

Public Document Pack



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

- 1 Examples of Support for Wellbeing During the Pandemic.
- 2 Budget Monitoring 2020/21 (Period 3).



EDUCATION SCRUTINY COMMITTEE – FOR INFORMATION

**SUBJECT: EXAMPLES OF SUPPORT FOR WELLBEING DURING THE
PANDEMIC**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND
CORPORATE SERVICES**

1. PURPOSE OF REPORT

- 1.1 To share information with members with information regarding the role of services and the support available for the wellbeing and mental health of children in Caerphilly during and the pandemic.

2. SUMMARY

- 2.1 Inclusion and wellbeing is a priority for the Local Authority and has been a particular focus over the period of the pandemic.
- 2.2 Inclusion and School Improvement teams provided a range of support and intervention for children and young people.
- 2.3 Support for inclusion and wellbeing is a focus within the new Inclusion Compendium and aligns with the Welsh Government framework for a whole school approach.

3. RECOMMENDATIONS

- 3.1 Members are requested to note the contents of the report.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 Supporting wellbeing is a critical area of focus and it is important that Members are aware of the support available.

5. THE REPORT

- 5.1 Welsh Government defines a Healthy School as one which “Actively promotes the physical, mental and social health of its community through positive action by such

means as policy, strategic planning and staff development, with regard to its curriculum, ethos, physical environment and community relations.”

- 5.2 At Government level there is a significant focus on the development of mental health and wellbeing linked to the CAMHS transformation agenda such as a whole school approach to mental health which focuses on wellbeing at all levels of a system, and with a common goal of developing a sense of belonging, safety, efficacy and agency. These aims are consistent with the recommendations outlined in Estyn’s (2019) report: Healthy and happy: school impact on pupils’ health and wellbeing and with the ‘Mind Over Matter’ (2018) report.
- 5.3 At a local level the Local Authority works in partnership with Health, Social Care and Youth Offending Service in relation to several regional groups these include the children and young people workstream (developing an integrated trauma pathway and training), the Early Help and Enhanced Support Workstream, CAMS transformation steering group, integrated and multi-agency safeguarding hub, early intervention and prevention arrangements, and Space wellbeing and early help panel.
- 5.4 Services provide extensive support to children and young people as outlined in Appendix 1.
- 5.5 During the pandemic a significant range of work was undertaken by services to support schools, children and families as outlined in Appendix 2.
- 5.6 Services across the education department provide a range of interventions for schools, children and young people with a focus on wellbeing. These align with the development of the new Inclusion Compendium and the Welsh Government agenda for supporting wellbeing (see Appendix 3).
- 5.7 The Educational Psychology Service and School Based Counselling team also support the wellbeing of staff such as the EPS provides a whole-school wellbeing training package for school staff, which is accompanied by a 39-week wellbeing programme. There is ongoing discussion regarding providing supervision for head teachers. A school based counsellor provides .b Mindfulness Foundations course for teaching staff. This course teaches school staff to become more self-aware and equips them with the skills to manage negative emotions more effectively and reduce stress.
- 5.8 **Conclusion**
- 5.9 Aspiration and engagement for our young people is a key focus for the Education Directorate. Within this context supporting wellbeing is critical.
- 5.10 During the pandemic services have provided a range of support and intervention and this continues to be a focus of work across departments.

6. ASSUMPTIONS

- 6.1 No assumptions have been felt to be necessary in this report.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

- 7.1 This report provides information and therefore an integrated impact assessment has not be completed at this time.

8. FINANCIAL IMPLICATIONS

8.1 There are no financial implications associated with this report.

9. PERSONNEL IMPLICATIONS

9.1 There are no specific staffing implications linked to this approach.

10. CONSULTATIONS

10.1 The report reflects the views of the consultees based on consultations undertaken to date.

11. STATUTORY POWER

11.1 Education Act (1996)
Equality Act (2010)
United Nations Convention on The Rights Of The Child
Inclusion and Pupil Support Guidance Welsh Government (2016)
Additional Learning Needs and Tribunal Act (2018)
Framework on embedding a whole school approach to emotional and mental wellbeing (2021)

Author: Sarah Ellis Lead for Inclusion and ALN (elliss@caerphilly.gov.uk)

Consultees: Christina Harray, Chief Executive
Richard Edmunds, Corporate Director of Education and Corporate Services
Dave Street, Corporate Director, Social Services
Councillor Ross Whiting, Cabinet Member for Learning and Leisure
Councillor Teresa Parry, Chair of Education Scrutiny Committee
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee
Steve Harris, Head of Financial Services & S151 Officer
Keri Cole, Chief Education Officer
Sue Richards, Head of Education Planning & Strategy
Sarah Mutch, Early Years Manager
Paul Warren, Strategic Lead for School Improvement
Jane Southcombe, Financial Services Manager
Lynne Donovan, Head of People Services
Rob Tranter, Head of Legal Service and Monitoring Officer
Ros Roberts, Business Improvement Officer
Kath Bevan, Lead for Wellbeing & Equity (EAS).

Appendix 1 Role of Service

Appendix 2 Support for vulnerable learners during pandemic

Appendix 3 Intervention for schools, children and young people

Appendix 1 - Role of services

Educational Psychology Service and School Based Counselling Team

Through the Educational Psychology Service (EPS) and School-based Counselling Service (SBCS) the LA works in partnership with schools to empower schools to develop a whole-school approach appropriate to their setting. The services support a range of universal, targeted and specialist emotional wellbeing initiatives.

These interventions, through the provision of staff training and interventions with pupils, align with the objectives of the Health and Well-being curriculum AOLE, by enabling schools to support learners' mental health and emotional well-being and the development of positive relationships.

Youth Service

Caerphilly Youth Service provides for the inclusion of young people, regardless of their background, but fares particularly well in terms of either preventing their disengagement from education, their community or society more generally or re-engaging young people in those areas of their lives. Directly supporting the majority of vulnerable learners, specialist teams within the Youth Service engage on both a one to one and group basis with those with various types of vulnerability such as:

- those who are NEET or potentially NEET
- those who are homeless or potentially homeless
- LGBT young people (understood to be at higher risk from mental health issues and homelessness, for example)
- Children Looked After
- Those who have experienced trauma

Specific inclusion activity is undertaken by Youth Service teams such as the Youth Forum and the Targeted Youth and Family Engagement team (which engages with the most vulnerable of our young people in a family).

The Youth Service also operates a universal youth work provision which is for all young people and based on the open access principle. In addition to operating a wide curriculum, this allows for the association of groups of young people in safe, enjoyable environments either on particular sites (Youth Centres) or at any location where young people are (Outreach/Detached youth work). The open access nature of this work will mean that, frequently, looked after young people will be in attendance.

The Youth Service liaises closely with other services, including schools and education support services, as well as with Social Services, the Youth Offending Service and Gwent Police. Operating across a broad time frame (8am-9pm, including weekend availability and throughout school holiday periods), and in many locations, the Youth Service complements the work of schools and provides additional safeguarding coverage when other services are not available, as well as providing a key service of transition for young people to adulthood.

Given the reach of the service (16,000 young people per year pre-lockdown and 7,000 young people during lockdown), it's definitively nurturing approach, youth workers' ability to develop supportive relationships with young people across a variety of settings, and its dedicated Wellbeing staff, the Youth Service provides significant universal mental health support for young people in the County Borough.

Children Looked After Team

The children looked after team works across all schools with a link worker attached to each cluster. The team supports all children looked after (CLA) with link visits, provide support for schools, link with the Education Achievement Service (EAS) regarding the pupil development grant (PDG), attend reviews, supports transition and planning, and supports with the Personal Education Plan (PEP) and Individual Development Plan (IDP) processes to ensure compliance with the ALN Act (2018). The team also offers training to foster carers and works closely with Social Services and other agencies to ensure the needs of CLA are met.

Education Welfare Service

The Education Welfare Service (EWS) has officers linked to specific schools. They work directly with families on improving school attendance and identifying barriers to this. The service carry out work in the home with the family, act as a link back to school to improve relationships and identify need. The service work very closely with other agencies, including Children's Services, mental health support, and external support agencies.

Appendix 2 - Support for vulnerable learners during pandemic

Educational Psychology Service (EPS) and School Based Counselling team (SBC)

The following work was undertaken to support schools and vulnerable learners during the initial period of school closures during the Spring and Summer term of 2020:

- Direct visits and virtual meetings to the hubs in order to support staff with organisation and planning and to provide direct support to vulnerable pupils.
- Establishing two dedicated EPS phone parents and schools. The themes that emerged from these phone calls were around how to meet the needs of pupil's with ALN who were struggling to cope with the loss of structure and routine; competing demands on parent's time; family dynamics; supporting transition back to school; and pupil and parent wellbeing;
- Telephone check-ins/counselling by the SBC team;
- Weekly check-in calls by the SCB team with the School Links and support, advice and resources to schools in response to requests made.
- Individual and small group cognitive behavioural therapy (CBT) input was provided to pupils in 3 out of 5 schools who were receiving this intervention prior to lockdown.
- Provision of resources on supporting wellbeing to schools to support their pupil check-ins and when speaking to parents (this has included information for parents and children and young people);
- Indirect support to pupil's who were taught at home by offering resources and support to staff who already had relationships with learners;
- Virtual meeting with the secondary Pastoral Leaders to discuss how schools are checking-in with and supporting pupils, share good practice and provide advice around this.
- Creation four evidence-based advice booklets (EPS) including: Coronavirus and Bereavement (Schools), Coronavirus and Bereavement (Parents), Supporting the Return to School after COVID19 (Advice), Supporting the Return to School after COVID19 (Practical Strategies). These were sent to all Head Teachers in the local authority.
- Accredited training for the SBC team to enable them to offer telephone, instant messaging and online counselling.
- Support for schools with bereavements during the lockdown period. This included a planning and signposting meeting and in 3 cases, a circles of vulnerability exercise to plan support for individual pupils and groups in the school.
- Internal supervision sessions to ensure the wellbeing staff.

The EPS has undertaken some evaluation through stakeholder feedback and more formal inventories (Becks Anxiety Inventory linked to CBT) and identified positive feedback received from schools, parents, hub staff and young people for example:

- The childcare hubs verbally reported that they found EP involvement helpful;
- Verbal feedback from parents who have had direct conversations suggests that they found being able to talk to a professional helpful, however the constraints imposed by COVID19 meant that onward signposting and the effectiveness of some strategies usually used to support young people was more limited.
- Pupils who received ongoing weekly telephone support from the school-based counselling service and the cognitive behaviour therapist (CBT) therapist have expressed to their counsellor that they have found this helpful and would like it to

continue. Similarly, pupils have also been able to withdraw from this service when they feel that their needs have been met and they no longer have any concerns.

- Initial analysis of the pre and post measures suggests that the CBT interventions have reduced pupil anxiety and have had a positive impact.
- Schools have expressed that they have found the bereavement and return to school packs very informative, practical and helpful and that these have been implemented.

Since September 2021 the EPS and SBCT has continued to support schools, children and families with direct and virtual support.

Youth Service

The following has been ongoing during the period of the pandemic:

- Youth workers have maintained contact with vulnerable young people and their families;
- contact has been sustained during the periods of school closures and school holiday periods, maintaining the support structures necessary for the most disadvantaged and vulnerable;
- The service's teams have coordinated the distribution of emergency food parcels, activity packs, cooking advice and recipes etc. in order to support families at a very difficult time;
- Greater phone communication linked to the restrictions of the pandemic
- Ongoing identification and response to NEETs, particularly relevant to those in Year 11 at the time of school closure;
- An increase in Youth Service representation on the SPACE wellbeing panel.

Children Looked After Team (CLA)

During the last 18 months a range of work has been undertaken to support schools and CLA learners. The CLA team has been reshaped recruiting a CLA coordinator ensuring a focus on compliance with the ALN Act and developing the roles of Education and Well-being Link Workers with a regional allocation of support to all schools with CLA.

During the initial stages of the pandemic support was provided via the hubs to some CLA children where it was identified this was a need. The CLA coordinator worked with colleagues and in partnership with schools and social workers to monitor and continually review hub access.

Termly Planning meetings are in place with schools to track and monitor (through RAG system) all CLA thus ensuring oversight of all CLA.

During the pandemic the CLA coordinator offered a variety of training to foster carers including Supporting Reading – Learning to read and promoting Reading at Home, understanding the new curriculum, support for blended learning, understanding and regulating emotions, Supporting Transitions, and strategies for health and well-being.

Designated CLA Lead training was also delivered virtually to schools.

Education Welfare Service

The Education Welfare Service have maintained contact with vulnerable learners and families throughout the COVID 19 pandemic as follows:

- Home visits have been made to pupils who schools have been unable to contact. At the height of the pandemic, this was in excess of 100 visits in a week
- Weekly outgoing welfare calls to families, and follow up with referrals depending on the issues arising. These were primarily based around technology and access, but as the pandemic progressed, they became more about mental health and wellbeing, and particularly food banks
- Increasing the uptake of free school meals by visiting homes
- An incoming helpline for pupils and families
- Tracking pupils moving in and out of the LA during the pandemic and ensuring that they are registered with a school

Feedback both verbally and through emails have been received from schools across the Borough.

Appendix 3 - Intervention for schools, children and young people

Educational Psychology Service

The Educational Psychology and School Based Counselling team deliver a wide range of universal, targeted and specialist wellbeing training to schools. The implementation of this training has been part-funded through the Welsh Government whole-school approaches to wellbeing grant.

Universal training packages:

Youth mental health first aid (YMHFA) training – this teaches adults how to assist adolescents who are developing mental health problems (e.g., depression, anxiety, eating disorders, psychosis, substance use problems), experiencing a worsening of an existing mental health problem or are in a mental health crisis.

Mindfulness training - can be delivered to primary and secondary aged pupils (Paws B and .B courses, respectively) in whole year groups. This approach helps children to become more self-aware to manage their negative emotions and provides them with tools that they can use throughout their lives. This training can also be delivered to school staff to upskill them to deliver Mindfulness approaches to children

Test anxiety training – which aims to increase staff members understanding and awareness of test anxiety and provide staff with strategies to use with pupils and is underpinned by cognitive behaviour therapy.

Workshops – the EPS runs monthly workshops for school staff to access on a variety of wellbeing related topics, identified in response to those areas of need most commonly cited during school – LEI planning meetings. This academic year we have provided the following workshops:

- Supporting pupils experiencing loss and bereavement (attended by staff from 9 Primary Schools and 2 Secondary Schools);
- Supporting pupils with anxiety in school and following COVID 19 (attended by staff from 12 Primary Schools and 3 Secondary Schools);
- Psychological benefits of the outdoors (attended by staff from 18 Primary Schools);
- Gender variance workshop (attended by staff from 9 Primary schools and 4 secondary schools);
- Building Resilience in Children and Young People (attended by staff from 6 Primary and 1 Secondary school);
- Boosting self-esteem in Children and Young People (attended by staff from 11 Primary and 4 Secondary schools).

The following workshops were offered during the summer term:

- Supporting emotion regulation in Primary School;
- Interventions for children and young people with ASD;
- Supporting pupils to build positive relationships at school (Understanding attachment);
- Precision teaching to support the development of literacy and numeracy skills;
- Supporting pre-school to Nursery transitions for children displaying social and communication difficulties

The EPS have also developed an 18-week (Human Givens based) programme for the Welsh cluster schools to support pupils with their wellbeing and welsh language skills. To facilitate this, two training sessions were delivered to 16 members of staff from 11 schools (10 Primary schools and 1 Secondary School) to support their understanding of the theory and

implementation of the intervention. One training session was also delivered to SLT staff from 10 of the schools (9 Primary Schools and 1 Secondary School) and four coaching sessions were facilitated with the staff who are implementing the Human Givens coaching intervention. This intervention has been funded from the WG ALN Transformation grant.

The EPS have also provided all of our primary schools with access to a circle time intervention - 'Lockdown to Listening' which has been developed in response to the covid-19 Pandemic. Additionally, this term, all of our schools have been provided with access to the FRIENDS Community resource package which aims to develop children and young people's resilience; both of these interventions have been funded through WG grants.

In addition to this, the LA continues to support the Roots of Empathy school based intervention which aims to reduce bullying and increase pro-social relationships in the class room and beyond. This intervention is usually delivered at the whole-class level as both a universal and targeted intervention for pupils within the class with under-developed social and emotional competence and empathy.

The EPS has recently completed a 10 day Trauma Informed Schools (TIS) Diploma with TIS-UK and aims to develop a training package for school staff in order to cascade this approach to schools. This training will aim to ensure that school staff are aware of the impact that trauma can have on children and young people's presentation and wellbeing to support a universal trauma-informed approach in schools and that school staff are equipped to support children who have experienced trauma, to enable them to provide trauma informed targeted interventions.

Targeted wellbeing initiatives

The ELSA (Emotional Literacy Support Assistant) 6 day training programme is run by the EPS to upskill teaching assistants to build capacity within schools to meet pupils' emotional needs. This training aims to upskill LSAs to support children with issues such as emotions, bereavement, family breakdown, self-esteem, anger management and friendship on an individual or group basis.

Supporting Emotion Regulation in the Classroom – this whole-school training for secondary schools is co-developed and delivered by the EPS and Community Psychology Team and aims to develop knowledge of the reasons underpinning children's emotion dysregulation and strategies to support pupils to regulate their emotions in the classroom.

Emotion coaching – Caerphilly EPS provides whole school training on Emotion Coaching. This approach aims to train school staff to gain a better understanding of: emotion regulation and how this can be communicated to children; barriers to emotion regulation; and how to promote emotion regulation.

Nurture cluster training – Caerphilly EPS are able to provide Nurturing provisions support groups. These groups offer support to schools with an 'in house' nurturing provision

Resilience training - this training aims to give staff an understanding of how to support the development of resiliency in children and young people and offers practical suggestions that can be used with both individuals and groups. Additionally, risk and protective factors will be explored to give staff the knowledge to identify when resilience intervention support may be needed.

Attachment training – aims to train staff to be aware of the impact of attachment on a child, to recognise and understand the behaviours associated with attachment difficulties and to develop an understanding of strategies and approaches to support children with attachment needs, focussing on the importance of relationships.

Circle of Friends - this is a short-term group intervention that focuses on an individual pupil but has benefits for the whole group involved. It supports the principle of inclusion and is intended to help vulnerable children, who may need extra support, for instance, with emotional or behavioural difficulties, or with low self-esteem or confidence. Staff will be trained by Caerphilly EPS in how to implement the intervention and will be given a handbook containing a step-by-step guide, activities and templates.

Draw and talk training – Caerphilly EPS can provide training to school staff on the application of this primary school intervention and advocate that this intervention should consist of between 10-12 sessions of approximately 30 minutes each. Staff are trained in the principles and process of draw and talk in addition to possible questions and prompts the staff member can use. Supervision will also form part of the package when staff are engaging pupils in this intervention.

Lego-based therapy training – aims to equip staff with the skills to run a Lego-based therapy group in their school. This is a play-based social skills intervention that provides opportunities for children with social communication difficulties to engage in reciprocal discussion, develop and practise skills such as turn-taking, listening, sharing ideas, communication, compromise, problem solving and shared attention.

Specialist Interventions

CBT (Cognitive Behaviour Therapy) Anxiety Training – this is a low intensity cognitive behavioural therapy based anxiety programme for pupils in primary and secondary schools. This can be delivered to a whole class or selected group of pupils. The programme is delivered once weekly over the course of 10 weeks, with each session lasting approximately an hour. This programme has been developed and is delivered by our Assistant Educational Psychologist, who has a Postgraduate Diploma in Cognitive Behavioural Psychotherapy.

Therapeutic story writing – the EPS can provide training to secondary school staff to deliver this intervention to support young people who display emotional and / or behavioural difficulties perhaps as a consequence of early trauma. Alternatively, the EPS can deliver the intervention to young people with a member of staff shadowing this approach.

Impact/Effectiveness

Staff Training and Workshops

Positive staff evaluations have been received for the wellbeing training workshops and school twilight training that we have delivered; with 89% of staff rating the training as very/extremely effective in developing their knowledge, skills and understanding, and 92% reporting that it would inform their future practice to some degree.

Individual interventions for pupils

Pupil and staff evaluations of Mindfulness training have been very positive: 97% of pupils who attended the Paws b (primary aged) Mindfulness course found it to be both enjoyable and useful. The main way pupils felt it supported them was '*knowing what to do when I wobble*'. Additional positive impacts included support with '*tests and exams*', '*concentration*' and '*worrying, feeling sad or being angry*'.

WARRN approach

The WARRN (Wales Applied Risk Research Network) approach was set up by Caerphilly EPS in consultation with Health (CAMHS Emergency Liaison Team and School Nurses), following the recommendation of a LA working group in 2017. This group which comprised of key staff from the LA Learning, Education and Inclusion Service and School Pastoral Teams, sought to develop a protocol to ensure learner's safe return to school following an incident of dangerous self-harm. As part of this approach, which has been in place since 2019, the school nurse sends a copy of the WARRN (psychosocial assessment and risk formulation conducted with the young person) to the School Designated Safeguarding Officer and LA Education Team (for attention of the School Educational Psychologist). The WARRN is then used to inform the school's risk assessment, which can be done in collaboration with the EPS. The school Nurse then makes follow up contact with the school to enquire about the child's wellbeing and presentation, so that this key information can be provided to CAMHS, to inform their ongoing involvement. The school embeds appropriate interventions through their Pastoral Support Team as supported by the EPS.

Impact/Effectiveness

The CAMHS Emergency Liaison Service (ELS) reported that the WARRN approach has seen an increase in the number of calls from school staff to the ELS duty line, an increase in WARRN assessments and a reduction in the number of hospital admissions linked to children and young people's dangerous self-harming behaviour and mental health concerns, indicating that the WARRN approach is helping to improve appropriate targeting and early intervention for vulnerable pupils in Caerphilly. The EPS is currently in the process of seeking school perspectives of the impact of the WARRN approach via a questionnaire survey.

School-based Counselling Service

The school-based counselling service provides individual counselling support to pupils in years 6 to 13 suffering from low level emotional wellbeing needs (and more recently through WG funding, we have one part-time counsellor, who provides counselling support to pupils in years 4-6 of primary school). One of the counsellors is also able to provide mindfulness training to schools to support emotional wellbeing and mental health first aid training to support staff's knowledge of mental health issues that impact on young people and how best to support young people presenting with these needs.

The service is highly valued by schools and pupils who have received the service and has been found to have a significant positive impact on pupil mood as assessed using a recognised tool.

Impact/Effectiveness:

The end of the school year counselling return that we prepare for WG demonstrated that:

- 260 pupils completed an episode of 1:1 face to face counselling between September 2019 and school closures in March 2020;
- Some pupils consented to receive telephone counselling during the lockdown period of school closures;
- Only 6% were referred onto a higher tier service (Specialist CAMHS) and 2% of pupils required and received a further episode of counselling this year, demonstrating the significant benefits that school-based counselling has had on supporting pupil mood.

The flexible approach to school-based counselling service delivery, with the introduction of online, instant messaging and telephone counselling, in addition to face to face counselling, has enabled counselling sessions to continue online since September 2020 when either the

pupil or counsellor has needed to self-isolate, or for those schools that have not permitted face to face counselling in line with their risk assessment.

Youth Service

Effective youth work reduces instances of disengagement, including in schools, given the trusted status of youth workers and their ability to resolve the personal and social challenges faced by young people (that therefore reduces their barriers to school engagement, for example), communities and in families. More specifically, youth service staff engage in school time in all secondary schools and many primary schools and have a significant role with the Authority's EOTAS teams. Furthermore, all secondary schools enjoy direct NEETs support from the Youth Service and several have youth workers on attachment, for example from the Service's Legacy project. In addition, direct liaison and coordination between schools and area youth work teams is providing for a more complete form of support for young people that are identified as potentially vulnerable. Frequently, youth workers operate in schools, their engagement coordinated with the school pastoral systems.

Youth Service interventions include:

- Open-ended opportunities for young people to develop trusting relationships in nurturing environments with skilled practitioners;
- Specific, case-oriented packages of support from the service's Families First team, TYFE;
- One to one and small group interventions by the Wellbeing Project in a variety of settings, including through the medium of Outdoor Education;
- Weekly group support from Time4U for young people whose wellbeing is at risk;
- LGBTQ+ support group at the Basement;
- Wellbeing support for learners at risk of becoming NEET, assigning a Lead Worker to each identified young person;
- Prevention and crisis response service involving considerable wellbeing-oriented support from the homelessness team;
- Support for young people whose vulnerabilities make them susceptible to involvement in crime, anti-social behaviour, sexual exploitation and county lines via the Public Protection/Crime Reduction workers.

Education Welfare Service

The key role for the Education Welfare Service is to identify the barriers to attending school. Interventions include home visits, school meetings, and reintegration plans. The service also deliver training to key staff in schools on how to improve attendance – directly impacting on wellbeing. The service signpost families to the relevant support agencies dependant on need and remain a constant lead worker for the family until attendance is improved and sustained.

Children Looked After Team

Through the use of the pupil development grant (PDG) schools work in clusters to provide ELSA, THRIVE, Trauma Informed training and Nurture Interventions to vulnerable learners.



EDUCATION SCRUTINY COMMITTEE – INFORMATION ITEM

SUBJECT: BUDGET MONITORING 2020/21 (PERIOD 3)

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND
CORPORATE SERVICES**

1. PURPOSE OF REPORT

- 1.1 To inform Members of the projected 2021-22 outturn position for the Directorate of Education and Lifelong Learning (LL) based on the most recent information available.
- 1.2 To update Members with regards to details of recently approved proposals for the use of balances at the end of financial year 2020-21.

2. SUMMARY

- 2.1 The report identifies projected under / overspends currently forecast for 2021-22 (full details attached in Appendix 1).
- 2.2 In summary the current projected outturn position for Education and Lifelong Learning is an underspend of £198k. The projected outturn position for Corporate Services is an underspend of £814k, consequently overall the projected outturn position for Education and Corporate Services is an underspend of £1,012k.

3. RECOMMENDATIONS

- 3.1 Members are requested to note the contents of this report.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To ensure that Members are fully informed with regards to the 2021-22 projected revenue spend position for Education & Lifelong Learning.
- 4.2 The Council Budget is based on the achievement of both expenditure and income targets. In order to ensure that these are met and that the Council's financial integrity is maintained Directors are required to review income and expenditure trends.

5. THE REPORT

- 5.1 The report deals with the budget monitoring information for Education and Lifelong Learning (LL). The revenue position for the Directorate is summarised in Appendix 1, with a breakdown split across 3 areas, Schools Related, Education Related and Lifelong Learning (LL) related respectively.
- 5.2 The projected outturn position is based on actual income and expenditure details to the end of June 2021, together with data used to forecast income and expenditure. Account is also taken of the outturn position for previous years and information available following discussions with Managers.
- 5.3 A net underspend of £198k is currently forecast for Education & Lifelong Learning, details are outlined below. The projected outturn position for Corporate Services is an underspend of £814k, consequently overall the projected outturn position for Education and Corporate Services is an underspend of £1,012k.
- 5.4 The main variances in Education in excess of £25k relate to the following:

| | £'000 (Under / (Over)) |
|------------------------------------|---------------------------|
| Home to School / College Transport | 113 |
| Management & Support Service Costs | 29 |
| Psychological Service | 43 |
| Music Service | (27) |
| Net Other (Details in Appendix 1) | 40 |
| <hr/> | |
| Total | 198 Underspend |

- 5.4.1 The projected underspend with regards to transport includes a number of assumptions in relation to contracts, additional demand and additional grant support from Welsh Government in relation to additional costs for contractor cleaning & PPE linked to covid. This position will and projections will be kept under review.
- 5.4.2 The projected underspend in Support Services and the Psychology Service are largely due to an in year staff vacancy gap.
- 5.4.3 The projected overspend on the Music Service will be monitored, with the service working towards achieving a break-even position over the coming months.
- 5.4.4 It is important to note that this projection excludes a forecasted outturn position for our schools.
- 5.5 **Recent Approval for Use of Reserves**
- 5.5.1 The Provisional Revenue Budget Outturn Report for 2020-21 (Council 13th July 2021) included details with regards to the use of usable service reserves. The summary details for Education are as follows, with further details of the larger values:

| Description | Amount £'000 |
|---|-----------------|
| Expansion of Glan Y Nant | 270 |
| ALN Covid-19 Grant displaced expenditure | 226 |
| Leadership Development Programme for Schools | 100 |
| Dilapidation Costs Termination of Lease Crumlin Institute | 195 |
| Post 16 Education Provision Review Work | 42 |
| Extension of H&S Post to Support Schools | 41 |
| Contribution to Drainage Works at Sue Noakes | 10 |
| Software Development – PDG Access Grant | 13 |
| Software Development – Education Data System | 32 |
| Contribution to Post 16 School Improvement | 72 |
| Additional Computer Monitors Secondary Schools | 32 |
| Additional Chromebooks for EOTAS Pupils | 15 |
| Additional Laptops for EOTAS Teachers | 11 |
| PC Upgrades in Public Libraries | 75 |
| Expressive Arts Practitioner (1 Year Fixed Term) | 60 |
| Elective Home Educated Post (1 Year Fixed Term) | 55 |
| Pupil Learning Opportunity | 70 |
| Total | 1,319 |

5.5.2 Due to the current and increasing demand for specialist provision (for pupils who are unable to access mainstream provision) there is a need to increase the capacity at the Learning Centre, Glan Y Nant. As part of the Directorates capital budget an amount of £442k has previously been identified to support a double classroom extension and play area. In addition an amount of £60k has been allocated in the capital programme for the sites car park. The additional £270k will support this programme of development, which will include a new toilet block, storeroom and cloakroom, lobby area and covered walkway to the main school building.

5.5.3 On the 18th February 2021 the Authority received late notification of funding in relation to Additional Learning Needs (ALN) Covid-19 Support (£554k). The terms and conditions of this grant award stipulated that spend had to be incurred by 31st March 2021. Whilst it was possible to displace some funding in relation to spend against other grants (and carry the displaced grant underspend into the summer term) it was not possible to do that for the whole of the £544k. Consequently, core spends in relation to Education Psychologists, School Based Counselling and the Statutory Team was charged against the grant to ensure that this funding was retained by the Authority. The level of core spend displaced was £226k, this has been earmarked to support ALN provision during the 2021-22 academic year. This will greatly assist with support for young people.

5.5.4 A further £100k for the expansion of the Leadership Development Programme across Caerphilly schools, will enable wider access to leadership development training. Whilst a sum of £195k has been ring-fenced for potential dilapidation costs arising from the termination of the lease at Crumlin Institute (approved by Cabinet 9th June 2021).

5.6 Progress Made Against the 2021/22 Revenue Budget Savings Targets

5.6.1 The 2021/22 revenue budget settlement for Education and Lifelong Learning

included a specific savings target of £28k in relation to a reduction in the Education Achievement Service (EAS) main contract sum. This saving has been achieved in 2021-22.

5.7 Conclusion

5.7.1 The projected outturn position for Education and Lifelong Learning is currently an underspend of £198k. This is largely due to a projected underspend on the Home to School / College Transport budget (£7.9m) of £113k.

5.7.2 It is very early in the financial year, an updated projection will be undertaken at the end of August 2021 (end of period 5 in the financial year).

6. ASSUMPTIONS

6.1 The projected outturn position is based on actual income and expenditure details to the end of June 2021, together with data used to forecast future income and expenditure. Account is also taken of the outturn position for previous years and information available following discussions with Managers.

6.2 Issues relating to Covid have been quantified or identified in the body of the report.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

7.1 An IIA is not necessary for this Information Only Report.

8. FINANCIAL IMPLICATIONS

8.1 In summary, based on information currently available there is projected revenue underspend for Education & Lifelong Learning of £198k. This projection is largely impacted by an underspend on the Home to School / College transport budget.

8.2 In 2021/22, to date, there are a number of one off savings in relation to in year staff vacancy gaps.

8.3 Overall the current projected outturn position for Education & Corporate Services is an underspend of £1,012k.

9. PERSONNEL IMPLICATIONS

9.1 In 2021-22 the Directorate will continue with the strategy of prudent vacancy management.

9.2 There are no direct personnel implications arising from this report

10. CONSULTATIONS

10.1 There are no consultation responses that have not been reflected in this report.

11. STATUTORY POWER

13.1 Local Government Act 1972 and 2000.

Author: Jane Southcombe, Finance Manager (Education, Lifelong Learning & Schools) southj@caerphilly.gov.uk

Consultees: Christina Harrhy, Chief Executive
Richard Edmunds, Corporate Director, Education and Corporate Services
Keri Cole, Chief Education Officer
Sue Richards, Head of Education Planning & Strategy
Sarah Ellis, Lead for Inclusion & ALN
Sarah Mutch, Early Years Manager
Paul Warren, Strategic Lead for School Improvement
Cllr Ross Whiting, Cabinet Member for Learning and Leisure
Cllr Eluned Stenner, Cabinet Member for Finance, Performance & Planning
Cllr Teresa Parry, Chair of Education Scrutiny Committee
Cllr Carol Andrews, Vice Chair of Education Scrutiny Committee
Steve Harris, Head of Financial Services & S151 Officer
Dave Roberts, Interim Finance Manager
Mike Lewis, Principal Accountant Education
Julie Baker, Principal Finance Officer (Schools)
Lynne Donovan, Head of People Services
Rob Tranter, Head of Legal Services
Ros Roberts, Business Improvement Officer

Appendices:
Appendix 1 Projected Revenue Outturn Figures 2021-22

| EDUCATION & LIFELONG LEARNING | Original Estimate 2021-22 £ | Estimated Outturn 2021-22 £ | Variance Under (Over) 2021-22 £ |
|---|--|--|--|
| <u>SUMMARY</u> | | | |
| SCHOOLS RELATED | 120,795,230 | 120,765,740 | 29,490 |
| EDUCATION | 17,313,683 | 17,258,825 | 54,858 |
| LIFELONG LEARNING | 3,828,967 | 3,828,183 | 784 |
| TOTAL SERVICE EXPENDITURE (Revenue) | 141,937,880 | 141,852,748 | 85,132 |
| Home to School / College Transport (Economy & Environment) | 7,923,081 | 7,809,970 | 113,111 |
| TOTAL SERVICE EXPENDITURE (Revenue) | 149,860,961 | 149,662,718 | 198,243 |
| | | | |

| EDUCATION & LIFELONG LEARNING | Original Estimate 2021-22 £ | Estimated Outturn 2021-22 £ | Variance Under (Over) 2021-22 £ |
|---|--|--|--|
| <u>SCHOOLS RELATED</u> | | | |
| Individual Schools Budget | 118,658,252 | 118,658,252 | 0 |
| Post 16 Initiative (Grant Income) | (3,693,650) | (3,693,650) | 0 |
| Earmarked Formula Funding (inc. Joint Use Sites) | 223,355 | 199,090 | 24,265 |
| Schools LMS Contingencies | 160,414 | 160,414 | 0 |
| Other Direct School Related | | | |
| Learning Support Staff Registration Fee | 20,660 | 20,660 | 0 |
| PFI Funding Gap | 353,013 | 353,013 | 0 |
| PFI Building Maintenance | 50,605 | 50,605 | 0 |
| Repairs & Maint. 50/50 Scheme (Re-instated) | 333,000 | 333,000 | 0 |
| School Meal Admin. Utility & Telephone | 434,735 | 434,735 | 0 |
| Relief Supply Cover (SRB's & Maternity) | 710,457 | 710,247 | 210 |
| Police Checks | 62,323 | 61,002 | 1,321 |
| Copyright and Licensing (Schools) | 72,880 | 72,880 | 0 |
| Total Other Direct School Related | 2,037,673 | 2,036,142 | 1,531 |
| Early Years (Rising 3's) | 857,253 | 853,559 | 3,694 |
| Education Improvement Grant - Match Funding | 645,043 | 645,043 | 0 |
| Early Retirement Pension Costs of School Based Staff | 1,906,890 | 1,906,890 | 0 |
| <u>EXPENDITURE TO DIRECTORATE SUMMARY</u> | 120,795,230 | 120,765,740 | 29,490 |
| | | | |

| EDUCATION & LIFELONG LEARNING | Original Estimate 2021-22 £ | Estimated Outturn 2021-22 £ | Variance Under (Over) 2021-22 £ |
|--|--|--|--|
| <u>EDUCATION</u> | | | |
| Management & Support Service Costs | 1,277,466 | 1,248,821 | 28,645 |
| Social Inclusion | | | |
| Psychological Service | 820,574 | 777,446 | 43,128 |
| Behaviour Support | 184,758 | 172,661 | 12,097 |
| Education Welfare Service | 372,461 | 368,959 | 3,502 |
| Youth Offending Team | 54,209 | 54,209 | 0 |
| Safeguarding & LAC | 254,507 | 253,566 | 941 |
| School Based Counselling | 381,429 | 380,122 | 1,307 |
| Total Social Inclusion | 2,067,938 | 2,006,963 | 60,975 |
| Additional Learning Needs | | | |
| ALN Advisory Support Service | 284,111 | 284,111 | 0 |
| Professional/Statementing | 295,152 | 283,459 | 11,693 |
| Language Support Primary | 428,992 | 434,042 | (5,050) |
| Specialist Resources | 44,511 | 44,511 | 0 |
| ALN Improvement Initiative | 3,463 | 3,463 | 0 |
| Childrens Centre | 34,017 | 34,017 | 0 |
| SNAP Cymru | 47,661 | 47,661 | 0 |
| Outreach Trinity Fields | 54,601 | 54,601 | 0 |
| Speech Therapy | 59,854 | 59,854 | 0 |
| SENCOM (Sensory Service) | 695,322 | 695,322 | 0 |
| Autism | 208,755 | 208,755 | 0 |
| Total Additional Learning Needs | 2,156,439 | 2,149,796 | 6,643 |
| Learning Pathways Partnership | | | |
| 14 - 19 Initiative (Transport Costs) | 132,618 | 122,618 | 10,000 |
| Total Learning Pathways Partnership | 132,618 | 122,618 | 10,000 |
| EOTAS, Additional Support & Out of County Provision | 9,774,650 | 9,799,015 | (24,365) |
| Early Years Provision & Support | | | |
| Early Years Central Team | 366,763 | 366,763 | 0 |
| Total Early Years Provision & Support | 366,763 | 366,763 | 0 |

| EDUCATION & LIFELONG LEARNING | Original Estimate 2021-22 £ | Estimated Outturn 2021-22 £ | Variance Under (Over) 2021-22 £ |
|--|--|--|--|
| LEI Service Provision | | | |
| SACRE | 2,665 | 2,665 | 0 |
| Outdoor Education Advisor SLA | 31,024 | 31,024 | 0 |
| School Improvement | 75,375 | 75,375 | 0 |
| Music Service | 402,618 | 429,658 | (27,040) |
| WJEC & Subscriptions | 40,536 | 40,536 | 0 |
| Total LEI Service Provision | 552,218 | 579,258 | (27,040) |
| Education Achievement Service (EAS) | | | |
| Contribution to EAS Joint Working | 985,591 | 985,591 | 0 |
| Total Education Achievement Service | 985,591 | 985,591 | 0 |
| EXPENDITURE TO DIRECTORATE SUMMARY | 17,313,683 | 17,258,825 | 54,858 |
| LIFELONG LEARNING | | | |
| Adult Education | 76,739 | 77,038 | (299) |
| Youth Service | 1,281,073 | 1,280,726 | 347 |
| Library Service | 2,378,812 | 2,378,076 | 736 |
| LLL Insurance & Non Operational Property/Land | 92,343 | 92,343 | 0 |
| EXPENDITURE TO SERVICE SUMMARY | 3,828,967 | 3,828,183 | 784 |