

# Public Document Pack



The following reports are Information Items for the Education for Life Scrutiny Committee.

- 1 Budget Monitoring 2017-18.
- 2 Delegation of Additional Support Funding.
- 3 Progress Report for the Local Participation Action Plan (LPAP).



## INFORMATION REPORT FOR EDUCATION FOR LIFE SCRUTINY COMMITTEE – 26/09/2017

**SUBJECT: BUDGET MONITORING 2017-18**

**REPORT BY: CHIEF EDUCATION OFFICER**

---

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

- 1.1 To outline the projected 2017-18 financial position for the Directorate based on information available to the end of July 2017.

### **2. SUMMARY**

- 2.1 The report identifies any potential under / overspends currently forecast for 2017-18. Full details are attached in Appendix 1.
- 2.2 The report also provides an update with regards to any issues relating to the progress of the 2017/18 savings targets.

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

- 3.1 The report considers the use of resources within the Directorate to ensure that key strategies are achieved.
- 3.2 Effective financial planning and financial controls contribute to the Well-being Goals within the Well-being of Future Generations Act (Wales) 2015. In particular, as follows:
- 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 The report deals with the budget monitoring information for Education and Lifelong Learning (LL). The revenue position for the Directorate is summarised in Appendix 1, with a breakdown for the 3 service areas of Planning & Strategy; Learning, Education and Inclusion (LEI); and LL respectively.

- 4.2 The projected outturn position is based on actual income and expenditure details to the end of July 2017, together with data used to forecast income and expenditure. Account is also taken of the outturn position for 2016-17 and information available following discussions with Managers.
- 4.3 A net overspend of £33k is currently forecast for the Directorate. Details with regards to each of the service areas are outlined below.

**4.4 Planning & Strategy (Including Home to School Transport) – (Underspend £150k)**

4.4.1 The main variances in this service area relate to the following:

	£'000 (Under / (Over))
Management & Support Service Costs	130
Net Other	20
<hr/>	
Total	150

- 4.4.2 The underspend in relation to Management & Support costs relates predominantly to in year savings on staff costs, some of which are one off due to in year vacancies and others that are on-going and form part of the Directorates MTFP savings proposals going forwards. Approximately £80k relates to the one off / in year savings and £33k relates to future savings proposals.
- 4.4.3 Due to the unpredictability of sickness in our Special Resource Bases and maternity absences across all school sectors, the relief supply cover spend on school based staff is always very closely monitored. Whilst this area of the budget was overspent in 2016-17, current data does not indicate any significant variance to budget. Monitoring is on-going due to the volatility and uncertain nature of the spend.
- 4.4.4 Another budget pressure in 2016-17 related to the Home to School College Transport Budget. As Members are aware this area of the service is managed by the Engineering Division (with any variances ring fenced to Education). There is currently no significant variance to budget projected, however it is very early in the year and we currently have circa 200 special transport contracts being renegotiated for September. It is also worth noting the assumption that the additional budget provision for Islwyn High School transport will be sufficient and that the mainstream primary and secondary contracts will be retendered in January 2018.
- 4.4.5 In summary the net projected variance for Planning & Strategy is an underspend of £150k.

#### 4.5 Learning, Education & Inclusion – (Overspend £293k)

4.5.1 The most significant variances within LEI are as follows:

	£'000 (Under / (Over))
Psychological Services	47
VI Service	36
14 – 19 Initiative Transport	55
EOTAS	(781)
Early Years – Rising 3's	75
Support Services & Resources	49
School Improvement Initiatives	75
Music Service	(49)
Education Achievement Contract	50
Net Other	150
<hr/>	
Total	(293)

4.5.2 The underspend in the Psychological Service has originated due to delays in the recruitment of appropriately qualified staff. The service now has a full complement of staff.

4.5.3 In recent years the Visually Impaired Service has reported an underspend and this continues into 2017-18.

4.5.4 The underspend on 14-19 transport (which allows pupils wider course access between Schools) is a recent trend and is anticipated to continue in 2017-18. This budget heading forms part of savings proposals moving forwards.

4.5.5 The EOTAS (Education Other Than at School) provision, which accommodates learners who are unable to attend and learn through mainstream school continues to be a significant budget pressure in 2017-18. This provision continues to receive an increasing number of referrals for children with challenging behaviour. The projected overspend for this provision is currently estimated up to the value of £781k. An internal review of demand and costs is on-going, however it should be recognised that whilst this is a substantial cost, this cost would be much greater if we are not able to accommodate these pupils in EOTAS but had to look at Out of County placements.

4.5.6 The spend on Early Years – Rising 3's is very much demand led, as it is driven by the number of age 3 pupils who access nursery provision in the term following their 3<sup>rd</sup> birthday. This can vary from year to year, with spend based on the birth rate and parental choice with regards to accessing this "early" provision. Current projections currently assume a similar uptake to last year in January 2018.

4.5.7 The underspend against the Support Services & Resources budget relates predominantly to an in year vacancy that has now been filled and a vacant post (£30k) which is part of future savings proposals.

4.5.8 At this early stage in the year and in view of the budget pressure relating to EOTAS provision, some of the investment planned for School Improvement initiatives will be put on hold.

- 4.5.9 In 2017-18 there has been a further MTFP budget reduction of £50k against the Authority's Music Service. Whilst there is currently a projected overspend, the service has made progress with regards to achieving savings targets set in previous years and this projection is much improved on the outturn position in 2016-17. Managers remain confident that the MTFP savings target is achievable.
- 4.5.10 In 2017-18, as in financial year 2016-17, the charge on the main contract with the Education Achievement Service is less than current budget provision. This variance forms part of the savings proposals for future years.
- 4.5.11 In summary, the net projected variance for Learning, Education & Inclusion is an overspend of £293k.

#### **4.6 Life Long Learning – (Underspend £110k)**

4.6.1 In 2016-17 the main budget variances are as follows:

	£'000 (Under / (Over))
Libraries	85
Net Other	25
<hr/>	
Total	110

4.6.2 The Libraries variance relates primarily to savings around premises and vehicle hire. These savings equate to circa £60k of the underspend and this is identified as part of MTFP savings proposals. There are currently no significant variances within Lifelong Learning.

#### **4.7 Progress Made Against the 2017/18 Revenue Budget Savings Targets**

4.7.1 The 2017/18 revenue budget settlement for Education and Lifelong Learning included a specific savings target of £867k. Managers have progressed implementation of the majority of the targets set, however there is currently one savings target relating to the Music Service which is causing a budget pressure. The impact has been referenced in the narrative of this report and the projected outturn position for 2017-18.

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

5.1 Effective financial management is a key element in ensuring that the Well-being Goals within the Well-being of Future Generations Act (Wales) 2015 are met.

### **6. EQUALITIES IMPLICATIONS**

6.1 The report is for information purposes so the Councils Equality Impact Assessment (EqIA) process does not need to be followed.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 In summary, based on information currently available there is a projected revenue overspend for the Directorate of £33k.
- 7.2 At this early stage in the year, there are a number of estimates and assumptions that could change due to the uncertain nature of the service area. The Directorate will continue to work towards delivering a balanced budget for 2017-18. In the worse case scenario it could be necessary to seek approval to access funding from Education and Lifelong Learning balances, this figure is currently estimated at £33k.
- 7.3 To advise an issue has arisen in year in relation to grant funded posts and whether the new apprentice levy employer cost can be charged to the Welsh Government grant from which the post is funded. Further advice is currently being sought as to whether this cost can be met from the grants or whether the Authority will need to fund this cost in 2017-18. At this point it is assumed that this cost will be funded from the grants.

## **8. PERSONNEL IMPLICATIONS**

- 8.1 In 2017-18 the Directorate will continue with the strategy of prudent vacancy management.
- 8.2 The 2017-18 budget proposals include provision to pay the living wage, as agreed by Council.
- 8.3 In striving to achieve these budget proposals the service area will have regard to the Council's Workforce Flexibilities Policies. However, should employees still be placed at risk, either through the achievement of any agreed budget savings or grant funding reductions, they will be supported via the appropriate Council policies relating to redeployment and ultimately redundancy if necessary.

## **9. CONSULTATIONS**

- 9.1 Consultation discussions and responses have been reflected in this report.

## **10. RECOMMENDATIONS**

- 10.1 Members are requested to note the contents of this report and the detailed budget monitoring information in Appendix 1.

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

- 11.1 The Council Budget is based on the achievement of both expenditure and income targets. In order to ensure that these are met and the Council's financial integrity maintained Directors are required to review income and expenditure trends.

## **12. STATUTORY POWER**

- 12.1 Local Government Act 1972.

Author: Jane Southcombe, Finance Manager (Education & Lifelong Learning and Schools)

E-mail: [southj@caerphilly.gov.uk](mailto:southj@caerphilly.gov.uk)

Consultees:

- Chris Burns, Interim Chief Executive
- Keri Cole, Chief Education Officer
- Sue Richards, Interim Head of Service – Education, Planning and Strategy
- Councillor Philippa Marsden, Cabinet Member for Education & Lifelong Learning
- Stephen R Harris, Acting Head of Corporate Finance
- Councillor Barbara Jones, Deputy Leader and Cabinet Member for Corporate Services
- Mike Eedy, Finance Manager (Environment Directorate)
- Anwen Cullinane, Senior Policy Officer (Equalities & Welsh Language)
- Julie Baker, Principal Finance Officer (Schools)
- Mike Lewis, Principal Accountant Education
- Lynne Donovan, Acting Head of HR and Organisational Development

Appendix 1: Projected Revenue Outturn Figures 2017-18.

<b>EDUCATION &amp; LIFELONG LEARNING</b>	<b>Original Estimate 2017/18 £</b>	<b>Estimated Outturn 2017-18 £</b>	<b>Variance Under (Over) 2017-18 £</b>
<b><u>SUMMARY</u></b>			
<b>PLANNING and STRATEGY</b>	<b>105,508,829</b>	<b>105,358,598</b>	<b>150,231</b>
<b>LEARNING, EDUCATION and INCLUSION</b>	<b>15,061,442</b>	<b>15,354,630</b>	<b>(293,188)</b>
<b>LIFELONG LEARNING</b>	<b>4,422,605</b>	<b>4,313,084</b>	<b>109,521</b>
<b>TOTAL SERVICE EXPENDITURE (Revenue)</b>	<b>124,992,876</b>	<b>125,026,312</b>	<b>(33,436)</b>



<b>EDUCATION &amp; LIFELONG LEARNING</b>	<b>Original Estimate 2017/18 £</b>	<b>Estimated Outturn 2017-18 £</b>	<b>Variance Under (Over) 2017-18 £</b>
<b><u>PLANNING and STRATEGY</u></b>			
<b>Individual Schools Budget</b>	<b>102,948,561</b>	<b>102,948,561</b>	<b>0</b>
<b>Post 16 Initiative (Grant Income)</b>	<b>(4,418,241)</b>	<b>(4,418,241)</b>	<b>0</b>
<b>Earmarked Formula Funding (inc. Joint Use Sites)</b>	<b>233,413</b>	<b>214,686</b>	<b>18,727</b>
<b>Schools LMS Contingencies</b>	<b>237,931</b>	<b>237,931</b>	<b>0</b>
<b>Other Direct School Related</b>			
Learning Support Staff Registration Fee	19,304	19,304	0
PFI Funding Gap	312,432	312,432	0
PFI Building Maintenance	47,285	47,285	0
School Rationalisations	28,096	28,096	0
Former Key Stage 2 Grant	1,340,939	1,340,939	0
Secondary Additional Funding	1,038,709	1,038,709	0
School Meal Admin. Utility & Telephone	415,583	415,583	0
Relief Supply Cover (SRB's & Maternity)	457,920	457,920	0
Copyright and Licensing (Schools)	68,100	67,876	224
	<b>3,728,368</b>	<b>3,728,144</b>	<b>224</b>
<b>Home to School/College Transport (Environment)</b>			
<b>Early Retirement Pension Costs of School Based Staff</b>	<b>1,780,301</b>	<b>1,780,301</b>	<b>0</b>
<b>Maintenance of Buildings &amp; Vacant Properties</b>	<b>409,437</b>	<b>408,237</b>	<b>1,200</b>
<b>Management &amp; Support Costs</b>	<b>589,059</b>	<b>458,979</b>	<b>130,080</b>
<b><u>EXPENDITURE TO DIRECTORATE SUMMARY</u></b>	<b>105,508,829</b>	<b>105,358,598</b>	<b>150,231</b>

<b>EDUCATION &amp; LIFELONG LEARNING</b>	<b>Original Estimate 2017/18 £</b>	<b>Estimated Outturn 2017-18 £</b>	<b>Variance Under (Over) 2017-18 £</b>
<b><u>LEARNING, EDUCATION and INCLUSION</u></b>			
<b>Social Inclusion</b>			
Psychological Service	465,874	418,754	47,120
Behaviour Support	170,930	165,394	5,536
Education Welfare Service	419,218	402,879	16,339
Youth Offending Team	53,129	53,129	0
Safeguarding	94,657	100,603	(5,946)
School Based Counselling	272,247	261,474	10,773
	<b>1,476,055</b>	<b>1,402,233</b>	<b>73,822</b>
<b>Additional Learning Needs</b>			
ALN Advisory Support Service	213,747	222,024	(8,277)
Learning Support	92,610	72,661	19,949
Professional/Statementing	59,510	58,279	1,231
Language Support Primary	484,020	469,766	14,254
Specialist Resources	60,973	60,973	0
ALN Improvement Initiative	92,355	92,355	0
Childrens Centre	45,981	45,681	300
SNAP Cymru	37,004	37,004	0
Outreach Trinity Fields	48,683	48,683	0
Speech Therapy	49,418	55,500	(6,082)
Hearing & Language Service	225,674	220,050	5,624
ComIT	140,600	128,461	12,139
VI Service	411,292	375,256	36,036
Autism	166,504	166,504	0
Hospital Classes	3,605	3,605	0
	<b>2,131,976</b>	<b>2,056,802</b>	<b>75,174</b>
<b>Additional Support &amp; Out of County (Primary &amp; Secondary)</b>			
	<b>5,338,902</b>	<b>5,291,934</b>	<b>46,968</b>
<b>Learning Pathways Partnership &amp; EOTAS</b>			
14 - 19 Initiative (Transport Costs)	173,850	118,010	55,840
EOTAS (Tuition / Alternative Prov. / Learning Centre)	1,694,945	2,475,753	(780,808)
	<b>1,868,795</b>	<b>2,593,763</b>	<b>(724,968)</b>
<b>Early Years Provision &amp; Support</b>			
Early Years (Rising 3's)	868,508	793,579	74,929
Early Years Central Team	363,789	345,577	18,212
	<b>1,232,297</b>	<b>1,139,156</b>	<b>93,141</b>
<b>LEI Service Provision</b>			
Service Support & Resources	360,393	311,248	49,145
SACRE	2,441	2,441	0
Outdoor Education Advisor SLA	28,989	28,989	0
School Improvement	337,898	262,608	75,290
Music Service	488,475	537,523	(49,048)
WJEC & Subscriptions	35,004	35,004	0
	<b>1,253,200</b>	<b>1,177,813</b>	<b>75,387</b>

<b>EDUCATION &amp; LIFELONG LEARNING</b>	<b>Original Estimate 2017/18 £</b>	<b>Estimated Outturn 2017-18 £</b>	<b>Variance Under (Over) 2017-18 £</b>
<b>Education Achievement Service (EAS) &amp; Regional Grant Match Funding</b>			
Contribution to EAS Joint Working	1,113,750	1,064,078	49,672
Education Improvement Grant - Match Funding	646,467	628,851	17,616
	1,760,217	1,692,929	67,288
<b>EXPENDITURE TO DIRECTORATE SUMMARY</b>	<b>15,061,442</b>	<b>15,354,630</b>	<b>(293,188)</b>
<b><u>LIFELONG LEARNING</u></b>			
Community Education	1,673,692	1,648,692	25,000
Library Service	2,628,731	2,544,210	84,521
LLL Insurance & Non Operational Property/Land	120,182	120,182	0
<b><u>EXPENDITURE TO SERVICE SUMMARY</u></b>	<b>4,422,605</b>	<b>4,313,084</b>	<b>109,521</b>



## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 26.09.17

**SUBJECT: DELEGATION OF ADDITIONAL SUPPORT FUNDING**

**REPORT BY: CHIEF EDUCATION OFFICER**

### 1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to inform Members of the work that has been undertaken to date with regard to proposals to delegate additional support funding to schools.

### 2. SUMMARY

- 2.1 The report describes the work undertaken to date on the proposal to delegate additional support funding to schools and reasons for wanting to go out to formal consultation with all headteachers and other relevant stakeholders.

### 3. LINKS TO STRATEGY

- 3.1 SEN and Inclusion Strategy
- 3.2 SEN Code of Practice for Wales (2002)
- 3.3 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.

### 4.0 THE REPORT

- 4.1 Caerphilly County Borough Council has a range of policies for special educational needs and inclusion, consistent with the Welsh Government's agenda for children and young people with additional learning needs (ALN).
- 4.2 The majority of local authorities across Wales and all of the neighbouring Gwent local authorities, have already delegated additional support funding to schools. In Caerphilly Local Authority (LA) funding for additional support for schools has historically been retained centrally. The budget for additional support is £3.6m; this includes the employment of 104 centrally employed teaching assistants and the administration to support this finding. The major share of SEN expenditure is retained centrally but schools utilise the majority of SEN funding to undertake their responsibility for SEN provision.

- 4.3 Delegation of ALN funding to schools in Caerphilly has been discussed with Headteachers over a number of years. As part of the ALN Review an Additional Support Task and Finish group was established in 2015 to consider options for delegation. Every school cluster has a Headteacher representative on the task and finish group to ensure that all headteachers are kept up to date with discussions around delegation and have opportunities to respond to developments through their cluster representative.
- 4.4 Initial recommendations from the task and finish group were approved by headteachers in July 2016 and implemented from 1<sup>st</sup> April 2017. These were,
- From 1<sup>st</sup> April 2017 all primary schools with Nursery settings received a lump sum (£1,950) to cover support for toileting.
  - From 1<sup>st</sup> April 2017 there will only be first day absence cover for pupils receiving 15 hours and above additional support. Cover for pupils receiving 1-14 hours will be considered after the third day of absence, day one cover will be provided for pupils receiving 12.5 hours support in a nursery setting. This will not apply where funding for additional support has been devolved to the school.
- 4.5 The principle upon which the task and finish group has based the need to change is that the current system is no longer fit for purpose and unsustainable. Feedback from the Additional Support Task and Finish Group to Headteachers in July 2016 identified that the current additional support allocation system was inflexible, bureaucratic and restrictive. It was recognised that the Local Authority and schools needed to work together to find a solution to what was described as a 'shared challenge'. Miss R Collins (Headteacher St Cenydd Community Comprehensive School) and Mr D Witchell (Headteacher, Cwmfelinfach and Ynysddu Primary Schools) informed the Headteacher meeting that, the following principles were identified as being key to any proposed delegation system :
- the system is creative and flexible and allows schools to effectively plan and manage additional support for pupils with ALN;
  - the impact of additional support on pupil outcomes and value for money can be measured and evaluated.
- 4.6 The Additional Support Task and Finish group consider that earlier intervention enabled by greater delegation of funding would support the needs of many pupils in a more timely fashion and would more effectively support schools to meet their responsibilities as outlined in the draft ALN Reform Bill. Confidence of parents /carers and the understanding of health professionals are seen as key to the success of such an approach to funding ALN.
- 4.7 Headteacher representatives on the Task and Finish group were tasked with developing delegation models in consultation with their clusters. Following a meeting on 18<sup>th</sup> May 2017 delegation models were identified as having the potential for further consultation with all schools and relevant stakeholders.
- 4.8 The Task and Finish group unanimously agreed that any delegated funding should be to individual schools which could either manage this funding independently or alternatively choose to pool delegated funds and work collaboratively in partnership with other schools.
- 4.9 There is no pre-conceived idea on what would constitute a partnership arrangement. It is envisaged that these could be flexible and diverse and reflect the individual and collective needs of schools in Caerphilly. For example, partnership arrangements could be based on
- secondary schools and their primary feeder schools;
  - geographical location;
  - existing joint working arrangements;
  - 'family of school' groups.

- 4.10 The task and finish group also agreed that whatever factors are included in a funding formula methodology that these should be based on a rolling three year average.
- 4.11 At the task and finish meeting 18<sup>th</sup> May 2017 it was agreed to seek the views of headteachers in a pre-consultation exercise in order to inform a fully costed consultation exercise in the autumn term 2017. The pre-consultation survey took place between 13<sup>th</sup> -30<sup>th</sup> June and the outcomes from this were presented to the task and finish group on 11<sup>th</sup> July 2017 (**Appendix 1**)
- 4.12 The Local Authority's Inclusion and Additional Learning Needs Service has responsibility for managing the current process for allocating additional support. There are established protocols and an administrative infrastructure, which underpin this process. The views of headteachers regarding the current system (see point 4.5) and the impending Additional Learning Needs and Education Tribunal (Wales) Bill, provides an ideal opportunity for the additional support allocation process to be refreshed.
- 4.13 Agreement will be sought from CMT to proceed with a formal consultation with headteachers and relevant stakeholders on the proposal to delegate the additional support budget to schools.

## **5.0 WELL-BEING OF FUTURE GENERATIONS**

- 5.1 This proposal 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.
- **Integration** – the delegation of the additional support budget will provide schools with the opportunity to work together either in cluster or family of school groups to provide targeted support to vulnerable learners. The skills and knowledge of practitioners will be enhanced and this arrangement will ensure that the educational and social skills of learners with additional needs will be more effectively met.
  - **Long-term** - The proposal recognises the importance of balancing short-term needs with the needs to safeguard meeting long-term needs. The delegation of the additional support budget will provide a more sustainable funding model and develop capacity and expertise in mainstream school settings.
  - **Prevention** – Access to additional support provides helps vulnerable learners access the curriculum and for children/young people with physical / medical needs the school environment. Targeted, time limited and effective additional support can be highly effective in addressing a range of difficulties experienced by children/young people, which has a positive impact on their well-being and attainments.
  - **Involvement** – The proposal to consult on additional support delegation 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. All relevant stakeholders will be involved in the consultation process including third sector organisations. We are collaborating with headteachers as part of the Task and Finish Group and they, in turn, will be working with their partners.

## **6.0 EQUALITIES IMPLICATIONS**

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

## **7.0 FINANCIAL IMPLICATIONS**

7.1 There are no direct financial consequences from this report. However, fully costed delegated funding options will follow a formal consultation process.

## **8.0 PERSONNEL IMPLICATIONS**

8.1 Currently there are 104 centrally employed teaching assistants. Delegation of additional support could impact on personnel currently employed in central team. Following the consultation process, we will be able to be more specific about the potential impact to personnel. Any staff affected will be fully consulted along with trade union representatives and supported through HR processes.

## **9.0 CONSULTATIONS**

9.1 Views on the proposal have been sought from Education SMT and the Headteacher stakeholder group. The report reflects the views of the consultees from that group.

## **10.0 RECOMMENDATIONS**

10.1 That a formal consultation on additional support delegation take place in the autumn term 2017.

## **11.0 REASONS FOR THE RECOMMENDATIONS**

11.1 Delegation of this budget to schools would support the needs of many pupils in a more timely fashion and would more effectively support schools to meet their responsibilities as outlined in the draft ALN Reform Bill

## **12.0 STATUTORY POWER**

12.1 Well-being of Future Generations (Wales) Act 2015  
Education (Wales) Act 2014  
Education Act 1996 - Equality Act 2010

Author: Sarah Ellis, Lead for Inclusion and ALN

Consultees: Directorate Senior Management Team  
Corporate Management Team  
Cllr Philippa Marsden, Cabinet Member, Education and Achievement  
Cllr Wynne David, Chair of Education Scrutiny Committee  
Cllr Gaynor Oliver, Vice Chair, Education Scrutiny Committee  
Ros Roberts, Corporate Performance Management  
Jane Southcombe, Financial Services Manager  
Anwen Cullinane, Senior Policy Officer – Equalities and Welsh Language

Appendices:

Appendix 1 Pre consultation survey outcomes

Appendix 2 Delegation Options

## Appendix 1

### Report on the Outcomes of the Pre-Consultation on Additional Support Delegated Funding.

The Additional Support Task and Finish group sought the views of headteachers in a pre-consultation exercise in order to inform a fully costed consultation paper. Background information was provided to headteachers (see Appendix A).

- 42 (47%) headteachers responded to the pre-consultation questionnaire.
- 8 Secondary Headteachers, 33 Primary School Headteachers + 1 anonymous respondent
- Headteachers were provided with the opportunity to attend an information seminar 26<sup>th</sup> June 2017.

The responses to the questions asked were as follows.

#### **1. Would you like the entire additional support budget (money and people) to be delegated to schools?**

- Yes (20) **48%**
- No (22) **52%**

#### **Reasons for 'Yes' included,**

More autonomy, more transparency, flexibility, more effective & responsive provision, reduction in bureaucracy, funding could be pooled, own choice of staff.

#### **Reasons for 'No' included,**

- Costs in terms of bureaucracy.

#### **2. What percentage of the additional support budget should be retained by the local authority as a contingency fund and how would you see a central contingency fund being utilised?**

- % of additional support budget to be retained ranged from 5- 10%, 15-20%, 30 -50%

#### **Comments on how a contingency fund could be utilised.**

- Short term emergency situations, e.g. when a child moves schools or moves into the authority.
- This fund would need to have rigid criteria and be possibly for a maximum of 6/8 weeks.



- "Rapid Response Team" of say 3/4 TAs or specialist staff.
- Safety net for schools when situations become so difficult, unexpectedly, that support is needed to proceed
- Used to deal with an extreme / unpredicted situation on a case by case evaluation but for a short term intervention.

**3. Do you agree that FSM should be included as a factor in the delegated funding formula?**

- Yes (25) **60%**
- No (17) **41%**
- **What priority should the FSM element have?**
- High (50% - 60%) (9) **36%**
- Medium (20% - 30%) (10) **40%**
- Low (5% - 10%) (6) **24%**

**4. Do you agree that WIMD should be included as a factor in the delegated funding formula?**

- Yes (27) **64%**
- No (15) **36%**

**What priority should the WIMD element have?**

- High (50% - 60%) (9) **33%**
- Medium (20% - 30%) (13) **48%**
- Low (5% - 10%) (5) **19%**

**5. Do you agree that PLASC SEN numbers (SA+ and statements) should be included as a factor in the delegated funding formula?**

- Yes (39) **93%**
- No (3) **7%**

**What priority should the PLASC SEN element have?**

- High (50% - 60%) (28) **72%**
- Medium (20% - 30%) (11) **28%**
- Low (5% - 10%) (-)

**6. Do you agree that the numbers of pupils on roll should be included as a factor in the delegated funding formula?**

- Yes (28) **67%**
- No (14) **33%**

**What priority should the numbers of pupils on roll element have?**

- High (50% - 60%) (12) **46%**
- Medium (20% - 30%) (13) **50%**
- Low (5% - 10%) (1) **4%**.

**7 Do you agree that Pupil Attainments (National Test Outcomes) should be included as a factor in the delegated funding formula?**

- Yes (15) **38%**
- No (25) **63%**

**What priority should the Pupil Attainments (National Test Outcomes) element have?**

- High (50% - 60%) (4) **27%**
- Medium (20% - 30%) (8) **53%**
- Low (5% - 10%) (3) **20%**

**8. Do you agree that the pupils with EAL should be included as a factor in the delegated funding formula?**

- Yes (24) **57%**
- No (18) **43%**

**What priority should the EAL element have?**

- High (50% - 60%) (2) **8%**
- Medium (20% - 30%) (11) **46%**
- Low (5% - 10%) (11) **46%**

**9. Would you like any other elements to be included in the funding formula?**

- FP baseline at Nursery entry
- Extreme behaviours / mental health difficulties

- Families who have multiple agencies involved
- Exceptional circumstances need to be accommodated.

## **10. Grant –funded model**

**Would you like additional support funding to be based on the factors described above?**

- Yes (31) 80%
- No (8) 21%

### **Comments**

- Why no allocation for pupils with statements?
- WIMD & FSM should be included as well
- What about pupils who move schools?

## **11. Summary of pre-consultation outcomes**

- When the additional support budget is delegated the LA should retain a contingency 'pot' (people and / or money) which should be used to support emergency situations on a time- limited basis.

**The following elements should be included in a funding formula**

- FSM - medium priority
- WIMD –medium priority
- PLASC SEN –high priority
- Numbers on roll –medium priority
- EAL – medium priority

The following element should not be included in a funding formula

- Pupil Attainments

## **Appendix A – Information provided to Headteachers.**

### **The Delegation of ALN funding to Local Authority maintained schools in Caerphilly County Borough.**

#### **Summary**

As part of the Additional Learning Needs (ALN) review the Additional Support Task and Finish group has been working on developing models for the delegation of additional support funding to schools.

The Additional Support Task and Finish group are seeking the views of headteachers in a pre-consultation exercise in order to inform a fully costed consultation paper, which will be circulated in the autumn term 2017.

Headteachers are asked to respond to this pre-consultation paper by Friday 30<sup>th</sup> June 2017.

- The deadline for completing your response is by 5pm on Friday 30<sup>th</sup> June 2017
- Responses received after this date will not be included.
- Outcomes from this pre-consultation exercise will be reported to headteachers at a meeting in the autumn term.

## Introduction

Caerphilly County Borough Council has a range of policies for special educational needs and inclusion, consistent with the Welsh Government's agenda for children and young people with additional learning needs (ALN).

The majority of local authorities across Wales have already delegated additional support funding to schools. In Caerphilly Local Authority (LA) funding for additional support for schools has historically been retained centrally. The budget for additional support is £3.6m; this includes the employment of 105 centrally employed teaching assistants. The major share of SEN expenditure is retained centrally but schools utilise the majority of SEN funding to undertake their responsibility for SEN provision. The overspend of this budget in 2016-17 was £252,000.

## Background to the Proposal

Delegation of ALN funding to schools in Caerphilly has been discussed with Headteachers over a number of years. As part of the ALN Review an Additional Support Task and Finish group was established in 2015 to consider options for delegation. The following headteachers have been nominated to represent their Clusters on the Task and Finish group.

Cluster	Representative
1. Bedwas	Vicky Jenkins Delf
2. Blackwood	Julie Farmer / Nicola Williams
3. Heolddu	Kathryn Thompson
4. Islwyn High	Tim Williams
5. Lewis	Heather Duncan / Chris Parry
6. Newbridge /Cwmcarn	Catherine Mansell / Jackie Nash
7. Risca	Dave Witchell
8. Rhymney	Kathryn Thompson
9. St Cenydd	Rebecca Collins / Claire Walsh
10. St Martins	Tara Lloyd
11. Ysgol Cwm Rhymni	Ryan Jenkins

Some recommendations from the group have already been agreed by headteachers and were implemented from 1<sup>st</sup> April 2017. These were:-

- From 1<sup>st</sup> April 2017 all primary schools with Nursery settings received a lump sum (£1,950) to cover support for toileting.
- From 1<sup>st</sup> April 2017 there will only be first day absence cover for pupils receiving 15 hours and above additional support. Cover for pupils receiving 1-14 hours will be considered after the third day of absence, day one cover will be provided for pupils receiving 12.5 hours support in a nursery setting. This will not apply where funding for additional support has been devolved to the school.

The principle upon which the Task and Finish group has based the need to change is that the current system is no longer fit for purpose and unsustainable. Feedback from the Additional Support Task and Finish Group to Headteachers in July 2016 identified that the current additional support allocation system was inflexible, bureaucratic and restrictive. It was recognised that the Local Authority and schools needed to work together to find a solution to what was described as a 'shared challenge'. Miss R Collins (Headteacher St Cenydd Community Comprehensive School) and Mr D Witchell (Headteacher, Cwmfelinfach and Ynysddu Primary Schools) informed the Headteacher meeting that,

**This is a shared challenge which requires an understanding from schools that,**

- funding for additional support is linked to a budget of £3.6m that is currently overspent;
- when additional support is linked to statements this reduces available funding for pupils at SA+ .

**This is a shared challenge which requires an understanding from the Local Authority that:-**

- schools need to be actively involved in decision making processes relating to additional support.;
- paperwork should be kept to a minimum – the focus should be on the impact additional support has on pupil outcomes.

The following principles were identified as being key to any proposed delegation system:-

- the system is creative and flexible and allows schools to effectively plan and manage additional support for pupils with ALN;
- the impact of additional support on pupil outcomes and value for money can be measured and evaluated.

## **The Proposal**

The Additional Support Task and Finish group consider that earlier intervention enabled by greater delegation would support the needs of many pupils in a more timely fashion and would more effectively support schools to meet their responsibilities as outlined in the draft ALN Reform Bill. Confidence of parents /carers and the understanding of health professionals are seen as key to the success of such an approach to funding ALN.

Headteacher representatives on the Task and Finish group were tasked with developing delegation models in consultation with their clusters. Following a meeting on 18<sup>th</sup> May 2017 delegation models were identified as having the potential for further consultation with all schools and relevant stakeholders.

**The Task and Finish group unanimously agreed that any delegated funding should be to individual schools which could either manage this funding independently or alternatively choose to pool delegated funds and work collaboratively in partnership with other schools.**

There is no pre-conceived idea on what would constitute a partnership arrangement. It is envisaged that these could be flexible and diverse and reflect the individual and collective needs of schools in Caerphilly. For example, partnership arrangements could be based on,

- secondary schools and their primary feeder schools;
- geographical location;
- existing joint working arrangements;
- 'family of school' groups

**The Task and Finish group also agreed that whatever factors are included in a funding formula that these should be based on a rolling three year average.**

The Task and Finish group would like the views of headteachers on the following.

- Whether the additional support budget should be fully delegated to schools with no element of the additional support budget ( money and people) retained by the LA **or** whether a contingency 'fund' should be held by the LA for strictly defined emergency situations;
- The second element refers to the funding formula which could be applied to delegated monies

Headteachers have been kept informed of developments relating to additional support delegation by Headteacher representatives on the Task and Finish group. However if headteachers would like more information on the work of the Additional Support Task and Finish group and on delegation funding models a briefing seminar will take place on Monday 26<sup>th</sup> June, 10.30 – 11.30 in The Chamber at Ty Penallta.

## **Next Steps**

Following the pre-consultation phase the Task and Finish group will reconvene to consider the responses received from headteachers. Based on the responses received a consultation paper will then be written, which would include fully costed options. It is proposed that a full consultation process will take place in the autumn term 2017.

### Options for Consultation

#### Option 1 - Delegation of the entire additional support budget (money and people)

<b>Benefits</b>		<b>Risks</b>
Consistent and transparent funding for schools, which will support longer term planning for staff employment, training and performance management.		No financial safety net for schools in terms of emergency situations
Greater flexibility for schools with regard to the management of pupils with ALN. Schools can make speedier decisions in response to parental concerns / children's needs.		Increase in numbers of staff for schools to manage and loss of peripatetic TA model, which could be an issue when pupils move schools.
Reduced bureaucracy for schools as schools would not have to complete referral forms for LA Panels.		Lack of common criteria across schools could lead to inconsistencies in the identification and support for pupils with ALN
Allows Schools to develop relationships where resources can be shared.		Potential increase in costs for agency staff as schools are outside LA procurement agreement
Reduced administrative layer		
Supports new ALN legislative framework.		
LA resources can be focused on pupils with the most complex needs		



**Option 2 - Delegation of the additional support budget to schools but with the local authority retaining a central contingency fund**

<b>Benefits</b>	<b>Risks</b>
Consistent and transparent funding for schools, contingency fund will support emergency situations	Contingency fund will reduce the amount of money delegated to schools.
Greater flexibility for schools with regard to the management of pupils with ALN. Schools can make speedier decisions in response to parental concerns / children's needs.	Increase in numbers of staff for schools to manage and loss of peripatetic TA model, which could be an issue when pupils move schools.
Reduced bureaucracy for schools as schools would not have to complete referral forms for LA Panels.	Lack of common criteria across schools could lead to inconsistencies in the identification and support for pupils with ALN
Allows Schools to develop relationships where resources can be shared.	Potential increase in costs for agency staff as schools are outside LA procurement agreement
Reduced administrative layer	
Supports new ALN legislative framework.	
LA resources can be focused on pupils with the most complex needs	



## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 26/09/17 INFORMATION ITEM

**SUBJECT: PROGRESS REPORT FOR THE LOCAL PARTICIPATION ACTION PLAN (LPAP)**

**REPORT BY: CHIEF EDUCATION OFFICER**

---

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

- 1.1 To inform Members of the progress made against the Local Participation Action Plan during 2016/17.

### **2. SUMMARY**

- 2.1 The Welsh Government issued statutory guidance for Children and Young People's Participation in February 2013, which placed a statutory duty on Local Authorities to make arrangements to promote and facilitate participation by children and young people in decisions of the authority that might affect them.
- 2.2 The Local Participation Action Plan (LPAP) 2013-2016 sets out the arrangements for promoting and facilitating children and young people's participation in decision-making in Caerphilly County Borough. It has also served as the delivery plan for ensuring that statutory duties under the Children and Families (Wales) Measure 2010 (section 12), are being met.
- 2.3 A LPAP progress report has been produced since 2014, with a summary of participative activity and developments made by a range of CCBC service areas and key partners who work to improve the involvement of children and young people in decision making.
- 2.4 The progress report for 2016/17 summarises key participative activity throughout 2016/17 and evidences how statutory duties are being met.

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

- 3.1 The LPAP and the progress made during 2016/17 contribute to the Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:
- *A prosperous Wales – Engaging young people in decision making and associated rights-based participative activity enables skills development and access to a variety of experiences which assists on a pathway to further education and employment.*
  - *A resilient Wales – Participation in eco-schools initiatives, as demonstrated in the progress report, educates children in having a voice in how to nurture and protect the natural environment.*

- *A healthier Wales – The Healthy Schools initiative and much participation related activity supports physical and mental well-being as well as raising self-esteem and positive aspirational behaviour for the future.*
- *A more equal Wales – The LPAP aims to give all young people access to having a voice and being informed of their rights, regardless of background or circumstance.*
- *A Wales of cohesive communities – Much of the participative outreach related activity has been delivered in community based locations, aiming to connect communities of young people to local decision-making.*
- *A Wales of vibrant culture and thriving Welsh language – Young People are often engaged in participative related activity through a range of cultural, sporting and recreational activity.*
- *A globally responsible Wales – Youth Forum related activity embraces the rights-based agenda with national and European activity, with links to the National Assembly for Wales, the UK Youth Parliament and the European Youth Parliament, enabling local young people to contribute to and influence global issues.*

3.2 The PSB Communication & Engagement Strategy, of which adheres to the National Principles of Engagement and the National Participation Standards for Children and Young People.

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

4.1 The LPAP Progress Report 2016/17 is attached in Appendix 1.

4.2 The LPAP has four key objectives: Objective 1, To support organisations to involve children and young people in decision making; Objective 2, To promote children and young people's right to be heard on a range of issues; Objective 3, To support organisations to develop a clear commitment to the national participation standards for children and young people; and Objective 4, To develop sustainable mechanisms enabling children and young people to influence decision-making.

4.3 Participative activity against each of the four objectives has been very good across a range of LA areas who have worked to directly involve children and young people in decision making. Work has also been undertaken to support schools and other service providers to develop their participative practice through delivering training and facilitating engagement with a variety of schemes that evaluate and award good participative practice.

4.4. The scope and variety of participative activity is excellent and clearly demonstrated in the annual progress report, with examples of how pupil voice in schools is developing, examples of the continued developments and successful engagement of children and young people in the LA Junior Forum and Youth Forum, and how harder to reach young people are being engaged in rights based education through outreach programmes.

4.5 The progress report illustrates a clear commitment of the LA to the participation of children and young people in decision making and evidences that statutory duties are being fulfilled.

4.6 The LPAP will be reviewed during 2017/18 and will continue with the aim of developing practice and process around the promotion and facilitation of children and young people's participation.

4.7 Under the direction of the Cabinet Secretary for Communities and Children, Welsh Government regularly conducts monitoring visits to determine how statutory guidance is being implemented in Local Authorities. WG Officers visited CCBC in October 2016 and August 2017 and on both visits were very positive and pleased with the high level of pro-active commitment to participation demonstrated and with the level of engagement with children and young people. Both visits concluded that there is strong evidence to demonstrate that Caerphilly meets the requirements as set out in the statutory guidance.

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

- 5.1 This LPAP Progress Report and all associated activity contribute to the Well-being Goals as set out in Links to Strategy above. The LPAP aims to improve and enable processes through which children and young people have a say in decisions which affect them, ensuring they are able to express their views and ideas for improving their own lives and the lives of others, both now and for future generations.
- 5.2 It is consistent with the five ways of working as defined within the sustainable development principle in the Act by working with children and young people (and supporting other service providers to work with children and young people) to impact on decision making for short term and long term needs. By listening to the voices of children and young people, service providers are better able to respond to needs, better able to identify and understand problems as experienced by our citizens and thus better able to shape services in the future in a more effective responsive way.
- 5.3 Involving children and young people in decision making at all levels fosters a culture of expectation and responsibility, strengthened by increasing their knowledge and understanding in Childrens Rights.
- 5.4 The LPAP aims to be a multi-agency plan, where a range of service areas and partners develop and report on participative activity in a collaborative way, sharing practice and contributing to the outcomes as achieved in the progress report.

## **6. EQUALITIES IMPLICATIONS**

- 6.1 This report is for information purposes only, so the council's full Equalities Impact Assessment process does not need to be applied.
- 6.2 The participative activity that has taken place throughout 2016/17 has benefitted many different groups in the community with many children and young people having been recipients of engagement activity, rights-based education and informed service delivery.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 There no financial implications in this report.

## **8. PERSONNEL IMPLICATIONS**

- 8.1 There are no personnel implications in this report.

## **9. CONSULTATIONS**

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

## **10. RECOMMENDATIONS**

- 10.1 Members are requested to note the contents of the LPAP Progress Report 2016/17

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

11.1 For information for members.

## **12. STATUTORY POWER**

12.1 'Shared Purpose: Shared Future, Statutory Guidance on the Well-Being of Future Generations (Wales) Act 2015', and in particular SPSF 3 – Annex B, which is issued in accordance with Section 17(3) of the Children and Families (Wales) Measure 2010 and applies to local authorities in respect of local well-being plans and whenever they take decisions which might affect children and young people.

Author: Clare Ewings, Community Education Manager,  
Email: ewingc@caerphilly.gov.uk

Consultees: Keri Cole, Chief Education Officer  
Directorate Senior Management Tem

Appendices:  
Appendix 1 Local Participation Action Plan (LPAP) Progress Report 2016/17



**SUBJECT: LOCAL PARTICIPATION ACTION PLAN (LPAP) PROGRESS  
REPORT 2016/2017**

**REPORT BY: COMMUNITY EDUCATION MANAGER, CCBC YOUTH SERVICE**

**DATE: JULY 2017**

---

## **1. Background to the Local Participation Action Plan**

The Local Participation Action Plan (referred to as LPAP) 2013-2016 sets out the arrangements for promoting and facilitating children and young peoples participation in decision-making in Caerphilly County Borough. It also identifies key improvement actions that ensure statutory duties under 'Shared Purpose - Shared Future', Statutory guidance on the Well-being of Future Generations (Wales) Act 2015 (SPSF 3 - Annex B) are fulfilled and that the participation of children and young people is further embedded in mutli-agency service delivery.

The statutory guidance is issued in accordance with Section 17(3) of the Children and Families (Wales) Measure 2010 and applies to local authorities both in respect of local well-being plans, and whenever they take decisions which might affect children and young people.

The LPAP fully considers the statutory guidance and builds upon developments in children and young peoples' participation over previous years. It is based on clear performance indicators with a focus on four key objectives, these are to:

- 1) support organisations to involve children and young people in decision-making;
- 2) promote children and young peoples' right to be heard on a range of issues;
- 3) support organisations to develop a clear commitment to the National Participation Standards; and
- 4) develop sustainable mechanisms enabling children and young people to influence decision-making.

There are a number of comprehensive actions identified within each objective which can be directly linked to each of the stated requirements under the statutory guidance, thus ensuring that arrangements for children and young people's participation are effective and continually improved upon and that statutory duties are fulfilled. All actions are owned by a number of service areas and partners which ensures that the responsibility and progression of children and young people's participation is developed from a multi-agency perspective.

A LPAP progress report has been produced since 2014, with a summary of participative activity and developments made by a range of CCBC service areas and partners who work to improve the involvement of children and young people in decision-making. The progress made under some objectives can be compared to previous years where quantitative data exists, and case studies are also included to demonstrate examples of the practical work undertaken.

## **2. Progress against LPAP Objectives**

### **2.1 Objective 1: Support organisations to involve children and young people in decision-making**

#### **2.1.1 Toolkit & Training**

The Participation Toolkit for Children and Young People, developed in 2009/10 continues to be a well utilised resource for many practitioners across a range of sectors. The Youth Service Curriculum Framework also incorporates the use of the toolkit alongside the development of a range of educational programmes for young people under the core curriculum area of Citizenship. Resources for Youth Workers within this curriculum area support the delivery of a range of rights based learning such as democracy and decision-making, rights and responsibilities, participation in decision-making, community involvement, and political awareness.

During 2016/17, over 250 practitioners, school leads and peer mentors have benefited from training around Children's Rights, Advocacy and Participation, a figure remaining consistent with the previous year. Some examples include:

- The Youth Forum team have trained 61 professionals from across Youth Support Services in rights and the participation standards, which has led to four projects engaging in the kitemarking process. The team, with young people, also delivered a training session on Participation & Rights to 30 Youth Offending Staff.
- NYAS (National Youth Advocacy Service) has trained 36 professionals working across the borough specifically in Advocacy and Children's Rights. In addition to this, 21 advocacy awareness sessions were delivered to a range of operational teams (to in excess of 100 practitioners) across the borough including Health teams, School Counsellors, Child Care Teams and Families First projects, building on the 28 sessions delivered in the previous year. A dedicated training session on Advocacy was also delivered to 22 Youth Workers.
- 9 young people (previously trained as Peer Advocates) continue to be supported by NYAS in their work to support other young people. Young people from youth provisions have benefitted from the support provided by peer advocates and of the 9 trained and now experienced peer advocates, 3 trained in 2015/16 have entered into employment and 2 have embarked on a Social Work degree. For 2017/18, an additional 3 young people have been recruited and trained as peer advocates.

#### **2.1.2 Schools & Pupil Participation**

Schools and Youth Provisions have received support to develop Pupil Participation through the successful Eco Schools initiative. This is a whole school/club programme led by the pupils in all year groups who form an Eco-committee to lead on sustainable developments. The eco-committee leads on decision-making, taking action areas forward, undertaking environmental projects and monitoring progress.

All 90 schools in the Borough have participated in the Eco School Award Programme during 2016/17, an outcome of 100% that has been maintained from the previous year. Of these, 84% of schools (76) achieved the Eco-School Green Flag Award compared to 76% in 2015/16 and 67% in 2014/15. All schools are monitored and supported to progress through the scheme and renew their Eco School Green Flag, once achieved, every two years.

Across the initiative, 22 schools have achieved the 1<sup>st</sup> Green Flag award, 12 have achieved the 2<sup>nd</sup> Green Flag award, 8 have achieved the 3<sup>rd</sup> Green Flag award, and 34 schools have achieved the 4<sup>th</sup> Green Flag award which becomes a Platinum award. This is a positive increase on the 22 schools that achieved the Platinum award in 2015/16, and the 15 schools

that achieved the award in 2014/15. The Innovate Project, a Youth service led EOTAS provision (Educated Other Than At School) is also soon to be awarded the 1<sup>st</sup> Green flag.

The number of schools who make steady progress through the award and maintain green flag status demonstrates the success in which schools embed participative practice through a range of schemes, for example, in addition to School Councils. The projects and activities undertaken within this initiative are focussed on education for sustainable development whilst embedding the principles of participation throughout all activities.

Alongside the Eco schools initiative, support is provided to schools in developing sustainable and eco-focussed projects that embed a participative ethos in working with children. The Bees Educating Eco Schools project demonstrates a key project that has been developed by primary school children that is now a well utilised and educative resource for other children whilst benefitting the natural environment.

***Case Study 1 – BEES – Bees Educating Eco Schools, page 11***

The Healthy Schools initiative has supported the active involvement of nearly all Caerphilly Primary School Councils in the scheme and supported 10% of schools in achieving the National Quality Award (NQA), an increase on the 6% in 2015/16. A whole school approach to participation has been evident in schools achieving the NQA with demonstrable outcomes in how pupils have gained a better understanding of pupil voice.

Some excellent practice in ensuring Pupil Voice is evident in many schools across the borough with very positive outcomes from various school council activities, where ideas generated from pupils have been taken forward and changes made as a result. All primary schools actively participate in the Junior Forum and shared learning around rights and pupil voice takes place through the junior forum representative links.

***Case Study 2 – Cwm Aber Infants School, page 13***

***Case Study 3 – Fochriw Primary School, page 14***

***Case Study 4 – St Helens RC Primary School, page 15***

### **2.1.3 Supporting Participative Processes**

The Families First Programme ensures that all services provided through the programme are effectively involving children, young people and families in service development and review. All 17 Lead Projects have evidenced user involvement throughout 2016/17 through quarterly and annual monitoring processes, each demonstrating methodology and outcomes of participative processes.

Examples of significant changes to programme delivery include offering evening group sessions to better suit the needs and wishes of children, young people and families. The Family Engagement Project facilitated and supported young people to attend the Youth Forum. The Inclusion and Support Project, focusing on Young Carers, was awarded a National Kite Mark in Participation Standards for the active role young people played in the service.

In addition, The Families First team conducted a needs analysis to inform the future development of the Families First Programme. The views of children, young people and families were fed into the analysis by consultation, identifying key areas of work.



## **2.2 Objective 2: Promote children and young peoples' right to be heard on a range of issues**

### **2.2.1 Information for Children and Young People**

The Junior Forum and Youth Forum both continue to provide information for children and young people on their rights (as set out in the UNCRC) and on the right to be heard using a range of avenues. These include:

- The Youth Service's facebook page (Youth4U),
- Twitter (@caerphillyyf) increasing from 1180 followers in 2015/16 to 1389 followers in 16/17 and 2470 tweets to date,
- Facebook (Caerphilly Youth Forum) with 143 followers,
- Instagram (Youth Forum Caerphilly)
- Information such as Handbooks; Newsletters; and public notices on meetings circulated to Youth Support Services and Schools.
- The Welsh Government information and resources on children's rights has been well utilised, with 10,000 information & activity sheets, postcards (each with local information printed on) and other resources distributed to all Primary Schools, Libraries and Youth Services.

78% of young people surveyed via the Youth Forum reported an increased awareness of rights during 2015/16; this figure has increased to 87% in 2016/17, demonstrating success of communication and engagement methods in levels of awareness amongst young people. Similarly, 77% of young people who participated in the International Children's Rights day, celebrated in 2016 for the fourth year, reported that the event increased their knowledge of Childrens rights, compared to 73% in 2015/16.

The Forum team have delivered a number of rights awareness raising sessions to year 5 and 6 pupils in primary schools strengthening links between the Junior Forum project and primary schools, aswell as workshops to young people in schools, EOTAS provisions, youth support services and youth clubs. 306 children and young people have accessed sessions 2287 times, and 43 young people have achieved an Agored accredited qualification in Children's Rights, remaining consistent with outcomes in previous years, amongst many more who would've learnt informally about their rights and how to have a voice on matters that affect them.

#### ***Case Study 5 – Junior Forum Outreach Sessions, page 16***

The Youth Champion continues to promote the voice of young people in democratic processes, supporting the work of the Junior Forum and Youth Forum. The Youth Forum will support CCBC Democratic Services in the facilitation of a Youth Champion election during the Autumn of 2017 across Secondary Schools and Youth Support Services.

Information on participation arrangements is also available from partners and services directly and centrally from the Family Information Service. Sport and Leisure Services have actively embraced social media to signpost children and young people to various opportunities, with twitter reaching over 7109 tweets (up from 4,800 tweets in 2015/16) and 2990 followers (increased from ) 2182 followers, and Instagram reaching 360 followers (up from 146 followers during 2015/16).

During 2015/16, NYAS had received a 10% increase in referrals for advocacy for young people, a total of 463 compared to 421 in 2014/15 and 350 in 2013/14; this represented a 32% increase over a three year period and was attributed to a comprehensive training programme. During 2016/17, despite a slight decrease in referrals to 403, it still represents a significant result compared to 2013/14 where training, toolkit availability, promotional materials and support was low and LPAP was in it's infancy.

## 2.2.2 Support for Children and Young People who are Looked After to Have a Voice

Childrens Services encourage all children and young people who are Looked After to engage in the care planning and review process. The following table outlines the number of Looked After Children and Young people who attended their LAC reviews in 2016/2017:

	Number of LAC reviews held	Consultation papers returned	Attendance at LAC Review
Age range 7 to 10 years	153	-	48
Age range 11 to 17 years	378	68	262

The above table highlights that 69% of those aged 11 to 17 years attended their reviews and 31% of children aged 7 to 10 years attended. For those aged 11 to 17 years, this is an increase from 64% in 2015/16. There has however been a decrease in the number of 11 to 17 year olds completing consultation documents to inform their views at LAC reviews from 24% in 2015/16 to 18% during the past year. In February 2017, consultation took place with Caerphilly Shout Out Group by the Independent Reviewing Officers to consider further how best to engage looked after children and young people going forward. The Annual Independent Reviewing Service Report 2016/2017 has recommended the development of Participation and Engagement Task and Finish Group to look at practice guidelines in respect of young people being involved in their LAC reviews, this is being taken forward by the Child Protection Coordinator.

This year, NYAS has collaborated with Voices from Care to deliver a Peer Mentoring service funded by Comic Relief. This service is aimed at recruiting care leavers who have entered further education, training or employment to become mentors for those children/young people currently being looked after, who would benefit from support to focus their career goals and gain experience of work. It is hoped the support will raise their self-worth and attainment within education, and enable the young person to take more control over their education; it provides pathways to support recognised educational changes or support and allows the young person to make a more informed choice in regards to educational pathways.

NYAS have also worked with young people through a creative arts and photography project to allow them to express their views and feelings of being in care and how they would/wouldn't change it for others. This project resulted in a published book, a launch and a weeklong exhibition at the Senedd supported by Caerphilly AM Hefin Davies, all of which are adding to the information available and awareness amongst young people of their rights and opportunities to be heard.

## 2.3 Objective 3: Support organisations to develop a clear commitment to the National Participation Standards

The National Participation Standards for children and young people continue to be promoted and supported locally through the Youth Forum, primarily through the promotion of the National Participation Standards Kite-marking scheme and during awareness-raising sessions of children and young people's rights. All inspections for the kite-mark are carried out by young people who have been trained as 'Young Inspectors', conducting inspection sessions, interviews, writing the assessment reports and making recommendations in line with the national programme. During 2016/17, 7 young people were trained and formally accredited as young inspectors, with a target to train a further 14 young people during the

summer 2017. This builds on the 19 young people trained as young inspectors during the two years prior to 2016/17. A total of 335 young people participated in awareness raising sessions of the National Participation Standards delivered by the Youth Forum, with 98 young people receiving local accreditation for their participation in the inspection process of their Youth project.

Awareness raising sessions on the standards have been delivered to 61 professionals across schools and youth support services in 2016/17 compared to 51 in 2015/16. These sessions aim to ensure that good standards of practice are delivered across the authority with the opportunity to progress onto achieving the National Participation Kite mark through the Young Inspectors project. During 2016/2017, four provisions (1 Secondary School, 2 Youth Centres and a local Barnardo's project) were supported to participate in the Kitemarking process, with two providers awarded the kitemark and a further two working towards accreditation. This brings the total number of services which will have achieved the National Kite Mark to 15 during the period 2012-2016. A further four inspections will be conducted in 2017 resulting in 19 awards overall.

## **2.4 Objective 4: Develop sustainable mechanisms enabling children and young people to influence decision-making**

### **2.4.1 County Junior Forum and Youth Forum**

A County wide Junior Forum and Youth Forum enable clear links between children and young people and formal decision making structures at a Local Authority level. Children and Young People's issues (gathered via an established process followed by the Junior and Youth Fora) are identified by children and young people, discussed with Senior Officers and presented directly to elected members through the Local Authority Cabinet, Scrutiny Committees and the Public Services Board. This is for both specific project work undertaken as a direct response to issues raised, and for consideration in the planning, delivery and review of services.

The Caerphilly County Borough Youth Forum was originally established in 2000, and is a well-established and well respected mechanism for young people's participation.

During 2016/17, the Youth Forum:

- Had 150 elected representatives from Schools and Youth Support Services,
- Hosted an annual conference to identify young people's issues and introduce newly elected representatives with 77 young people in attendance (67 in 2015/16),
- Held an On-line vote to identify a 'Priority issue' for young people following the conference, with 1116 votes registered compared to 552 votes on the 2015/16 priority issue and 589 votes on the 2014/15 priority issue.
- Held 6 bi-monthly meetings in the CCBC Council Chambers with an average attendance of 45 young people from various schools and youth support services.
- Elected 11 young people to the Youth Forum Cabinet,
- Operated a weekly project group where 16 young people have worked with Senior Officers and Elected Members to address the Priority Issue identified during the annual conference.
- Facilitated weekly sessions in schools and EOTAS provisions with 34 pupils at risk of disengaging, ensuring their engagement in participative structures
- Elected the Youth Forum Charity for the year with active fundraising by its representatives reaching £396 for Velindre. Noah's Ark was elected as the Forum charity for 2017.
- Represented the County borough and Wales at meetings of UK Youth Parliament. A Caerphilly Representative attended the Annual UK Youth Parliament sitting in the House of Commons representing both Caerphilly and Wales in November 2016. The forum has also

elected a Member of the Youth Parliament to participate in the UK Youth Parliament sitting in the House of Commons in November 2017.

- Worked across the region to ensure young people participated in the work of the Gwent Citizens Panel and the Office of the Police & Crime Commissioner.
- Attended a weekend conference with a Nobel Peace Prize Winner Leymah Gbowee, aiming to educate young people on global citizenship and enable them to positively engage with their communities.
- Participated in Young Wales events including a Mental Health steering group, an Anti-bullying Network and Curriculum Reform workshops.
- Engaged in a number of participative and consultation activities for partners/LA, including the CCBC Wellbeing Assessment, CCBC Active Travel & Welsh Government
- 88% of young people participating in the forum evaluation rated their experience of the youth forum positively and 90% felt that they have had a positive impact on decision-making, the latter compares to an outcome of 60% in 2016/17, therefore representing positive progression.

A key development for 2017 has been the introduction of a 'Partnerships Scrutiny Committee' in order to address the changes required under the Wellbeing of Future Generations Act 2015. The Partnerships Scrutiny Committee includes the function to scrutinise the Public Services Board alongside its duty to scrutinise the Safer Caerphilly Community Safety Partnership. A decision was taken at Full Council in September 2016 that a co-opted place be offered to a representative of the Youth Forum Cabinet who will sit alongside 16 Councillors and 5 other co-opted members (3 from Statutory partners, 1 from a disability organisation and 1 from an equalities organisation). The chair of the Youth Forum (deputised by the vice chair of the Youth Forum) now sits on this Scrutiny Committee, has received training, and attended the first meeting in February 2017.

The Caerphilly County Borough Junior Forum was established in 2009 and is a successful mechanism for children's participation.

During 2016/17, the Junior Forum:

- Had 241 representatives (membership figure across two academic years) from Primary Schools and a Youth Service Project working with vulnerable/disengaged children
- Held 3 borough wide (day long) meetings, one per term with an average of 90-100 children per meeting, where issues for children were identified and reported on.
- Elected 10 children to a Junior Forum Cabinet,
- Engaged in a number of participative and consultation activities for partners/LA.
- 94% of children participating in the forum evaluation rated their experience of the junior forum positively
- Conducted 6 outreach sessions in primary schools, facilitating workshops on Children's Rights to yr 5/6 pupils

The Forum team also strive to improve representation from and communication with schools and other educational providers. During 2016/17, the team have provided 9 support visits to 6 secondary schools securing the involvement of over 1500 young people in a range of consultations, e.g. the UK Youth Parliament Annual 'Make your Mark' ballot. Further outreach sessions were delivered in Ystrad Mynach College and 9 Youth support services. Work has also been undertaken this year to work with at risk young people both in schools and EOTAS provisions, working with them on rights and engaging them in participative opportunities.

***Case Study 6 – Youth Forum Project Group, page 18***

***Case Study 7 – Engaging At Risk Young People, page 21***

## 2.4.2 CCBC Participation & Inclusion Programme

The Youth Service currently run a Participation and Inclusion Programme, providing a Citizenship based curriculum in Youth Clubs and developing opportunities for participation in decision making. The project aims to engage young people in the work of the Youth Forum, engaging them in consultations, raising awareness of the UNCRC, and providing health and wellbeing education aligned to priorities within the CCBC SIP 2013-2017. During 2016/17, this was delivered across 8 youth clubs benefitting 286 young people having 1103 contacts with the participation and inclusion team. The project supported 24 young people to achieve an Agored accredited qualification in Children's Rights and Citizenship and supported 25 young people to become actively involved within the Youth Forum.

In addition to this:

- 87% of young people engaged reported an increased opportunity to be involved in consultations, compared to 69% of young people in the previous year.
- 77% of young people engaged reported an increased awareness of Children's Rights, compared to 70% in 2015/16.
- 67% of young people engaged reported an increased opportunity to become involved in decision making, a decrease on the 70% in the previous year. However project targets now focus on health & wellbeing priorities over embedding participative structures. As a result 73% report an increased awareness of smoking and sexual health with 83% reporting an increased understanding of alcohol and substance misuse.
- 63% of young people engaged reported an increased awareness of the National Participation Standards, compared to 54% in the previous year.
- From their involvement in the project, young people reported an increase in a range of skills; with 93% reporting an increase in confidence (78% in previous year), 83% reporting an increase in team working skills (74% in previous year), 81% reporting an increase in self-esteem (70% in previous year), 71% in decision-making skills (71% in previous year), and 68% in communication skills (72% in previous year).

## 2.4.3 Advocacy and CCBC Children Services

A Young Persons Advisory Group, led by NYAS and CCBC Children's Services ensures that looked after children and young are directly involved in developing and reviewing services and ensuring that an effective advocacy service is led by children and young people. Shout Out group meetings are held monthly and all members are looked after and care leavers. Additionally, two care leavers attend the Corporate Parenting Group on a quarterly basis and link to the Shout Out Group. Throughout 2016/17, the group have been influential in the following consultations:

- Role of the IRO and consulting with looked after children – CCBC Children's Services
- Developing Foster Carer Evaluation forms – CCBC Children's Services
- Interviews of CCBC Children Services staff and commissioning of tenders
- Created a quarterly newsletter for looked after children in Caerphilly.
- Raising the educational attainment for looked after children
- Health and well-being of looked after children guides – in conjunction with Children in Wales
- Confidence in care consultation – Conjunction with fostering network Wales
- National advocacy approach Wales - Welsh Government
- Wales Youth Parliament Consultation
- Question time with party leaders at the Senedd – voice of children in care.
- What is a good corporate parent – in conjunction with Voices from care

The South East Wales Safeguarding Children Board has a dedicated Engagement and Communication group that deals with participation. Recently established to serve both the SEWSCB and the GWASB (Gwent Wide Adult Safeguarding Board), Engagement Officers will act as conduits for meaningful engagement of children and young people and will develop stronger links with Youth Forums and School Councils to enable opportunity for two way communication and greater involvement of children in the work of the Boards.

The SEWSCB has a history of involving children and young people and have also produced resources that have been created by young people for young people. These include a short film on Child Sexual Exploitation (Thistle) and four film clips to provide examples of how CSE can occur and a Child Protection Process Map used to assist children and young people in understanding the child protection process.

#### **2.4.4 CCBC Leisure Services**

The National School Sports Survey is a participative mechanism for young people to provide information on pupil attitudes to sport and well-being and importantly influences sport and leisure provision at school, community and county levels. During 2015/16, 90% of schools participated in the survey (compared to 88% in 14/15), with 5381 primary pupils (compared to 4798 in 14/15) and 5101 secondary pupils (compared to 3692 in 14/15) completing individual responses. At least half of primary schools and all of secondary schools were able to evidence effective use of the information and data generated by the survey, for example, through providing extra-curricular programmes based on and influenced by the data provided. The School Sport Survey was meant to be undertaken again this year however, Sport Wales have made the decision to postpone this by another year. The survey will next take place in the summer term of 2017/18. Leisure Services have also developed an Active Young People and Sports Leader Programme to increase leadership opportunities with a significant impact on outcomes for developing pupil voice.

#### **2.4.5 CCBC Library Services**

Library Services continue to embed participatory processes as well as digital, literacy and school readiness initiatives with children and young people who access libraries across the borough. 1,326 children and young people participated in the annual library survey during 16/17, with 96% of these rating their library experience positively. This remains relatively consistent with 2015/16 figures where 95% of the 1462 participating young people rated their experience as positive. Additionally, 2260 children and young people participated in a variety of library initiatives such as the Summer Reading Challenge and completed evaluations which will influence future initiatives.

#### **2.4.6 General Citizen Engagement**

A new PSB Communication and Engagement Strategy has been approved by the Public Services Board and an action plan has been developed by CCBC to take this forward. A CCBC Communications and Engagement Strategy is to be developed in line with the Council's vision and priorities once these have been agreed following the May 2017 local government elections. Both PSB and CCBC Engagement Strategies adhere to the National Principles of Engagement and the National Participation Standards for Children and Young People.

The LA administered 'Caerphilly Asks, Caerphilly Listens' database includes partners' citizen engagement activity, including children and young people focussed activity. Between April 2016 and March 2017, 48 entries were added to the database (compared to 72 in the previous year) with all associated information available for partners to utilise in service planning. This system is currently under review.

The Families First and Flying Start programmes each commission forums for parents and families, which enable parents to engage in a range of local and national consultations and in service developments across the programmes. Throughout 2016/17, the forums were involved in the consultation for: Learning to Talk (NHS); National Autism Association (WLGA); Flying Start – Transition from Flying Start to School; The Caerphilly We Want – Future Generations Bill; Rec Rock; Childcare Sufficiency Audit; School Attendance Audit; NHS Outpatients Survey; The Wellbeing of Future Generations Act (2015); and the Social Services and Wellbeing Act (2014).

### 3. Progress against Statutory Duties

The statutory requirements, as set out in 'Shared Purpose: Shared Future', Statutory guidance on the Well-being of Future Generations (Wales) Act 2015, Annex B, are as follows:



1. Promote and facilitate children and young people's participation within the broad context of the UNCRC as part of their policies, services and wider citizen engagement.
2. Embed children and young people's participation into all aspects of planning, delivering and reviewing services. This should include the assessment of local well-being, the local well-being plan and relevant sub-plans.
3. Adopt the National Participation Standards.
4. Publish information about the benefits of and arrangements for promoting and facilitating participation in the authority, and disseminating examples of good practice, for instance through websites and newsletters as well as social media and linking in/working with Young Wales.
5. Ensure information and materials aimed at children and young people are clear and easy to understand, answer their questions and identified needs as well as being accurate, up to date, relevant and accessible in terms of language and format.
6. Ensure a range of opportunities and appropriate required support are provided for effective participation – integrated into day to day services as well as specific participation structures such as forums, or groups/forums which represent children and young people who are marginalised, vulnerable, or have a special interest.
7. Support a County Youth Forum/Council as a representative body of young people to act as a channel for young people's views across their LA and represent those views to local and national decision making bodies.
8. Give due consideration to the Welsh Language in the promotion and facilitation of participation and as part of preparing the local well-being plan, reflecting its official status in Wales and the national well-being goal of 'a thriving welsh language'.

The progress that has been made on the actions detailed within the LPAP illustrates that statutory duties are being fulfilled and that the participation of children and young people is being driven forward and embedded into mainstream delivery. The LPAP will be reviewed during 2017/18 and will continue with the Local Authority's ethos and aim of further developing practice and process around the promotion and facilitation of children and young people's participation.

During 2016, all Local Authorities were subject to a Welsh Government monitoring visit that aimed to determine how the statutory guidance for children and young people's participation was being implemented. Welsh Government Officers were presented with a comprehensive schedule of interviews with partners and young people and evidence from a variety of developments and initiatives. The feedback received on the visit to Caerphilly was extremely positive, reporting that WG were pleased with the high level of proactive commitment to participation that was demonstrated, and with the level of engagement with children and young people. It was clear that the delivery of the participation agenda is going extremely well and Officers were confident that Caerphilly is meeting the requirements as set out in the statutory guidance.

## 4. Case Studies

### Case Study 1 – BEES – Bees Education Eco Schools

<b>1. Organisation &amp; Service Area:</b>	
Caerphilly County Borough Council Policy Team	
<b>2. Project / Activity Undertaken: BEES – Bees Educating Eco Schools</b>	
<p>A project to develop an interactive bee hive house in the school grounds of Ynysddu Primary school has been the first of its kind in Wales and the UK. This was reported on in 2016 in line with the Junior Forum initiated priority issue to protect the natural habitat of wildlife, which resulted in the activity and petitioning to Welsh Government of the Wildlife Warriors project.</p> <p>Since then, the project has developed further and to date, during the 2016 summer term and 2017 spring term, there have been around 40 workshops catering for over 600 pupils. The project enables children and adults to learn in a hands-on approach about the importance of honey bees and pollination.</p>	
<b>3. Date Started / Completed:</b>	
<p>The project started in May 2015, with the bee hive house being built in April 2016. Trial workshops were run during May and June 2016 followed by the official launch in July 2016. It has been promoted to schools across Wales and schools from the Caerphilly County Borough have been participating in workshops during the 2017 spring term, with more workshops planned for the summer term.</p> <p>During August 2016, a ramp and decking were added to ensure the centre was fully DDA compliant.</p> <p>Funding was also secured to purchase additional bee suits, spare wellies and food to feed the bees over the winter.</p>	
<b>4. Brief Description of the Work carried out, Why and How (e.g. methodology, number of service users involved):</b>	
<p>The pupils from Ynysddu Primary School have been involved in the project from the start. They initially participated in bee workshops with the Sirhowy Valley Honeybee Company, which based on the success of these, led to the development of the bee hive house.</p> <p>School groups visit the bee hive house and participate in a two hour interactive workshop, wearing the bee suits and learning first-hand about bee keeping, the importance of bees &amp; pollinators, how bees make honey and also how to behave around bees. The local community have the opportunity to be involved in the project, working with the bees during the school holidays. Parents also had the opportunity to get involved during Adult Learners Week, participating in the same workshop as their children, to experience what they are learning.</p>	
<b>5. Partnership working (please list any partners you worked with and how):</b>	
<p>CCBC: Sustainable Development Team (ESD Officer), Outdoor Education Advisor, Health &amp; Safety, Building Consultancy &amp; Ecologists &amp; Disability Awareness Officer</p> <p>Ynysddu Primary School</p> <p>Keep Wales Tidy - All Wales Grant</p> <p>CCBC Greener Caerphilly Group - Greener Caerphilly Fund and Regeneration Fund</p> <p>Sirhowy Valley Honeybee Company</p>	



## 6. Outcomes and Impact on Service Users / Citizens (please list what the outcomes have been and how many people benefitted from this piece of work):

The pupils from Ynysddu and Cwmfelinfach Primary School have their own hive in the bee hive house, which they will look after and develop. They work with the bees as part of their enriched curriculum on a weekly basis. All 90 schools in the Caerphilly County Borough can access the project and all participants learn the importance of bees and pollinators, they learn about bee keeping, giving them opportunities and aspirations to, in the long term, become bee keepers and manage their own bee hives. Honeybees account for 80% of all insect pollination and with the decline in our pollinators, it's critical to encourage schools and communities to understand their importance and how to protect them. The beehives provide an additional opportunity for learning within the school classroom incorporating learning about pollinators/ honeybees in the curriculum to support the National Literacy and Numeracy Framework.

## 7. Outcomes and Impact on the Organisation / Service:

The Sirhowy Valley Honeybee Company has increased its number of colonies from 15 to 35. This works out at approximately 30,000 honeybees per colony, so a total of 1,050,000 honey bees have been introduced into the 14 miles of the Sirhowy Valley in one year. For CCBC, the bees are pollinating the local area supporting our aim to enhance and develop our local countryside.

The project also supports the Incredible Edible project set up by Ynysddu Primary School and the local community (a community allotment on the school grounds), as the bees are able to pollinate the fruit trees and shrubs planted by the children and local community. Everyone helps look after the trees and plants and then the produce is shared with the whole community.



## 8. Feedback received from Service Users/ Citizens:

### Teachers comments:

- "A very worthwhile interactive experience that was informative & enjoyable"
- "Lorne was passionate about the bees and this came across to the children".
- "The children learnt a lot of information and even went back to their classes and informed others".
- "A fantastic experience, the children thoroughly enjoyed it. Well worth a second visit".

### Pupils comments:

- "I learnt lots about bees and how they are really not that scary. They are just trying to survive, just like us"
- "I love it when we get to work with Lorne and the bees. I know all about how they collect the pollen and work hard to produce honey. I also know we need to be calm and quiet when near the bees to avoid upsetting them"
- "I can't wait until the next session with Lorne. His workshops are so much fun and I love wearing the bee suit."
- "I've learnt that we need to look after the bees, they help make sure we have food to eat"
- "I always try to look after the bees as Lorne explained how important they are to help pollinate our plants and flowers"



## 9. Next Steps:

- Complete the trial workshops, and tweak the sessions where necessary.
- Promote to schools.
- School workshops to take place during March, April, May, June, July, Sept and Oct (weather depending).
- Develop an 'Extraction workshop' so the children can see the complete life cycle to making honey and other products.
- Develop an educational website to support the project and provide links to the curriculum.



## Case Study 2 – Cwm Aber Infants Schools

<b>1. Organisation &amp; Service Area:</b>
Cwmaber Infants School
<b>2. Project / Activity Undertaken:</b>
Encouraging more participation in school life
<b>3. Date Started / Completed:</b>
Ongoing
<b>4. Brief Description of the Work carried out, Why, and How (e.g. methodology, number of service users involved):</b>
Three part family assemblies; parents arrive at 9:00 and, while the children are preparing, the head or deputy introduce important aspects of the curriculum to parents, e.g. e-safety, the Literacy and Numeracy Framework, reading & handwriting strategies, behaviour, healthy schools initiatives and Welsh heritage projects. At 9:15, pupils come in to lead the assembly, showing the parents the highlights of their term's work. The school produces information leaflets for parents to take away and to be sent home to parents who are unable to attend. Pre-school siblings are accommodated in the nursery to allow parents to fully enjoy the assembly and subsequent workshops. After the assemblies the parents are then invited into class to join their child in a range of exciting activities linked to the school topic and the focus of the morning.
<b>5. Partnership working (please list any partners you worked with and how):</b>
Parents are invited to participate in workshops alongside their children. Subjects include cookery, handwriting, E-safety etc. Specialist providers are invited to support work e.g. Healthy schools supported the school developing ideas for healthier lunchboxes as this had been identified as an issue.
<b>6. Outcomes and Impact on Service Users / Citizens (please list what the outcomes have been and how many people benefitted from this piece of work):</b>
Parents, who previously did not engage, have developed closer links and more confidence and trust in the work of the school. The premise appears to be relaxed, but has been carefully orchestrated by the school to develop the role of its pupils and parents.
<b>7. Outcomes and Impact on the Organisation / Service:</b>
The school now engages more regularly with the majority of parents and this has been extended to children due to start in the nursery. At the St David's Day celebration, nearly all existing parents wanted to attend so the school provided two sessions to accommodate all those who wished to participate.
<b>8. Feedback received from Service Users/ Citizens:</b>
Cwmaber Infants School was recommended to Welsh Government for the Welsh Network of Healthy Schools Scheme National Quality Award in March 2017 and some of the features highlighted in the report were, 'The role of Pupil Voice, which is enabling pupils to share their views and contribute to the life of the school in a formalised way' and 'the positive affirmation by parents / carers of the ways in which their active engagement in the life of the school was encouraged and enabled. The school runs a parents workshop to consider reading and spelling strategies and termly parents meetings are held, at which conversations / discussions take place on a range of issues including PSE, catering, literacy and numeracy. Parents commented on how easy it is to approach staff and governors.'
<b>9. Next Steps:</b>
The school plans to extend their current practice to all areas of the school curriculum and to further engage parents, governors and the local community in pupils' work and development.

### Case Study 3 – Fochriw Primary School

<b>1. Organisation &amp; Service Area:</b>
Fochriw Primary School
<b>2. Project / Activity Undertaken:</b>
Improving health and fitness for pupils and staff – ‘Smile around the Muga’
<b>3. Date Started / Completed:</b>
12 <sup>th</sup> September 2016
<b>4. Brief Description of the Work carried out, Why, and How (e.g. methodology, number of service users involved):</b>
<p>Having raised £500 for Sport Relief doing the ‘S-mile around the MUGA’, Fochriw School’s Sports Council decided it was the best way to improve the health and fitness of children and staff.</p> <p>Pupils ran the ‘Mile Around the MUGA’ on many occasions after this event and, when the annual sports survey found that many children were not doing daily physical activity despite sports clubs being offered every day of the week, the idea was launched. The pupils investigated and discovered that 11 laps of the MUGA was one mile.</p>
<b>5. Partnership working (please list any partners you worked with and how):</b>
<p>Caerphilly Healthy Schools contacted Robert Price Builders’ Merchants who agreed to donate 120 water bottles so the children would be hydrated whilst doing their daily exercise, and the PTA organised a sponsored walk to purchase waterproofs so that the activity could be undertaken in all weather.</p> <p>Local MP Gerald Jones even ran his own ‘Mile around the MUGA to improve his personal health and fitness!</p>
<b>6. Outcomes and Impact on Service Users / Citizens (please list what the outcomes have been and how many people benefitted from this piece of work):</b>
<p>Children record how long it has taken them to run the mile each Friday and they have been completing the mile more quickly each week. In addition to this all children take part in physical activity daily. The numbers taking part in the Sports Caerphilly Cross Country competition have doubled, one talented child has been identified and advised to attend a local running club and pupils from the Sports Council were invited to present this project to a senior consultant from Public Health Wales.</p>
<b>7. Outcomes and Impact on the Organisation / Service:</b>
<p>Healthier, happier children who are much more focussed during lessons. An unexpected bonus has been the improvement in attendance of 2.73% compared with the same period the previous year.</p>
<b>8. Feedback received from Service Users/ Citizens:</b>
<p>Pupils enjoy the daily mile, it gives them time to re-energise and get motivated ready for their lessons and there has been positive feedback from staff too. As it is not timetabled for a specific time of day, staff appreciate the flexibility of fitting it around pupils’ learning.</p>
<b>9. Next Steps:</b>
<p>Fochriw Primary School plan to continue the programme, measuring the impact on fitness and wellbeing and using the data to support numeracy and science across the curriculum.</p>

## Case Study 4 – St Heles RC Primary School

<b>1. Organisation &amp; Service Area:</b>
St Helen's RC Primary School
<b>2. Project / Activity Undertaken:</b>
Developing a school orchard with the Eco-committee
<b>3. Date Started / Completed:</b>
Summer 2016
<b>4. Brief Description of the Work carried out, Why, and How (e.g. methodology, number of service users involved):</b>
<p>The school had a vision to create an orchard to further develop the school grounds.</p> <p>The planting took place during the summer term 2016 and different varieties of apple tree were planted by each class. Every class is responsible for caring for two apple trees and a considerable number of school children were directly involved in the organisation and planting of the trees.</p>
<b>5. Partnership working (please list any partners you worked with and how):</b>
Groundwork Caerphilly provided trees, advice and the planting, Eco schools and Healthy Schools supported the work through the Pupil Voice aspect, and the work was featured in the Gwent good practice newsletter. Parents and grandparents supported the project with the planting and ongoing maintenance.
<b>6. Outcomes and Impact on Service Users / Citizens (please list what the outcomes have been and how many people benefitted from this piece of work):</b>
The whole school cares for the orchard and a real sense of ownership has been developed. The school is growing a variety of fruit and vegetables in other areas of the grounds to develop sustainability and promote the benefits of growing produce. As well as the children, the staff (particularly the caretaker), parents and the local community actively support the work.
<b>7. Outcomes and Impact on the Organisation / Service:</b>
The school harvests its first fruit from the orchard this year and, along with produce in the school planters, will be selling it to parents and the local community and using it for cookery sessions in the curriculum.
<b>8. Feedback received from Service Users/ Citizens:</b>
St Helen's RC Primary School were chosen as finalists in Caerphilly's 2016 Pride in your Place awards
<b>9. Next Steps:</b>
The project is ongoing, pupils hope to make apple sauce, chutney and other apple based products to sell to the local community as the trees mature.

## Case Study 5 – Junior Forum Outreach Sessions

<b>1. Organisation &amp; Service Area:</b>
Junior Forum – Caerphilly Youth Service
<b>2. Project / Activity Undertaken:</b>
Outreach session to raise awareness of the UNCRC and Children’s Rights in Primary Schools with year 5/6 pupils.
<b>3. Date Started / Completed:</b>
Jan 2017 – ongoing
<b>4. Brief Description of the Work carried out, Why, and How (e.g. methodology, number of service users involved):</b>
<p>Caerphilly Junior Forum works with Children aged 7 – 11, ensuring primary school children are fully embedded in the participative structures within CCBC. The Junior Forum is facilitated by Youth forum staff, ensuring transition between both projects. Three Junior Conferences are facilitated each year, one per term, with an average of 100 children participating. A Children’s Rights workshop is facilitated at each event, with the schools provided with the Welsh Government Children’s Rights worksheets as a resource for delivery in their school.</p> <p>To further embed awareness of the UNCRC across Caerphilly Primary schools, free workshops are facilitated by the Youth Forum team, offered to all primary schools within the authority, mainly targeting year 5/6 pupils.</p> <p>Workshops have been delivered to the following schools, with numbers of pupils benefitting:</p> <p>Abertysswg Primary - 35 pupils          Trelyn Primary – 35 pupils          Fochriw Primary – 26 pupils          Tyn y Wern Primary – 60 pupils          Bedwas Primary – 35 pupils          Hengoed Primary – 28 pupils          Pentwynmawr Primary – 28 pupils</p> <p>Workshop sessions consist of:</p> <ol style="list-style-type: none"> <li>a. Introduction and Ice breaker (10 mins)</li> <li>b. Short Film (Child friendly cartoon on UNCRC and Children’s Rights (5 Mins)</li> <li>c. Jigsaw exercise (split children into small groups maximum 10) Make jigsaw of the UNCRC poster and pick their 2 most important rights. Facilitate discussion between groups of their chosen rights.(15 minutes)</li> <li>d. Design a UNCRC Robot – groups use resources to design a robot who has to spread the word of the UNCRC and children’s rights to all children and young people. Groups then Feedback to everyone. ( 20 mins)</li> <li>e. Evaluation – (5 minutes)</li> </ol>
<b>5. Partnership working (please list any partners you worked with and how):</b>
Resources from Children in Wales and Children’s Commissioner for Wales office Education Directorate of CCBC – Primary Heads
<b>6. Outcomes and Impact on Service Users / Citizens (please list what the outcomes have been and how many people benefitted from this piece of work):</b>
<p>Evaluation results and comments:</p> <p><b>How do you feel about the Junior Forum?</b>          Happy- 96%          OK- 4%          Unhappy- 0%</p>

**Has your understanding of Children's Rights (UNCRC)?**

Increased- 100%

Stayed the same-0%

Decreased-0%

**Please give us your comments about today's session -***Had so much fun**I loved it**I liked it because I learnt new rights.**Good because I now understand more of the children's rights***7. Outcomes and Impact on the Organisation / Service:**

Building stronger relationships with Primary schools and pupils in the borough to raise awareness of children's rights and the profile of the Junior Forum as a project.

These sessions will hopefully encourage more schools to participate in Junior Forum conferences. They will also raise awareness of the Youth forum to children at Junior Forum age which will encourage them to engage with the Youth Forum when they reach the appropriate age.

**8. Feedback received from Service Users/ Citizens:**




Examples of positive feedback from Tyn Y Wern Primary School on social media, posted in January 2017.

**9. Next Steps:**

Youth Forum representatives are due to write UNCRC workshops in partnership with the Youth Forum team, to ensure the team have engaging workshops designed by peers for delivery in schools.

To build on the success of sessions delivered in seven primary schools in the Borough. The forum team hope to continue these sessions and increase the uptake to include more schools in the borough, and build upon these links to deliver further consultation work in primary schools.

## Case Study 6 – Youth Forum Project Group

<b>1. Organisation &amp; Service Area:</b>
Caerphilly Youth Forum – CCBC Youth Service
<b>2. Project / Activity Undertaken:</b>
The Youth Forum project group worked to address their 16/17 priority issue on Mental Health: <i>Awareness of Mental Health needs to be improved and stereotypes should be challenged</i>
<b>3. Date Started / Completed:</b>
November 2016 to September 2017
<b>4. Brief Description of the Work carried out, Why, and How (e.g. methodology, number of service users involved):</b>
<p>A group of 16 young people aged 11-21 have met on a weekly basis to explore the issue of mental health and design projects to raise awareness of the issue and challenge stereotypes.</p> <p><b>Leaflet</b> The young people designed a bilingual leaflet 'Mental Health, You're Not Alone' to educate peers about Mental Health. The leaflet includes information on what mental health is, types of mental illness and caring for your own and others mental health. CCBC Educational Psychology Service and Caerphilly Borough Mind supported the young people to ensure the leaflets contained age appropriate information. 6000 leaflets were produced and distributed across Youth Support Services, Schools, libraries and Health Clinics within CCBC.</p>  <p><b>Theatre Performance</b> Young people worked with the Taking flight Theatre Company to write and perform a piece of theatre. This theatre forum explored issues surrounding mental health whereby the audience were invited to participate and change the story. Over 140 young people, parents and professionals attended the theatre Production in March 2016, where the Mental Health leaflet was launched, along with the hashtag, #haveaheartcaerphilly</p> <p>The theatre production can be viewed on the Caerphilly Youth Forum YouTube channel, Sam's Story <a href="https://www.youtube.com/watch?v=Cw26IPJ-8qM">https://www.youtube.com/watch?v=Cw26IPJ-8qM</a></p>  <p><b>Song</b> 10 children from the group worked with Community Music Wales to produce a Mental Health song. The song can also be found on the Caerphilly Youth Forum YouTube Channel, called "I am who I am". The song was posted a month ago and has had 67 views to date. <a href="https://www.youtube.com/results?search_query=caerphilly+youth+forum">https://www.youtube.com/results?search_query=caerphilly+youth+forum</a></p> <p><b>Accreditation</b> To ensure the participants were given formal recognition for their involvement in this project group, an Agored Level 1 qualification 'Problematic Mental Health' has been written. The young people are designing the workshops and lesson plans based upon the Mental Health leaflet which will be used during the delivery of the Agored Sessions.</p>  <p><b>Children In Wales – Child Poverty Conference</b> Children in Wales approached Caerphilly Youth Forum to seek the group's involvement in their Child Poverty conference 2017, as a result of the young people's ongoing involvement in the Young Wales Mental Health</p>



Reference group. CIW requested the young people designed a workshop to highlight the impact poverty has on young people's mental health. The group wrote a short piece of theatre to build on their experiences of the Theatre Forum production. The short play was complemented by statistics and discussions of Mental Health and Poverty. Over 20 participants engaged in the workshop 'Young People's Perspectives on child poverty and its impact on mental health', including Dr Sally Holland, the Children's Commissioner for Wales who commented "Excellent. Well-prepared, well-paced. Led with confidence and knowledge by the young people. Enjoyed it all especially the snowball experience and drama."

#### Other Evaluation comments:

Young people know exactly what's going on in their Communities and with other young people. We need to talk to them more about their experiences and base policy around real experiences.
Excellent Workshop and very innovative and thought provoking. Some quite shocking statistics. Key message – Importance of speaking to children/ young people when developing policies that will affect them.
More youths need to be involved in forums and speaking out – prepares them for the political world of voting – their voices MUST be heard.
Thought provoking and inspiring – excellent workshop. Credit to all involved.
Empowerment of young people. Importance that young voice is heard at all levels. Transportation issues. Labelling.
REALLY good very powerful and moving.
Young people's voices should be heard more directly – about their actual experiences and ideas.
Children really understand the effects of poverty on their lives.
Fantastic workshop. Very informative as well as thought provoking.
Just a re-enforcement of what child poverty is about and it made it come to life.
Great practical and involving presentations from a brilliant group of engaging young people. Thank you.
Inspired to think how the work we do with children and young people could be different for them.
More succinct understanding and appreciation of young people's view on what poverty means to them.

#### **Conference for the National Centre Public Health Wellbeing Research**

Caerphilly Youth Forum was asked to present at the first annual conference for the National Centre for Public Health & Wellbeing Research, which focused on improving the health and wellbeing of Children in Wales. The young people's presentation focused on health and wellbeing issues raised by the Junior and Youth Forum in recent years and concluded with information on the Mental Health project which was well received by participants, with young people suggesting that further research is needed on how mental health is affected by social media, education and poverty.



#### **5. Partnership working (please list any partners you worked with and how):**

As listed above

#### **6. Outcomes and Impact on Service Users / Citizens (please list what the outcomes have been and how many people benefitted from this piece of work):**

The project is due to finish in September 2017, therefore outcomes and impact assessments are yet to be measured for the project. However the peer education work which has been delivered to date by members of the forum will undoubtedly have a positive impact on young citizens understanding of mental wellbeing.

Young people participated in the Local Wellbeing Assessment Consultation. As a result of their engagement the



objective relating to health was amended to include mental health, ensuring the PSB works towards improving mental health of citizens within CCBC.

#### **7. Outcomes and Impact on the Organisation / Service:**

In response to this issue Caerphilly Youth Service delivered Mental health training to Youth Workers in March 2017, to improve staff's understanding of mental wellbeing and how to support young people presenting with mental health concerns.

Young people's presentations have increased awareness of Children's Rights and participation to various decision makers. Stronger links have developed with Caerphilly PSB and Head Teachers as a result of their engagement with young people on this issue.

Partnership working enabled positive outcomes for the different elements of the project to date. The young people felt listened to and respected by having their ideas acknowledged and developed into materials that have since been used across the borough as part of this campaign.

#### **8. Feedback received from Service Users/ Citizens:**

The young people have fed back the project developments to the wider Youth Forum at the bi Monthly meetings to check young people agree with the project plans and developments. These young people are then required to feedback to the services they represent using the Youth Forum feedback forms, which are prepopulated with information about the project. Positive feedback has been received from young people when project plans were developed.

The project has an active twitter and Facebook page to ensure a large reach when updating on project developments. The hashtag #haveaheartcaerphilly has been used to promote this work. Excellent feedback has been received from professionals on twitter following young people's engagement in events, with a lot of their work being retweeted.

#### **9. Next Steps:**

Young people to facilitate Mental Health agored with Swansea Youth Forum, CCBC Innovate (EOTAS) and Targeted Youth and Family Engagement Youth service projects.

Consult with children and young people on the Wellbeing of Future Generations plan, which will include the objective amended to include mental Health as requested by Youth Forum members.

A project evaluation will be conducted whereby young people will measure the impact they feel they have had in addressing this issue.

## Case Study 7 – Engaging At Risk Young People

<b>1. Organisation &amp; Service Area:</b>
CCBC Youth Service – Forum Team
<b>2. Project / Activity Undertaken:</b>
Engaging young people accessing a Community Tuition Project and Year 11 pupils in Comprehensive schools at risk of becoming NEET.
<b>3. Date Started / Completed:</b>
September 2016 to March 2017
<b>4. Brief Description of the Work carried out, Why, and How (e.g. methodology, number of service users involved):</b>
<p>Weekly sessions delivered in two comprehensive schools and two EOTAS provisions to engage young people who were at risk of becoming NEET:</p> <ul style="list-style-type: none"> <li>• Blackwood Comprehensive – 6 (year 11) pupils</li> <li>• Lewis Girls School – 8 (year 11) pupils</li> <li>• Community Tuition – 9 (year 10/11) pupils</li> <li>• Innovate – 6 year (10/11) pupils</li> </ul> <p>Sessions, with limited numbers in each group (max 4), have developed and increased participant’s knowledge of the UNCRC and Children Rights, and the national participation standards. Young People have all completed their Level 1 Agored in Children’s Rights and have had the opportunity to have their voices heard by taking part in numerous consultations and surveys, some of these include:</p> <ul style="list-style-type: none"> <li>• Youth Service Tuck Survey</li> <li>• Well Being Assessment for Future Generations</li> <li>• British Youth Council (BYC ) Make Your Mark</li> <li>• Youth Forum Priority Issue Vote</li> <li>• Welsh Youth Parliament</li> <li>• CCBC Active Travel consultation</li> <li>• Welsh Government Welsh Language Enquiry</li> </ul> <p>They have also given their opinions on the work of the Youth Forum project group and helped in the development of the Mental Health Information leaflets that were distributed to all schools and youth services in the Borough, some young people were also supported to attend the borough wide Youth Forum meetings.</p>
<b>5. Partnership working (please list any partners you worked with and how):</b>
<p>CCBC Planning Department – consultation on Active Travel  CCBC Graphics Department – designing the Mental Health leaflets  CCBC Youth Service – consultation on Tuck Shops  Welsh Government (Kelly Harris), consultations on Welsh Language and Wales Youth parliament.  British Youth Council (BYC), Ballot vote to choose priorities for the BYC to address.  Agored Cymru – Accreditation on the UNCRC and Children’s Rights.</p>
<b>6. Outcomes and Impact on Service Users / Citizens (please list what the outcomes have been and how many people benefitted from this piece of work):</b>
<p>Young people measured their distance travelled during their involvement with project, assessing whether they felt they had progressed in five key skills areas. The overall results were as follows (percentages represent the overall results of those that had progressed in each area):</p>

91% -Confidence  
 55% Communication  
 91% Team work  
 73% Self-esteem  
 73% Decision making



Comments recorded during the Project Evaluation:

*We get to learn about Children's Rights*

*I have learned a lot about my rights*

*Lee is an extra voice who listens to our views and he is someone who values our opinions.*

*The sessions were fun*

*I enjoyed working with Lee because he makes all of the session together fun and improved the time I spent by dividing time on topics and time spent doing fun activities.*

*I thought the sessions were good and I enjoyed working and doing creative things with my peers. I liked learning about children's rights.*

Some of the young people have attended Youth Forum Borough Wide meetings and attended the Annual Youth Forum Conference. They have had the chance to mix with young people from different areas of the borough, make new friends and experience new activities. This has increased their confidence and self-esteem.

## 7. Outcomes and Impact on the Organisation / Service:

The schools have reported that young people are more engaged in sessions and they have also seen an improvement in attendance.

The sessions have also broadened the learning experiences of young people. They have also increased staff's awareness of the forum, building foundations for future partnership working.

## 8. Feedback received from Service Users/ Citizens:

Some comments from Year 11 pupils (deemed at risk of becoming NEET) from Lewis Girls School.

*"I feel more comfortable and confident in a smaller group"*

*"Being spoken to in a session with a youth worker and in a smaller group are better because there are more chances of some individuals being listened to without being judged"*

*"The Youth Worker doesn't have to repeat himself"*

*"It is much easier being in a small environment than a big one. You would have to repeat yourself in a big class but not in a small group"*

## 9. Next Steps:

Continue the sessions with a new group of year 11 young people who are at risk of becoming NEET from September 2017.

The Engagement & Progression Co-ordinator is keen to build on work established and has sought new pupils to engage in sessions for 2017/2018