPCs) are already operational in Heolddu Comprehensive School and Lewis School Pengam, adding capacity to provision for young people with BESD. Plans for one further LPC are well advanced and it should be operational by the end of the academic year.



## **Description of any alternatives considered and the reasons why they have been discounted**

No alternatives to this proposal have been considered.

## **What is the statutory process to close the Inclusion Centre at Newbridge School?**

The Code on School Organisation (“The Code”) is made under Sections 38 and 39 of the School Standards and Organisation (Wales) Act 2013. The Code came into force on 1 October 2013 and applies in respect of all school proposals published by way of a statutory notice after that date. Proposals to discontinue SEN provision have to follow the following process:

1. The Local Authority’s Cabinet considers the Code and authorises a consultation on the changes to the schools;
2. At the start of the consultation period the Local Authority **must** provide consultees with a consultation document and give them at least 42 days in which to respond, with at least 20 of these days being school days.
3. Consultation comments are collated and summarised by the Local Authority. This summary together with the Local Authority’s officers own responses is published in a consultation report within 13 weeks of the end of the consultation period and presented to the Local Authority’s Cabinet for consideration;
4. The Local Authority’s Cabinet decide whether to proceed with the changes within 26 weeks of the end of the consultation period. If the decision is to proceed, Step 5 is taken. If a new option emerges during the consultation which the Local Authority’s Cabinet wish to consider, then Steps 1-3 are repeated;
5. Statutory notice is published providing a 28 day notice period for objections. The notice **must** be published on a school day and with 15 school days (not including the day of publication) in the notice period;
6. If objections are received, the Local Authority **must** publish an objection report providing a summary of the objections and their responses to them before the end of 7 days beginning with the day of the Local Authority’s decision as to whether to proceed with the proposal;
7. The Local Authority’s Cabinet must decide on whether to implement the proposal within 16 weeks of the end of the objection period;
8. If the proposals receive approval they should be implemented in accordance with the date given in the statutory notice, or any subsequent modified date.

## Timescales

<b>Key stages</b>	<b>Date</b>
Formal Consultation Process	23 <sup>rd</sup> January 2017 – 7 <sup>th</sup> March 2017
Cabinet Considers the results of the consultation	12 <sup>th</sup> April 2017
Publication of Statutory Notice	24 <sup>th</sup> April 2016 – 22 <sup>nd</sup> May 2016
Final decision of Cabinet	5 <sup>th</sup> July 2017

## Questionnaire

In order to help the Local Authority reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

***The Chief Education Officer, Learning, Education and Inclusion  
Services Penallta House, Ystrad Mynach, Caerphilly CF82 7PG***

***or by e-mail to: [schoolconsultation@caerphilly.gov.uk](mailto:schoolconsultation@caerphilly.gov.uk) by no later than 5 pm  
on the 7<sup>th</sup> March 2017***

### The Proposal

The proposal is to close the Key Stage 3 Specialist Resource Base at Newbridge School

1. Do you agree with the proposal? (Please tick one of the options below)

Yes

No

Not sure

Please let us know the reasons for your choice

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

4. Name (optional)

5 Would you like to be notified of the publication of the consultation report to the Local Authority's' Cabinet?

Yes

No

If you have answered 'yes' please provide either your email or home address

***Thank you for taking the time to complete this questionnaire***

## **Appendix 1**

### **List of Consultees**

- The Cabinet Member for Education, Caerphilly Borough Council
- All current serving Caerphilly County Borough Council Councillors
- Chief Education Officer, Newport City Council
- Director of Education Monmouthshire County Borough Council
- Chief Education Officer, Torfaen County Borough Council
- Chief Education Officer, Blaenau Gwent County Borough Council
- Church in Wales, Llandaff
- Roman Catholic Diocesan Authority, Cardiff
- The Governing Body of Newbridge School
- Parents and Carers of all pupils attending Newbridge School
- Staff at Newbridge School
- Headteachers of Secondary Schools in Caerphilly.
- Governing Bodies of all Secondary Schools in Caerphilly
- Education Achievement Service
- The Welsh Minister for Education and Skills
- The constituent Assembly Member for Caerphilly
- The regional Assembly Members
- The Member of Parliament for Caerphilly
- Estyn
- Teaching and Trades Unions
- The South East Wales Education Achievement Service
- Caerphilly Transport Department
- The Gwent Police and Crime Commissioner
- Aneurin Bevan University Health Board
- SNAP Cymru

## Appendix 2

### Five year forecast of pupil rolls Newbridge School

#### Newbridge Pupil Forecast

Name of setting	Type of Provision	Number	Year 9	Year 10	Year 11	Total
2016	203	210	209	203	175	1000
2017	187	203	210	209	203	1012
2018	202	187	203	210	209	1011
2019	203	202	187	203	210	1005
2020	203	203	202	187	203	998
2021	199	203	203	202	187	994

### Previous five school censuses.

#### Previous Pupil Census

	Year 7	Year 8	Year 9	Year 10	Year 11	Total	
2016	203	210	209	203	175	1000	(Actual as at 9/11/16)
2015	198	197	181	203	203	982	(As Jan Pupil Count)
2014	194	178	199	202	180	953	(As Jan Pupil Count)
2013	175	193	204	182	171	925	(As Jan Pupil Count)
2012	180	177	180	174	140	851	(As Jan Pupil Count)
2011	177	177	169	140	178	841	(As Jan Pupil Count)

## Appendix 3

### Specialist Resource Base Provision in Caerphilly.

Name of setting	Type of Provision	Number
Cefn Fforest Primary (KS2)	Complex Learning Difficulties	8
Cefn Fforest Primary (FP)	Complex Learning Difficulties	8
Coed y Brain Primary (KS1 &2)	Speech and Language	16
Cwm Ifor Primary (satellite provision)	Complex Learning Difficulties	8 (Trinity Fields)
Cwmcarn Primary( KS2)	Complex Learning Difficulties	8
Deri Primary (KS1)	Complex Learning Difficulties	8
Behaviour Management Group at Glan Y Nant (KS2)	Behavioural, Emotional & Social Difficulties	8
Greenhill Primary (KS1&2)	ASD / Social and Communication	16
Pantside Primary (KS1&2)	ASD / Social and Communication	16
Pontllanfraith Primary (KS1&2)	ASD / Social and Communication	16
St James Primary (KS1 &2)	Complex Learning Difficulties	16
Tir y Berth Primary (KS1&2)	Speech and Language	16
Ty Isaf Infants (KS1)	Complex Learning Difficulties	8
Tyn y Wern (Yr 3/4)	Social Inclusion	8
Tyn y Wern (Rec/ Yr1)	Nurture Class	8
Ty Sign Primary (KS2)	Behavioural, Emotional & Social Difficulties	8
Ynysddu Primary School (Rec/ Yr1)	Nurture Class	8
Ynysddu Primary School (Yr 3/4)	Social Inclusion	8
Ysgol Ganolfan Cwm Derwen (KS1&2)	Complex Learning Difficulties	8
Newbridge School (KS3)	Behavioural, Emotional & Social Difficulties	16
Pontllanfraith Comprehensive (KS3 &4)	Complex Learning Difficulties	50
Risca Comprehensive (KS3 & 4)	Autistic Spectrum Disorder	14

Name of setting	Type of Provision	Number
St Cenydd Comprehensive (KS3 & 4)	Speech & Language, Sensory and Physical Difficulties	50
Ysgol Gyfun Cwm Rhydney	Resourced to meet the needs of children and young people with complex needs	

### Special School Provision /PRU

Name of setting	Type of Provision	Number
Trinity Fields School & Resource Centre	PMLD/SLD/ASD	140
The Learning Centre	BESD Y5-8	16





## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 14TH MARCH 2017

**SUBJECT: FAMILIES FIRST PROGRAMME RE-COMMISSIONING**

**REPORT BY: KERI COLE, CHIEF EDUCATION OFFICER**

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### 1. PURPOSE OF REPORT

1.1 This report gives information on the proposed structure of Families First in Caerphilly from 1st April 2017, with a view to inform scrutiny members of the re-structure in the Families First Programme and impact.

### 2. SUMMARY

- 2.1 Families First is a Welsh Government funded programme, run in all Local Authorities across Wales. It is an early intervention/prevention Programme which supports families with a variety of needs. Each Local Authority shapes the Programme based on local need.
- 2.2 Many contracts from the Caerphilly Families First commissioned projects are expiring on 31st March 2017. Therefore, Families First needed to go through a re-commissioning process, considering the needs of families in Caerphilly and structuring the Programme accordingly.
- 2.3 Families First held an online consultation and Needs Analysis workshop to consult with citizens and practitioners.
- 2.4 On 2nd August, Welsh Government issued new guidance from the Cabinet Secretary regarding the future of Families First (Appendix 1). The focus of the strategic projects commissioned through the programme will be narrowed to concentrate on the delivery of parenting support and support for young people.
- 2.5 As Caerphilly Families First had already begun the re-commissioning process, it was agreed at the Families First Board that the process would continue, taking into account the new Welsh Government guidance.
- 2.6 The Families First Board agreed nine key areas and commissioning panels were set up with relevant, internal staff (to meet financial regulations requirements in regard to partner involvement) to agree specifications for external and internal contracts.
- 2.7 The main Families First tender, joint with Flying Start, consisted of six lots. Five of these lots were for new projects within the Families First Programme from 1st April 2017. The contracts are for an initial two years, with an option to extend for a further two years. These will be awarded in mid-December 2016.
- 2.8 Two additional tenders will be advertised before the new financial year, around the themes of Mental Health/Wellbeing and Financial Literacy.

- 2.9 Service Level Agreements will also be made with internal departments to deliver new projects. Three existing projects – Parent Forum, Children and Young People’s advocacy and Domestic Abuse Floating Support will be extended due to different commissioning timeframes.

### 3. LINKS TO STRATEGY

- 3.1 Caerphilly Families First will contribute to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:

- *A prosperous Wales* - The Families Learning Together project enables families to improve their literacy and numeracy skills which in many cases will assist them in their pathway to employment. The Parent Forum project also enables parents to learn new skills and gain volunteering experience.
- *A healthier Wales* – The Programme supports mental wellbeing throughout by providing support that improves family relationships and builds emotional resilience.
- *A more equal Wales* - Families First aims reduce the impact of poverty on families by giving them access to support, regardless of background or circumstance.
- *A Wales of cohesive communities* – Many Families First projects are community based and therefore create cohesiveness. Group support will bring together a number of families with similar needs and projects such as Parent Forum specifically bring together parents in community groups.
- *A Wales of vibrant culture and thriving Welsh language* – All Families First projects must meet the requirements of the Welsh language measure.
- *A globally responsible Wales* – as an early intervention and prevention Programme, Families First supports the improvement of social well-being.

### 4. THE REPORT

- 4.1 Currently, Caerphilly Families First has thirteen projects:

- **Advocacy** – formal, independent advocacy for children and young people.
- **Confident with Cash** – one to one home support for debt management and financial literacy.
- **Extended Family Provision** – co-ordination of referrals, transport and crèche for Parenting, Family Information Service outreach and Assisted and Supported Places.
- **Family Engagement** – engages and assists families who may wish to seek support, or who would like to get involved in any community, play, learning or leisure activities.
- **Floating Support** - immediate safety work, support and guidance enabling families affected by Domestic Abuse to remain within their home.
- **Health Outreach** - Provides a Post and Pre-natal awareness and support package to families outside of Flying Start areas.
- **Inclusion and Support** - Supporting Young Carers, Children and Young People with emerging Mental Health needs and Children and Young people affected by Domestic Abuse.
- **Integrated Family Learning** - supports parents, children and young people improve literacy, numeracy and life skills through Language and Play, Family Learning, Outdoor Adventure and Early Language Development groups.
- **Parent Forum** - Gives parents the opportunity to be heard, learn new skills, gain volunteering experience and meet other parents within their community.
- **Parenting Programmes and Individual support** - Aims to assist the development of parenting skills, increase parental capacity and improve family relationships.
- **Pathway to Inclusion** – one to one support for children with disabilities and emerging needs, assisting with access to universal provision.
- **Youth Respect** - specialist targeted support for young people showing early indications of, or are already exhibiting abusive, aggressive and controlling behaviours in family or intimate relationships.

- **Supporting Family Change** (Team Around the Family) - Coordinates multi agency support for families for a wide range of needs, particularly when a family have more than one need.
- 4.2 Due to holding many contracts that were due to expire on 31st March 2017, Caerphilly Families First needed to re-commission projects in order to sustain the Programme. The Families First Board oversees this process and has used it as an opportunity to re-structure the Programme.
- 4.3 Families First held an online consultation for both citizens and practitioners across Caerphilly, giving them the opportunity to discuss local needs and gaps in service provision. On 12th July, a Needs Analysis workshop was held with staff from both the Local Authority and third sector. This gave opportunity for more detailed feedback around key themes.
- 4.4 The Families First Board reviewed the information from the Needs Analysis and consultation and decided to focus on nine key areas:
- Advocacy
  - Debt Management and Financial Literacy
  - Disability
  - Domestic abuse
  - Early Years prevention
  - Participation
  - Team Around the Family
  - Targeted Parenting Support
  - Targeted Youth Engagement
- 4.5 The Families First Board also agreed that under standing orders, internal projects could be managed via Service Level Agreements. Projects that were appropriate for external organisations would need to go through the tendering process. Three projects would also be extended for 2017/18, as their contracts were not due to expire and their specification still met the key themes set out by the Families First Board. These were Parent Forum, Children and Young People's Advocacy and Domestic Abuse Floating Support.
- 4.6 After Caerphilly had begun the re-commissioning process, Welsh Government issued new guidance for Families First. The key elements of the JAFF, TAF and disability focus remained unchanged. However, focus of the strategic projects commissioned through the programme will be narrowed to concentrate on the delivery of parenting support and support for young people. As Caerphilly's main key areas incorporate this guidance and the contracts would be expiring with no option to extended, the re-commissioning process continued.
- 4.7 Commissioning Panels were set up consisting of relevant internal staff to discuss the project specification content.

Projects under SLAs are as follows:

- **Supporting Family Change** (Children's Services) – meeting Welsh Government's guidance for a TAF project. This project will expand to include more multi-agency workers compared to the current provision.
- **Targeted Youth and Family Engagement** (Youth Service, Education) – focusing on Youth Engagement in line with Welsh Government guidance and including support for Young Parents, Family engagement and Outdoor Education. This has been restructured from the previous Family Engagement project.
- **Super Shellby** (Community Education) – Speech and language support in schools. This structure is the same as previously.
- **Assisted and Supported Places** (Early Years, Education) – Supported childcare placements for children with emerging developmental needs.
- **Families Learning Together** (Community Education) – incorporating Language and Play

and basic skills. This has been restructured from the previous Integrated Family Learning project.

- **Youth Respect** (Youth Offending Service) – as described in 4.1, but with an additional 18.5 hour worker.
- **Health Outreach** (joint with Flying Start) - direct award to ABHB – continuing to provide Pre and Post-natal support, working alongside Flying Start and the Healthy Child Wales Programme.
- **ISCAN (Early Years, Education)** – providing admin support to the ISCAN panel enabling coordination of support for children with additional needs

New external projects awarded under open tender contracts:

- Early Language Development groups – GAVO who have a sub contract to Homestart
- Bespoke Disability packages in the home – Action for Children
- Parental Advocacy – NYAS who have sub contract to Parent Network
- Targeted Parenting Support – Barnados
- Domestic Abuse Children and Young People's Outreach – Llamau

In addition to the above, Families First are also considering two tenders focusing on the follow themes:

- Debt Management and Financial Literacy
- Mental Health/Wellbeing

4.8 These projects will begin from 1<sup>st</sup> April 2017. External contracts are for an initial two years, with an option to extend for a further two years. Service Level Agreements will be reviewed each year. All extensions are subject to confirmation of the Families First grant on an annual basis.

4.9 Education will still be able to refer into Families First and access support in the same way that it previously has.

## 5. WELL-BEING OF FUTURE GENERATIONS

5.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. Families First is an early intervention and prevention Programme and aims to tackle child-poverty and prevent families from escalating to statutory intervention.

5.2 It is consistent in the five ways of working within the sustainable development principle in the Act by supporting families' needs at an early intervention stage, in the long term, there should be a decrease in the number of families needing statutory intervention.

5.3 Families First has worked with Procurement to consider commissioning timelines. Each external contract will be for an initial two year period, with the option to extend for a further two years. This allows for greater consistency in Programme delivery and allows projects to work long-term toward improving families' outcomes. Families First consists of targeted, bespoke interventions which focus on both short-term goals, preventing the family from reaching crisis, and also supporting them to sustain their skills and learning in the long-term.

5.4 Families First works in collaboration with many other bodies. Namely the three other Anti-Poverty Programmes - Flying Start, Communities First and Supporting People - all of which have joint contracts Families First. This assists in avoiding duplication and enables us to work collaboratively towards outcomes. Families First has also holds contracts with the third sector, promoting multi-agency working.

## **6. EQUALITIES IMPLICATIONS**

- 6.1 The Families First Programme is firmly committed to a fair and just Wales, engaging the whole population as citizens, including and supporting those who are marginalised from society. The Programme is designed to deliver for all the people of Wales, regardless of race, disability, gender, religion, age or sexual orientation. Families First emphasises social justice, and aim to empower people to rebuild the social, economic and cultural fabric of their communities.
- 6.2 Any Service Provider of Families First projects must have in place monitoring and evaluation systems are able to record and analyse service users (children, young people, adults and families) using the full range of protected characteristics and wider equality strands as required by Equalities and Welsh language legislation, in line with CCBC's Strategic Equality Plan 2016.
- 6.3 All organisations must confirm in the tender process that they will meet if the requirements of the Welsh language measure and that they have an Equal Opportunities or Equality and Diversity Policy, a Welsh Language Scheme, Personnel policies that cover Equality issues or individual policies on specific protected characteristics. In addition, all organisations must complete an Equalities Questionnaire.
- 6.4 This report is for information purposes only, so the Council's full Equalities Impact Assessment process does not need to be applied. The planned investments will however benefit many different groups in the community.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 Caerphilly Families First is funded from a Welsh Government grant and received a £2.7 million budget in 2016/17. The Welsh Government Draft Budget narrative states continued investment in Families First at the same levels as in 2016/17.
- 7.2 A grant offer letter regarding the confirmed, final funding amount for 2017/18 should be received in March 2017.
- 7.3 The Families First grant is confirmed on an annual basis and all contracts state: "The continuation of the contract annually is dependent on the following:
- Continued funding or unchanged level of funding available each financial year
  - Change of direction of the funding criteria and, or the priorities of the Single Integrated Plan in line with local need, but still compliant with the criteria of the programme and the terms and conditions of the grant."
- 7.4 Should there be any decrease in the grant amount, the Programme will look to make savings and will first consider savings that do not affect front line practitioners and therefore, the amount of sessions each project completes.

## **8. PERSONNEL IMPLICATIONS**

- 8.1 Regarding the internal projects and internal staff there will be some personnel implications. In particular, the Families Learning Together project and Targeted Youth and Family Engagement project are restructured from the previous Integrated Family Learning and Family Engagement project, respectively. The focus of the projects has changed and therefore there has been a reduction in staff. Both project leads, have been consulted with and are managing the changes within their projects.
- 8.2 Families First is also no longer funding 18.5 hours towards the Family Information Outreach worker post. Therefore the worker will no longer be completing any additional outreach work and will be reduced to their statutory hours under the Family Information Service.

- 8.3 The crèche support for Families First within Parenting and Family Engagement has also been restructured. This has been done through vacancy management and has allowed cost savings to be made.
- 8.4 There will also be additional/new posts or an increase in hours within some projects such as Supporting Family Change and Youth Respect internally.

## **9. CONSULTATIONS**

- 9.1 All responses from consultations have been incorporated in the report

## **10. RECOMMENDATIONS**

- 10.1 That Members note the content of the report which sets out the Families First recommissioning process.

## **11. REASONS FOR THE RECOMMENDATIONS**

- 11.1 In November, the Education for Life Scrutiny Committee requested further information on the restructure and recommissioning of Families First in Caerphilly.

## **12. STATUTORY POWER**

- 12.1 As set out in Welsh Government's Families First Guidance, each Local Authority will need to consider the ways in which they can deliver Families First by commissioning a "a coherent approach to meeting local needs and a coherent set of projects".
- 12.2 The Social Services and Well-being (Wales) Act 2014 promotes the benefits of prevention and early intervention. Families First is named in the Act as a service which meets this requirement.

Author: Rebecca White, Families First Team Manager  
whiter@caerphilly.gov.uk

Consultees: Chris Burns, Interim Chief Executive  
Keri Cole, Chief Education Officer  
Councillor Derek Havard, Cabinet Member, Education & Lifelong Learning  
Councillor Wynne David, Chair of Education Scrutiny Committee  
Councillor James Pritchard, Vice Chair of Education Scrutiny Committee  
Dave Street, Corporate Director, Social Services  
Christina HARRY, Corporate Director Communities  
Nicole Scammel, Acting Director of Corporate Services & S151  
Lynne Donovan, Acting Head of Human Resources and Organisational Development  
Anwen Rees, Senior Policy Officer (Equalities and Welsh Language)  
Gail Williams, Interim Head of Legal Services and Monitoring Officer  
Ros Roberts, Performance Manager  
Jane Southcombe, Finance Services Manager  
Gareth Jenkins, Assistant Director - Children's Services  
Mike Jones, Interim Financial Services Manager  
Shaun Watkins, Principal Personnel Officer  
Sarah Mutch, Early Years Manager  
Linda Travis, Senior Community Education Manager  
Clare Ewings, Youth Participation Manager

Appendices:

- Appendix 1 Future Development of the Families First programme
- Appendix 2 Proposed Families First Programme 2017/18
- Appendix 3 Presentation – Families First Programme 2017/18
- Appendix 4 Families First Board Terms of Reference - February 2016

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### Future development of the Families First programme

#### Cabinet Secretary's decision

The Cabinet Secretary has considered advice on the future of the Families First programme and has come to the following decision:

- The key elements of the JAF, TAFF and disability focus will remain unchanged, with £3 million per year ring-fenced funding for disability-related services being retained.
- The focus of the strategic projects commissioned through the programme will be narrowed to concentrate on the delivery of parenting support and support for young people.
- There will be a transitional period of at least six months from 1 April 2017 before these new arrangements are rolled out nationally.

#### Why has this decision been made?

The Cabinet Secretary has made this decision to ensure the Families First programme is able to develop services which address identified gaps in service provision for parents and young people and link the work of the programme clearly with the prevention of Adverse Childhood Experiences (ACEs).

#### What does this mean?

##### Parenting support

Parenting plays a central role in relation to outcomes for children. Good quality parenting can help promote resilience, positive self-esteem and have a positive impact on a child's learning and outcomes and school. Children who grow up in a nurturing environment where parenting is fair, consistent and structured are also less likely to be exposed to adverse childhood experiences which may detrimentally affect their physical and mental health over the longer term. These children are also less likely to bring up their own children in households where ACEs are commonplace.

A recent mapping exercise has identified gaps in existing provision and all local authorities will need to consider these when designing and commissioning services.

Current identified gaps in service provision include:

- Universally available parenting groups
- Support for couple relationships
- Support for parents with a learning disability
- Support for adoptive/foster parents/kinship carers
- Support for families affected by a parent in prison
- Support for families following family breakdown

Each local authority will be expected to offer services under the following age related themes:

- Perinatal and support in the early years to age 7
- Support for parents of children in middle childhood aged 7-12
- Support for parents of teenagers

Each of these age-related themes will then need to be underpinned by the following cross-cutting themes:

- Relationship support
- Early intervention support vulnerable families
- Positive parenting
- Evidence based theories of child development

It may be necessary for local authorities to undertake further assessments to identify the extent to which these gaps need to be filled in their local area to ensure services can be commissioned accordingly. The needs of local populations will vary, and there is no “one size fits all” approach which should be taken so local authorities will still have a certain degree of flexibility in how they design and commission services, as is the case currently. However, it will be important for local authorities to ensure, and be able to demonstrate, they are providing services which fill these identified gaps.

There are some clear benefits to widening the provision of parenting support, these have been summarised below:

- Families First will be able to enhance existing parenting support to fill the identified gaps in provision and provide services ranging from universal support to targeted/specialist interventions.
- The programme will have a sharper focus on ensuring families are confident, nurturing, resilient and safe. Evaluation evidence tells us that families’ presenting needs most often fall into these categories and recent feedback indicates this remains a clear need amongst local populations.
- The broad range of parenting support which can be delivered will also be able to address a variety of other issues, such as:
  - low level mental health and emotional health and well-being
  - domestic violence support
  - support for young carers
  - family engagement support

### Support for young people

Providing support for young people directly complements the support which will be provided for parenting and is entirely in keeping with Families First’s whole family approach to service provision.

Services should be focussed to concentrate on ensuring young people are resilient and confident and equipped with skills which will help them make a meaningful contribution to society. This could mean services are developed which will

complement those which are proposed for parents, and include interventions for a range of age groups which promote resilience and positive self-esteem to encourage long term positive outcomes for all children and young people.

### Families First and the prevention of ACEs

Whilst our parenting proposals have clear links with ACE prevention, continuation of youth provision will provide valuable services which could help to mitigate the effects of exposure to ACEs for those children and young people who are living in difficult circumstances. Enhancement of existing services, such as youth clubs, advocacy, counselling and mentoring services, as well as those which provide access to work placements and education may help to reduce the acute and long-term impacts of ACEs on the health and behaviour of young people.

Where local authorities are not currently providing youth services, these services should be developed alongside new parenting support to ensure young people in the local area are receiving appropriate support along with their parents.

### **Services which will no longer be funded through Families First**

A simple mapping exercise has been carried out using information contained in the Families First Delivery Plans 2016-17 and we have identified the following main services which will be affected as a result of the Cabinet Secretary's decision:

- Debt/benefit advice/income maximisation/financial literacy
- Worklessness/employability/training
- Some health services, e.g. sexual health, substance misuse.
- Childcare services (except crèche facilities)

### Debt/benefit advice/income maximisation/financial literacy

Many families who enter the programme require some kind of financial advice however services are available outside of the programme to which families could be signposted. Organisations such as the Citizen's Advice Bureau and the Money Advice Service provide free information and support to families and, whilst it is important that families know where they can get help, it is not essential for these services to be provided through Families First.

### Worklessness/employability/training

The Families First evaluation reports have made it clear that the programme does not perform well in terms of helping people seek or gain employment. Families' presenting needs most often fall into the categories of wellbeing, confidence, resilience and safety and it is essential for families to address these issues before they can move on to addressing other challenges such as gaining employment. We do not, therefore, consider it viable for the programme to continue funding services such as these.

### Some health services, e.g. sexual health, substance misuse

Some health services, for example, those which promote healthy living or substance misuse support, could be refined to ensure stronger links with parenting, in the context of providing a healthy environment for children to thrive. If local authorities wish to retain any health services which are currently being delivered through the programme, they will need to be able to demonstrate clear links to parenting, youth support and ACE prevention.

### Childcare (except crèche facilities)

Services currently funded by the programme include:

- Assisted childcare places
- Contributions towards the cost of childcare
- Provision of affordable day care
- Crèche facilities

We know that crèche facilities are particularly useful in helping parents who have no childcare support access services, such as parenting programmes. We are, therefore, recommending that the provision of crèche facilities be retained where it will encourage parents to engage with services.

With regard to other childcare services, these were developed prior to other Welsh Government initiatives which are now available or in development. These include:

- **Parents, Childcare and Employment project (PaCE)** which provides support to economically inactive parents into education, training and employment, where childcare is the main barrier.
- **The enhanced early years childcare offer** which is aimed at working families and will subsidise the provision of 20 hours of childcare for three and four year olds in addition to the 10 hours of early years education which is already available under the Foundation Phased for 38 weeks of the year.

As these new initiatives are implemented, we would expect to see a reduction in need for services to be delivered through Families First and so do not consider it appropriate for childcare services to continue to be funded through the programme.

### **Transition**

We understand that it will take time to move from the current arrangements to another, and we are proposing a transitional period of at least six months from 1 April 2017, which will mean the new arrangements will be operating nationally from 1 October 2017 at the earliest. This should allow local authorities sufficient time to undertake relevant needs assessments and consider how services should be delivered in each local authority and develop appropriate commissioning arrangements.

Local authorities will be able to decide how they wish to proceed during this transitional period. We do, however, recommend they explore whether existing contracts can be extended during this period which would mean the programme continuing to operate in its current form for six additional months to allow for a more effective exit period for families currently receiving support through the programme.

### **Next steps**

We will welcome your input in a number of key areas as we move towards these new arrangements and we will be seeking your support over the coming months to consider the following:

- The development of new guidance
- Suitable data monitoring and performance management arrangements.

Further details on the new arrangements will be available in due course, including funding arrangements. The Cabinet Secretary is expected to make a formal announcement on the future of the programme in the autumn.

If you have any immediate queries at this stage, please contact Hannah Williams, Senior Family Support Policy Manager at [hannah.williams@wales.gsi.gov.uk](mailto:hannah.williams@wales.gsi.gov.uk) or 029 2082 5677.

### **The Families First Team**

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# PROPOSED FAMILIES FIRST PROGRAMME 2017/18

Supporting Family Change

- Internal SLA with the Supporting Family Change team in Children's Services

Financial Literacy

- Joint contract with Supporting People. Out for open tender in Dec

DA - Floating Support

- Joint contract with Supporting People. Can extend until March 2020

Domestic Abuse CYP Outreach

- Open tender contract

Targeted Parenting Support

- Open tender contract
- Internal SLA for referral support

Youth Respect

- Internal SLA to Youth Offending Team

Targeted Youth Engagement

- Internal SLA with the Youth Service in Education
- Internal SLA with Caerphilly Adventures

Central Support Team

Families First Programme  
2017/18

Approx. £2,747,197  
(£214,895 disability ring-fenced)

Advocacy (CYP)

- Extended until 30<sup>th</sup> Sep 2017
- Once expired, open tender contract joint with Social Services Caerphilly (lead) and Torfaen and Blaenau Gwent

Advocacy (Parental)

- Open tender contract

Early Prevention

- Internal SLA with Community Education for Whole Family Learning
- Direct Award to ABUHB for S&L Therapist and Health Outreach (joint FS)
- Open tender contract for Early Language Development (joint FS)

Disability

- Internal SLA to Early Years in Education for Assisted and Supported Places
- Internal SLA to Inclusion in Education for ISCAN admin
- Internal SLA to Community Education for Super Shellby
- Open tender contract for Development Packages in the Home (Children with Disabilities)

Parent Forum

- Extended until 21<sup>st</sup> March 2018.
- Once expired, open tender contract

Unallocated monies

- Open tender contract for Mental Health/Wellbeing

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# Families First Programme 2017/18

## Appendix 3



# Families First programme

- Social Services and Wellbeing Act 2014 – Families First for preventative services
- Cabinet Secretary's letter gave new programme direction:
  - TAF model – Supporting Family Change
  - Use of the JAFF (Joint Assessment Family Framework)
  - Disability element ring fenced
  - Family Support
  - Targeted Youth support



# Supporting Family Change

- Fulfils the TAF requirement of the grant
- Families with multiple needs that need co-ordinated support
- Team has expanded to become more multi-disciplinary
- 2 additional key workers, 0.5 FTE Education Support Worker, 0.5 FTE Youth Respect Worker, 0.4 FTE Psychologist



# Targeted Youth and Family Engagement

- Four elements – Youth Engagement, Young Parents, Family Engagement, Outdoor Activities
- Young people and families will be referred to the project based on the following criteria:
- Poor social and emotional health and well being, social isolation, poor personal and social development, challenging behaviour and difficulties around appropriate boundaries, poor relationships



# Targeted Youth and Family Engagement

## Youth Engagement

- For young people who are disengaged, unwilling to receive support or who would benefit from tailored youth work support due to unmet or emerging needs.
- Supported interventions through one to one sessions and group based activities that aim to develop personal and social skills, raise confidence, build self esteem and build resilience.

## Young Parents

- For younger parents identified as having emerging needs and who are disengaged from services and / or their community, and who find it difficult to integrate with older parents/families.
- Community based sessions will support young people to overcome barriers, tackle challenges they face and to grow and develop as young people and as parents.

## Family Engagement

- For Families of children and young people adversely affected by poor relationships/behaviours within the family and who are disengaged from services.
- One to one and group support for emotional and behavioural well-being.
- A range of activities/support flexible to the needs of families.



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# Families Learning Together

- Deliver Essential Skills to families through groups in the community and with families on a 121 basis in the home.
- Increase parents' understanding of how to support their children's learning and development.



# Youth Respect

- Referrals only from SFC and the Youth Offending Service
- For young people showing early indications of, or are already exhibiting, abusive, aggressive and controlling behaviours in family or intimate relationships.



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# Early Prevention (Part 1)

- Super Shellby – speech and language support, co-ordinated through schools for reception aged children
- Assisted and Supported Places - placements for children with emerging needs. The Assisted Place is the paid-for placement and the Supported Place funds 1 to 1 support in addition, if needed.





# Early Prevention (Part 2)

- ISCAN co-ordinator – support for referrals via the ISCAN panel
- Health Outreach (ABUHB) – Pre and post natal support for parents in non-Flying Start areas
- Little Voices (external) – early language development groups running for 10-12 weeks for children with speech, language and communication needs



# Supporting Steps/More than Play *(Action for Children)*

- This project will deliver a bespoke package of child development in the home with the child and family, supporting the family to develop strategies to maximise the learning and development ability of their child.
- This project is aimed at children aged 18 months – 2.5 years (at referral) with emerging needs, to increase their baseline assessment towards the ‘normative’ child development expectations.
- Referrals will be made via the ISCAN panel.



# Targeted Parenting Support (*Barnardo's*)

- Group based sessions, pre-group individual sessions and bespoke individual sessions.
- Families will receive 3-4 one to one sessions in the home, before they begin a group based programme or further 121 work, based on the needs of the family



# Wellbeing Project

*(Provider unknown)*

- 121 and group provision for low level mental health, emotional health and wellbeing
- Families will receive 3-4 individual home-based sessions prior to a group or bespoke individual package
- Families must meet one of the following referral criteria to be accepted for support:  
Low motivation or low mood, Anxiety, Depression, Social isolation, Traumatic life experiences



# Confident with Cash

## *(Provider unknown)*

- Works with families on a 1:1 basis through home visits and gives them the knowledge, skills and confidence to improve their circumstances.
- A Welfare Benefits advisor also assists with finding out financial entitlements for the family.
- Referral criteria: family must be affected by disability or be a TAF family. All other referrals for Confident with Cash should go via Supporting People

# Domestic Abuse CYP Outreach (*Llamau*)

- Support for children and young people affected by Domestic Abuse.
- Individual sessions may take place in the home, school or another appropriate venue
- Group sessions will include focused activities that bring a number of children and young people together, in appropriately age-related groups with appropriately age related sessional content



# Domestic Abuse – Floating Support *(Llamau)*

- Extended contract
- 121 sessions providing immediate safety work, support and guidance enabling families affected by Domestic Abuse to remain within their home.
- Group work for mothers to develop their understanding of the impact Domestic Abuse has on themselves as a parent, the impact on their children and how to build the skills to keep their family safe from future abuse.



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# Advocacy – CYP & Parental (NYAS)

- CYP contract – extended until June 2017.
- Parental Advocacy - support may include, enabling parent/carers to: Have a voice, participate in meetings, make informed choices, liaise with the Council or other Public Sector bodies, access information, achieve disagreement resolution, feel listened to or respected, read / understand letters and correspondence





# Parent Forum

## *(The Parent Network)*

- Extended contract
- Open access provision for parents – can be used as exit strategy
- Approximately 25 forum groups across Caerphilly giving parents the opportunity to learn new skills, gain volunteering experience and meet other parents.
- Parents are also encouraged to have a voice in the development of other local services and strategies that may affect their lives.

# Young Carers

- Support for all Young Carers will be provided via Children's Service contract
- Families First are looking to fund further groups as an additionality to the contract



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**FAMILIES FIRST BOARD  
TERMS OF REFERENCE**

**FEBRUARY 2016**

DRAFT

## VISION STATEMENT

The shared long-term vision of all partners for Caerphilly County Borough is for sustainable communities, supported by actions that enhance the quality of life for all. This means people:

- Are healthy, fulfilled and feel safe
- Are well qualified and skilled within a vibrant economy
- Live, work or visit in a greener living environment.

## PRINCIPLES

The work of the Families First Board (FFB) is underpinned by the following principles:

- **Sustainable development** where we promote social justice and equality of opportunity and enhance the natural and cultural environment and respect its limits.
- **Equalities and Welsh language** where we all promote and mainstream equalities and the Welsh language in accordance with our legislative requirements and strategic equality objectives.
- **Early intervention and prevention goals** with the aim of either preventing matters from getting worse or occurring in the first place, by identifying those in greatest need from their vulnerability, their risk of becoming vulnerable or from otherwise becoming disadvantaged.
- **Community cohesion** where people from different backgrounds enjoy similar life opportunities, understand their rights and responsibilities and trust one another and are trusting of local institutions to act fairly.

## Outline of Families First Programme

Families First is the Welsh Government's key national programme for designing better integrated support for families living in poverty. The principal focus is to support families through interventions at the preventative and protective stages. The programme aims to drive improvements to family support design and delivery, and in so doing, reduce the numbers of families developing more complex needs and requiring more intensive and costly interventions.

The programme focuses on 6 key principles:

- **Family Focused:** offering families help to improve their chances of escaping poverty, including getting help getting into work and the right information on benefit issues, as well as helping to improve the outcomes for children, with the emphasis on working with families and increasing their ability and confidence to meet challenges.
- **Bespoke:** tailoring help to individual family circumstances, where necessary adapting programmes to fit individual family circumstances.
- **Integrated:** with help from different organisations and effective co-ordination, ensuring that there is a seamless progression for families between different interventions and programmes.
- **Pro-active:** seeking out families who can benefit from early preventative help and engaging them in a longer-term change.

- **Intensive:** with a vigorous approach, and relentless focus, adapting the package of interventions as a family's circumstances change, and maintaining that effort with families to ensure successful outcomes.
- **Local:** reflecting the circumstances of local communities, such as the differences of delivering in rural compared to urban areas, and with effective links into communities.

The programme primarily targets families to provide;

- **Prevention:** an approach that takes account of the wider family needs in pre-empting or addressing those of the individual through a broad range of programmes/interventions.
- **Protection:** an approach that aims to identify and support families which, without such intervention, may reach crisis.

## PURPOSE

The purpose of the FFB will be to:

- Oversee the delivery of the Families First Action Plan 2012 – 2017 which includes 6 key elements, namely Learning Sets, Team Around the Family, Joint Assessment Family Framework, Children with Disabilities, and the Strategic Commissioning.
- Ensure the strategic and operational alignment of organisational plans and other programmes plans to the Families First Action Plan and Family Support Strategy where opportunities exist.
- Oversee the Project Leads Group, Interact and the Self Evaluation and Recognition Award Process.
- Take forward decisions delegated by the Caerphilly Public Service Board and Wellbeing Plan Leads Group in relation to the impact on delivery of the Families First Programme.
- Hold individual projects and the Families First Programme to account and address any barriers identified.
- Scrutinise before endorsing recommendations in relation to the grant and the commissioning requirements ensuring there is a transparent rationale based upon the evidence of local need, avoiding duplication and maximising value for money and timely allocation and spend.

## KEY RESPONSIBILITIES

Key responsibilities of the FFB will be to:

- Ensure the Families First Programme is developed to complement the work of other anti-poverty programmes such as Flying Start, Communities First and Supporting People.
- Endorse the Families First Action Plan and Delivery Plan, which is updated annually.
- Receive quarterly monitoring reports, exception and highlight reports of the progress made within the Families First Programme which are collated as part of the performance management procedures in place.
- Facilitate the effective co-ordination of individual partner agencies to ensure the delivery of Families First Programme.

- Provide and approve independent Task and Finish Groups as required to consider service developments, service review and service recommissioning
- Act as the forum to approve changes in the model design of the Team around the Family model and Joint Assessment Family Framework.
- Provide the Wellbeing Plan Delivery Group with an overview of the progress towards delivering the Families First Programme.
- Endorse other documentation to be submitted to Welsh Government as appropriate.
- Approve policies, procedures, services and strategies that promote and support effective Families First service provision.
- Consistently raise the profile and promote the Families First Programme, the projects, the services provided and the outcomes demonstrated for families.
- Pay particular attention to any emerging issues/needs, resolving blockages and maintaining the strategic links across the community planning area.
- Consider all statutory provisions, relevant national guidance, local strategies and policies and the evidence from consultation.
- Receive summary feedback from families through the consultation processes in place and ensure feedback, where appropriate, is used to inform and shape delivery and disseminate as necessary.
- Ensure that the business is carried out in a consistent and timely manner.

## **ACCOUNTABILITIES**

The FFB will be directly accountable through the Public Service Board Delivery Group.

## **MEETING CONDUCT**

- The FFB will be chaired by Sam Crane.
- Vice Chair: Gareth Jenkins
- The FFB shall meet bi-monthly.
- Agendas and papers will be circulated at least 5 working days prior to the meetings.
- FFB members will be expected to distribute minutes and papers to key stakeholders in the sector that they represent and to gather and represent their views as necessary.
- All members are able to submit items for consideration on the agenda. Items should be submitted to the 2 weeks prior to date of the meeting at which they are to be discussed. The Chair will use his/her discretion to ensure a balance of items across agenda. Late items will be accepted at the Chair's discretion.
- The FFB will be considered quorate if one third of its membership is in attendance. Should attendance fall below this number, the meeting will be re-scheduled. A minimum of one representative from the Local Authority, Health Board and Voluntary Sector must be present to enable business and decisions to be transacted.

- Decisions will be made by consensus wherever possible. If a consensus cannot be reached the Chair will ask members to vote by a show of hands. Each partner will have one vote and the Chair will have the casting vote. Only FFB members are eligible to vote.
- In certain circumstances executive power will be given to the Chair in order for a decision is made in a timely manner.
- All members will be responsible for declaring any conflict of interest in relation to a particular agenda item, prior to the item being discussed.
- The FFB may co-opt, on a time-limited basis, suitability skilled individuals as required.
- Both the membership and terms of reference for the FFB shall be reviewed as required, but will take place at least annually.
- Minutes will be distributed to Project Leads and Board members within 10 working days. Board members will have 5 working days to suggest changes once circulated.

## MEMBERSHIP

Membership shall consist of the following delegates:

Name	Representing	Job Title
Sam Crane ( Chair)	Aneurin Bevan Health Board	Head of Partnerships & Networks
Gareth Jenkins (Vice Chair)	Social Services	Assistant Director Children's Services
Sarah Mutch	Flying Start/Education	Early Years Manager
Tina McMahon	Communities First and Regeneration	Community Regeneration Manager
Malcolm Topping	Supporting People	Supporting People Manager
Martin Featherstone	Voluntary Sector	Chief Executive Officer, GAVO
Michelle Jones	Parents	Parent Network Co-ordinator
Helen Morgan	Aneurin Bevan Health Board	Directorate Manager Public Health Families & Therapies Division
Clare Ewings	Youth Service/ Children and Young People	Youth Participation Manager
Michaela Rogers	Families First	Service Manager (Non voting)
Graham Phillips	Headteachers	Headteacher, White Rose Primary
To be confirmed	Corporate Services	Corporate Policy Manager
To be confirmed	Leads Group Chair	
Marc Budden	Police (Information Only)	

All members will:

- Attend regular meetings. In the event of a member not being able to attend they can nominate an appropriate representative.
- Champion partnership working.
- Communicate and endorse the Families First Programme and the key messages of the partnership within their individual organisations and different sectors.
- Ensure that recommendations arising from the FFB are endorsed and signed off within their respective organisations and partnerships.

- Implement/facilitate change within their respective organisations.
- Appoint a deputy if unable to attend any meetings.

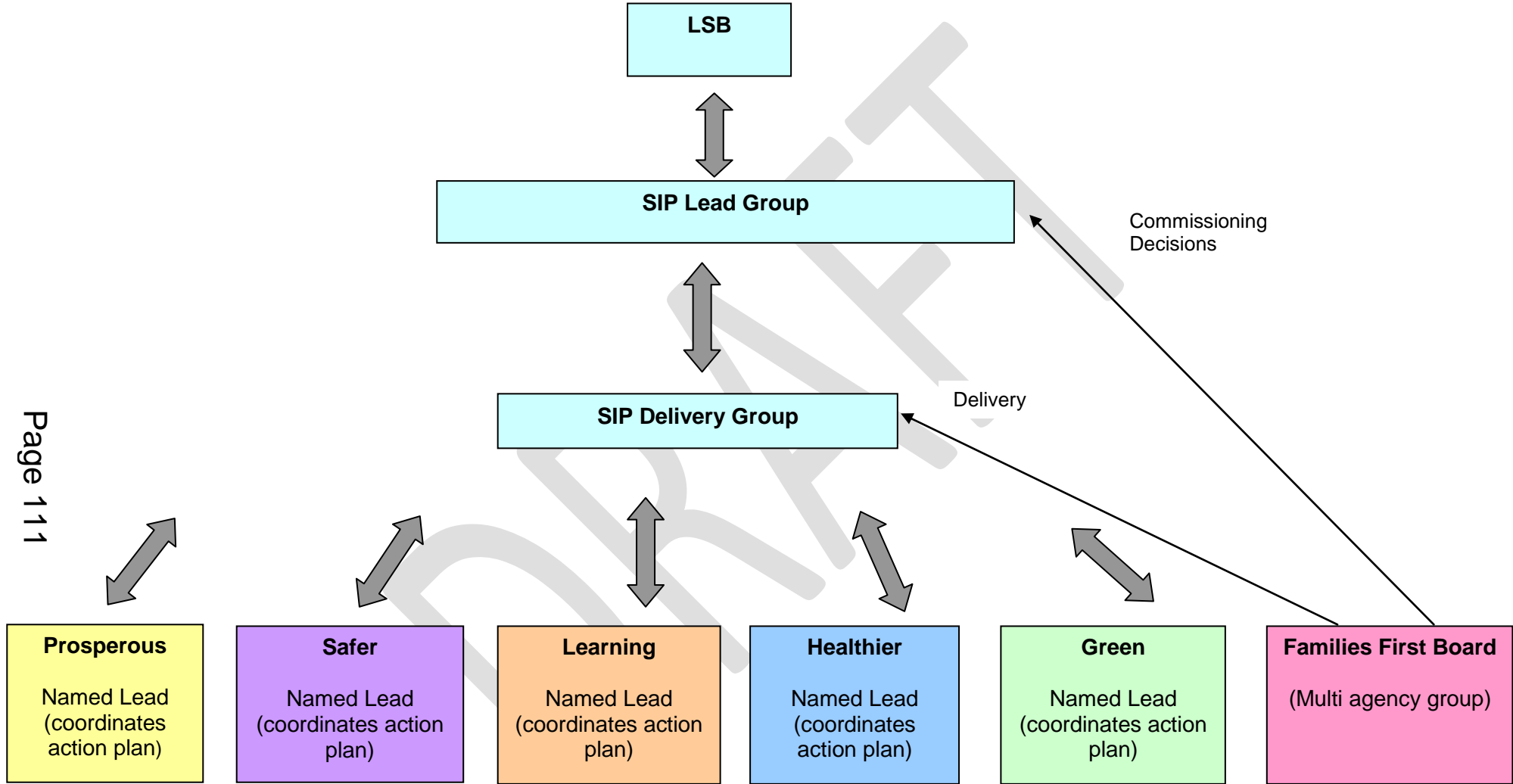
The efficacy of the Chair will be key to the success of the FFB. The following duties are offered as an outline of general functions and are not intended to be an exhaustive list.

The Chairperson must ensure that:

- Appropriate processes and procedures are in place for the effective management of the FFB.
- Opportunities are afforded to allow all members to fully participate during meetings.
- All relevant matters are discussed and that effective recommendations/decisions are made and carried out.
- The composition of the group is regularly reviewed to ensure it remains 'fit for purpose'.
- Address concerns regarding attendance at meetings.
- Ensure that the quality of all information debated and circulated is robust, accurate, relevant and timely.
- The terms of reference are reviewed on an annual basis.



**Single Integrated Plan (SIP) Performance and Delivery Framework**



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