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For all enquiries relating to this agenda please contact Emma Sullivan
(Tel: 01443 864420 Email: sullie@caerphilly.gov.uk)

Date: 18th April 2018

Dear Sir/Madam,

A meeting of the **Education for Life Scrutiny Committee** will be held in the **Sirhowy Room, Penallta House, Tredomen, Ystrad Mynach** on **Tuesday, 24th April, 2018** at **5.30 pm** to consider the matters contained in the following agenda. Councillors and the public wishing to speak on any item can do so by making a request to the Chair. You are also welcome to use Welsh at the meeting, both these requests require a minimum notice period of 3 working days, and a simultaneous translation will be provided if requested.

All Committee meetings are open to the Press and Public, observers and participants are asked to conduct themselves with respect and consideration for others. Please note that failure to do so will result in you being asked to leave the meetings and you may be escorted from the premises.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Christina Harrhy'.

Christina Harrhy
INTERIM CHIEF EXECUTIVE

AGENDA

- | | Pages | |
|---|-----------------------------------|--|
| 1 | To receive apologies for absence. | |
| 2 | Declarations of Interest. | |

Councillors and Officers are reminded of their personal responsibility to declare any personal and/or prejudicial interest(s) in respect of any item of business on this agenda in accordance with the Local Government Act 2000, the Council's Constitution and the Code of Conduct for both Councillors and Officers.

A greener place Man gwyrddach



To approve and sign the following minutes: -

- 3 Education for Life Scrutiny Committee held on 26th February 2018. 1 - 6
- 4 Consideration of any matter referred to this Committee in accordance with the call-in procedure.
- 5 To receive a verbal report by the Cabinet Member(s).
- 6 Education for Life Scrutiny Committee Forward Work Programme. 7 - 18
- 7 To receive and consider the following Cabinet Reports*: -
1. Education Achievement Services (EAS) Business Plan 2018-2021 – 28th March 2018.
2. European Social Fund (ESF) Operations: Inspire 2 Work (I2W) Bridges into Work 2 (BIW2) and Working Skills for Adults (WSA2) – 14th March 2018.
3. Junior and Youth Forum Priorities – 28th February 2018.

**If a member of the Scrutiny Committee wishes for any of the above Cabinet reports to be brought forward for review at the meeting please contact Emma Sullivan, 01443 864420, by 10.00 a.m. on Monday, 23rd April 2018.*

- 8 Notice of Motion - That Caerphilly County Borough Council Introduce Free Female Hygiene Support For All Young Females Within Our School Setting. 19 - 24

To receive and consider the following Scrutiny reports: -

- 9 Support for Mental Health for Children and Young People. 25 - 36
- 10 Implementation of the Childcare Offer for Wales. 37 - 44

Circulation:

Councillors C. Andrews, J. Bevan, P.J. Bevan, A. Collis, S. Cook, W. David (Chair), A. Farina-Childs, D.T. Hardacre, D. Havard, M.P. James, B. Miles, Mrs G.D. Oliver (Vice Chair), Mrs T. Parry, J.E. Roberts, R. Saralis and R. Whiting

Co-opted Members:

Cardiff ROC Archdiocesan Commission for Education Representative (with voting rights on educational matters)
Mr M. Western

Parent Governor Representatives (with voting rights on educational matters) Mr M Barry and Mr R Morgan

Outside Body Representatives (without voting rights)

Mrs J. Havard (NUT) and Mrs P. Ireland (NUT)

Caerphilly Governors Association (without voting rights)

Mr D Davies

And Appropriate Officers

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EDUCATION FOR LIFE SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH
ON TUESDAY, 26TH FEBRUARY 2018 AT 5.30PM.

PRESENT:

Councillor W. David - Chair
Councillor G. Oliver - Vice-Chair

Councillors:

C. Andrews, J. Bevan, P.J. Bevan, A. Collis, S. Cook, A. Farina-Childs, D.T. Hardacre, D. Havard, Mrs T. Parry, and R. Whiting

Together with:

K. Cole (Chief Education Officer), T. Rawson (Solicitor), S. Richards (Interim Head of Service – Education, Planning and Strategy), C. Forbes-Thompson (Interim Head of Democratic Services), E. Pryce (Educational Achievement Service), K. Bevan (Educational Achievement Service), J. Wood (Educational Achievement Service), P. Warren (Strategic Lead for School Improvement) and E. Sullivan (Senior Committee Services Officer).

Also Present:

Co-opted Members: Mr D. Davies (Caerphilly Governors Association), Mr M. Barry (Parent Governor Representative) and Mr M. Western (Cardiff ROC Archdiocesan Commission for Education Representative).

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors M.P. James, B. Miles, J.E. Roberts and R. Saralis and from Councillor P. Marsden (Cabinet Member for Education and Achievement) Mr R. Morgan (Parent Governor Representative) and Mrs P.J. Ireland (NUT).

2. DECLARATIONS OF INTEREST

There were no declarations of interest received at the commencement or during the course of the meeting.

3. MINUTES – 9TH JANUARY 2018

RESOLVED that the minutes of the Education for Life Scrutiny Committee meeting held on Tuesday the 9th January 2018 (minute nos 1-13) be approved as a correct record and signed by the Chair.

4. CONSIDERATION OF ANY MATTER REFERRED TO THE SCRUTINY COMMITTEE IN ACCORDANCE WITH THE CALL-IN PROCEDURE

There had been no matters referred to the Scrutiny Committee in accordance with the call-in procedure.

5. REPORT OF THE CABINET MEMBER

It was noted that an apology for absence had been received from Councillor P. Marsden, Cabinet Member for Education and Achievement as such the report previously circulated was noted without comment.

6. CONSIDERATION OF ANY MATTER REFERRED TO THE COMMITTEE IN ACCORDANCE WITH THE CALL-IN PROCEDURE

There had been no matters referred to the Scrutiny Committee in accordance with the call-in procedure.

7. EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

The Interim Head of Democratic Services presented the report which outlined the draft Education for Life Scrutiny Committee Forward Work Programme from February 2018 to July 2018.

Members were asked to consider the following changes to the forward work programme, Education Strategy to be moved from 24th April 2018 to the 3rd July 2018 and a report on Additional Support Delegation would be added to this date. Exclusion data to be incorporated into the report to Review of Provision for Most Vulnerable Learners rather than received as a separate report and added to the 22nd May meeting – reports on Schools Causing Concern and Value for Money EAS also be added to the 22nd May 2018, it was noted that the Service Improvement Plan also scheduled for this date would now presented as Directorate Priorities and the Childcare Offer for Wales would be presented as an information item. In relation to the meeting on the 3rd July 2018 it was suggested that members consider taking the Additional Learning Needs report as an information item which would make the four items for that agenda the Education Strategy, Self Evaluation, Library Services Review and Wellbeing Objectives 2017-18 Review.

During the debate it was moved and seconded that the request from Councillor A. Collis for a report on Safeguarding in Education in light of recent increases in child cruelty and abuse figures be included in the forward work programme and by a show of hands this was unanimously agreed. It was suggested that this could be incorporated into the Wellbeing Objectives 2017-2018 Review planned for the 3rd July 2018

Following consideration and discussion, it was moved and seconded that the recommendation in the report and the proposed changes and aforementioned additions to the forward work programme be approved. By a show of hands this was unanimously agreed.

RESOLVED that subject to the aforementioned amendments and additions the work programme be approved and published.

8. CABINET REPORTS

None of the Cabinet reports listed on the agenda had been called forward for discussion at the meeting.

REPORTS OF OFFICERS

Consideration was given to the following reports.

9. KEY STAGE 4 / KEY STAGE 5 PERFORMANCE 2017

The Chair welcomed Mrs L. Perry, Headteacher at Newbridge School and Cwmcarn High School. Mrs Perry gave a presentation which detailed the achievements and challenges faced by the schools.

The challenges faced by Cwmcarn High School during 2016 and 2017 were referenced and the measures taken to safeguard the wellbeing of the pupils were noted. Mrs Perry expressed her pride in the efforts of staff and the commitment of pupils in terms of improving attendance and the results achieved at Level 1 (97%), Level 2 (66%) and Level 2+ (58%). Members were advised that leadership had been very much the focus during this period, with clarity on roles and responsibilities being a driving force for success. The important role that Governors played in the development plan was also emphasised.

The various programmes initiated in order to provide quality of care and support learning throughout this period of uncertainty were detailed and noted as a model of good practice.

In terms of Newbridge School, Mrs Perry detailed the school's improvement journey and the results achieved. Key Stage 4 results were confirmed for Level 1 (98%), Level 2 (93%), Level 2limit (68%) and Level 2+ (58%). The Level 2limited grading was explained and noted that going forward only 40% of vocational subjects would be incorporated into the data set. Achievement at Key Stage 5 – L5+ core subjects were noted and non- core subject achievement (Physical Education, Design and Technology etc) were also detailed. Members were advised that attendance at Newbridge School had increased incrementally over the last 7 years, achieving 94.7% in 2016/17.

In conclusion Mrs Perry outlined the future challenges facing Newbridge School and the actions being taken to ensure that these high standards for young people are sustainable over time.

The Chair thanked Mrs Perry for her presentation and Members questions were welcomed.

Members commended Mrs Perry for her commitment under very difficult circumstances and her remarkable efforts to ensure there was no impact on the children at Cwmcarn High School or Newbridge School, which must have been difficult to balance.

Mr E. Pryce, Education Achievement Service introduced the report which advised Members of pupil performance and Key Stage 4 (age 14-16) and Key Stage 5 (age 16-18).

Members were referred to the table at section 4.1 of the report which detailed the key performance measures used to evaluate and compare the full range of achievement. In terms of the Capped Points 9 data set, it was noted that this included only the best 9 results for each pupil for selected qualifications. Cohort sizes were confirmed as 1,966 (all pupils) and 201 (Welsh medium).

Caerphilly's position in terms of ranking least to most deprived areas was noted as was the Free School Meals (FSM) indicator. Mr Pryce advised that the L2 inclusive threshold performance of FSM pupils had declined by 5.6pp to 24.5% in 2017 but the national average had also declined within this period however the Caerphilly FSM gap is narrower than that across Wales. Gender gap difference was confirmed at 43.8% boys and 50.7% girls at the Level 2 threshold. LA rankings were detailed in the table at section 4.13 of the report and a

number of positives were noted in terms of green schools. Although it was accepted that there were challenges ahead to ensure that improvements were sustainable particularly in terms of red and amber schools.

Reference was made to the FSM Benchmark Summary which compared the performance of similar schools and Members were advised that the number of Caerphilly schools above the median had increased for all indicators and subjects except Welsh as a first language and science. Caerphilly also exceeded the LA benchmarks for performance at the Level 2 threshold including English/Welsh and Mathematics. For the LA Key Stage 5 performance data there had been a small drop on last years figures (96.6%) however the cohort had also reduced.

The Chaired thanked Mr Pryce for his report and Members questions were welcomed.

Members acknowledged the data collected in relation to FSM and Gender gap but queried if any data was collected in terms of special needs, ethnic or refugee pupils and how progress was tracked for these groups. Mr Pryce confirmed that these groups were monitored by both an authority and regional data set, although SEN was more difficult to track at KS4 as there were fewer pupils within that definition at this stage. Reference was made to the STRIVE database which allowed more comprehensive data collection. Members noted the work being done with Young Carers and Looked After Children in order to identify any delays in their education and find the right tuition to meet their specific needs.

Attainment in levels in Maths, English and Science were queried together with the nature of the strategies employed to improve these areas. The role of the Challenge Advisors and the Specialist Learning Support Network and how they worked to improve outcomes for schools and pupils was detailed. The collaborative approaches and inter-school co-operation via small teams sharing good practice with each other in order to drive improvement was explained. Members welcomed the initiative and acknowledged that its success would be very much reliant on the full engagement of the school and its leadership.

Following consideration and discussion, it was moved and seconded that the recommendation contained within the Officer's report be approved. By a show of hands this was unanimously agreed.

RESOLVED that the contents of the report be noted.

10. EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN 2018-2021

Ms J. Wood, EAS introduced the report which sought the committee's views on the draft EAS Business Plan 2018-2021 and the Local Authority Annex 2018-2019 prior to its consideration by Cabinet.

The Business Plans priorities and progress made against them were summarised as were the outcomes from the Regional Estyn Inspection and the progress made towards their recommendations.

Members were referred to section 4.18 of the report which detailed the EAS regional ambitions and 4.22 of the report which detailed the regional key stage targets for 2017-2020 together with the Local Authority attendance targets. Ms Wood confirmed that the target for Caerphilly schools could be found in Appendix B of the report in the LA Annex 2018-2019 documents. These documents provided an overview of the performance and the main areas for development at a local authority level.

Risks to the delivery of the Business Plan were listed in section 4.26 of report and it was noted that uncertain financial projections made it difficult to fully cost the Business Plan at this stage. It was emphasised that the work of the EAS in improving outcomes for vulnerable

learners would remain slow unless there is a greater engagement with all key partners across local authorities to ensure effective joint targeting of resources. In terms of the financial implications the EAS over the past three financial years had been able to contribute to the efficiency savings of the Council by reducing the core funding commitment by 3%. The Company Board have agreed that it can offer a 2% efficiency saving on last year's core funding contribution for 2018/19 and an indicative 2% efficiency for the next 2 financial years.

The Chair thanked Ms Wood for the report and Members questions were welcomed.

Clarification was sought with regard to 'more able pupils' as referenced within the plan and what was being done to support them. Ms K. Bevan (EAS), confirmed that there was a 'More Able' Strategy which would offer gifted pupils support in a wider range of subjects not just core subjects in order to compliment and nurture talents in whatever field, for example music and sport. Keri Cole, Chief Education Officer confirmed that there was a piece of work underway to ensure that talented pupils have access to those types of opportunities.

With regard to consultation on the plan, Members queried the involvement of young people and were advised that the Regional Youth Forum had been part of the consultation process.

Concerns were expressed that schools categorised as yellow and green, received a reduced amount of support and as a result were at risk of then slipping down the categorisation as seen at once school following a recent Estyn inspection. Ms Bevan acknowledged this as a risk and updated Members on possible interventions from a lessons learned perspective.

Given that the EAS had no natural service competitors; Members queried how they could be assured that they were receiving value for money. The Chief Education Officer confirmed that a report on Value for Money would be coming forward to scrutiny in due course. Ms Bevan confirmed that the EAS are inspected by Estyn who had found that they were providing a good service so Members can be assured that they were receiving value for money.

Following consideration and discussion, it was moved and seconded that the recommendations contained within the Officer's report be approved. By a show of hands this was unanimously agreed.

RECOMMENDED to Cabinet that: -

- (i) the priorities contained within the Business Plan and the Annex and the impact of the plan for communities within its local authority area, be noted;
- (ii) the EAS Business Plan be endorsed prior to its submission to Welsh Government.

11. EDUCATIONAL CAPITAL 2018/19

Mrs Sue Richards, Interim Head of Service Education Planning and Strategy, introduced the report which identified proposals for the allocation of Education Capital Budget for the 2018/19 financial year in the context of the 3 year Capital Programme 2018/19 – 2020/21 prior to its consideration by Cabinet on the 14th March 2018.

Members were referred to section 4.3 and 4.4 of the report which outlined the current position of the budget allocated for electrical rewiring works in schools which was currently projecting an underspend of circa £500k. It was noted that Council's Health and Safety team are currently in the process of updating Fire Risk Assessments in School and as a result of the Grenfell disaster there has been a greater focus on the type of build and the requirement to ensure adequate compartmentalisation in buildings. Officer envisaged that this refocusing could have potential cost implications although at this stage the full impact on schools can not be gauged. Therefore it was recommended that Members consider reserving the projected

underspend for this purpose.

The additional accommodation allocation was outlined and due to the increasing demand for in-catchment places at Ystrad Mynach Primary School it is proposed that the £223k capital allocation for 2018/19 and 2019/20 be used to create a two storey classroom extension on the existing school site. It was noted that this proposal was fully supported by the School Governors.

Schemes proposed under the asset management, health and safety and school security allocations were noted and in regard to the schools boiler replacement allocation, Members noted a reduction from £218k to £153k due to urgent works undertaken in 2017/18 to replace boilers in 3 primary schools. The 3 priority schemes for 2018/19 and the 50/50 proposals were explained and the schemes to be supported outlined.

The Officer confirmed that the proposals presented would result in uncommitted sums of £29k against the Schools Security budget, £29k against the Health and Safety budget and £34k for the 50/50 projects and this would allow for any small project variations or urgent in year bids.

The Chair thanked the Officer for her report and Members questions were welcomed.

Members noted the various projects within the Capital Programme 2018/19 and the position of the underspend in the Schools Electrical Scheme budget. Members fully supported the proposal to reserve this underspend for possible structural fire safety works and welcomed the prioritisation of Health and Safety projects and the refocusing and updating of fire risk assessments in schools.

Following consideration and discussion, it was moved and seconded that the recommendations contained within the Officer's report be approved. By a show of hands this was unanimously agreed.

RECOMMENDED that: -

- 1) Cabinet approve the proposals to utilise the Education Capital Budget for 2018/19;
- 2) Cabinet approve reserving the underspend on the School Electrical Scheme Project (Circa £500k) for the projected costs of structural fire safety works that may be required as a result of the updated Fire Risk Assessments currently being undertaken in schools, as outlined in section 4.5 of the report.

The meeting closed at 8.00pm

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 24th April 2018 they were signed by the Chair.

CHAIR



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 24TH APRIL 2018

SUBJECT: EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

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

1. PURPOSE OF REPORT

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

2. SUMMARY

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

3. LINKS TO STRATEGY

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

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

4. THE REPORT

4.1 The Education for Life Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee meeting on 26th February 2018 and workshop held on 17th July 2017. The work programme outlines the reports planned for the period April to July 2018.

4.2 The forward work programme is made up of reports identified by officers and members and has been prioritised into three priority areas, priority 1, 2 or 3. Members are asked to consider the work programme alongside the cabinet work programme and suggest any changes before it is published on the council website. Scrutiny committee will review this work programme at

every meeting going forward alongside any changes to the cabinet work programme or report requests.

- 4.3 The Education for Life Scrutiny Committee Forward Work Programme is attached at Appendix 1. The Cabinet Forward Work Programme is attached at Appendix 2.

5. WELL-BEING OF FUTURE GENERATIONS

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

6. EQUALITIES IMPLICATIONS

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

7. FINANCIAL IMPLICATIONS

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

8. PERSONNEL IMPLICATIONS

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

9. CONSULTATIONS

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

10. RECOMMENDATIONS

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

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 To improve the operation of scrutiny.

12. STATUTORY POWER

- 12.1 The Local Government Act 2000.

Author: Catherine Forbes-Thompson Interim Head of Democratic Services

Consultees: Keri Cole, Chief Education Officer

Appendices:

Appendix 1 Education for Life Scrutiny Committee Forward Work Programme.

Appendix 2 Cabinet Work Programme.

Education for Life Scrutiny Committee Forward Work Programme

Education for Life Scrutiny Committee Forward Work Programme – January 2018- July 2018			
Meeting Date: Special 19th April 2018			
Subject	Purpose	Key Issues	Witnesses
21st Century Schools	To update Members on the outcomes from the cross-party working group in terms of the Band B proposals		Sue Richards

Education for Life Scrutiny Committee Forward Work Programme – January 2018 - July 2018			
Meeting Date: 24th April 2018			
Subject	Purpose	Key Issues	Witnesses
Support for Mental Health for Children and Young People	To update Members on the recent challenges and changes to provision for children and young people experiencing mental health issues.	<ul style="list-style-type: none"> • Current provision • Proposed support 	Sarah Ellis, Lead for Inclusion
Child Care Offer (Information Item)			
Notice Of Motion: That Caerphilly County Borough Council introduce free Female Hygiene Support for all Young Females within our School Setting.		<ul style="list-style-type: none"> • 	

Education for Life Scrutiny Committee Forward Work Programme

Education for Life Scrutiny Committee Forward Work Programme – January 2018 - July 2018			
Meeting Date: 22nd May 2018			
Subject	Purpose	Key Issues	Witnesses
Directorate Priorities	To review performance 17/18 and set out priorities for 18/19.		Keri Cole – Chief Education Officer
Schools Causing Concern	To update Members on the implementation of the SCC guidance September 2017.	Use of Statutory Powers.	Keri Cole – Chief Education Officer
Value for Money EAS	To update Members on the most recent Value for Money report from the Education Achievement Service (EAS)		Senior Leadership Team – EAS

Education for Life Scrutiny Committee Forward Work Programme – January 2018 - July 2018			
Meeting Date: 3rd July 2018			
Subject	Purpose	Key Issues	Witnesses
Education Strategy	To consult with Members on the draft Education Strategy produced by Caerphilly Learning Partnership.	<ul style="list-style-type: none"> • Ownership • Audience • Stakeholder report 	John Kendall, Headteacher, Risca Comprehensive
Self Evaluation	Update members on the LA self evaluation process in line with revised Estyn Inspections.	<ul style="list-style-type: none"> • How has the self evaluation process changed? • What is the timetable for monitoring and evaluation through the year? • How have all stakeholders engaged with the self evaluation process? • Areas for improvement and link to Service Improvement Plans 	Paul Warren
Library Services Review	To provide members with Options for the re-alignment of the library service to maximise efficiency and be innovative in the delivering the service in the 21 st Century.		Sue Richards
Wellbeing Objectives 2017-18 Review	To consult with Members in reviewing the impact of the Wellbeing Objective	<ul style="list-style-type: none"> • Impact of actions taken • Ways forward • Updated Safeguarding Position 	Sarah Mutch

Meeting Date: to be confirmed			
Subject	Purpose	Key Issues	Witnesses
Youth Service Update	To consult with Members on the outcome of the recent review and options within the proposed consultation.	<ul style="list-style-type: none"> • Current provision • Reconfiguration of Youth provision • Views of young people 	Youth Service User
Additional Support Delegation	To consult with Members on the outcome of the recent review and options within the proposed consultation.	<ul style="list-style-type: none"> • Current provision • Options identified by stakeholder group 	Keri Cole – Chief Education Officer Heather Duncan, Headteacher, Lewis Girls
Review of Provision for Most Vulnerable Learners	To consult with Members on the outcome of the recent review and the options.	<ul style="list-style-type: none"> • Quality provision • Value for money • Exclusions • Outcomes 	Head Teacher Keri Cole – Chief Education Officer

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Cabinet Forward Work Programme (Scrutiny)

25TH APRIL 2018	Key Issues	Service Area
Review of the Rechargeable Repairs and Appeals Panel.	To consider revising the way in which requests for second stage formal reviews for rechargeable repairs are considered.	Housing
Bedwellty School Site Playing Fields.	To seek the views from Cabinet to declare two football fields situated within the grounds of the former Bedwellty Comprehensive School, Aberbargoed as surplus and commence consultations that could allow the sale of the site for residential development.	Communities
Sustainable Urban Drainage Systems Approval Body (SAB).	To update members regarding the new statutory function CCBC has to establish in regard to a SuDs Approval Body (SAB) under Schedule 3 of the Flood and Water Management Act 2010 and seek Cabinet approval to establish a structure to deliver the SAB.	M. Lloyd
21st Century Schools and Education Band B Proposals.	To seek Cabinet endorsement on the proposals contained within the 21st Century Schools and Education Band B Strategic Outline Programme 2019 – 2026.	Education
16TH MAY 2018	Key Issues	Service Area
Property Review Report	Property position statement on the overall condition of Council Properties.	Property M. Williams
Programme for Procurement	The Programme for Procurement sets out the Councils vision for developing and managing its third party expenditure in line with the Councils wellbeing objectives, Wales Procurement Policy and UK legislation. The Council is committed to ensuring it achieves value for money from its third party procurement expenditure – circa, £170,000,000 per annum. It also recognises the value of using procurement to support its wider Cultural, Social, Economic and Environmental objectives, in ways that offer real long-term benefits to the community it serves and the people of Wales, whilst balancing the issues of value for money.	Procurement
Notice of Motion – Introduction of Free Female Hygiene Support within our Schools Setting.		Education
Schools Workforce Flexibilities Policies.	To seek Cabinet approval to go out to Consultation with Schools on Workforce Strategies.	Education

Cabinet Forward Work Programme (Scrutiny)

30TH MAY 2018	Key Issues	Service Area
Sheltered Housing Schemes – Eastern Valleys Area Remodelling.	To provide members with proposals for remodelling a small number of sheltered housing schemes in the eastern valley, in order for members to consider a number of options which may include improvements, remodelling, alternative use and possibly demolition.	Housing
Affordable Homes New Build Proposals.	To confirm the new build Council Housing programme, including the preferred delivery option in order for the Council to utilise the Affordable Housing Grant funding that has been allocated to CCBC.	Housing
Review of Town Centre Management.	To seek Cabinet approval for revision of the Council's current Town Centre Management model.	D. Whetter
Future Regeneration Projects Governance Arrangements.		M. S. Williams
13TH JUNE 2018	Key Issues	Service Area
Equalities and Welsh Language Annual Reports.	To update Members on the progress made during the financial year 2017/18 against targets in the Council's current Strategic Equality Plan and Welsh Language Scheme and seek Cabinet approval for submission of the annual monitoring and improvement reports to the relevant commissions before the deadline dates.	Policy
27TH JUNE 2018	Key Issues	Service Area
Sport and Leisure Strategy	To Seek Cabinet approval to go out to Consultation.	R. Hartshorn
11TH JULY 2018	Key Issues	Service Area
Corporate Risk Register.	To provide an update of the Corporate Risk Register in accordance with the Council's Risk Management Strategy. The updated Corporate Risk Register (CRR) is presented to Audit Committee so there is opportunity for the Committee to satisfy itself that appropriate arrangements are in place for the council's risk management processes to be regularly and robustly monitored and scrutinised.	Public Protection
Street Lighting.	To agree a future strategy.	M. Lloyd

Cabinet Forward Work Programme (Scrutiny)

Town Centre Events Programme.	To agree future strategy for events.	D. Whetter
Pontllanfraith Leisure Centre.	To agree the future of the Leisure Centre in the context of the Leisure Review.	M. S. Williams
Decriminalisation of Parking Proposals (Stage 2).	To confirm the full scope for CPE implementation, timescale, how any related issues are to be addressed, further delegations required and what level of public engagement is appropriate.	M. Lloyd

25TH JULY 2018	Key Issues	Service Area

19TH SEPTEMBER 2018	Key Issues	Service Area
Air Quality Options Appraisal.		Public Protection

14TH NOVEMBER 2018	Key Issues	Service Area
Sport and Leisure Strategy.	To seek Cabinet's endorsement of the Draft Sport and Leisure Strategy.	Public Protection

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EDUCATION FOR LIFE SCRUTINY COMMITTEE – 24TH APRIL 2018

SUBJECT: NOTICE OF MOTION – THAT CAERPHILLY COUNTY BOROUGH COUNCIL INTRODUCE FREE FEMALE HYGIENE SUPPORT FOR ALL YOUNG FEMALES WITHIN OUR SCHOOL SETTING

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 The Scrutiny Committee is asked to consider the Notice of Motion as set out in paragraph 4.1 of this report and make a recommendation to Cabinet.
- 1.2 The report is seeking the views of Members prior to its presentation to Cabinet.

2. SUMMARY

- 2.1 A Notice of Motion has been received from Councillor Elaine Forehead and is supported by Councillor James Pritchard.
- 2.2 The Notice of Motion meets the criteria set out in the Council's Constitution and, in accordance with the Council's Rules of Procedure, is now referred for consideration.

3. LINKS TO STRATEGY

- 3.1 The Notice of Motion meets the criteria set out in the Council's Constitution.
- 3.2 Supporting the introduction of free female hygiene support for all young females within our school setting, contributes to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2015:
 - *A prosperous Wales – the development of the PSE Curriculum will ensure a well-educated population able to meet their own needs.*
 - *A healthier Wales, a more equal Wales and a globally responsible Wales – the PSE curriculum is developed to ensure that young people, both male and female, understand the impact of 'period poverty' on young people's health and wellbeing*

4. THE REPORT

- 4.1 *Councillor E Forehead requests in her Notice of Motion that "CCBC adds its support to introducing free female hygiene support for all young females within our school setting. Female sanitary products are a necessity of life and period poverty is an unfair pressure on all women".*

Background Information

- 4.2 It is widely accepted that some women and girls in Wales cannot afford to buy essential feminine hygiene products when they need them.
- 4.3 It is crucial that all pupils have appropriate equal access to a high quality Personal Social Education (PSE) curriculum that is delivered well consistently across schools and other educational settings. This provision will increase understanding of the issues and will support girls to identify their own needs and to be able to access advice and support where necessary. When delivered effectively, this curriculum will contribute towards establishing a culture of openness which is without stigma.
- 4.4 Girls should have a clear understanding of how to access support and sanitary products within their settings and poverty should not be a barrier to this.
- 4.5 In the latest research on 'Period Poverty', it is acknowledged that this inequality impacts upon attendance rates of up to 2%, as there is evidence that girls have been unable to stay in school when they cannot access products or adequately dispose of products. There is also strong evidence to suggest that where this issue is not managed well, girls suffer from increased levels of anxiety which may impact upon their mental health.
- 4.6 Schools and other settings need to be adequately equipped and resourced to manage the distribution and disposal of sanitary products efficiently, in such a way as to respect the discretion of those who need to use the facilities.
- 4.7 Since the receipt of the Notice of Motion, the Local Authority (LA) has received a letter from Julie James AC/AM, (dated 21st March, 2018), attached as Appendix 1, which outlines the commitment of Welsh Government (WG) to supporting the essence of this motion and identifies a capital funding allocation for 2017/18 and revenue grant allocation for 2018/19 and 2019/20 financial years.
- 4.8 At present, it is acknowledged that the delivery of the PSE curriculum is variable across topics and across schools. Whilst no complaints or concerns have been raised directly with the LA, attitudes towards the management of female hygiene are unknown and, therefore, also unknown is the level of impact upon girls. In the absence of a comprehensive audit of how equipped schools and education settings are to distribute and dispose of sanitary products, it is difficult to assess the need for additional resources. In order to agree appropriate actions to respond to the motion, it is important to
- conduct a bespoke survey of all stakeholders to gauge attitudes and needs, particularly those of young girls
 - audit the PSE provision of this aspect in the curriculum and reveal areas for development
 - following the PSE audit, work with schools and educational settings to develop appropriate up to date resources
 - audit Sexual Relationships Education (SRE) policies and implementation
 - survey schools and educational settings to identify how the supply of free sanitary products is managed currently, thus also identifying good practice
 - audit schools and settings to establish equipment for disposal of sanitary products
 - produce a comprehensive financial breakdown of the likely costs of any agreed actions so that, should they be taken, they are sustainable.

- 4.9 If Scrutiny Committee were minded to support the Notice of Motion, Members may wish to consider recommending to Cabinet that a Task and Finish working group is set up to co-ordinate and manage the actions outlined in paragraph 4.8 and to produce a comprehensive report, so that clear recommendations can be brought back to the Education for Life Scrutiny Committee for consideration. The working party should include the Cabinet Member for Education, representative Elected Members, representative stakeholders (including pupils, LA officers and other relevant professionals).

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act in that, prior to any development of PSE curriculum, or female resources, we will ensure that we will involve young people and collaborate with partners to ensure an effective long term and sustainable solution to the 'period poverty' can be reached.

6. EQUALITIES IMPLICATIONS

- 6.1 A quality impact assessment will be undertaken as part of the remit of the Task and Finish Group.

7. FINANCIAL IMPLICATIONS

- 7.1 In March 2018, the Authority accepted a one off discretionary grant payment from Welsh Government of £41,657 to be spent in relation to the investment in the improvement of toilet facilities and feminine hygiene hardware in schools. If Members are minded to recommend the creation of a Task and Finish Working Group, it is proposed that the group will give consideration to the allocation of spend in relation to this amount.
- 7.2 In addition, Welsh Government has made available revenue grant funding of £13,206 for the 2018/19 and 2019/20 financial years. This funding must be used to provide feminine hygiene products to those women and girls most in need in the Authority.
- 7.3 Any financial implications will need to be considered in detail should Members recommend the creation of a Task & Finish Working Group. However, to advise on the most recent pupil data, there are currently 4,774 girls in our Secondary Schools (Years 7 to 11). On this data alone it is estimated that the cost to provide feminine hygiene products for all would be in the region of £100k. This is based on a monthly cost of £2 per pupil per month.

8. PERSONNEL IMPLICATIONS

- 8.1 At this stage, we do anticipate there will be any personnel implications associated with this report.

9. CONSULTATIONS

- 9.1 This report has been sent to the Consultees listed below and all comments received are reflected in this report.

10. RECOMMENDATIONS

10.1 Members are asked to consider the Notice of Motion and make a recommendation to Cabinet.

11. REASONS FOR THE RECOMMENDATIONS

11.1 To be in accordance with the Council's Constitution.

12. STATUTORY POWER

12.1 Education Act 1996.

Author: Keri Cole, Chief Education Officer - colek@caerphilly.gov.uk

Consultees: Christina Harrhy, Interim Chief Executive
Dave Street, Corporate Director, Social Services
Mark Williams, Interim Head of Property Services.
Councillor Philippa Marsden, Cabinet Member, Education and Achievement
Councillor Wynne David, Chair of Education Scrutiny Committee
Councillor Gaynor Oliver, Vice Chair of Education Scrutiny Committee
Councillor Elaine Forehead
Councillor James Pritchard
Directorate Senior Management Team
Steve Harris, Interim Head of Corporate Finance
Lynne Donovan, Acting Head of Human Resources and Organisational
Development
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)
Lisa Lane, Corporate Solicitor
Headteacher, Lewis Girls School
Youth Forum
Childrens' Commissioner

Background Papers:

Appendix 1 Letter from Julie James, AC/AM dated 21st March, 2018

Julie James AC/AM
Arweinydd y Tŷ a'r Prif Chwip
Leader of the House and Chief Whip



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref: MA-P/JJ/1003/18

Cllr David Poole
Leader
Caerphilly County Borough Council
davidpoole@caerphilly.gov.uk

21 March 2018

Dear David

Period poverty: capital funding allocation for 2017/18 and revenue grant allocation for 2018/19

It is unacceptable that some women and girls in Wales cannot afford to buy essential feminine hygiene products when they need them. I am committed to doing everything I can to tackle this inequality.

I am writing to offer your local authority a package of funding to help deliver the change in approach that is needed.

Firstly I am pleased to be able to make available capital funding allocation of £41,657 for the 2017/18 financial year. This will be distributed using the schools element of the 2017/18 general capital funding formula.

I would like all local authorities to spend this money on investing in sanitary equipment and necessary changes to toilet facilities in schools where it is needed. This could mean disposal bins for feminine hygiene products, new vending machines or adjustments to cubicles.

I recognise that the allocation is coming very late in the year for you to make the necessary arrangements to spend within this financial year. Therefore, I would encourage you to use the allocation in the best way you can now and commit to using a matching sum in the 2018/19 financial year to address any equipment and facilities issues in relation to addressing period poverty faced by schools in your local authority.

Secondly to complement the capital funding, I am also pleased to be able to make available revenue grant funding of £13,206 for the 2018/19 and 2019/20 financial years. This will be distributed using the latest standard local government spending assessment formula.

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Gohebiaeth.Julie.James@llyw.cymru
Correspondence.Julie.James@gov.Wales

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

This revenue funding must be used to provide feminine hygiene products to those women and girls most in need in your authority. You are in the best position to determine the most appropriate mechanisms to reach your vulnerable communities which may include distributing through partnerships with local food banks, community hubs or other local groups. My officials will be writing to your officials about both allocations separately.

Yours sincerely



Julie James AC/AM

Arweinydd y Tŷ a'r Prif Chwip
Leader of the House and Chief Whip

Copied to:

Christina Harry, Caerphilly County Borough Council

harrhc@caerphilly.gov.uk

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EDUCATION FOR LIFE SCRUTINY COMMITTEE – 24TH APRIL 2018

SUBJECT: SUPPORT FOR MENTAL HEALTH FOR CHILDREN AND YOUNG PEOPLE

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To update members on the progress made in relation to the challenges faced by children and young people, and the developments for meeting children and young people's emotional wellbeing and mental health needs.

2. SUMMARY

- 2.1 Wellbeing is a priority nationally and local and features as a priority within the directorate.
- 2.2 Inclusions teams provide direct advice and support to schools, provide individual work to support children and young people and provide training and support to build capacity and schools and alternative provisions in relation to wellbeing.
- 2.3 The Educational Psychology Service (EPS) are involved in strategic work to develop guidance and seek the views of children and young people.
- 2.4 Data collection in relation to vulnerable groups is being developed further and a framework for wellbeing is being developed by the EPS.
- 2.5 Officers are working with the Education Achievement Service (EAS) and partners in relation to the wellbeing strategy.
- 2.6 Development work is proposed to continue to support building capacity in schools and educational provision. The financial implications are included in the main report.

3. LINKS TO STRATEGY

- 3.1 There is a broad range of activities that the Local Authority (LA) undertakes to ensure compliance with the requirements of the Education Act 2002, Children Act 2002, Equality Act 2010, Wellbeing of Future Generations (Wales) Act 2016.
- 3.2 Work on wellbeing and mental health relates directly to the LA's objective to improve outcomes for all learners particularly those vulnerable to under achievement (WBO2 CCBC Wellbeing plan 17-18).
- 3.3 Within the Donaldson report (Donaldson 2015) which will inform the new curriculum for Wales, there are references to emotional resilience and good mental health throughout the recommended Areas of Learning and Life Experience.

- 3.4 Policies and strategies to support emotional health and wellbeing will contribute to the wellbeing goals within the Wellbeing of Future Generations Act (Wales) 2016;
- A prosperous Wales: Learners with good mental health are more likely to enjoy and achieve at school, to work productively and make a positive contribution to the community.
 - A resilient Wales: Resilience is an important aspect of wellbeing. The Health Education Authority defines mental health as “ The emotional and spiritual resilience which enables us to enjoy life and to survive pain, disappointment and sadness”.
 - A healthier Wales –A more equal Wales: Resilience and good mental health are strongly correlated with good physical health and longer life expectancy.
 - A Wales of cohesive communities: Strategies which promote wellbeing also encourage children and young people to become involved in their local communities through an underlying belief in their own and others’ dignity and worth.
 - A globally responsible Wales: Good mental health is built upon the foundation of strong and respectful relationships which take account of others’ rights. Work in this area provides a foundation for citizenship, ethical accountability and global responsibility.

4. THE REPORT

BACKGROUND INFORMATION

National Context

- 4.1 Published statistics for children and young people’s mental health continue to suggest an alarming increase in the prevalence of poor mental health. For example:
- 4.1.1 According to Young Minds (2016), 1 in 10 children (5-16yrs) and 1 in 5 young adults have a diagnosable mental health disorder.
- 4.1.2 Between April 2010 and July 2014 Child and Adolescent Mental Health Service (CAMHS) (Wales) experienced a 100% increase in demand, with referrals increasing from 1204-2342 over this time (National Assembly for Wales, 2014).
- 4.2 From recent research into the effects of Adverse Childhood Experiences (ACEs) we know that there is a clear link between childhood trauma and poor outcomes for physical health and reduced life expectancy, as well as poor socio-economic outcomes and poor outcomes for adult mental health. Data from a recent study (Adverse Childhood Experiences Study, Public Health Wales, 2015) suggests that 1 in 7 of the current adult population has experienced 4 or more ACEs during their childhood.
- 4.3 The current view (e.g. Donaldson report) is that in order to tackle the growing escalation in mental health problems and to increase children and young people’s resilience, then we need to hold the broadest possible view of “wellbeing”, encompassing such factors as engagement in and enjoyment of education, alongside good physical health and stress management, and with positive psychology and strong relationships at the core. This follows the World Health Organisation’s definition of mental health:
- “a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community” (World Health Organisation, 2014).
- 4.4 For children who have experienced traumatic experiences such as violence, abuse and a stressful home environment, protective factors which build resilience are crucial. Recent review documents have highlighted the pivotal role of healthy relationships in building resilience (e.g. Transforming Psychological Trauma, NHS Scotland, 2017), and the wellbeing of staff in schools is a key factor in achieving strong, positive and sustainable relationships (Child and Family Clinical Psychology Review, British Psychological Society, 2017). Good mental health also depends upon resilience and there are aspects of teaching and learning which promote resilience, for example by supporting children to solve problems and learn from mistakes.

- 4.5 Links with Directors of Education in Wales, and with the National Association of Principal Educational Psychologists help to ensure that developments in policy and practice are well informed.

Local Context

- 4.6 Wellbeing is a priority within the County and the Directorate. Within the Inclusion team, our work relates directly to the objective of “improving outcomes for all learners, particularly those vulnerable to under achievement” (Wellbeing Objective 2, Caerphilly County Borough Council, 2017). Work to support children and young people’s mental health includes preventative approaches to develop individuals’ resilience, work on awareness raising in schools, work to support staff wellbeing and healthy relationships, along with targeted support to address identified needs.
- 4.7 The current Service Improvement Plan for Inclusion includes improvement actions to review our roles and functions in relation to wellbeing. Local authority teams are working collaboratively with other partners and agencies, for example CAMHS, EAS to develop our approach to wellbeing, working towards a LA “framework for wellbeing”. It is intended that this will lead to better identification of vulnerability, earlier and more effective use of evidence based intervention, and improved monitoring of a broader range of outcomes for children and young people.
- 4.8 Within the Service Improvement Plan, targets are in place to raise awareness of ACEs and attachment needs in children and young people as a priority. The anti-bullying policy is under review, work is underway in conjunction with the healthy schools team, to develop an approach to young people’s risk taking behaviour. There is a focus on staff wellbeing in schools, and planning to develop a “wellbeing framework of interventions”. This development work is undertaken alongside an ongoing advice and consultation service for schools, a continuing programme of training for staff in schools, provision of school based counselling and steps to develop the roles of school based counsellors.
- 4.9 In Caerphilly, we know that within the last year there have been 51 referrals into Education Other Than At School (EOTAS) for emotional and mental health reasons, and that 452 young people have sought and participated in counselling.
- 4.10 In addition to the provision of good advice and support to staff working across schools and early years settings, there are effective training programmes in place for school staff, along with a developing support group for practitioners working with the most vulnerable and potentially challenging young people. Training has been provided to support staff wellbeing as well as to support the wellbeing of learners.
- 4.11 There has been a continued emphasis on staff training, to ensure that local authority officers maintain high quality service delivery with up to date knowledge and skills. The recent emphasis has been upon mental health and wellbeing.
- 4.12 Evidence shows that School Based Counsellors continue to provide an effective service for pupils in Year 6 and in secondary schools.
- 4.13 As a result of collaborative work with CAMHS, advice has been provided to support schools with suicide prevention and support to pupils returning to school after an incident of significant self-harm.
- 4.14 There are robust systems in place for monitoring discriminatory incidents. Guidance is updated to reflect any new categories as they arise.
- 4.15 A research project is underway (using a questionnaire) to investigate children and young people’s experiences of bullying at school. This will inform future policy and practice.

Current provision

Direct Advice and support to school staff

- 4.16 Learning Education and Inclusion (LEI) teams visit each school, special school and specialist resource base for a planning meeting twice per year. Teams comprise representatives of the Educational Psychology Service, Education Welfare Service (EWS), Advisory Teaching Team and Behaviour Support Service. Meetings include consultation, advice, and signposting regarding the needs of a range of vulnerable learners. Opportunities are also taken during meetings to update schools on relevant topics. During the past year there has been an emphasis on raising awareness of ACEs, encouraging schools to cascade information on ACEs at a whole school level, and to develop practice to support pupils with Autistic Spectrum Disorder (ASD) in line with the strategies and guidance from ASD Info Wales. We encourage schools to adopt person centred practice to inform the most targeted and personalised support packages.
- 4.17 The Educational Psychology Service also provides a consultation service to staff working in Flying Start settings, and to staff working with the very vulnerable learners currently accessing EOTAS (Education Other Than at School) provision.
- 4.18 In addition to the above, educational psychologists are available for informal advice by telephone, particularly where unexpectedly challenging or critical incidents occur.
- 4.19 In accordance with the policy for responding to critical incidents, schools can access support for staff and pupils from the Educational Psychology and school counselling teams.
- 4.20 During the last year, a collaborative project with CAMHS and EPS has resulted in written guidance to schools about appropriate action and intervention to support pupils returning to school after a suicide attempt or incident of significant self-harm.

Work with individuals

- 4.21 The School Based Counsellors provided individual counselling for 452 pupils in Ys 6 -11 at school during the academic year 2016-17. Evaluations indicate a high level of success in improving reported symptoms. Following counselling, only 14% of the young people needed onward referral to specialist services such as CAMHS.
- 4.22 Counselling has continued to be delivered to similar numbers of young people during the current academic year. Pupils attending counselling have completed an outcome measure using the 'Young Persons Core' measurement tool at the start and end of their counselling episode. Analysis of the results obtained has shown that on average the YP Core scores reduced significantly between the start and the end of counselling, indicating a reduction in the severity of symptoms.
- 4.23 EPs and BSOs continue to work with individual pupils and their families, to assess need, to develop hypotheses about the nature of the presenting need, and to use psychological principles to suggest ways forward. Some of this work is carried out in a multi-agency context, for example in collaboration with Social Services, Supporting Family change, Action for Children and/or CAMHS.
- 4.24 Within the next academic year we propose to introduce specific programmes to support young people suffering from anxiety, particularly those who are finding it difficult to access school or be socially included within their local community (as outlined later in the report).

Training and support to promote wellbeing

- 4.25 Short courses in the form of half day workshops are available at Ty Penallta for this academic year and include a diverse range of topics to help school staff to support vulnerable learners:

- Using Positive Psychology
- Overview of Social Communication Interventions including Time To Talk, Socially Speaking and Awareness of Talkabout
- Using Mindfulness to Support Wellbeing of Teaching Staff
- Building Resilience in Children and Young People
- Literacy Interventions
- Making the curriculum accessible for pupils with moderate learning difficulties
- Strategies to prevent and manage bullying

- 4.26 To date, 79 people have attended sessions this academic year. They represent 52 different schools. The immediate response to training is already evaluated via questionnaires at the end of each training session. Feedback has been positive, for example with 83% of attendees stating that the training provided will inform positive changes in their future practice. For the future, there is an intention to measure the actual impact of workshops in effecting change within attendees' practice.
- 4.27 Longer training courses are also being delivered by the EPS. These contain an element of ongoing supervision for school staff to support training into practice and sustainability.
- 4.28 2 cohorts of ELSA (Emotionally Literate Support Assistants) training have been delivered. The impact measures so far indicate not only increased skills, knowledge and understanding, but also that practitioners have increased confidence in addressing needs. In the future, the impact on learners will be evaluated, along with learners' views of the impact of the interventions delivered.
- 4.29 Training in Thrive has also been introduced (through an EP who is a trained trainer), to supplement the training many schools have already accessed through direct commissioning with the private provider. The current focus within the LA is to train those staff who can support others in an outreach capacity, i.e. Behaviour Support Officers and staff from the learning centre. There is an assessment and review facility within the on-line assessment programme which will allow us to measure learners' progress in emotional development.
- 4.30 Attachment training has been delivered to staff in the PRU Learning Centre, in collaboration with Gwent Attachment Service, over a course of 5 months, again to embed training into practice. PRU staff working with the most vulnerable pupils will continue to be supported with attachment friendly practice in the future.
- 4.31 Mindfulness. Training options include a taster course, an 8 week course for adults and a 6-12 week course for primary school students. 152 teachers and teaching assistants have attended courses in the past year. This has included school staff wanting to increase knowledge with a view to supporting groups of learners, as well as school staff seeking to develop their own resilience and stress management skills. The feedback has been overwhelmingly positive.
- 4.32 A further initiative to support staff wellbeing has been development of a "wellbeing pack" for schools. This is introduced via a whole school training session, and then materials are left with the school to support their support and self-care.
- 4.33 Staff working in a nurture and inclusion capacity across the LA in LA managed and school managed bases have been invited to a peer support group facilitated by the EPS. These members of staff are likely to be working with high numbers of pupils who are vulnerable as a result of having 4+ACEs and/or being LAC/ adopted.
- 4.34 In order to support the above programme of training, LEI staff have participated in training in "Therapeutic skills", "Emotion Coaching" and "Anxiety". 5 members of the Behaviour Support Service are currently attending training in Thrive (please see section on proposals below).

Strategic work

- 4.35 One EP is involved in work with the Youth forum to review the current policy on bullying. As part of this work a questionnaire has been produced to canvas young people's views of their own experiences of bullying in the school environment.
- 4.36 One EP is working collaboratively with the Healthy Schools team to develop guidance for schools regarding substance misuse and other risk taking behaviour.
- 4.37 A Senior EP is working with CAMHS to develop a protocol to support schools with suicide prevention and to support pupils returning to school after an incident of significant self harm. This will be an update of and extension to the advice already provided in this area.

Data monitoring and audit

- 4.38 The EPS is involved in monitoring and scrutiny of data on discriminatory incidents, and collecting data from pupils regarding their experiences of bullying in order to inform contribution to policy and practice developments.
- 4.39 A focus group has being set up (March 2018) to develop a framework for wellbeing. The aim is to create a framework to assist schools in monitoring the breadth and effectiveness of their provision and thus support self-evaluation. The framework will also include clear links with LA policies and procedures, and enable the LA to collect and monitor more robust data on pupils' wellbeing and the impact of interventions.

Proposals for development

To support children and young people who have suffered trauma (ACEs)

- 4.40 It is crucial that within further training and development for school staff, there is work to build awareness of the impact of ACEs (Adverse Childhood Experiences) and training to enhance the capacity of school staff to build young people's resilience and meet their ACEs related social and emotional needs. Continued work alongside CAMHS will promote awareness of attachment needs, and it is anticipated that this will be enhanced by the training packages currently under development within the ACEs hub set up by the Welsh Government, all of which will support schools to become "trauma informed".
- 4.41 In addition, school staff need support to enhance their capacity to meet the emotional and mental health needs of this group of vulnerable learners through appropriate intervention strategies.
- 4.42 The Thrive programme is an attachment based programme which addressed challenging behaviour and supports the development of social and emotional skills through specific and targeted relational strategies. Thrive training is already being delivered to those LEI staff who work in an advisory capacity and can thus promote implementation of the approach in a sustainable way model across the County. The next step will be to train those members of the LA staff who work with the most vulnerable children and young people in provisions outside mainstream school, that is within PRUs, LPCs and other EOTAS provision such as "Innovate" and "The Hive". The model works best if understood across a multi agency support system around the child and family. Ideally, Youth Workers and family support workers will therefore be included in this training.
- 4.43 In addition to the cost implication of initial training, specific strategies are accessed via an on-line assessment programme which involves on-going costs in the form of an annual license. There are further costs incurred in maintaining the quality of delivery through ongoing CPD for licensed practitioners.
- 4.44 For sustainability it is proposed that 2 of the currently licensed practitioners will be trained as Thrive trainers and thus be able to support practitioners across the County and provide for ongoing CPD requirements locally.

To support the development of healthy relationships and resilient learners through restorative approaches.

- 4.45 Positive and respectful relationships are the foundation upon which all successful strategies rest. This refers to relationships at all levels, including those within the organisation (between staff, staff to pupil, pupil to pupil) and relationships with parents/carers/ local community/local authority and other visiting agencies.
- 4.46 (***“What good looks like in psychological services for schools and colleges. Primary prevention, early intervention and mental health. The Child and Family Clinical Psychology Review, autumn 2017, and an NHS Scotland Education document “Transforming Psychological Trauma”, May 2017***)
- 4.47 We would aim to target one cluster of schools with a willingness to change, develop restorative practices and to move forward progressively. This cluster would be funded / part funded to work with this approach for up to 3 years, and would then be encouraged to support other schools across the authority to spread good practice.
- 4.48 In addition the evidence suggests that the approach can support individual schools causing concern (i.e. those in a category, or where there are high levels of exclusion for example).
- 4.49 Opportunities to building skills within the LEI teams will also be explored in order to facilitate and support learning leaning groups

To support anxious pupils

- 4.50 In Caerphilly, both the Education Welfare Service, Schools Based Counselling Team, and EOTAS have identified this group of children and young people as a current priority. There are targets in their Service Improvement Plans to increase the rates of return to school, and/or to facilitate movement from home based tuition to community based tuition, for those children identified as anxious.
- 4.51 Available data indicates that since August 2017, there have been over 60 referrals into EOTAS for emotional/mental health reasons.
- 4.52 The EWS has estimated that at present they have in excess of 50 anxious children on their caseload and in situations where the anxiety is having a significant detrimental impact upon school attendance.
- 4.53 The School Based Counsellors have reported that within the past year, 47 of their clients were referred with anxiety as a presenting issue, and 26 of those had anxiety as a predominant issue within counselling sessions.
- 4.54 “Overcoming anxiety” is a programme based upon CBT (Cognitive Behavioural Therapy) which is an evidenced based approach for treating anxiety. Materials are designed for parents to support their own children such that there is an impact upon anxiety within the family as well as an impact for targeted children. The programme can be delivered to groups of parents in schools, as a preventative measure as well as to individual parents within the home. There is no necessity for the adults delivering to have formal qualifications in psychology and therefore the programme can be delivered cost effectively and with sustainability.
- 4.55 The proposal is to fund training for Education Welfare Officers and others, alongside colleagues in schools, community tuition venues, and family support workers to deliver the programme.

To extend and develop Mindfulness in schools.

- 4.56 An MBACP accredited school based counsellor already delivers Mindfulness courses developed by the Mindfulness in Schools Project (MiSP) across schools in Caerphilly. For sustainability purposes there is a plan for 2 further members of staff to receive training. This will enable them to deliver mindfulness to support the wellbeing of staff in schools and to deliver training to children and young people in primary and secondary schools.

To support the development of empathy and social skills in primary school children

- 4.57 Consideration will be given to piloting “Roots of empathy” is a classroom program that has been shown to have a dramatic effect in reducing levels of aggression among school children by raising social/emotional competence and increasing empathy.
- 4.58 This is a volunteer run programme for 5 -13 year olds, delivered in school classrooms. It is sustainable after the initial training for instructors. It has been delivered with support from Action for Children in neighbouring counties and is highly recommended by CAMHS practitioners.
- 4.59 Initially it is proposed that 2 instructors are identified to deliver the programme in two schools. Going forward if evaluation identified this as being successful a further 3 trainers would be identified. Each trainer would have the potential to deliver the 27 week programme to at least 2 schools per year.

Monitoring and evaluation

- 4.60 LA staff will be involved in developing specific evaluation plans for each of intervention programmes including outcome data in order to assess the impact of the work.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 This work 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** – Developments to promote wellbeing are integrated with the LA’s wellbeing goals. Better emotional health and wellbeing will enable learners to achieve better outcomes in terms of their school achievement, future aspirations and health across the life span.
 - **Long-term** – The work described above recognises the importance of balancing short-term needs with the needs to safeguard meeting long-term needs. The longer term aims of enhanced capacity to meet needs, and development of policy and practice, are balanced with the provision of advice and guidance to meet immediate needs, including needs arising as a result of critical incidents.
 - **Prevention** – Building the capacity of staff in schools will support the development of universal and preventative programmes, early identification of need, and the provision of appropriate targeted support.
 - **Collaboration** – Plans and proposals are being developed in collaboration with partner agencies including EAS, CAMHS and Gwent Attachment Service for example, along with LA teams e.g. Youth Forum.
 - **Involvement** - A range of stakeholders including school staff, and representatives from different LA services will continue to be consulted regarding future developments.

6. EQUALITIES IMPLICATIONS

- 6.1 An equalities impact assessment screening has been completed in accordance with the Council's Strategic Equality Plan and supplementary guidance. No potential for unlawful discrimination and/or low level or minor negative impact has been identified, therefore a full EIA has not been carried out.

7. FINANCIAL IMPLICATIONS

- 7.1 Further to cabinet approval (31st January 2018) an amount of £173k has been earmarked as a contribution towards pressures in relation to behaviour and mental health.

- 7.2 The following outline the current spend proposals against this allocated funding:

- Attachment based training programme (Thrive) (£90k) – to address challenging behaviour and supports the development of social and emotional skills through specific and targeted strategies. The proposal is to extend training to LA staff who work with the most vulnerable children and young people in provisions outside mainstream schools. This funding will provide training for 48 delegates and for 2 of the current licenced practitioners to be trained as Trainers. The Trainers would be able to support practitioners across the County and provide for ongoing CPD requirements.
- Training to support the development of healthy relationships and resilient learners (£51k). This funding would support a pilot in a cluster of school and targeted funding for an individual secondary school.
- Cognitive Behaviour Therapy (£3.5k) – training for adults to support anxious pupils.
- Extending the Mindfulness training (£3k) – training for 2 staff to support the wellbeing of staff in schools and to deliver training to children and young people in primary and secondary schools.
- Potential for pilot programme to support and develop empathy and social skills in primary school children, reducing levels of aggression (4k).

- 7.3 In progressing these training proposals there will be some circumstances where supply cover will be necessary and this will be considered against the allocated amount of funding. There will be no impact from these proposals on current service delivery.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no personnel implications.

9. CONSULTATIONS

- 9.1 The report reflects the views of the consultees.

10. RECOMMENDATIONS

- 10.1 That Scrutiny note the contents of the report and the details of the usage of the sum previously agreed by Cabinet on 31st January 2018 (see attached papers).

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 Development work is proposed to continue to support building capacity in schools and educational provision to contribute to meeting children and young people's emotional wellbeing and mental health needs.

12. STATUTORY POWER

- 12.1 Well-being of Future Generations (Wales) Act 2015
Education Act 1996
Equality Act 2010
United Nations Convention On The Rights Of The Child.

Author: Bronwen Cox (Acting Principal Educational Psychologist) / Sarah Ellis Lead for Inclusion and ALN

Consultees: Christina Harrhy, Interim Chief Executive
Councillor Philippa Marsden, Cabinet Member for Education & Achievement
Councillor Wynne David, Chair of Education for Life Scrutiny Committee
Councillor Gaynor Oliver, Vice Chair of Education for Life Scrutiny Committee
Keri Cole, Chief Education Officer
Sue Richards, Interim Head of Planning, Strategy & Resources
Jane Southcombe, Financial Services Manager
Steve Harris, Interim Head of Corporate Finance
Sarah Mutch, Early Years Manager
Paul Warren, Strategic Lead for School Improvement
Lisa Lane, Legal Services
Anwen Cullinane (Senior Policy Officer)
Debbie Harteveld, Managing Director Education Achievement Service (EAS)
Kathryn Bevan, Equity and Wellbeing Lead (EAS)

Background Papers:
Cabinet report (31st January 2018) Update on reserves

Appendices:
Appendix 1 – Information and links regarding interventions and programmes

Information and links regarding interventions and programmes

Thrive: The Thrive approach draws on insights neuroscience, attachment theory and child development to provide a powerful way of working with children and young people that supports optimal social and emotional development. In particular, the approach equips adults to work in a targeted way with children and young people who have struggled with difficult life events to help them re-engage with life and learning.

www.thethriveapproach.com

Restorative approaches: Restorative approaches include the day to day skills involved in pre-empting conflicts and harm. They build and maintain relationships and community, as well as reacting/ responding when things go wrong. Restorative approaches engage and develop positive relationships and resilient communities, to reduce harm, and de-escalate conflict quickly by problem solving effectively. A restorative approach can be adopted wherever there is human conflict, from the everyday home or work situation to schools, local authority agencies, the police and criminal justice system.

Mindfulness: Mindfulness focuses on paying attention to what is happening in the present moment and being aware of ones own thoughts and feelings. The aims of developing a mindful approach are to improve self control, objectivity, tolerance, concentration and emotional intelligence.

www.mindfulnessinschools.org

www.bangor.ac.uk

Cognitive behaviour therapy: commonly referred to as talking therapy that can change the way you think and behave.

www.nhs.uk

www.mind.org.uk

www.bacp.com

Roots of Empathy: An evidenced based classroom programme that has a significant effect in reducing aggression by raising social and emotional competence.

www.rootsofempathy.org

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EDUCATION FOR LIFE SCRUTINY COMMITTEE – 24TH APRIL 2018

SUBJECT: IMPLEMENTATION OF THE CHILDCARE OFFER FOR WALES

REPORT BY: KERI COLE, CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 This report presents an update of the first six months of implementation of the Childcare Offer in the first of the wellbeing community areas and plan towards full roll out across the borough from April 2018.

2. SUMMARY

- 2.1 The Welsh Government recognises that childcare is one of the biggest challenges facing working families in Wales and developing an enhanced childcare offer was a top priority. Supporting families with quality, flexible and affordable childcare supports economic regeneration, can reduce pressures on family income and help parents to participate in work, thus reducing a family's risk of poverty. It also supports the wellbeing of children through positive and rich childcare experiences.
- 2.2 The Welsh Government manifesto in 2016 launched a new Childcare Offer for working parents of 3 and 4 year olds in part time Foundation Phase education. The Welsh Government intends to provide 30 hours of funded early education and childcare per week for working parents of 3 and 4 year olds in part time Foundation Phase provision, for 48 weeks per year by the end of their term in Government 2020/21.
- 2.3 Caerphilly joined the Early Implementers for the Childcare Offer phase 1 in March 2017 with implementation of the first funded childcare places in September 2017.
- 2.4 Mid Valleys East was the first area to begin the Childcare Offer which was rolled around to include Lower Sirhowy Valley and Caerphilly Basin in January 2018 and will not also include the final two areas at the start of the summer term 2018.
- 2.5 In the first term 98 applications were received for 95 approved eligible places with 79 children from families taking up the funded provision. At 26th March 2018, 510 applications have been received in total with 468 approved and confirmed as eligible with the costs rising from £17,759.25 per month in September to £78,583.50 per month in February 2018. This funding is paid direct to the childcare sector which is primarily voluntary sector organisations to offset the costs of childcare to working families.
- 2.6 The Childcare Offer video clip has helped families to understand the process for applying for Childcare Offer funding and has been viewed many times on social media. It is used in conjunction with other leaflets and marketing materials to ensure as many eligible parents are reached as possible.
- 2.7 In Newline April 2018 a family explained the impact of the Childcare Offer on their personal circumstances.

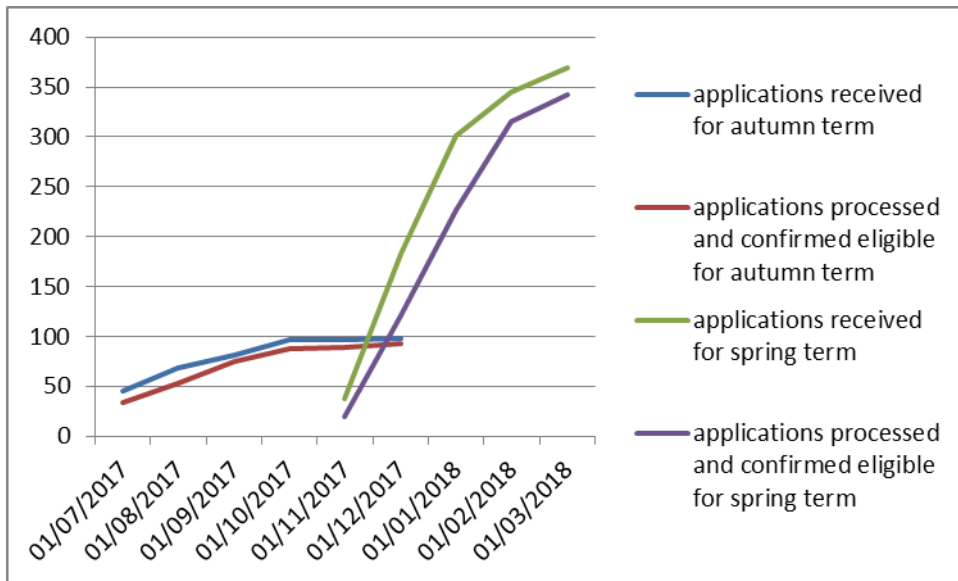
3. LINKS TO STRATEGY

- 3.1 The Childcare Offer contributes to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:
- *A prosperous Wales* – the Childcare Offer will support working families across the borough, to increase their disposable household income through the funded childcare places to enable them to work. The offer aims to remove childcare as a barrier to gaining employment for those who are not currently working, as well as support parents to be able to increase their working hours if wished thereby improving the household income.
 - *A resilient Wales* – the Childcare Offer aims to support community based childcare provision to become sustainable businesses embedded in their local environment, as well as improve the quality of provision. The Offer will support local jobs and improve the childcare market, thereby increasing the availability and flexibility of childcare offered locally for families.
 - *A healthier Wales* – childcare settings offer healthy snacks through the healthy snack award scheme and are supported to be part of the Healthy and Sustainable Pre School Scheme locally known as HEY (Healthy Early Years) which assures parents of the settings' commitment to children's health.
 - *A more equal Wales* – part of the Childcare Offer is to encourage and support parents living in poverty to access employment without the barrier of affordable childcare. Employment will reduce the risk of children growing up in poverty and a potential gap in attainment.
 - *A Wales of cohesive communities* – children will be accessing local childcare provision whose ethos is embedded in community based delivery and access to community resources. This pilot will seek to connect community based childcare provision with their local schools to ensure cohesion of services for families and consistent support for the young children accessing the offer.
 - *A Wales of vibrant culture and thriving Welsh language* – under the national minimum standards for regulated childcare, settings are required to support children's understanding of the Welsh language and culture. In addition there will be sufficient places developed and offered through Welsh medium providers to meet parental demand.
 - *A globally responsible Wales* – wellbeing of children and families will be monitored as part of the Offer to ensure that the impact of longer formal childcare provision and any potential transition between different providers is not detrimental to the wellbeing of the children.

4. THE REPORT

- 4.1 Welsh Government recognises that childcare is one of the biggest challenges facing working families in Wales and developing an enhanced childcare offer is a top priority. Supporting families with quality, flexible and affordable childcare supports economic regeneration, can reduce pressures on family income and help parents to participate in work, thus reducing a family's risk of poverty. It also supports the wellbeing of children through positive and rich childcare experiences.
- 4.2 The Welsh Government is providing 10 hours of funded early education and up to 20 hours of funded childcare per week for working parents of 3 and 4 year olds in part time Foundation Phase provision, plus up to 9 weeks of childcare in the school holidays per academic year by the end of their term in Government 2020/21.
- 4.2 The eligibility criteria for the Childcare Offer is that parents in the household must be earning the equivalent of 16 hours per week minimum wage or more. In dual parent households both parents must be earning the equivalent of 16 hours each or more.
- 4.3 Within Caerphilly borough we offer Foundation Phase places in both maintained (school nursery) and non-maintained childcare (private, voluntary sector) providers. We anticipate that more childcare will be needed across the borough to offer the additional 20 hours per week but especially during the additional holiday provision required. To date 126 childcare providers have signed up to deliver the Childcare Offer and all display the Window Sticker to promote their offer to parents as well as promoting through their social media pages.

4.4 The number of applications has increased significantly during the first and second term of implementation increasing from 70 children accessing funded places in September 2017 to 316 children in February 2018. All places are funded at £4.50 per hour as a universal rate set across Wales for phase 1. The cost of places in September was £17,759.25 which increased to £78,583.50 in February 2018 bringing substantial funding into the childcare sector and impacting family household incomes.



4.5 During term 1 the data has been analysed and returned to Welsh Government. Of the 79 children in placements,

- 1 child had Additional Learning Needs
- 62 parents found it somewhat difficult or very difficult to afford childcare
- 8 parents wished to access Welsh medium childcare provision
- 1 wanted bilingual provision
- 11 were from Flying Start areas
- 72 were accessing their Foundation Phase place in school 8 of which were in Welsh medium Primary school
- 7 had no main school for Foundation Phase provision
- The highest percentage of the declared main parents earnings' was £10,400-£15,599
- Only 2.8% of parents earned more than £52,000
- 16 families were single parents.

4.6 A family was happy to write an article on the impact of the Childcare Offer on their family circumstances to promote the scheme to other families through Newline. The video clip has been used to promote the Offer. We are aiming to have an online application process in place by September 2018 intake.

https://youtu.be/mMkM_hc5xAq

4.7 During this initial implementation it has been critical to work in partnership across departments in Caerphilly Council including Council Tax, procurement, information governance, admissions, Statutory ALN team, Communications, IT, legal, translation team and printing. Council Tax links have allowed us to confirm families' home addresses and situations as well as supported lone parents to access the single person's allowance which they had not realised they were entitled to apply for.

5. 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. The long term strategy is to reduce the in-work poverty faced by families due to childcare costs, as well as encourage parents to gain employment by removing the barrier of childcare costs. Prevention of poverty through increasing opportunity to access employment will support children's long term outcomes. In addition quality childcare provision will positively impact on children's development and may contribute positively to long term attainment outcomes for children through increased access to quality learning opportunities.
- 5.2 During the course of initial implementation it is anticipated that the funding may primarily benefit those already working and using formal childcare provision, but in doing so aims to encourage other families in the long term to take up employment support programmes and gain access to employment opportunities. It will also create a stable and more sustainable childcare sector with the potential to create further local employment opportunities.
- 5.3 Working in collaboration with employment support programmes, childcare providers, schools and training providers, this pilot project will also provide support for those wishing to train for jobs in the childcare sector, as well as create sustainable businesses for the longer term. If all providers and the local authority officers work in collaboration with families and stakeholders, the offer can be developed in a holistic, bespoke but sustainable way to ensure that providers and families are able to make a workable solution for delivery.
- 5.4 Integration of maintained and non-maintained provision to enable a flexible offer for parents will be critical to the success of the childcare offer through increasing take up as well as potentially having a greater beneficial impact for children. Much of the Foundation Phase offer in Caerphilly borough is currently through maintained school nurseries and so this needs to be carefully considered to ensure that children continue to access their Foundation Phase entitlement as well as being able to access wraparound provision to meet parental working hours' requirements within reason.
- 5.5 Involvement and active participation of all stakeholders will be critical to ensure the learning from and during the pilot phase enables dissemination across the Early Implementers and wider regionally prior to roll out of the offer across Wales.

6. EQUALITIES IMPLICATIONS

- 6.1 As a Welsh Government initiative, the team have considered the potential equalities implications. During this initial phase the early implementers will need to identify any barriers and work with Welsh Government to ensure that parental choices and needs of families are considered and met on an individual basis including but not limited to:
- Welsh medium provision
 - Support for children with ALN
 - Working families who may access childcare provision outside of the initial area set
- 6.2 The learning from the Early Implementers across Wales will inform the full equality impact assessment.
- 6.3 In Caerphilly parents have been supported to have their choice of childcare provision to meet their and their child's needs, including support for the setting to become inclusive and support a child with additional learning needs, wider support to the sector to develop inclusive practice, access to all Welsh medium provision in the borough and working with the sector to develop flexible hours of work to meet the needs of shift workers, longer hours, etc.

7. FINANCIAL IMPLICATIONS

- 7.1 The Childcare Offer is funded by Welsh Government grants for infrastructure staff, SEN grant and childcare places grant. There has been recognition that the infrastructure element of the grant does not fully cover the administrative commitment and time taken to develop and implement full delivery. The financial arrangements are being considered by Welsh Government.
- 7.2 Core funded posts have supported the initial development and implementation of the Childcare Offer with a contribution from the infrastructure element of the grant of 1 day per week for 2 managers in 2017-18. In 2018-19 this contribution from the grant is unlikely to be available as the Administrator and Development Officer posts are occupied for the full financial year. In 2017-18 the 2 officers commenced their roles part way through the year. The time commitment of senior core funded managers will continue to be required in 2018/19.

8. PERSONNEL IMPLICATIONS

- 8.1 Two staff are employed on fixed term contracts under the annual Childcare Offer infrastructure grant – Administrator and Development Officer. There is a recognised need for additional capacity in the team but the current grant does not provide sufficiently to fund this.
- 8.2 In 2017-18 there was the ability within the Childcare Offer infrastructure grant to make a contribution of 1 day per week to 2 manager posts but with a full year's costs for the Administrator and Development Officers this is unlikely to continue in 2018-19 without an increase in funding from Welsh Government. Senior management time commitment will continue to be required and, therefore, this will need to be met out of the core budget if the grant is insufficient.

9. CONSULTATIONS

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

10. RECOMMENDATIONS

- 10.1 The recommendation is to note the contents of the report and the implementation to date.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 To note the contents of the report and the implementation to date.

12.0 STATUTORY POWER

- 12.1 Childcare Act 2006 (Local Authority Assessment) (Wales) Regulations 2016.

Author: Sarah Mutch, Early Years Manager mutchs@caerphilly.gov.uk
Consultees: Christina Harrhy, Interim Chief Executive
Keri Cole, Chief Education Officer
Dave Street, Corporate Director, Social Services
Councillor Philippa Marsden, Cabinet Member, Education and Achievement
Councillor Wynne David, Chair of Education Scrutiny Committee
Councillor Gaynor Oliver, Vice Chair of Education Scrutiny Committee
Lynne Donovan, Acting Head of Human Resources and Organisational Development

Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)
Sue Richards, Interim Head of Education Planning, Strategy & Resources
Sarah Ellis, Lead for Inclusion
Paul Warren, Lead for School Improvement
Jane Southcombe, Finance Services Manager
Stephen Harris, Interim Head of Corporate Finance

Appendices:

Appendix 1 Newsline Article

Appendix 1 – Newsline Article

Childcare Offer saves family a small fortune!

Raylene Roper and her family are enjoying financial savings as a result of the Welsh Governments Childcare Offer for Wales.

Raylene who lives in Pontllanfraith, first heard about the offer, which is being piloted in 7 Local Authorities, on a Twitter post. She contacted Caerphilly Council immediately to check their eligibility for the 20 hours of funded childcare during term time and was pleasantly surprised that just a few weeks later she was already making huge savings.

The offer is designed to help working parents with children aged 3 or 4 pay for the cost of childcare up to 20 hours per week in term time and up to 30 hours during school holidays.

Raylene and her husband Chris, both work fulltime and Sam, who is now 4, has attended Jelly Totz Childcare since he was 8 months old, which has been a substantial cost for the family. As a result of the offer they now save up to £248 per month in addition to the savings from their employers childcare voucher scheme.

Raylene commented, “We were absolutely thrilled to hear about this offer. It makes a huge difference to us as a family and the process was easy and mostly done by email. I can’t fault Caerphilly Council they have been great.”

The scheme is currently being piloted in Caerphilly Basin (including: Aber Valley, Bedwas, Trethomas and Machen, Llanbradach, Morgan Jones, Penyrheol, St James and St Martins wards). The Lower Sirhowy Valley (including: Abercarn, Crosskeys, Risca and Ynysddu wards) and the Mid Valley’s East (including: Argoed, Blackwood, Cefn Fforest, Crumlin, Newbridge, Pengam, Penmaen and Pontllanfraith wards.)

From the term following their child’s 3rd birthday, parents can apply for the funding which they will receive in addition to the 10 hours already provided by the part-time Foundation Phase as well as 30 hours of childcare during the school holidays.

Cllr. Philippa Marsden, Cabinet Member responsible for Education and Achievement commented, “It is great to hear Raylene talk about how her family are benefitting from the offer. Working with Welsh Government we have tried to make this process as simple as possible for parents to apply.”

She continued, “The offer is flexible in that families living in the selected areas during the pilot phase of the scheme are able to choose any registered childcare setting that suits their circumstance, whether inside or outside of county in agreement with the provider and the Local Authority. The childcare does not have to be delivered by the same provider as the Foundation Phase provision.”

To access the online eligibility checker please visit the following link:
<http://www.caerphilly.gov.uk/childcareoffer>

For more information about the scheme and what childcare is available please contact the Family Information Service on 01443 863232.

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