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For all enquiries relating to this agenda please contact Sharon Hughes
(Tel: 01443 864281 Email: hughesj@caerphilly.gov.uk)

Date: 8th February 2023

To Whom It May Concern,

A multi-locational meeting of the **Education Scrutiny Committee** will be held in Penallta House, and via Microsoft Teams on **Tuesday, 14th February, 2023 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. A simultaneous translation will be provided on request.

Members of the public or Press may attend in person at Penallta House or may view the meeting live via the following link: <https://civico.net/caerphilly>

This meeting will be live-streamed and a recording made available to view via the Council's website, except for discussions involving confidential or exempt items. Therefore the images/audio of those individuals speaking will be publicly available to all via the Council website at www.caerphilly.gov.uk

Yours faithfully,

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

Christina Harrhy
CHIEF EXECUTIVE

A G E N D A

Pages

1 To receive apologies for absence.

A greener place Man gwyrddach



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.

To approve and sign the following minutes: -

- 3 Education Scrutiny Committee held on 26th September 2022. 1 - 4
- 4 Special Education Scrutiny Committee held on 19th October 2022. 5 - 8
- 5 Consideration of any matter referred to this Committee in accordance with the call-in procedure.
- 6 Education Scrutiny Committee Forward Work Programme. 9 - 20
- 7 To receive and consider the following Cabinet Reports*: -
1. Sustainable Communities for Learning Programme – Trinity Fields School – 5th October 2022;
 2. Corporate Performance Assessment 2021/22 (Joint Scrutiny Committee) – 30th November 2022;
 3. Draft-Assessment Report for 2021/22 (Joint Scrutiny Committee) – 30th November 2022;
 4. Education Strategy – 30th November 2022;
 5. Draft Budget Proposals for 2023/24 (Joint Scrutiny Committee) – 18th January 2023.

**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 Sharon Hughes, 01443 864281, by 10.00 a.m. on Monday, 13th February 2023.*

To receive and consider the following Scrutiny reports: -

- 8 Early Years - Expansion of Flying Start and Capital Programme. 21 - 48
- 9 Welsh in Education Strategic Plan - 5Year Action Plan. 49 - 64
- 10 Formalising the Youth Service Model. 65 - 68

Circulation:

Councillors Mrs E.M. Aldworth, C. Bishop, A. Broughton-Pettit, M. Chacon-Dawson, A. Farina-Childs, A. Gair, C.J. Gordon, M.P. James, B. Miles, T. Parry (Chair), L. Phipps, M. Powell, J. Rao (Vice Chair), J.E. Roberts, J. Winslade and K. Woodland

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) G. James (Parent Governor Representative) and Tracy Millington (Parent Governor Representative)

Outside Body Representatives (without voting rights)

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

Caerphilly Governors Association (without voting rights)

Mr D Davies

And Appropriate Officers

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Agenda Item 3



EDUCATION SCRUTINY COMMITTEE

MINUTES OF THE MULTI-LOCATIONAL MEETING HELD AT PENALLTA HOUSE AND VIA MICROSOFT TEAMS ON MONDAY, 26TH SEPTEMBER 2022 AT 5.30 PM

PRESENT:

Councillor T. Parry - Chair
Councillor J. Rao - Vice-Chair

Councillors:

E. M. Aldworth, C. Bishop, A. Farina-Childs, A. Gair, M. P. James, B. Miles, L. Phipps,
M. Powell, J. E. Roberts, J. Winslade and K. Woodland.

Cabinet Members:

Councillor C. Andrews (Education and Communities) and J. Pritchard (Prosperity, Regeneration and Climate Change).

Together with:

Officers: R. Edmunds (Corporate Director for Education and Corporate Services), S. Richards (Head of Education Planning and Strategy), S. Ellis (Lead for Inclusion and ALN), A. West (21st Century Schools Manager), P. Warren (Strategic Lead for School Improvement), L. Thomas (21st Century Schools - Principal Officer), J. Southcombe (Finance Manager), Victoria Bodenham (School Improvement Officer), Jamie Duggan (Assistant Head – Idris Davies 3-18 School), C. Forbes-Thompson (Scrutiny Manager), S. Hughes (Committee Services Officer), J. Lloyd (Committee Services Officer) and R. Barrett (Committee Services Officer).

RECORDING ARRANGEMENTS

The Chair reminded those present that the meeting would be live-streamed and a recording made available to view via the Council's website, except for discussions involving confidential or exempt items - [Click here to view](#). The Committee was advised that voting on decisions would be taken via Microsoft Forms.

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors A. Broughton-Pettit, M. Chacon-Dawson and C. Gordon, together with Mr M. Western (Cardiff ROC Archdiocesan Commission for Education).

2. DECLARATIONS OF INTEREST

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

3. MINUTES – 5TH JULY 2022

It was moved and seconded that the minutes of the Education Scrutiny Committee meeting held on 5th July 2022 be approved as a correct record. By way of Microsoft Forms (and in noting there were 10 votes for, 0 votes against and 1 abstention) this was agreed by the majority present.

RESOLVED that the minutes of the Education Scrutiny Committee meeting held on 5th July 2022 (minute numbers 1-9) 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. EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

The Scrutiny Manager presented the report which outlined details of the Education Scrutiny Committee Forward Work Programme for the period September 2022 to March 2023 and included all reports that were identified at the Education Scrutiny Committee meeting held on 5th July 2022. Members were asked to consider the Forward Work Programme, alongside the Cabinet Forward Work Programme, prior to publication on the Council's website.

The Scrutiny Committee was advised of the special meeting of the Education Scrutiny Committee scheduled for 19th October 2022 to consider the Education Strategy report.

A request was made for a general update on the 21st Schools Programme and Members were advised that the Scrutiny Manager would liaise with Officers to identify a suitable date.

A Member informed the Scrutiny Committee of the Live Vacancy Event scheduled for 7th November 2022 and suggested inviting the Engagement and Progression Co-ordinator to a future meeting.

Following consideration of the report, and in noting the two additional items, it was moved and seconded that the recommendations be approved. By way of Microsoft Forms this was unanimously agreed.

RESOLVED that the Education Scrutiny Committee Forward Work Programme be published on the Councils' website.

6. 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.

7. SAFEGUARDING

The Cabinet Member for Education and Communities introduced the report to update Members regarding safeguarding developments in 2021/22.

The Committee was advised that safeguarding children and young people is a key statutory duty of the Council and is embodied in the Social Services and Well Being (Wales) Act 2014 and Wales Safeguarding Procedures (2019). The Local Authority has a responsibility to promote a culture of safeguarding by ensuring that its range of statutory responsibilities and non-statutory responsibilities are met. The report explained that the LA works in partnership with Children's Services, Health, Police, education providers, HR, parents/carers and other partners to ensure that there is a robust multi agency approach towards safeguarding arrangements. It was highlighted that safeguarding is a priority and the report apprised Members with the details of relevant work undertaken in this area

Following consideration of the item, the Education Scrutiny Committee noted the contents of the report.

8. SUSTAINABLE COMMUNITIES FOR LEARNING PROGRAMME – TRINITY FIELDS SCHOOL EXPANSION UPDATE REPORT

The Cabinet Member for Education and Communities introduced the report to update Scrutiny Members on a proposed amendment to the Sustainable Communities for Learning Programme Band B proposal for the expansion of Trinity Fields School and Resource Centre. The Cabinet Member for Education and Communities provided an overview of the current progress and Members were advised that due to a number of factors outlined in the report, the proposal sought to amend the previously endorsed decision of Cabinet on 7th April 2021 to expand the school on to the Council owned sports pitch adjacent to the existing school site. It was noted that the report will be considered by Cabinet on 5th October 2022 and as key consultees the views of the Scrutiny Committees were sought on the amended plans.

Reference was made to the financial implications and a Member asked what contingency plans are in place to consider the increasing cost of building materials. The Head of Education Planning and Strategy advised the Committee of significant pressures in the building industry. It was explained that when the project is at tender stage a further business case will be submitted to Welsh Government for increased funding, should the need arise. Despite initial budget estimates for the proposal being based on the latest Welsh Government cost standards, projects currently in progress are demonstrating that works are coming in above and beyond the estimate. Members were assured that Officers are used to dealing with these instances and have a clear process to follow.

During the course of discussion, a Member sought further details on the financial implications, relating to any cost savings, when comparing the original option against the alternative configuration for build. The Head of Education Planning and Strategy advised the Scrutiny Committee that Welsh Government and Members had previously agreed in principle to earmark £12.5 million for the Trinity Fields School expansion and if the scheme, as originally outlined, had progressed it would not have been achievable at that cost. Members were informed that the current estimate for the alternative configuration for build is at £7 million, although it was highlighted that this is an outline figure at this stage which is expected to increase. However, despite cost pressures, it is anticipated to be delivered close to the original £12.5 million that has already been allocated.

In response to a question regarding the creation of a second special school in the borough, the Head of Education Planning and Strategy advised the Scrutiny Committee that this would be considered under Band C of the Sustainable Communities for Learning Programme. Members were informed that an estimate could not be provided at this point in time; however, it would be well over £12.5 million, and would be subject to consultation and further business case approval by Welsh Government

Clarification and further details were sought in relation to the timescale for the Band C Programme. The Scrutiny Committee was informed that the original indication for B and C was 2026, but Welsh Government has indicated to local authorities that they are changing it to more of a rolling program.

Following consideration of the report, it was moved and seconded that the recommendations be approved. By way of Microsoft Forms this was unanimously agreed.

The Education Scrutiny Committee:

- a) Considered and scrutinised the information contained in the report.
- b) Endorsed the recommendation to Cabinet to expand Trinity Fields School and Resource Centre via a two-storey extension on part of the School Car Park.
- c) Asked Officers to investigate a longer-term option to create a 2nd Special School in the Borough under Band C of the Sustainable Communities for Learning Programme.

The meeting closed at 5.55 pm.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 14th February 2023 they were signed by the Chair.

CHAIR



EDUCATION SCRUTINY COMMITTEE

MINUTES OF THE SPECIAL MULTI-LOCATIONAL MEETING HELD AT PENALLTA HOUSE AND VIA MICROSOFT TEAMS ON WEDNESDAY 19TH OCTOBER 2022 AT 5.30 PM

PRESENT:

Councillor T. Parry - Chair

Councillors:

E. M. Aldworth, C. Bishop, A. Broughton-Pettit, M. Chacon-Dawson, A. Farina-Childs, A. Gair, C. Gordon, M. P. James, B. Miles, L. Phipps, M. Powell, J. E. Roberts, J. Winslade and K. Woodland.

Cabinet Member:

Councillor C. Andrews (Education and Communities).

Together with:

Officers: R. Edmunds (Corporate Director for Education and Corporate Services), K. Cole (Chief Education Officer), P. Warren (Strategic Lead for School Improvement), S. Mutch (Early Years Manager), A. West (21st Century Schools Manager), J. Southcombe (Finance Manager), J. Fabes (6th Form Review Lead), C. Forbes Thompson (Scrutiny Manager), S. Hughes (Committee Services Officer), J. Thomas (Committee Services Officer) and J. Lloyd (Committee Services Officer).

Also present:

Co-opted Members: Mr M. Western (Cardiff ROC Archdiocesan Commission for Education Representative) and Mrs T. Millington (Parent Governor Representative).

RECORDING ARRANGEMENTS

The Chair reminded those present that the meeting would be live-streamed and a recording made available to view via the Council's website, except for discussions involving confidential or exempt items - [Click here to view](#). The Committee was advised that voting on decisions would be taken via Microsoft Forms.

1. APOLOGIES FOR ABSENCE

An apology for absence was received from Councillor J. Rao.

2. DECLARATIONS OF INTEREST

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

REPORTS OF OFFICERS

Consideration was given to the following report.

3. EDUCATION STRATEGY

The Cabinet Member for Education and Communities introduced the report to consult with Members of the Education Scrutiny Committee on the revised Education Strategy 2022-2025. Members were informed that the Council supports Welsh Government's plans for "Renew and Reform", acknowledging the disruption to learning experienced by all learners during the Covid-19 pandemic. It was acknowledged that certain groups, in particular the more vulnerable and disadvantaged, children in Early Years education, pupils learning the Welsh language, and young people in post-16 provision have been more affected by the pandemic. It was noted that other key factors to consider include the implementation of Curriculum for Wales alongside ALN reform. The Strategy, therefore, is focused on addressing these priorities. Members were further informed that the new Education Strategy will build on the successes of Shared Ambitions which shifted decision-making from short-term to long-term and school improvement approaches from 'challenge' to 'support'.

The Committee was advised that Education Strategy 2022-2025, attached as Appendix 1 to the report, has been developed in consultation with local authority staff (education and cross-directorate), schools, parents and carers, pupils, Unions, Governors, Further Education Colleges, Careers Wales, Social Services and the Education Achievement Service. It was noted that the key issues identified by each of the consultee groups are represented in the Strategy. Members were asked to provide their views as part of the consultation process.

The Chief Education Officer and the Strategic Lead for School Improvement provided the Committee with a brief overview of the Strategy.

A Member referred to the role of stakeholders in creating the Strategy, particularly in relation to the views of young people. It was noted that the key issues raised regarding the curriculum included learning more about the wider world, financial management including pensions, tax and mortgages, but did not consider civic duties. The Strategic Lead for School Improvement acknowledged the comments raised and advised Members that a series of events are planned with schools where the views of the Scrutiny Committee and other consultee groups will be presented.

A query was raised in relation to safeguarding, as to how disclosures are managed. The Chief Education Officer outlined the principles of safeguarding and asked the Member to submit their question in more detail, following to the meeting, in order to provide a more detailed response.

Clarification and further details were sought regarding performance indicators, baseline data and level of improvements. The Strategic Lead for School Improvement informed the Scrutiny Committee that performance indicators are used as part of the local authority's ongoing self-evaluation and improvement planning cycle and will hold services to account and identify priorities. It was explained that a mix of qualitative and quantitative data has been taken to assess the improvements made in preparation for the next Directorate Performance Assessment and an example was provided in relation to pupil attendance. The Chief

Education Officer reminded Members of the directive from Welsh Government in that the data is not to be used for accountability purposes. Members welcomed the suggestion for a Members Seminar on education data and accountability and also requested an update on exam results.

A Member drew particular attention to the report which outlined the Shared Ambitions Strategy and highlighted one of the areas for further development, in that to become more effective leaders should track and map the provision for vulnerable learners, reviewing how the information and data is utilised to carry out these key responsibilities. In response to a query, the Chief Education Officer explained how this area would be further developed and how schools would be supported to deliver it successfully. The Chief Education Officer also asked if Members do become aware of an individual situation where a child needs support, through conversations with parents or residents, to please encourage them to seek support and reassurance from the school or the Education Department.

In response to a Member's query, the Scrutiny Committee was informed that many schools have provision for mindfulness programmes or equivalent because they see it as a really important way of relieving anxiety and staff also have mindfulness opportunities through their professional learning.

The Strategic Lead for School Improvement responded to queries regarding the strategies to support and improve pupil attendance across the local authority, with particular focus on vulnerable groups. The Scrutiny Committee was advised that focus will be given to disadvantaged, vulnerable learners and pupils who are absent for long periods of time, which will be informed through regular data collections. The Local Authority will support schools in re-establishing policies and procedures in managing attendance, as well as carrying out focused casework with individual families and pupils.

Reference was made to the pedagogical method of teaching and an enquiry was made in relation to the provision of an andragogical approach for adults and young people aged 14 upwards. The Strategic Lead for School Improvement highlighted the innovate teaching and pedagogical methods taking place in schools and emphasised the need to expand and share this good practice.

A Member referred the Committee and Officers to the Learning throughout Life section of the Strategy, and it was noted that Caerphilly County Borough Council supports this continuation of the learning journey throughout its residents' lives. In response to a query from the Member, clarification and further information were provided in relation to the opportunities for adult learning and the current and potential funding for the various projects.

A discussion took place regarding the local context, particularly in relation to non-maintained education providers in the county borough, which have been identified as best practice but not reflected in the Strategy. The Chief Education Officer acknowledged the importance of the point raised and assured the Member that it would be taken forward.

The Chief Education Officer responded to a number of queries regarding pupil assessments and the Scrutiny Committee was informed that the types of assessments undertaken are rapidly changing. Members welcomed the suggestion for a report to be scheduled for a future meeting of the Education Scrutiny Committee to explain the changes, particularly in the context of children and waiting for support. The report would also provide an opportunity to meet the team of Psychologists who would talk Members through some of the case studies and explain how things are now undertaken differently. The Chief Education Officer also explained how the number of pupils requiring additional support, in terms of anxiety and mental health, have grown exponentially, not just in Caerphilly but across the Country, but it is more prevalent in deprived communities.

A discussion took place regarding Welsh medium provision and the expectation for Youth Workers who are dealing with Welsh medium pupils to be able to speak Welsh and also be a

qualified Youth Worker. The Lead for School Improvement advised the Committee that the Youth Service has been proactive in terms of having Welsh medium Youth Clubs and are looking in terms of how they can be expanded.

In response to a Member's query the Corporate Director for Education and Corporate Services informed the Committee that the early take up on free school meals has not been as high as expected, particularly as we are in the middle of a cost-of-living crisis. Members were advised that a person has just been appointed to specifically start promoting and profiling the opportunities that exist and also find ways to address some of the challenges highlighted. In light of this the number of free school meals is expected to increase quite significantly over the next few months.

Following a request, the Early Years Manager provided the Scrutiny Committee with an update on the Flying Start expansions and in response to a Member's query an outline was provided in relation to the number of stages and the timescale for implementation. Following a further request an update was also provided on Early Years provision.

The Chair expressed thanks to the Senior Youth Service Manager and the Engagement and Progression Co-ordinator for organising the successful Which Way Now event, which attracted over 650 young people who are seeking employment, education or training opportunities. A suggestion was made for the Engagement and Progression Co-ordinator to attend a future Education Scrutiny Committee meeting to deliver a presentation on the Which Way Now Events.

It was noted that the Education Strategy explores the roles and responsibilities of schools, and the key partnerships. In response to a Member's query, the Chief Education Officer outlined the role of the Education Achievement Service (EAS), emphasising the importance of working together to understand and support the needs of all children and young people and the commitment to those who are most vulnerable. A question was raised regarding the monitoring of children who are educated out of mainstream school. The Chief Education Officer informed the Committee that the number of elective home-educated pupils has risen across Wales. Members were advised that systems have been established for looking after vulnerable learners and an Elective Home Education Advisory Teacher has been appointed, who's role is to go out and check on the families and the education of families. Members were further advised that Officers are working with all the families on very bespoke plans and that they are also offered a way back into education.

Following on from a previous discussion a Member indicated that she had a list of issues in relation to the role of stakeholders in creating the Strategy and would submit those issues to the Strategic Lead for School Improvement, via e-mail, following the meeting.

In response to a Members query regarding supporting pupil wellbeing by improving attitudes to healthy food choices and active fitness, Members were informed of the Healthy Schools Team and provided with an overview of how the key issues will be addressed.

Members of the Education Scrutiny Committee noted the content of the report and provided their views as part of the consultation process.

The meeting closed at 7.03 pm.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 14th February 2023 they were signed by the Chair.

CHAIR



EDUCATION SCRUTINY COMMITTEE – 14TH FEBRUARY 2023

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

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

1. PURPOSE OF REPORT

1.1 To report the Education 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 stakeholder.

3. RECOMMENDATIONS

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

4. REASONS FOR THE RECOMMENDATIONS

4.1 To improve the operation of scrutiny.

5. THE REPORT

5.1 The Education Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee meeting on Monday 26th September 2022. The work programme outlines the reports planned for the period February 2023 until March 2023.

5.2 The forward Work Programme is made up of reports identified by officers and members. 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.

- 5.3 The Education Scrutiny Committee Forward Work Programme is attached at Appendix 1, which presents the current status as at 23rd January 2023. The Cabinet Work Programme is attached at Appendix 2. A copy of the prioritisation flowchart is attached at appendix 3 to assist the scrutiny committee to determine what items should be added to the forward work programme.

5.4 **Conclusion**

The work programme is for consideration and amendment by the scrutiny committee prior to publication on the council website.

6. **ASSUMPTIONS**

- 6.1 No assumptions are necessary.

7. **SUMMARY OF INTEGRATED IMPACT ASSESSMENT**

- 7.1 As this report is for information only an Integrated Impact Assessment is not necessary.

8. **FINANCIAL IMPLICATIONS**

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

9. **PERSONNEL IMPLICATIONS**

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

10. **CONSULTATIONS**

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

11. **STATUTORY POWER**

- 11.1 The Local Government Act 2000.

Author: Mark Jacques, Scrutiny Officer jacqu@carphilly.gov.uk

Consultees: Richard Edmunds, Corporate Director for Education and Corporate Services
Keri Cole, Chief Education Officer

Robert Tranter, Head of Legal Services/ Monitoring Officer
Lisa Lane, Head of Democratic Services and Deputy Monitoring Officer,
Legal Services
Councillor Teresa Parry Chair Education Scrutiny Committee
Councillor Jo Rao, Vice Chair Education Scrutiny Committee

Appendices:

- Appendix 1 Education Scrutiny Committee Forward Work Programme
- Appendix 2 Cabinet Forward Work Programme
- Appendix 3 Forward Work Programme Prioritisation Flowchart

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Forward Work Programme - Education

Date	Title	Key Issues	Author	Cabinet Member
14/02/2023 17:30	Early Years – Expansion of Flying Start and Capital Programme		Mutch, Sarah;	Cllr. Andrews, Carol;
14/02/2023 17:30	Welsh in Education Strategic Plan – 5 Year Action Plan		Mutch, Sarah;	Cllr. Andrews, Carol;
14/02/2023 17:30	Youth Service Update		Warren, Paul;	Cllr. Andrews, Carol;
14/02/2023 17:30	Information Item - Sustainable Communities for Learning Projects – Update report		West, Andrea;	Cllr. Andrews, Carol;
14/02/2023 17:30	Information Item - School Capital Funding Report 2023/24		West, Andrea;	Cllr. Andrews, Carol;
28/03/2023 17:30	Schools Inspections		Edmunds, Richard (Ed);	Cllr. Andrews, Carol;
28/03/2023 17:30	EAS Business Plan 2023-24		Edmunds, Richard (Ed);	Cllr. Andrews, Carol;
28/03/2023 17:30	Support for Schools (Report of EAS)		Edmunds, Richard (Ed);	Cllr. Andrews, Carol;
28/03/2023 17:30	Additional Support (March 23)		Ellis, Sarah;	Cllr. Andrews, Carol;
28/03/2023 17:30	Information Item - School Admission Arrangements for the Academic Year 2024/25		Strathdee, Emma J.;	Cllr. Andrews, Carol;
15/05/2023 17:30	ALN Progress and Outcomes of Working Group		Ellis, Sarah;	Cllr. Andrews, Carol;
15/05/2023 17:30	Exclusions		Ellis, Sarah;	Cllr. Andrews, Carol;
15/05/2023 17:30	Education Other Than At School (EOTAS)		Evans, Rhys;	Cllr. Andrews, Carol;
20/06/2023 17:30	Pupil Attendance		Warren, Paul;	Cllr. Andrews, Carol;
20/06/2023 17:30	Not in Education Employment or Training (NEETs)		O'Neill, Paul;	Cllr. Andrews, Carol;
20/06/2023 17:30	Information Item - Library Standards		Pugh, Karen;	Cllr. Andrews, Carol;

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Cabinet Forward Work Programme – 7th February 2023

APPENDIX 2

Meeting date:	Report title:	Key issue:	Report author:	Cabinet Member:
22/02/2023 13:00	Budget Proposals for 2023/24 and Updated Medium -Term Financial Plan (MTFP)	Following the public Consultation, Cabinet to consider the outcome and endorse the 2023/24 budget proposals prior to final determination by Council on the 23rd February 2023, and to note the updated MTFP.	Stephen Harris	Cllr. Eluned Stenner
22/02/2023 13:10	Welsh Government Retail, Leisure and Hospitality Rate Relief Scheme	To provide details of the new ‘Retail, Leisure and Hospitality Rate Relief Scheme’ offered by WG for 2023/24 which the Authority must formally adopt.	John Carpenter	Cllr. Eluned Stenner
22/02/2023 13:20	Empty Property Grant Approval	For Cabinet to consider the new Welsh Government National Empty Property Grant Programme.	Nick Taylor-Williams; Claire Davies	Cllr. Shayne Cook
22/02/2023 13:30	Formalising the Youth Service Model	To seek Cabinet approval to formally adopt the blended youth work model that has successfully supported the youth service throughout the pandemic.	Paul O’Neill	Cllr. Carol Andrews
08/03/2023 13:00	Biodiversity and Grass Cutting Regimes	To seek Cabinet approval in relation to proposals to enhance and promote biodiversity in our grass cutting regimes across the county borough and following consultation with local members.	Mike Headington	Cllr. Chris Morgan
08/03/2023 13:10	Empty Homes Strategy	To seek Cabinet approval of the proposed strategy.	Claire Davies; Mark Jennings	Cllr. Shayne Cook
08/03/2023 13:20	Housing Revenue Account Business Plan 2022/23	To seek Cabinet approval of the Housing Business Plan position in advance of	Nick Taylor-Williams; Lesley Allen	Cllr. Shayne Cook

Cabinet Forward Work Programme – 7th February 2023

APPENDIX 2

Meeting date:	Report title:	Key issue:	Report author:	Cabinet Member:
		submitting the plan to Welsh Government by 31st March 2023.		
08/03/2023 13:30	Caerphilly Homes Task Group	To agree that the Caerphilly Homes Task Group (CHTG) ceases as the Welsh Housing Quality Standard (WHQS) Programme has been completed.	Nick Taylor-Williams	Cllr. Shayne Cook
08/03/2023 13:40	Private Finance Initiative (PFI)	To receive and consider a report on a review of the council's Private Finance Initiative (PFI) contracts	Stephen Harris	Cllr. Eluned Stenner
08/03/2023 13:50	Council Participation strategy 2023-2027	To seek approval of the revised participation strategy that captures the new requirements of the local government and elections act.	Hayley Lancaster; Rob Tranter	Cllr. Nigel George
22/03/2023 13:00	Strategic Equality Plan Annual Report 2021-2022	For Cabinet to consider and approve the Strategic Equality Plan Annual Report 2021-2022 prior to publication on the Council's website.	Kath Peters; Anwen Cullinane	Cllr. Eluned Stenner
22/03/2023 13:30	Gender Pay Gap	To agree the Gender Pay Gap report which has to be published by 31st March 2023.	Lynne Donovan	Cllr. Nigel George
05/04/2023 13:00	Draft Waste Strategy	For Cabinet to agree the draft Waste Strategy	Marcus Lloyd; Hayley Jones	Cllr. Chris Morgan
19/04/2023 13:00	Review of the Local Public Convenience Strategy	To seek Cabinet approval for the Council's updated Local Public Convenience Strategy following a review and public consultation.	Rob Hartshorn	Cllr. Philippa Leonard
19/04/2023 13:10	Multi-functional Cadet and Sports Pavilion at Morgan Jones	To update Cabinet regarding the inability to progress previously approved proposals to build a multi-functional cadet / sports pavilion	Rob Hartshorn	Cllr. Chris Morgan

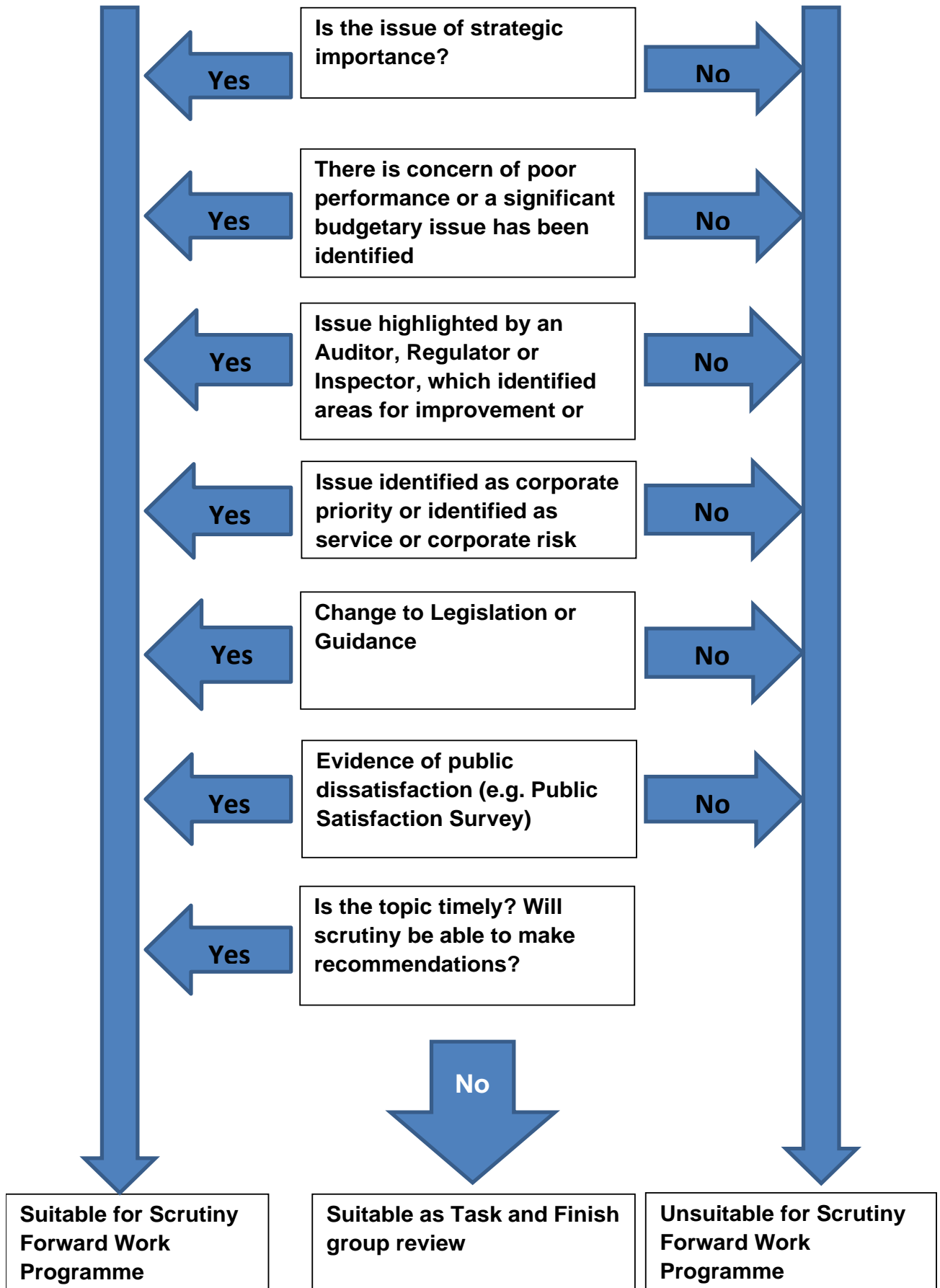
Meeting date:	Report title:	Key issue:	Report author:	Cabinet Member:
	Park and Parc Penallta Visitor Centre	at Morgan Jones Park and a Visitor Centre at Parc Penallta and to seek Cabinet approval to implement alternative schemes at both locations and to release previously approved capital contributions back to the Authority's capital reserves.		
03/05/2023 13:00	No items currently scheduled			
17/05/2023 13:00	Waste Strategy	For Cabinet to consider the outcome of the public Consultation and approve the final Waste Strategy.	Marcus Lloyd; Hayley Jones	Cllr. Chris Morgan
31/05/2023 13:00	Workforce Development Strategy 2021-24 - 6 month update	To provide Cabinet with a 6 month update with the progress against the Workforce Development Strategy.	Lynne Donovan	Cllr. Nigel George
31/05/2023 13:20	Employee Wellbeing Strategy 2021-24 - 6 monthly update	To provide Cabinet with a 6 month update with the progress against the Employee Wellbeing Strategy.	Lynne Donovan	Cllr. Nigel George
14/06/2023 13:00	No items currently scheduled			
28/06/2023 13:00	Local Housing Market Assessment and the Welsh Government Prospectus	For Cabinet to discuss and approve the Local Housing Market Assessment and the Welsh Government Prospectus. Welsh Government requires all Local Authorities to undertake a Local Housing Market Assessment and a Prospectus. The documents set out the requirement for housing within the county borough and is utilised to inform the LDP, the allocation of Social Housing Grant and the Council's own Caerphilly Homes development programme.	Nick Taylor-Williams; Jane Roberts-Waite	Cllr. Shayne Cook

Cabinet Forward Work Programme – 7th February 2023

APPENDIX 2

Meeting date:	Report title:	Key issue:	Report author:	Cabinet Member:
28/06/2023 13:20	Development and Governance Strategy	The establishment of the development strategy which details the principles, practices and governance arrangements which are needed to facilitate, enable and support the new build objectives of Caerphilly Homes now and in the future. It will tackle the challenges, the development process, development programme and strategic priorities.	Nick Taylor-Williams; Jane Roberts-Waite	Cllr. Shayne Cook
12/07/2023 13:00	No items currently scheduled			
26/07/2023 13:00	Annual Corporate Safeguarding Report plus the Annual Safeguarding Management Information Report.	To seek approval of the Annual Safeguarding reports.	Gareth Jenkins	Cllr. Elaine Forehead
26/07/2023 13:10	Day Services	For Cabinet to consider and approve the new proposed Day Services Model.	Jo Williams	Cllr. Elaine Forehead

Scrutiny Committee Forward Work Programme Prioritisation



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EDUCATION SCRUTINY COMMITTEE – 14TH FEBRUARY 2023

SUBJECT: EARLY YEARS – EXPANSION OF FLYING START AND CAPITAL PROGRAMME

REPORT BY: CORPORATE DIRECTOR OF EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

This report presents the plans for Flying Start expansion phase 1 and Flying Start Childcare expansion phase 2 as well as the capital plans required to meet the full implementation.

2. SUMMARY

- 2.1 The Welsh Government has developed a cooperation agreement with Plaid Cymru which includes a commitment to Flying Start Childcare expansion in the Programme for Government.
- 2.2 The areas chosen for expansion have been based on Lower Super Output Areas (LSOA) which were listed in order of concentration of 0-3year olds living in income benefit households and so target community areas of financial disadvantage.
- 2.3 Flying Start expansion phase 1 was for all four core elements (enhanced health visiting, parenting support, early language and part-time funded childcare provision for 2year olds) for 172 children in Caerphilly borough.
- 2.4 Flying Start expansion phase 2 is for funded childcare provision only and to reach a minimum 337 children in Caerphilly borough.
- 2.5 There are a number of existing childcare settings that we will need to commission to deliver the funded placements as well as development of new provision to meet Welsh language requirement and the additional places needed in communities. The work has started but there are likely to be setting places coming available as they reach the quality required throughout 2023. Grants are available to support settings to meet the requirements for quality provision and expansion of places.
- 2.6 An outline bid has been submitted to Welsh Government to develop provision across the borough where there is limited provision on site or the need to expand provision

into an area. There will be a need to submit a detailed strategic business case for each proposal and to work with local stakeholders to develop suitable buildings and provision.

- 2.7 While Flying Start Childcare is being expanded, there is a requirement to develop more Welsh medium settings or increase the Welsh language access in existing childcare settings. The Early Years team is working with Mudiad Meithrin and Menter Iaith to deliver more Welsh language in childcare settings.
- 2.8 Caerphilly Early Years has brought different funding streams together to ensure that families across the borough have access to a core offer of public health contacts, family support, child development and early language interventions. Therefore, although Flying Start phase 2 expansion is childcare for 2year olds only, families who need early language, child development or family support will be able to access the support needed.
- 2.9 Caerphilly Early Years team has worked with partners in the other Local Authorities and Aneurin Bevan University Health Board to develop the Midwifery and Early Years Strategy and core programme under the Early Years Integration Transformation Programme.

3. RECOMMENDATIONS

- 3.1 Members are asked to receive this report and comment on the plans to expand delivery of the Flying Start programme and Flying Start childcare placements from April 2023.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 Compliance with the Programme for Government requirements and the Children and Families (Wales) Measure 2010.

5. THE REPORT

- 5.1 The Welsh Government has developed a cooperation agreement with Plaid Cymru which includes a commitment to Flying Start Childcare expansion in the Programme for Government.
- 5.2 The areas chosen for expansion have been based on Lower Super Output Areas (LSOA) which were listed in order of concentration of 0-3year olds living in income benefit households and so target community areas of financial disadvantage. The Lower Super Output Areas carry less meaning for families and so the list below includes their local names. Our areas have tried to be shaped to prevent splitting a road or street with different postcodes where possible, however, this may happen on occasions.
- 5.3 Flying Start expansion phase 1 was for all four core elements (enhanced health visiting, parenting support, early language and funded childcare provision) for 172 children in Caerphilly borough. Phase 1 expansion started in September 2022. There are three local childcare providers who are contracted to deliver funded childcare places, although there is the need for capital works to expand the provision at White

Rose Primary School site which is the closest childcare provision locally for families. A Ti a Fi (Welsh speaking parent and toddler group) is being developed in White Rose Resource Centre to start January 2023.

- 5.4 Flying Start expansion phase 2A&B is for funded childcare provision (including a focus on Welsh language) and to reach a minimum 337 children aged 2years old in Caerphilly borough. The number of children in the original Flying Start areas have decreased which has required us to take more areas into the postcode list to meet the target cap number of 2483. The Flying Start childcare expansion data has been developed for number of 2year olds in each household in the postcode area of the LSOA to give the following communities:

Phase 2A

- Penyrheol 3 and 1 = Hendre (between Trecennydd and Penyrheol)
- Llanbradach 3 and most of 2 = Lower Llanbradach
- Aberbargoed 1 and 2 = Aberbargoed
- Pengam 1 = Pengam
- Newbridge 4 = add to Panside Flying Start original area
- Pontlottyn = Pontlottyn
- Crosskeys 1 and 2 = Crosskeys
- Nelson 1, 2 and 3 = Nelson
- Abervalley 1 and 2 = Abervalley
- Cefn Forest 1 = Cefn Forest 1
- Risca West 2 and 3 = Ty Isaf area (below Ty Sign)

Phase 2B

- St Martins 2 and some of 3 = Caerphilly town
- Hengoed 1 and 3 = add to Hengoed Flying Start original to make it all Hengoed
- Gilfach = Gilfach
- Crumlin 4 = Crumlin
- Risca East 4 = Risca (2)
- Blackwood 4 = Blackwood town
- Bedwas Trethomas Machen 7 = Trethomas 2
- Penmaen 2 = Oakdale village
- Bargoed 3 & 1 = Bargoed 2
- Pontllanfraith 3 = Pontllanfraith
- Morgan Jones 1 = Caerphilly town

We understand that the ward boundaries have changed and so some LSOA are split between two wards, for example, BTM 7 is now part in the Bedwas and Trethomas ward and part in the Machen and Rudry ward. However, the LSOA postcodes have not changed and the data for children living in disadvantaged communities remains based on LSOA postcodes. Members need to be aware that while we have used postcodes in the LSOA we have also tried to ensure that roads are not split, and communities are discreet. However, there will be occasions where a community feels they should be included but are not in the LSOA postcodes to be included at this stage.

- 5.5 The expansion of the Flying Start childcare from April 2023 will require approximately 31 existing childcare group based settings plus many additional childminders, as well as development of new settings, to be brought onto the Dynamic Purchasing System (legal framework) to deliver funded placements. The early years team and procurement team are working at pace with the providers to support tender

submissions and compliance checks to meet the quality required. There may also be the need for grants to improve quality of resources in the setting and small capital grants to improve the quality of the infrastructure or enable expansion in the settings.

5.6 An outline bid has been submitted to Welsh Government to develop childcare provision across the borough where there is limited provision local to the LSOA or the need to expand provision into an area. There will be a need to submit a detailed strategic business case for each proposal and to work with local stakeholders to develop suitable buildings and provision. The Early Years Building Manager post will be responsible for developing suitable bids and implementation of successful funding bids, working with Building Consultancy, Facilities Management teams and contractors.

1. White Rose Primary School – reconfiguration £400k
2. Cefn Forest Primary School – reconfiguration £150k
3. Waunfawr area development – £500k refurb / £1m new build (seeking suitable building currently)
4. Ty Isaf Primary School – reconfiguration £250k
5. Cwm Aber Primary School – reconfiguration £200k
6. Llanbradach community centre – refurbishment reconfiguration £200k
7. St Gwladys – refurbishment / reconfiguration of local building £150k
8. Llanfabon Primary School – new build to bring childcare on to school site £960k
9. Trethomas Welsh medium – refurbishment £160k

5.7 While Flying Start Childcare is being expanded, there is a requirement to develop more Welsh medium settings or increase the Welsh language access in existing childcare settings. The Early Years team is working with Mudiad Meithrin and local Cylchoedd to develop and expand provision. In addition, the Early Years team is working closely with Menter Iaith to implement the Road to Bilingualism to move English medium settings along the Welsh language continuum to offer more Welsh language to children in their care. All Caerphilly CBC maintained setting staff are developing their Welsh language usage in the setting with the aim to move them to category 2 Welsh and English settings in the next five years.

5.8 Caerphilly Early Years has brought different funding streams together to ensure that families across the borough have access to a core offer of public health contacts, family support, child development and early language interventions. Therefore, although Flying Start phase 2 expansion is childcare for 2year olds only, families who need early language, child development or family support will be able to access the support needed.

5.9 Aneurin Bevan University Health Board has been working with Caerphilly CBC and the other local authorities in Gwent to develop the Midwifery and Early Years Strategy under the Early Years Integration Transformation Programme. Together we have developed the Midwifery and Early Years Core programme which is a universal programme of support for all families across Gwent. There is a rolling programme of training planned for Caerphilly borough in 2023 to implement the Midwifery and Early Years Core programme across all midwifery, health visiting, school nursing, and early intervention teams across the borough. This will allow a universal offer for all families and access to targeted support as needed.

5.10 **Conclusion**

The expansion of the Flying Start programme and the Flying Start childcare in additional areas across the borough will enable increased support to the most vulnerable families. This is very ambitious but will support families who would be most impacted by the cost of living crisis.

6. **ASSUMPTIONS**

6.1 There are no specific assumptions.

7. **SUMMARY OF INTEGRATED IMPACT ASSESSMENT**

7.1 The Integrated Impact Assessment has been completed. The expansion of the Flying Start Childcare to more than 50% of the borough will positively impact those children aged 2years living in income benefit households. Children living outside of the areas will not be negatively impacted if they are developmentally delayed or are in need of support. All families can access support for early intervention even though not all will be able to access funded childcare places. There is a requirement to increase the number of Welsh medium Childcare placements and the amount of Welsh language used in English medium Childcare settings. The information will be publicised on the Early Years and Childcare website as well as in a marketing campaign including social media, postcards to eligible postcodes, and contacts from the wider Early Years team to support the most vulnerable families to apply.

7.2 Link to Integrated Impact Assessment.

8. **FINANCIAL IMPLICATIONS**

8.1 There are no financial implications of this report as any resources required have been incorporated into existing resources, plans or future bids.

9. **PERSONNEL IMPLICATIONS**

9.1 Expansion of the workforce across the sector will be considered in our local action plan as well as at Welsh Government level.

10. **CONSULTATIONS**

10.1 All views in the consultation are contained within this report.

11. **STATUTORY POWER**

11.1 Children and Families (Wales) Measure 2010.

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Consultees:

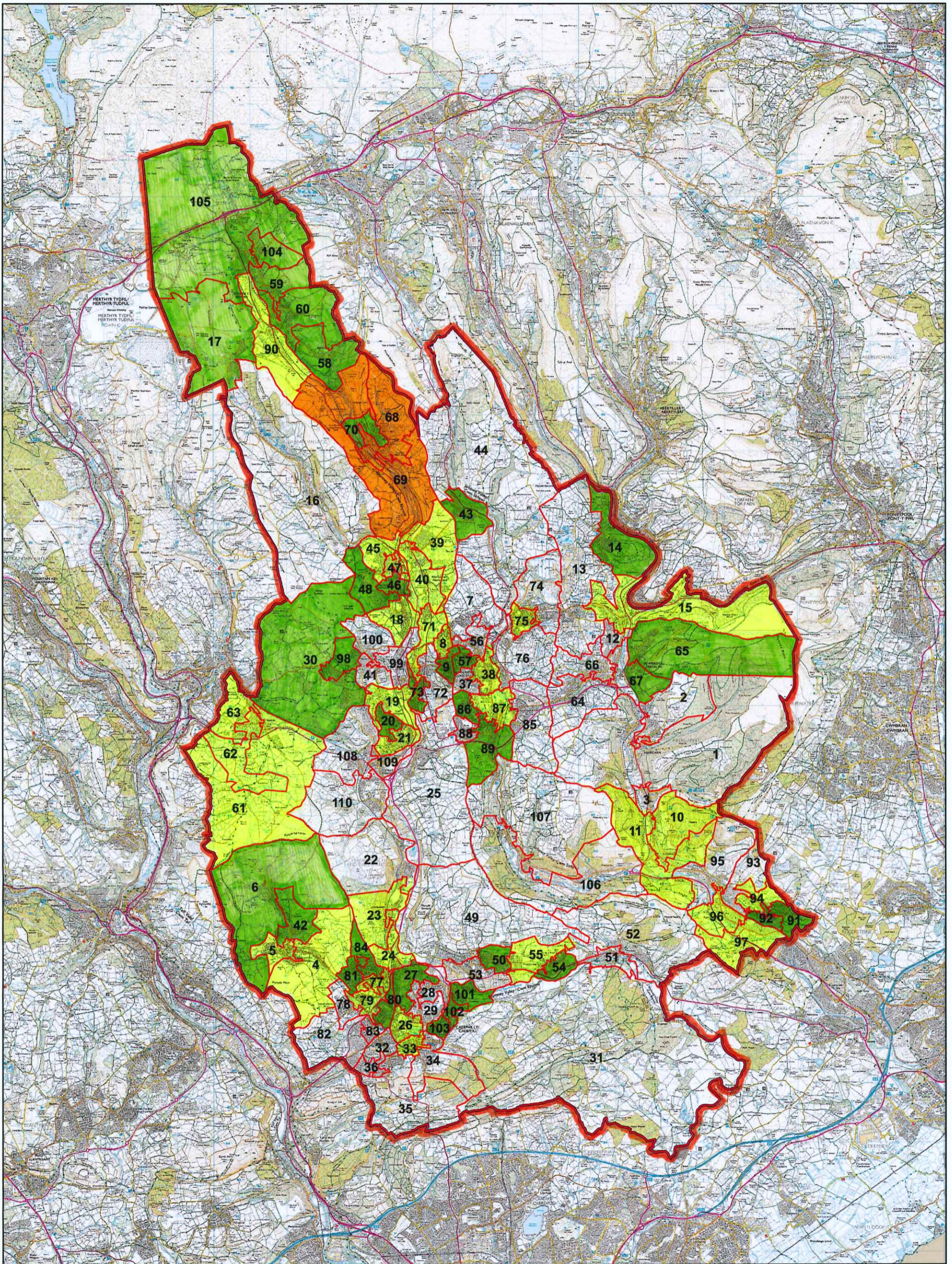
- Christina Harrhy, Chief Executive
- Richard Edmunds, Corporate Director of Education and Corporate Services
- Dave Street, Corporate Director, Social Services
- Councillor Carol Andrews, Cabinet Member for Education and Communities
- Councillor Teresa Parry, Chair of Education Scrutiny Committee
- Councillor Jo Rao, Vice Chair of Education Scrutiny Committee
- Stephen Harris, Head of Financial Services and S151 Officer
- Keri Cole, Chief Education Officer
- Sue Richards, Head of Transformation and Education Planning and Strategy
- Sarah Ellis, Lead for Inclusion and ALN
- Paul Warren, Strategic Lead for School Improvement
- Jane Southcombe, Financial Services Manager
- Lynne Donovan, Head of People Services
- Anwen Cullinane, Senior Policy Officer, Equalities, Welsh Language and Consultation)
- Rob Tranter, Head of Legal Services and Monitoring Officer

Appendices:

- Appendix 1 Pictorial representation of the Flying Start expansion.
- Appendix 2 Midwifery and Early Years Strategy
- Appendix 3 Midwifery and Early Years Core Programme

Caerphilly County Borough Council

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Gwent Midwifery and Early Years Strategy

Executive Summary

The Early Years Integration Transformation Programme aims to develop a seamless cohesive system for children and families antenatal to 7years. The model was developed on a regional Gwent footprint through a partnership approach in a regional steering group.

The pathfinder pilot considered all of the current complexity and used Vanguard Systems Thinking methodology to understand where the system could be simplified for families and professionals.

The midwifery and early years model was shaped using families' views of what they valued in the system and how they felt teams should work with families, as well as listening to professionals about the work they felt was valued and where they felt there was waste. The early years core programme was developed using expertise and research from professionals in the system.

The strategy identifies key stakeholders and the specific benefits of changing to a What Matters approach as well as the communication plan and workforce development plan. The strategy also identifies key priorities and actions needed to realise the new way of working and a simplified, more cohesive, family focussed and borough wide early years system in the future.

Introduction – Why are we developing an integrated midwifery and early years' system?

There are many funding streams throughout midwifery and early years with many criteria and requirements for access to support. This has made the landscape of provision complex and challenging with multiple access / referral points and many organisations involved with limited coordination between the different funding bodies / projects.

The Early Years Integration Transformation Programme aims to develop a seamless cohesive system for children and families antenatal to 7years. The model was developed on a regional Gwent footprint through a partnership approach in a regional steering group: Aneurin Bevan University Health Board, Gwent Public Health Wales, Blaenau Gwent, Caerphilly and Newport Local Authorities and co-opted membership from Monmouthshire and Torfaen Local Authorities.

The model was developed using Vanguard System Thinking methodology and included a wide range of stakeholders from frontline to senior management.

The pathfinder pilot considered all of the current complexity and used Vanguard Systems Thinking methodology to understand where the system could be simplified for families and professionals. However, any changes had to still enable the reporting against the different funding criteria to meet current grant / programme

restrictions. The initial work was to map current provision and stakeholders in the system in each local authority area.

The strategy looks at the whole system (which is huge) and not focus on tweaking one small aspect which may have indirect impacts on other areas in the system. The strategy includes everyone to inform the learning and what needed changing / improving to benefit families in the early years' system.

Governance

The Public Service Boards approve the funding and bid submission for EYITP.

The Regional Steering group has membership from ABUHB, Public Health Wales and the five local authorities to ensure all are influential in the direction of travel and have governance on the model proposed, evaluation and reporting required internally and externally. The Regional Steering group links to the newly created Gwent Public Service Board.

Each Local Authority area has an operational management group of stakeholders who can oversee local operational delivery, bring wider partners to the pilot, collectively bring skills to enhance and remove blockages as well as a collaboratively evolve the implementation of each pilot and feedback to regional steering group.

Key stakeholders may include:

- Aneurin Bevan University Health Board
- Gwent Public Health Wales
- Blaenau Gwent Borough Council
- Caerphilly County Borough Council (host LA)
- Newport City Council
- Torfaen County Borough Council
- Monmouthshire County Borough Council
- Local schools to each pilot
- Local childcare to each pilot
- Flying Start
- Families First
- Supporting People
- Childcare
- Housing
- GAVO
- Various local stakeholders relevant to each community pilot

Vision, values, and principles

Purpose

- To work alongside all families to ensure their child has the best start in life, taking into account what matters to them, accessing support if and when needed

- To create a sustainable integrated model to meet families' needs at the right time in the right place by the right person

Principles and values for working with families:

- The family is the expert in their own life – build on their strengths and networks to build resilience
- The family has ownership about their life
- Maintain continuation of relationship and pull-in rather than refer on – working as a whole multi agency and multi professional team
- Each family is treated as an individual – help them with what matters not just what's on offer
- Equity in access – universal access
- Design for what matters rather than silos
- Build on the strengths of communities
- Build on the strengths of staff
- Help families make informed choices, framed by appropriate challenge as needed
- Keeping families safe and healthy
- Only record what we need and make it accessible
- No duplication (assessment, support, information etc.)
- Listen and understand what matters
- Enable people to contact us when and how they want to and get the information in the format they want

Gwent Early Years Team working principles

1. What Matters to each family member is central; don't just give what we've got
2. Build on strengths of the family members, friends, and community, before putting a service in
3. All families should be able to access the support they need when they need it regardless of where they live
4. Ensure someone in the team has a consistent trusted relationship with the family
5. Build relationships in your team, so you support and work with each other
6. Continue to develop and use your own skills as well as joint work alongside others where needed to meet the family needs – don't just refer on
7. Proactively share information across the team to support the family
8. Be confident to ask broader questions to understand root causes of family needs at every contact
9. Families are able to contact their team when and how they need to
10. Question work you are asked to do that doesn't add value for families

The working principles do not override the law or our professional duties

Principles underpinning the integrated midwifery and early years' system

Our early years' core offer is a Gwent wide integrated model that includes all partners in the midwifery and early years' system and is wider than one agency's statutory requirement. The core programme is intended to cover the requirements of the health contacts of the Flying Start programme but worked from a more

multiagency responsive needs led perspective to widen support to those families outside of Flying Start areas.

We aspire to co-locate multiagency teams where possible and will work together towards co-locating over a period of time as opportunities arise. We will work strategically to plan maximum use of resources available taking into account the size and demographics of the communities served. This may include submission of capital bids to extend buildings or create spaces for co-delivery which may include co-location and enable all staff accessibility to the right resources to do their role. We will ensure that our teams remain accessible to their communities, and in so doing we will meet the requirements of the socio-economic duty and the future generations and wellbeing act.

Relationships and communication between and within frontline teams is essential to coordinating support for families and preventing duplication. We will support strengthening of relationships through the most practical solution for the context, for example, considering how we co-locate or geographically link teams together. Every family will know their health visitor and their local integrated team.

We will aim to bring early years funding streams together to deliver the early years system 0-7years, wherever possible to maximise the reach and support available for families as well as getting better value for public funding. We will work together to overcome challenges around procurement processes to support improved outcomes for the child and family.

Workforce development is critical in creating early years integrated teams. We will develop an integrated workforce development plan for all teams that all managers will commit to release staff to attend the training. We will build sustainability and succession planning for the longer term into workforce development to ensure that mentors are able to support implementation of the midwifery and early years model and our workforce continues to grow. The mentor workforce development programme will include how we use our regional posts to share their knowledge and expertise to upskill wider midwifery and early years teams and bring capacity to the system.

The workforce is crucial to delivery and so we will work together to maintain consistency in the teams wherever possible, enabling them to form consistent relationships with each other and their families and communities.

We recognise the importance of sharing information on individual families and developing shared records across local authority and health board. Initially this may mean shared paper-based files, access to shared birth book/HV Cat for 100% of the families 0-7, all pilots testing WCCIS to see if this could be the shared record moving forward to avoid duplication of reporting/recording. We will refresh the Information Sharing Protocols to update for the current shared record system in each local authority area and try to future proof the system. We will work together to identify the information needed by each stakeholder in the system and for what purpose.

We are committed to the steering group taking all decisions on the programme and implementation to ensure all decisions move toward a regional approach. If any pilot or local authority wishes to test something outside of the model, they need to bring it to steering group prior to implementation for discussion by all areas/teams. The leads will work together to remove barriers to integration. We recognise there is a

need for capacity in all areas including in leadership and management and we commit to give the time needed to take forward this integrated midwifery and early years model.

Midwifery is fundamental to establishing early intervention for families, so support starts antenatally and representation from midwifery is essential to the steering group and local operational groups as well as community midwifery links to the pilot areas. We are committed to engaging midwifery to re-establish their inclusion in developments including robust system development for contacts and notifications.

We recognise the importance of engagement of all stakeholders in any change management process. We will plan changes together to develop joint messages for the workforce supporting us to consult, engage and communicate clearly with all staff in local authority and health board.

We recognise the hierarchy of support as being fundamental to sustainability of the model and will work with our communities to support the bringing back of community led / run provision.

Early Years Core Programme

Midwives and health visitors are fundamental to the universal offer to all families and carry the clinical governance for their care hence being registered nurses. The contacts in the early years core offer would need consideration and decision on where, how and who to do the contact. Families who have not been seen at home for a long period of time, not been seen by their health visitor for a long time, and where there are concerns about engagement in other services should be prioritised for home visit contact by the health visitor. Equally families who have always been seen at home and struggle to leave their home should be supported to access space in the community for contacts / sessions. Contact decisions should be led by the family's needs and the hierarchy of support / graduated response.

For all families the first consideration should be to understand if they are able to access the right information, they need to support their child. The information could be leaflets, website, social media, online parenting programmes or courses, as well as telephone / virtual support. If there is provision within their community or within the wider community that a family is able to access independently then this should be the priority as this is more sustainable and empowering, for example, parent and toddler groups, community forum, peer support groups, community café, library, activity groups, etc.

Where families need more support than they can access through website, online or community basis, consideration should be given as to who is best placed to offer that support from the local core team, family worker, health visitor, community midwife, school, childcare setting, and the package of care they are able to put in place.

Some families need more intensive support from staff with specialisms pulled in to work with the core team and the family towards specific outcomes. This may be mental health and wellbeing, early language, developmental delay, advisory teacher, antenatal, housing, social communication needs, etc. Staff would work with the

family and link regularly with the core team to update on progress or non-engagement and review packages of care.

There is also a wider team around the community for differing or more specific support, for example, domestic abuse, homelessness, debt advice, mental health, parent infant mental health, substance misuse, gambling advice, complex health needs/diagnosis, etc.

Strengths, Weaknesses, Opportunities and Threats Analysis

Strengths:

- Bringing funding streams and teams together will widen service reach and enable families who need support to access it appropriately and prevent vulnerable families falling through gaps in the system.
- A whole system approach will ensure families have the right information on the support available and how to access it, when they need it.
- Good antenatal support will enable families' access to the right information for their children to be happy healthy and thriving. Early identification of need and timely support will allow families to support their child throughout their early formative years and create positive relationships, behaviours, and secure attachments.
- The regional approach allows shared learning and consistency for families who may move between boroughs.
- A graduated response to family's needs allows for better use of resources.

Weaknesses:

- Multiple partner organisations and diverse organisational priorities / cultures create challenges to integrating frontline teams.
- Commissioning cycles may be set and unable to change until specific date to bring funding streams together or change requirements of the contract.
- Governance structures within organisations not understanding the Vanguard Systems Thinking and therefore being resistant to change in the early years system to be more universally accessible, based on the needs of families.
- Integrated teams need to develop a shared language to ensure they have a shared understanding of their meaning/intent. There are many instances where words in one organisational culture can mean something different in another organisational culture and so care needs to be taken that integrated teams are talking the same language or there will be misunderstandings based on incorrect assumptions.

Opportunities:

- There will be an opportunity in future to review current contracts under different funding streams to consider joint funded contracts, integrated goals, or outcomes, needs of communities.
- There are opportunities for staff to share skills, knowledge and expertise within a team and increase understanding of each other's roles, teams and importance for supporting families.
- There are opportunities to increase partnership working and connection between a wide range of partners working in early years to improve support / community connections for families.

- Creating clear accessible information for families and professionals in the midwifery and early years system about support available and the way of working for resilient communities.
- An integrated Workforce Development Plan will enable clear training / standards in order to deliver a task / assessment / intervention and give assurance around professional competency regardless of role. The workforce development plan will include all staff within the early years workforce and identify key task areas and the training required to deliver it.
- There is an opportunity to use digital resources / technology to improve access for families. Barriers need to be considered including connectivity, data needed / costs, equipment needed, and ability to use technology. However, use of technology for families who have resource and ability can allow access to information / support for those who are in more isolated communities, those who are working and need access outside of the working day, those who are more vulnerable and not able to leave home, those who don't have the ability to travel long distances to access support/specialist interventions / assessment. Use of technology can also be advantageous to staff to maximise use of their time for families who are able to use this.

Threats:

- Professionals not sharing information or working in an integrated multiagency way could result in increased silo working.
- Professionals may not have What Matters conversations or be able to attend What Matters meetings to coordinate support plan for more complex families, and instead revert back to a scatter gun of referrals for a menu offer of support creating duplication and waste in the early years system.
- Families may not understand why they are offered support when they want childcare to be funded.
- Electronic shared database may have unforeseen issues with bringing multiagency teams into using it, which will limit information sharing to support families holistically.
- Professionals resistant to changing practice to a more integrated way of working may create blockages which will need resolving.
- Recruitment and retention of staff across the whole workforce is a challenge. There is the need to work across agencies and Welsh Government to address shortages of qualified workforce in health visiting, midwifery, childcare, family support, etc. Retention of staff is also a significant issue, and each employing organisation needs to consider why staff leave and how they can reduce this.

What long-term impact do we hope to achieve as a result of our changes?

- One team who makes joint decisions and shares workload and decision making updating a single child and family record
- One early years' service with shared data/information working as one team with professionals happy to share knowledge, pool resources and willing to work together to meet the family needs
- Family is in control and taking responsibility for their decisions

- What Matters conversations identify needs early which are addressed to avoid escalation by late identification
- Positive transition to school including information sharing and support for developmental milestones

Families:

- All children given a better start in life
- Families feel listened to and are supported earlier and have better support packages available to them when they need them
- Families know who to go to access support and know what's available
- More families engage with community & universal provision
- Families feel listened to and in control

Staff:

- Staff are motivated and feel a sense of achievement
- Empowers and motivates staff as they can offer more, not just a menu
- What Matters to families becomes the normal way of working

Across the system:

- One Service for Early Years
- Narrowing of health inequalities
- Transition to school improved
- A reduction in children/young people requiring mental health support
- Reduced demand for intensive specialist services
- Reduced demand on statutory services
- Reduction in NEETs and unemployment

Key performance indicators

- Number of children who are categorised under the health family needs assessment as universal, enhanced, or intensive
- Number of children open to safeguarding process CASSP
- Number of children where there are concerns CASP
- Number of children looked after (CLA)
- Number of children with emerging developmental delays
- Number of children with complex medical needs
- Number of children receiving early intervention support who transitioned to universal community provision
- Number of children escalated into statutory services
- Number of children starting school / nursery with no support needed or the correct support in place.
- Number of children requiring specialist placement accessing the correct provision.

Stakeholders – What does everyone want and need the system to do?

Early Years staff teams

- There is improved communication and information sharing between team members to be able to support the families better and know what is happening.
- Staff are not duplicating records and only writing reports once, being able to share them between different team members and limit writing duplicate referrals to get different types of support.
- Staff know what support is available for families and how to access it as simply as possible without needing to know criteria or check postcodes or funding streams.
- Staff don't feel so overwhelmed with the family's needs and don't feel totally alone in carrying the responsibility.
- Staff feel that families can get the right support by the right person in the right place and at the right time without needs escalating and reaching crisis.
- Staff feel more resilient in their roles.

Families

- Families know who to turn to for support when they need it and don't feel overwhelmed by appointments or too many workers.
- Families only have to tell their story once as they know the team share relevant information, so they add to the story and not repeat it from the beginning.
- Families feel more in control of the solutions they need and feel able to prioritise what they need to happen to support their family.
- Families are better linked to their communities.
- Families feel more resilient and confident.
- Families feel they can trust the worker/s because they know them and have had time to build relationships.
- Families have friends and support networks in the community.

Childcare and School settings

- Setting staff feel they know the children and the family needs before they start.
- Setting staff feel they are able to meet the needs of the children and families coming to them.
- Setting staff know the wider team who can also support the family if they need some support.
- Children and families feel supported in transition, so they settle quicker into the new setting.

Governance – political / board members and senior managers across organisations

- Use all funding effectively to meet the needs of the population.
- Deploy staff teams effectively to meet the needs of the population.
- Demonstrate outcomes from the funding and promote organisational reputation in meeting the needs of the population served.

- Demonstrate partnership working and compliance with cross cutting regulatory / legislation e.g., Wellbeing of Future Generations Act

What is the current position?

During 2020-2022 early years' staff teams have been responding to the pandemic and the rising needs of families impacted by coronavirus. There are escalating needs across all families and geographical areas including in families previously thought to be low need and fairly resilient, capable, and coping. The impact of the pandemic has to be understood at an individual family level as every family's experience is unique and their needs differ.

However generally there is increasing demand for support to meet

- speech and language delays,
- child development delays,
- child behaviour,
- parental anxiety,
- child anxiety,
- relationship breakdown,
- financial impact and poverty,
- social isolation,
- communication and social interactions,
- community resilience and connections.

However, during this time period, the Early Years Integration Transformation Programme also conducted the phase 1 pilot, exploring new ways of working, developing the early years model and how we can remove some of the complexity in the system for everyone in it.

Each local authority area in the Gwent footprint has a different local context and is at a different point in the journey to deliver on the principles and values for families shaping their delivery to meet the regional principles. However, all are looking at the support offered to families being universally accessible relevant to the family needs. All local authorities are considering how they can bring funding streams together to create borough wide provision, shared database for early years teams, reduced referral paperwork and greater integration of the early years team with the family at the centre with What Matters conversations embedded in everything that is done.

Communication plan

The communication plan has been developed to ensure everyone in early years has the right information at the right time.

The plan includes how we will share information with families through websites, social media, direct emails or texts, early years team members and Parent

Champions talking with families, as well as connections with local community members and community buildings.

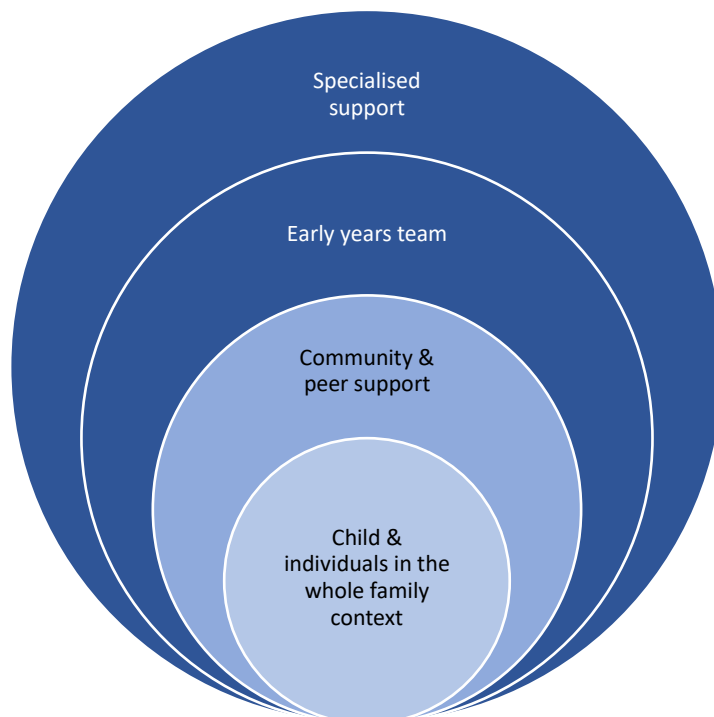
Managers of early years teams and their frontline team members need to have the right information to connect with each other and to support families effectively. The plan will identify how we update all teams, how often, responsibilities of leads to disseminate information, and what media format will be used.

The communication plan will also identify briefing papers needed for wider partners in and beyond the early years system. The plan will identify how we will distribute briefings to all professionals connected to the early years system enabling access to the right information relevant to their needs.

What is the hierarchy of support?

The hierarchy of support is a strengths-based model recognising the child and family at the centre. We need to begin by identifying the individual and family strengths before we look at what the family priorities are and how they can access sufficient support to meet their outcomes without creating service dependency.

The support fits around the family to build that core strength and community connections promoting the wellbeing and resilience of the whole family.



The community support may be peer support groups, parent and toddler groups, local community based and run provision, voluntary run support, buddy support systems, childcare, school, friendship groups, etc. The community is not necessarily defined geographically but may be peer groups where the community members have something in common that draws them together e.g., kinship carers support group

may have members across many geographical areas but have a common shared interest or experience.

The early years team would include anyone working to support families in early intervention for emerging needs. The team may include midwives, health visitors, family workers, language and child development practitioners, teachers, housing support workers, as a core team of frontline professionals working together to support families in their communities.

The specialist support would be needed on an individual targeted basis and may include social workers, substance misuse professionals, domestic abuse practitioners, parent infant mental health service, community psychology, paediatricians, speech and language therapist, specialist midwife or health visitor or teacher, portage, physiotherapist, CAMHS, debt advice services, supported accommodation team, refuge, Education Psychologist.

Workforce Development Plan

For the whole midwifery and early years workforce to move to an integrated What Matters team approach, there will be a need for a Gwent wide workforce development plan. The plan will need to identify key task areas and the specific training required to do the interventions or support to the required standard. There will need to be a core training for all practitioners including Vanguard system thinking to establish the need for the change in culture needed, What Matters communication training, as well as integrated working including the values, skills and behaviours to support integration of teams.

Funding model

There are many funding streams in the early years system including grants and core funding for services through the community and core team layers as well as more complex funding in the specialist services.

- Aneurin Bevan University Health Board – health visiting and midwifery core funding
- Local Authority core funded services
- Children and Communities grant – Flying Start
- Children and Communities grant – Families First
- Children and Communities grant – Childcare and Play
- Children and Communities grant – Legacy
- Housing Support grant – Supporting People
- Child Development Fund
- Childcare Offer infrastructure grant
- Childcare Offer grant for placement payments and additional support
- Healthy and Sustainable Preschool Scheme & Obesity grant
- Additional Learning Needs Transformation – Early Years grant

- Early Years Education Pupil Development Grant & Education Improvement Grant
- School Holiday Enrichment Programme (SHEP)
- Early Years Integration Transformation Programme – strategic development & operational delivery
- Playworks Holiday project grant
- RRRS grant for non-maintained childcare settings
- Integrated Care Fund (ICF)

Operational plan – what are the key priorities to deliver the programme plan

1. Development of a shared outcomes framework and key data for reporting
2. Development of a shared family record on an electronic database, e.g., WCCIS
3. Implementation of an Early Years Workforce Development Plan for the Gwent region
4. Support the development of community-based provision, building on existing social community capital
5. Implement the Early Years Core Programme across the boroughs embedding the model and approach in all early years' teams
6. Evaluate the impact of the early years model and develop an ongoing evaluation framework
7. Develop joint commissioning processes to align funding streams across grant funding and core funding to maximise reach of support to vulnerable families across the borough

APPENDIX 3

Gwent Early Years Integration Transformation Programme Midwifery and Early Years Core Programme – accessible version

Date 17/01/2023 Version 8

Organisational Owners:

- Aneurin Bevan UHB – Daniel Westwood, Lorraine Childs, Jayne Beasley
- Caerphilly CBC – Sarah Mutch
- Torfaen CBC – Emma Treadgold
- Blaenau Gwent CBC – Ceri Bird
- Monmouthshire CBC – Beth Watkins
- Newport CC – Mandy Shide

Contributors:

- Sian Wolf-Williams, CCBC
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- Gillian Grenfell, TCBC
- Jackie George, ABUHB

Purpose and summary of the document:

This document outlines the Gwent Midwifery and Early Years Core Programme which is delivered universally to all families across Gwent through an integrated team of local authority and health board staff.

Gwent Midwifery and Early Years Core Programme

Key:

- HV = Health Visitor
- SHN = School Health Nurse
- MW = Midwife
- FW = Family Worker (this is a generic title used to represent all those working with families in a family support type role and may include responsive feeding, early language, child development, parenting programmes, etc.)
- EL = Early Language
- GP = General Practitioner
- HVCN = Band 5 Health Visitor Community Nurse
- PIMHS = Parent Infant Mental Health Service
- HCWP = Healthy Child Wales Programme mandatory / standardised contact
- a. = additionality offered based on need

Contacts:

1. MW at 8-12weeks in the clinic or home deliver the booking appointment. 'Healthier Together' information is sent via Text by Community Midwife prior to booking appointment. Antenatal booking is completed face to face.
 - a. Community Midwife has a What Matters conversation at all contacts and links to Family Worker/wider team when appropriate.
2. MW at 11(+2)-14(+1) weeks in the hospital deliver a dating scan. Scan completed at hospital by Midwife / Sonographer. Estimate due date generated. Discussion and informed consent obtained for antenatal screening, routine bloods – FBC and Group and Antibodies., HIV, Hep B, Syphilis & Combined / Quad screening test offered. Whooping cough vaccine discussed & advised to make appointment for this vaccination at GP practise between 16-32weeks gestation. Advised to get flu vaccine, in season. Advised to take multi-vitamins/folic acid.
3. MW at 16 weeks in the clinic or home deliver an antenatal contact for all women. Appointment to provide results of AN screening blood tests taken at booking appointment. Also, give information to the family including support available antenatally.
4. MW at 18-20(+6) weeks in the hospital for all women to have an anomaly scan and diagnostics for physical development.
5. FW at 20 weeks virtual or home antenatal contact for all pregnant mums. Early Years registration form completed. Following discussion with midwife ensuring continued pregnancy, focus on responsive feeding and mental health, What Matters conversation, healthy start information, key public health messages.
 - a. Antenatal programme online access or in 1-1 / small group (What Matters). PIMHS pull-in if needed.
6. MW at 24 weeks routine antenatal appointment for all women in clinic
 - a. May need additional 1-1 work depending on issues / concerns raised. May need pull-in from wider team.

7. MW at 28 weeks routine antenatal appointment for all women in clinic.
Routine blood screening offered GTT if applicable.
 - a. May need additional 1-1 work depending on issues / concerns raised.
May need pull-in from wider team.
8. HV (HCWP) at 28+ weeks virtual or home targeted antenatal contact for first time and vulnerable parents. Early Years Registration Form check. HV to assess family's needs - FRAIT, key public health messages. Parental expectation and preparation for parenthood. Promote group availability if not already accessed.
 - a. May need additional 1-1 work depending on issues / concerns raised.
May need pull-in from wider team.
9. MW at 31 weeks routine antenatal appointment for primigravida in clinic
10. MW at 32 weeks routine antenatal appointment for multigravida in clinic
11. MW at 34 weeks routine antenatal appointment for primigravida in clinic.
Information to prepare for labour and discussion about their birth plan.
12. MW at 36 weeks routine antenatal appointment for all women virtually or in clinic. Mode of delivery and birth plan discussed.
13. MW at 38 weeks routine antenatal appointment for all women virtually or in clinic
14. MW at 40 weeks routine antenatal appointment for all women in clinic.
Discussion & options if pregnancy exceeds 41 weeks.
15. MW at 41 weeks routine antenatal appointment for all women in clinic.
Antenatal appointment for pregnancy. Discussion & options available & plans made if pregnancy goes beyond 41 weeks.

Birth of Child

16. MW first postnatal visit at home. Physical examination of new born, Infant feeding conversation. Physical examination of the mother.
17. FW within 72 hours post discharge, phone call from responsive support.
Phone call following birth – wellbeing and responsive feeding discussion with follow up calls at 7, 14, 21 days and then signpost to group support at 28 days.
 - a. Family Worker to do further 1-1 work if needed and pull-in if needed from wider team.
18. MW at 4-6days in the home or clinic postnatal contact for blood spot screening.
19. HV at 10-14days (HCWP) contact in the home for the family health review.
Birth visit – Assessment of family needs and infant feeding conversation. Health Visitor Observation and Assessment of the Infant (HOAI). Bespoke package of care planned by team based on “What Matters” conversation to understand needs / number of visits / by whom.
 - a. HV to discuss bespoke package of care in What Matters meeting to ensure coordinated work of core team and wider team is pulled in as needed.
20. MW at 4weeks in hospital for a postnatal contact. New born hearing screening within 4weeks.

21. MW up to 28 days at home for the discharge visit where the mother is discharged from midwifery care and handover of care to health visiting.
 - a. Families needing further interventions are brought to the What Matters meeting.
22. HV/FW bespoke follow up visit at clinic, virtual or home depending on need of family to follow up birth visit at 3 weeks.
 - a. Support will depend on the What Matters conversation. Support may include 1-1 listening visit, wellbeing contact, PIMHS, housing, feeding, domestic violence, financial support including food parcels, changing benefits, and budgeting.
23. HV/FW bespoke follow up visit at clinic, virtual or home depending on need of family to follow up birth visit at 4 weeks.
 - a. Support will depend on the What Matters conversation. Support may include 1-1 listening visit, wellbeing contact, PIMHS, housing, feeding, domestic violence, financial support including food parcels, changing benefits, and budgeting.
24. HV/FW bespoke follow up visit at clinic, virtual or home depending on need of family to follow up birth visit at 5 weeks.
 - a. Support will depend on the What Matters conversation. Support may include 1-1 listening visit, wellbeing contact, PIMHS, housing, feeding, domestic violence, financial support including food parcels, changing benefits, and budgeting.
25. HV (HCWP) contact at 6 weeks at home to finalise the Family Health Resilience assessment paperwork. HV assessment of family need as per HCWP and evaluation of care packages delivered by FW & wider team where appropriate. Peri Natal Depression screening. Delivery of key public health messages. Introduction to baby massage.
 - a. Living Life to the Full and/or peer support Peri Natal Depression group – PIMHS/FW
26. GP contact at the GP surgery for the 6-8week medical check-up by the GP.
27. FW contacts the family by phone at 8weeks – 6months to invite to Baby Club. Baby club open to all delivering key public health messages, baby massage, child development, Language development and promote peer support networks.
 - a. Link to community provision for social isolation support. Link to wider team and pull-in as needed.
28. HV/FW/HVCN (HCWP) contact at 8 weeks will review the growth and developmental progress either in the home or clinic depending on the family needs. There is also postnatal depression screening.
 - a. Living Life to the Full and / or peer support Perinatal Depression group through Parent Infant Mental Health Service PIMHS/FW.
29. GP at 8 weeks will deliver immunisations at the GP practice.
30. HV/FW/HVCN (HCWP) contact at 12 weeks will review the growth and developmental progress either in the home or clinic depending on the family needs. There is also postnatal depression screening.
 - a. Living Life to the Full and / or peer support Perinatal Depression group through Parent Infant Mental Health Service PIMHS/FW.
31. GP at 12 weeks will deliver immunisations at the GP practice.

32. HV/FW/HVCN (HCWP) contact at 16 weeks will review the growth and developmental progress either in the home or clinic depending on the family needs.
33. GP at 16 weeks will deliver immunisations at the GP practice.
34. HV/HVCN (HCWP) contact at 6months for a child and family health review in clinic, virtually or in the home depending on family needs. There is an assessment of family need and evaluation of care packages delivered by FW/wider team through What Matters meetings. 6 month growth and developmental review of child as well as the delivery of key public health messages including home safety and oral health toolkits.
 - a. Where there are concerns with Speech Language and Communication understanding or parent child interaction, FW will deliver key language messages or additional activities to support development.
35. HV/HVCN/FW contact at 9-12 months in clinic, virtually or in the home depending on family needs for the Health Toddler contact. An assessment of family need and evaluation of care packages delivered by FW/wider team through What Matters meetings. Delivery of key public health messages.
36. GP at 12-13months does the immunisation in the GP surgery.
37. HV/HVCN (HCWP) contact at 15months to complete the Child and Family Health review either in the clinic or the home depending on family needs. HV assessment of family need as per HCWP and evaluation of care packages delivered by FW/ wider team through weekly What Matters meetings. 15month growth and developmental and SLC review of child. Delivery of key public health messages.
 - a. **FOR FS ADDRESS – discuss childcare entitlement. NON-FS ADDRESS – discuss childcare needs and appropriate advice. FW to support early child development and language interventions including use of PAFT etc.
38. HV (HCWP where family has identified issues) contact at 18months in the clinic or at home depending on family needs to complete the Development Assessment Review. Where a concern was identified in any two skill sets at 15 months, the Schedule of Growing Skills tool to be undertaken and referrals where appropriate.
 - a. May need Emerging ALN or Early Language interventions.
39. FW contact at 20-23months in the clinic, virtually or in the home complete the family health review. Identified packages of care delivered by FW. Delivery of key public health messages and toileting information / support.
 - a. **FOR FS ADDRESS - Discussion re childcare needs (FS or local provision and funding options). Remind parent to check when school / setting Nursery application dates open and deadlines for submission.
40. EL/FW contact at 21-24months deliver early language interventions following an assessment of early language in a community space or the home depending on family needs. Development of speech, language, and communications, and assessment if appropriate. FW to do early language intervention in the community or home if needed.
 - a. More intense/prolonged early language interventions if needed.
41. GP at 2-3years deliver the Flu vaccinations in the GP surgery.

42. HV/HVCN/FW (HCWP) contact at 27months will deliver the Child and Family Health Review in the clinic, virtually, or at home depending on needs. HV Assessment of family need as per HCWP and evaluation of care packages delivered by FW/ wider team through What Matters meetings. 27month growth and developmental review of child. Delivery of key public health messages. Check for school readiness e.g., toilet trained and support toilet training with the family if needed. Check parent has submitted Nursery Application and if received notification from Admissions.
 - a. Early ALN / Language interventions and referral to ISCAN if appropriate for Educational Psychology assessment prior to starting nursery. If no developmental delays and not toilet trained, FW will support rapid potty training to ensure transition to nursery is possible. If concerns for transition of parents, support listening visits to prepare parents to be school ready. Support transition information to Nursery School / Setting.
43. GP contact at 3.4years will deliver the Preschool immunisations in the GP surgery.
44. HV/HVCN/FW (HCWP) contact at 3.5years will deliver the Child and Family Review in the clinic, virtually or at home depending on needs. HV Assessment of family need as per HCWP and evaluation of care packages delivered by FW/ wider team through What Matters meetings. School readiness review of growth and developmental of child. Delivery of key public health messages.
 - a. If early language development or family support needs remains, pull in relevant support and interventions including relevant professionals / specialists. Ongoing contacts may require pull-in from wider teams as needs change throughout transition into nursery and statutory school and on to KS2.
 - b. *The 4-7year offer will be further developed.*
45. HV/HVCN (HCWP) will meet the School Nurser to complete a record review and handover in the office or on the phone. Review of records and handover from Health Visitor to School Nurses.
46. FW will continue to make contact 3-7years in clinc, virtually or at home depending on family needs and will be available to support school transitions and through any periods of challenge.
47. SHN (HWCP) contact at 5years in school or hub for Vision and growth screening, Hearing impairment screening and Child measurement programme. Flu vaccine will be delivered.

NB: the model is not about referring on (reserved only for those statutory services that sit outside of the wider team). The wider team will be pulled-in as needed based on the What Matters conversation and work alongside the key worker who will be either HV or FW to ensure core team is upskilled in delivery of specific support.



EDUCATION SCRUTINY COMMITTEE – 14TH FEBRUARY 2023

**SUBJECT: WELSH IN EDUCATION STRATEGIC PLAN – 5YEAR
ACTION PLAN**

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

1. PURPOSE OF REPORT

This report presents a summary of the Welsh in Education Strategic Plan 2022-2032, 5year action plan to enable scrutiny and accountability towards the target by 2032 throughout the life of the plan.

2. SUMMARY

- 2.1 This Welsh in Education Strategic Plan is made under Section 84 of The School Standards and Organisation (Wales) Act 2013 and complies with The Welsh in Education Strategic Plan (Wales) Regulations 2019 and The Welsh in Education Strategic Plan (Wales) (Amendment) (Coronavirus) Regulations 2020. When setting targets, due regard has been given to the statutory guidance issued by Welsh Ministers.
- 2.2 The minimum target of 26% for learners in year 1 by 2032 is set by Welsh Government in order to meet the 1 million Welsh speakers by 2050 target. In order to meet this ambitious target, we will need to build a new Primary School and expand other to create the places. In addition, we will need a communication plan to increase the take up of those places and our starting point will need additional provision in Ti a Fi and Cylchoedd in the early years, as well as an increase in our Welsh speaking workforce across both Welsh medium and English medium provisions.
- 2.3 This 5year action plan has been developed to enable scrutiny and accountability of our journey towards the 26% target by 2032. The targets and tasks in the action plan will demonstrate if we will be able to achieve the target within the lifetime of the plan. See appendix 1 for detailed plan.
- 2.4 The Welsh Education Forum meets termly to monitor progress towards actions and has identified the need for an ongoing task group under the forum to drive forward and coordinate activities around communication and promotional work linking to the Welsh Language Strategy and forum.

- 2.5 The latecomer immersion unit is being developed in Ysgol Gynradd Gilfach Fargod with the support of the Welsh medium cluster of Primary school head teachers and one of the senior leadership team in Ysgol Gyfun Cwm Rhymni. The development is based on the learning from other language units who have also shared resources to support language immersion for our children.
- 2.6 The communication task group has redeveloped the Becoming Bilingual booklet and is currently developing the animation to support promotion and marketing to complement the Welsh Government marketing materials with local videos. The Early Years and Childcare website is being updated using feedback from families.
- 2.7 Flying Start Childcare is being expanded and there is a requirement to develop more Welsh medium or increase the Welsh language access in childcare settings. The Early Years team is working with Mudiad Meithrin and local Cylchoedd to develop and expand provision. In addition, the Early Years team is working closely with Menter Iaith to implement the Road to Bilingualism to move English medium settings along the Welsh language continuum to offer more Welsh language to children in their care.

3. RECOMMENDATIONS

- 3.1 Members are asked to receive the Welsh in Education Strategic Plan's 5year action plan and comment regarding sufficiency of information and targets to achieve our minimum 26% target in year 1 cohort by 2032.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 Compliance with The Welsh in Education Strategic Plan (Wales) Regulations 2019 and The Welsh in Education Strategic Plan (Wales) (Amendment) (Coronavirus) Regulations 2020.

5. THE REPORT

- 5.1 This Welsh in Education Strategic Plan is made under Section 84 of The School Standards and Organisation (Wales) Act 2013 and complies with The Welsh in Education Strategic Plan (Wales) Regulations 2019 and The Welsh in Education Strategic Plan (Wales) (Amendment) (Coronavirus) Regulations 2020. When setting targets, due regard has been given to the statutory guidance issued by Welsh Ministers.
- 5.2 The minimum target of 26% for learners in year 1 by 2032 is set by Welsh Government in order to meet the 1 million Welsh speakers by 2050 target. In order to meet this ambitious target, we will need to build a new Primary School and expand other to create the places. In addition, we will need a communication plan to increase the take up of those places and our starting point will need additional provision in Ti a Fi and Cylchoedd in the early years, as well as an increase in our Welsh speaking workforce across both Welsh medium and English medium provisions.
- 5.3 This 5year action plan has been developed to enable scrutiny and accountability of our journey towards the 26% target by 2032. The targets and tasks in the action plan

will demonstrate if we will be able to achieve the target within the lifetime of the plan. See appendix 1 for detailed plan. The actions are arranged under thematic areas:

- Promotion and publicity
- Data development, analysis, and monitoring
- Capital programme and provision development
- Workforce development
- Additional Learning Needs provision
- Welsh language qualifications

5.4 The latecomer immersion unit is being developed in Ysgol Gynradd Gilfach Fargod, with the support of the Welsh medium cluster of Primary school head teachers and the senior leadership team in Ysgol Gyfun Cwm Rhymini. The development is based using learning from other language units, who have also shared resources to support language immersion for our children.

5.5 The communication task group has redeveloped the Becoming Bilingual booklet [Becoming Bilingual in Caerphilly County Borough \(caerphillyearlyyears.co.uk\)](http://caerphillyearlyyears.co.uk) and is currently developing the animation to support promotion and marketing to complement the Welsh Government marketing materials with local videos. The Early Years and Childcare website is being updated using feedback from families of what information they need to have accessible to make informed choices Welsh medium childcare Welsh medium childcare - Caerphilly Early Years Caerphilly Early Years

5.6 Flying Start Childcare is being expanded and there is a requirement to develop more Welsh medium or increase the Welsh language access in childcare settings. There is a new Ti a Fi in New Tredegar starting in January 2023 to offer Welsh language opportunities to families in the Phase 1 Flying Start expansion area. We have submitted bids to Welsh Government to develop more childcare provision including for Cylch Meithrin Tedi Twt in Bargoed and the newly developing Cylch Meithrin Bro Sannan in Aberbargoed. We are also looking to develop a new Cylch Meithrin in the Llanbradach/Energlyn area. The new projects will complement the existing ongoing projects to develop bespoke childcare unit on Ysgol Ifor Bach site as well as an extension to create a Welsh medium day nursery incorporating Cylch Meithrin Coed Duon on Pengam library site.

5.7 In addition, the Early Years team is working closely with Menter Iaith to implement the Road to Bilingualism to move English medium settings along the Welsh language continuum to offer more Welsh language to children in their care. All Caerphilly CBC maintained setting staff are developing their Welsh language usage in the setting with the aim to move them to category 2 Welsh and English settings in the next five years.

5.8 **Conclusion**

The 5year action plan will enable more detailed annual operational plans to sit underneath it with names of leads and tasks required to achieve each action. The 5year action plan will allow sufficient information to understand if we are on track to meet the 10 year target of 26% of year 1 cohort in Welsh medium education by 2032.

6. **ASSUMPTIONS**

6.1 There are no specific assumptions.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

- 7.1 The Integrated Impact Assessment has been completed. The Welsh in Education Strategic Plan stimulates demand for Welsh medium provision and Welsh language Education to enable positive engagement across all communities with the Welsh language. There are substantive positive impacts for the Welsh in Education Strategic Plan including promoting and supporting development of the Welsh language across communities through Welsh medium schools and Further Education as well wider community support for parents to develop their Welsh language skills. There are substantive links to the Equalities, Sustainable Communities for Learning and CCBC Welsh Language strategies as well as the Welsh Governments strategy for 1 million Welsh speakers by 2050. The Welsh in Education Strategic Plan 2022-2032 has updated information regarding the current position in each outcome area and has identified high level actions in order to meet the minimum 26% of the year 1 cohort taught through the medium of Welsh target by 2032.
- 7.2 [Link to Integrated Impact Assessment](#)

8. FINANCIAL IMPLICATIONS

- 8.1 There are no financial implications of this report as any resources required have been incorporated into existing resources, plans or future bids.

9. PERSONNEL IMPLICATIONS

- 9.1 There are no personnel implications of this report. However, expansion of the workforce across the sector will be considered in the Action Plan and at Welsh Government level.

10. CONSULTATIONS

- 10.1 All views in the consultation are contained within this report.

11. STATUTORY POWER

- 11.1 The Welsh in Education Strategic Plan (Wales) Regulations 2019 and The Welsh in Education Strategic Plan (Wales) (Amendment) (Coronavirus) Regulations 2020.

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Dave Street, Corporate Director, Social Services
Councillor Carol Andrews, Cabinet Member for Education and Communities
Councillor Teresa Parry, Chair of Education Scrutiny Committee

Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee
Steve Harris, Head of Financial Services and S151 Officer
Keri Cole, Chief Education Officer
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Sarah Ellis, Lead for Inclusion and ALN
Paul Warren, Strategic Lead for School Improvement
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Anwen Cullinane, Senior Policy Officer, Equalities, Welsh Language and Consultation)
Rob Tranter, Head of Legal Services and Monitoring Officer
Welsh Education Forum members

Appendices:

Appendix 1 5year Action Plan

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Welsh in Education Strategic Plan 2022-2032

Five year action plan 2022-2027

Pursuing Excellence Together - Dilyn rhagoriaeth gyda'n gilydd

Introduction

The main overarching aim of the plan is to increase the number of Welsh language speakers and the opportunities to use Welsh in our communities. Therefore, we have a minimum target of 26% for learners in year 1 by 2032 which has been set by Welsh Government in order to meet the national 1 million Welsh speakers by 2050 target.

There will be a need to expand our Welsh medium provision across all phases, childcare, primary and secondary to meet this target, and we need to get our starting point right in the early years to stimulate Welsh language development. There will also be the need to expand our Welsh speaking workforce to deliver the provision needed in Schools, Childcare as well as our wider workforce. There will be detailed annual task plans underpinning this five year plan to take forward the work needed, while working in partnership with all members of the Welsh in Education Forum and the Welsh Language Forum.

Where do we want to be in 2027 and how will we know we are on track to deliver our WESP commitments?

Academic year 2022-23

Promotion and publicity

- Parent consultation on accessible timely information is completed by Summer 2023
- Audit the online information for families and ensure accessible information throughout the learner journey
- Develop the communication plan linked to capital developments, and promotion of provision
- Promote the latecomer immersion provision being developed
- Work with our Communications team and regional Welsh Language development officer hosted by Menter Iaith to develop a calendar of campaigns shared between Welsh Language Forum and Welsh in Education Forum for consistent messages and promotional campaigns
- Continue to work with members of the Welsh language Strategy forum through the joint communication task group to ensure promotional work and targets are coordinated efficiently and effectively.

Data development, analysis, and monitoring

- Audit all data sets available and consider which will support learner choices and support planning of places / provision development by March 2023

- Collate easily understood and simplified data sets into one location accessible to Welsh Education Forum members, parents and members for monitoring and scrutiny by Aug 2023
- Use the Childcare Sufficiency Assessment data analysis when working with partners in the development of category 3 Welsh language childcare provision and keep under review annually.
- Monitor the take up rate annually each September to understand percentage take up of Welsh Medium places in Nursery and Reception years.
- Identify the baseline data in the below to enable future targeting for improvement:
- Number of vocational courses offered in the local authority
- Number of pupils studying A level Welsh
- Welsh medium provision in English Medium schools

Capital programme and provision development

- Ysgol Cwm Gwyddon build completed and relocates by Sept 2023
- Ysgol Penalltau extension is completed by Aug 2023
- Ysgol Y Castell childcare provision completed by Oct 2022
- Work with Mudiad Meithrin officers to develop and register new provision under the Set up And Succeed scheme in Trethomas area.
- Work with Mudiad Meithrin officers to develop a Ti A Fi in the Flying Start phase 1 expansion area of New Tredegar by Spring 2023
- Submit capital bid expression of interest for expansion phase 2 to include Welsh medium childcare provision by Dec 2022
- Recruit appropriate teaching staff to deliver the latecomer pilot in 2023
- Use Small Capital grant scheme to develop Welsh medium provision to deliver quality inclusive childcare provision for Flying Start expansion
- Develop an action plan in response to the young people engagement project to ensure wider Welsh language opportunities for children and young people. There is likely to be a need to increase the Welsh language provision for young people aged 11years upwards. This will be taken forward in the partnership between Urdd, Menter Iaith and Youth Service.

Workforce Development

- Complete an analysis of Welsh speaking workforce needed to deliver the provision planned in capital developments for the next ten years by June 2023
- Complete an analysis of language skills of workforce in English language schools by June 2023
- Annual analysis of Welsh Medium workforce linked to learner transition rates
- Develop a detailed partnership plan to increase the Welsh language of the childcare workforce by June 2023.
- Support the Road to Bilingualism for English language childcare settings to progress through the continuum towards category 3 Welsh language childcare provision, increasing the number moving to category 2 then moving to category 3.
- Continue to work with our schools to explore opportunities for collaboration and federation as opportunities arise.
- Work with our young people in secondary school and Careers Wales to promote careers in childcare, education, and wider workforce opportunities for Welsh speakers.

- Work as an early years' team with Mudiad Meithrin and Menter Iaith along with secondary schools across the region, Coleg y Cymoedd and Coleg Gwent as well as private training providers to develop our childcare workforce.

Additional Learning Needs provision

- Audit all Welsh medium schools in the borough to understand baseline numbers of children receiving universal and targeted provision and those with school or LA IDP by June 2023
- Audit early years intervention services to identify gaps in support for Welsh speaking families by April 2023
- Develop appropriate accessible information for families of children with additional needs by Dec 2022
- Audit capacity of Welsh speaking ALN workforce to identify and address any gaps in support by June 2023.
- Work with the PETRA team to develop or use children's books and learning materials to support parents in making choices for their child's language of Education.
- Develop case studies and lived experiences of families with children with Additional learning needs who have thrived in Welsh language provision

Welsh language qualifications

- Education Other Than At School teams will consider how the alternative education opportunities will continue to offer support for Welsh language to ensure young people can continue using Welsh language and access qualifications through Welsh language if they choose by June 2023.
- The Local Authority and Education Achievement Service will continue to work with the Secondary Schools leadership teams to increase the number of learners moving along the Welsh language continuum and increase the number studying a qualification in Welsh by Aug 2023
- Welsh adult learner courses will be supported to increase take up across communities by Aug 2023
- Ysgol Gyfun Cwm Rhymini will continue their partnership with Coleg y Cymoedd and strengthen the relationship with Coleg Gwent to ensure all learners have a broad range of Welsh language qualifications available to them.
- Identify if Welsh medium provision development is captured in individual School Development Plans and school level targets identified for future interventions.
- Map work of Urdd and Menter Iaith within school context well as map time for activities (inside and outside of classroom) to reinforce Welsh language skills to become the baseline for future development work.
- Continue to work in partnership with Yr Urdd, Menter Iaith, Youth Service and Sports Caerphilly to deliver Welsh language social extra-curricular opportunities within and outside of school and during school holidays.
- The Education Achievement Service will work with all Primary Schools to get 100% of English language Primary Schools involved and progressing through the award stages by 2032.

Academic year 2023-24

Promotion and publicity

- Work with young people to develop appropriate promotional materials in a range of media to encourage more young people to consider studying Welsh as a subject including taking Welsh at A level. This will link with the Welsh language 5year strategy targets.
- Work with our Communications team and regional Welsh Language development officer hosted by Menter Iaith to update the calendar of campaigns shared between Welsh Language Forum and Welsh in Education Forum for consistent messages and promotional campaigns
- Continue to work with members of the Welsh language Strategy forum through the joint communication task group to ensure promotional work and targets are coordinated efficiently and effectively

Data development, analysis, and monitoring

- Use the geographical transition rate data for each setting to target work with Mudiad Meithrin officers and Cylchoedd to improve transition rates from Cylch to school nursery.
- Use the Childcare data analysis when working with partners in the development of category 3 Welsh language childcare provision and keep under review annually.
- Monitor the take up rate annually each September to understand percentage take up of Welsh Medium places in Nursery and Reception years.

Capital programme and provision development

- Ysgol Bro Allta extension is completed by Nov 2023
- Ysgol Cwm Derwen extension is completed by Dec 2023
- Childcare provision bespoke build at Ysgol Ifor Bach is completed by Summer 2023 (subject to WG approval of additional funding)
- Welsh Language Childcare (day care) extension of Pengam Library is completed Summer 2023 (subject to WG approval of additional funding)
- Submission of specific childcare capital projects and implementation to expand Welsh language childcare provision
- Use Small Capital grant scheme to develop Welsh medium provision to deliver quality inclusive childcare provision for Flying Start expansion
- Continue to work with Mudiad Meithrin to develop further Welsh medium provision in future Flying Start childcare expansion areas.
- Work with Mudiad Meithrin, Cymraeg I Blant, Parent Network and Gwent Association of Voluntary Organisations to support community-based peer support groups to be developed and run by volunteers.
- Youth Service will work with Menter Iaith, Urdd and wider partners to map the percentage of youth provision delivered through Welsh language and work collaboratively to increase the offer to 26% target by 2032.

Workforce development

- Support the Road to Bilingualism for English language childcare settings to progress through the continuum towards category 3 Welsh language childcare provision, increasing the number moving to category 2 then moving to category 3.
- Work with maintained CCBC childcare setting staff to support Welsh language development to move them towards delivering bilingual and/or Welsh immersion sessions.
- Work with individual schools and Education Achievement Service business plan to set targets to increase the language skills in the workforce.
- Continue to work with our schools to explore opportunities for collaboration and federation as opportunities arise.
- Work with our young people in secondary school and Careers Wales to promote careers in childcare, education, and wider workforce opportunities for Welsh speakers.
- Work as an early years' team with Mudiad Meithrin and Menter Iaith along with secondary schools across the region, Coleg y Cymoedd and Coleg Gwent as well as private training providers to develop our childcare workforce.

Additional learning needs provision

- Work with parents and carers of children with additional needs to understand what information they need to inform their choices of language provision for education, including resources, web presence, activities, etc. building this into our communication plan.
- Work with the PETRA team to develop or use children's books and learning materials to support parents in making choices for their child's language of Education.
- Develop case studies and lived experiences of families with children with Additional learning needs who have thrived in Welsh language provision.
- Monitor numbers of children receiving universal and targeted provision and those with school or LA IDP annually.

Welsh language qualifications

- The Local Authority and Education Achievement Service will continue to work with the Secondary Schools leadership teams to increase the number of learners moving along the Welsh language continuum and increase the number studying a qualification in Welsh.
- Welsh adult learner courses will be supported to increase take up across communities.
- Ysgol Gyfun Cwm Rhymni will continue their partnership with Coleg y Cymoedd and strengthen the relationship with Coleg Gwent to ensure all learners have a broad range of Welsh language qualifications available to them.
- Continue to work in partnership with Yr Urdd, Menter Iaith, Youth Service and Sports Caerphilly to deliver Welsh language social extra-curricular opportunities within and outside of school and during school holidays.
- The Education Achievement Service will work with all Primary Schools to get 100% of English language Primary Schools involved and progressing through the award stages by 2032.

Academic year 2024-25

Promotion and publicity

- Work with our Communications team and regional Welsh Language development officer hosted by Menter Iaith to update the calendar of campaigns shared between Welsh Language Forum and Welsh in Education Forum for consistent messages and promotional campaigns
- Continue to work with members of the Welsh language Strategy forum through the joint communication task group to ensure promotional work and targets are coordinated efficiently and effectively

Data development, analysis, and monitoring

- Use the geographical transition rate data for each setting to target work with Mudiad Meithrin officers and Cylchoedd to improve transition rates from Cylch to school nursery.
- Use the Childcare data analysis when working with partners in the development of category 3 Welsh language childcare provision and keep under review annually.
- Monitor the take up rate annually each September to understand percentage take up of Welsh Medium places in Nursery and Reception years.

Capital programme and provision development

- Submission of specific childcare capital projects and implementation to expand Welsh language childcare provision
- Use Small Capital grant scheme to develop Welsh medium provision to deliver quality inclusive childcare provision for Flying Start expansion
- School planning team will monitor take up of secondary places and plan for the expansion of secondary provision before the maximum capacity is reached in order to increase the number of pupils studying qualifications through Welsh language.
- Work with Mudiad Meithrin, Cymraeg I Blant, Parent Network and Gwent Association of Voluntary Organisations to support community-based peer support groups to be developed and run by volunteers.

Workforce development

- Work with individual schools and Education Achievement Service business plan to set targets to increase the language skills in the workforce.
- Continue to work with our schools to explore opportunities for collaboration and federation as opportunities arise.
- Work with our young people in secondary school and Careers Wales to promote careers in childcare, education, and wider workforce opportunities for Welsh speakers.

- Work as an early years' team with Mudiad Meithrin and Menter Iaith along with secondary schools across the region, Coleg y Cymoedd and Coleg Gwent as well as private training providers to develop our childcare workforce.

Additional learning needs provision

- Evaluate take up of places for children with additional learning needs in Welsh medium school to understand the impact of marketing campaigns.
- Continue to work with families, schools and specialist staff to support informed choices for children with additional learning needs.
- Monitor numbers of children receiving universal and targeted provision and those with school or LA IDP annually

Welsh language qualifications

- The Local Authority and Education Achievement Service will continue to work with the Secondary Schools leadership teams to increase the number of learners moving along the Welsh language continuum and increase the number studying a qualification in Welsh.
- Welsh adult learner courses will be supported to increase take up across communities.
- Ysgol Gyfun Cwm Rhymini will continue their partnership with Coleg y Cymoedd and strengthen the relationship with Coleg Gwent to ensure all learners have a broad range of Welsh language qualifications available to them.
- Continue to work in partnership with Yr Urdd, Menter Iaith, Youth Service and Sports Caerphilly to deliver Welsh language social extra-curricular opportunities within and outside of school and during school holidays.
- The Education Achievement Service will work with all Primary Schools to get 100% of English language Primary Schools involved and progressing through the award stages by 2032.

Academic year 2025-26

Promotion and publicity

- Work with our Communications team and regional Welsh Language development officer hosted by Menter Iaith to update the calendar of campaigns shared between Welsh Language Forum and Welsh in Education Forum for consistent messages and promotional campaigns
- Continue to work with members of the Welsh language Strategy forum through the joint communication task group to ensure promotional work and targets are coordinated efficiently and effectively

Data development, analysis, and monitoring

- Use the geographical transition rate data for each setting to target work with Mudiad Meithrin officers and Cylchoedd to improve transition rates from Cylch to school nursery.
- Use the Childcare data analysis when working with partners in the development of category 3 Welsh language childcare provision and keep under review annually.

- Monitor the take up rate annually each September to understand percentage take up of Welsh Medium places in Nursery and Reception years.

Capital programme and provision development

- School planning team will monitor take up of secondary places and plan for the expansion of secondary provision before the maximum capacity is reached in order to increase the number of pupils studying qualifications through Welsh language.
- Work with Mudiad Meithrin, Cymraeg I Blant, Parent Network and Gwent Association of Voluntary Organisations to support community-based peer support groups to be developed and run by volunteers.

Workforce development

- Work with individual schools and Education Achievement Service business plan to set targets to increase the language skills in the workforce.
- Continue to work with our schools to explore opportunities for collaboration and federation as opportunities arise.
- Work with our young people in secondary school and Careers Wales to promote careers in childcare, education, and wider workforce opportunities for Welsh speakers.
- Work as an early years' team with Mudiad Meithrin and Menter Iaith along with secondary schools across the region, Coleg y Cymoedd and Coleg Gwent as well as private training providers to develop our childcare workforce.

Additional learning needs provision

- Evaluate take up of places for children with additional learning needs in Welsh medium school to understand the impact of marketing campaigns.
- Continue to work with families, schools and specialist staff to support informed choices for children with additional learning needs.
- Monitor numbers of children receiving universal and targeted provision and those with school or LA IDP annually.

Welsh language qualifications

- The Local Authority and Education Achievement Service will continue to work with the Secondary Schools leadership teams to increase the number of learners moving along the Welsh language continuum and increase the number studying a qualification in Welsh.
- Welsh adult learner courses will be supported to increase take up across communities.
- Ysgol Gyfun Cwm Rhymni will continue their partnership with Coleg y Cymoedd and strengthen the relationship with Coleg Gwent to ensure all learners have a broad range of Welsh language qualifications available to them.
- Continue to work in partnership with Yr Urdd, Menter Iaith, Youth Service and Sports Caerphilly to deliver Welsh language social extra-curricular opportunities within and outside of school and during school holidays.

- The Education Achievement Service will work with all Primary Schools to get 100% of English language Primary Schools involved and progressing through the award stages by 2032.

Academic year 2026-27

Promotion and publicity

- Work with our Communications team and regional Welsh Language development officer hosted by Menter Iaith to update the calendar of campaigns shared between Welsh Language Forum and Welsh in Education Forum for consistent messages and promotional campaigns
- Continue to work with members of the Welsh language Strategy forum through the joint communication task group to ensure promotional work and targets are coordinated efficiently and effectively

Data development, analysis, and monitoring

- Use the geographical transition rate data for each setting to target work with Mudiad Meithrin officers and Cylchoedd to improve transition rates from Cylch to school nursery.
- Use the Childcare data analysis when working with partners in the development of category 3 Welsh language childcare provision and keep under review annually.
- Monitor the take up rate annually each September to understand percentage take up of Welsh Medium places in Nursery and Reception years.

Capital programme and provision development

- Develop the Outline Business Case for the new school in Bedwas Trethomas Machen area and submit to Welsh Government by March 2027
- Relocation of Ysgol y Lawnt as part of the Band B Sustainable Communities for Learning programme by Summer 2027
- School planning team will monitor take up of secondary places and plan for the expansion of secondary provision before the maximum capacity is reached in order to increase the number of pupils studying qualifications through Welsh language.
- Work with Mudiad Meithrin, Cymraeg I Blant, Parent Network and Gwent Association of Voluntary Organisations to support community-based peer support groups to be developed and run by volunteers.

Workforce development

- Maintained Flying Start childcare settings to become at least bilingual category 2 provisions.
- Work with individual schools and Education Achievement Service business plan to set targets to increase the language skills in the workforce.

- Continue to work with our schools to explore opportunities for collaboration and federation as opportunities arise.
- Work with our young people in secondary school and Careers Wales to promote careers in childcare, education, and wider workforce opportunities for Welsh speakers.
- Work as an early years' team with Mudiad Meithrin and Menter Iaith along with secondary schools across the region, Coleg y Cymoedd and Coleg Gwent as well as private training providers to develop our childcare workforce.

Additional learning needs provision

- Evaluate take up of places for children with additional learning needs in Welsh medium school to understand the impact of marketing campaigns.
- Continue to work with families, schools and specialist staff to support informed choices for children with additional learning needs.
- Monitor numbers of children receiving universal and targeted provision and those with school or LA IDP annually.

Welsh language qualifications

- The Local Authority and Education Achievement Service will continue to work with the Secondary Schools leadership teams to increase the number of learners moving along the Welsh language continuum and increase the number studying a qualification in Welsh.
- Welsh adult learner courses will be supported to increase take up across communities.
- Ysgol Gyfun Cwm Rhymni will continue their partnership with Coleg y Cymoedd and strengthen the relationship with Coleg Gwent to ensure all learners have a broad range of Welsh language qualifications available to them.
- Continue to work in partnership with Yr Urdd, Menter Iaith, Youth Service and Sports Caerphilly to deliver Welsh language social extra-curricular opportunities within and outside of school and during school holidays.
- The Education Achievement Service will work with all Primary Schools to get 100% of English language Primary Schools involved and progressing through the award stages by 2032.



EDUCATION SCRUTINY COMMITTEE – 14TH FEBRUARY 2023

SUBJECT: FORMALISING THE YOUTH SERVICE MODEL

REPORT BY: CORPORATE DIRECTOR EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

- 1.1 To seek the views of the Education Scrutiny Committee on a proposal to Cabinet to formalise the blended approach to youth work that has gained prominence and delivered success throughout and beyond the Covid-19 pandemic.

2. SUMMARY

- 2.1 In 2019, the Youth Service presented proposals to the Education Scrutiny regarding a series of changes to the structure of its part time youth work section. The proposals were based on the requirement for a more modern and fit for purpose means of delivery.
- 2.2 The Covid pandemic that began in 2020 required the more immediate and ultimately very successful repositioning of youth work to meet the sudden changes of need by young people and communities to a much more flexible and responsive position.
- 2.3 The scale of change was significant as lockdown required the closure of building-based youth work and saw the emergence of outreach and online versions of youth work provision during that period.
- 2.4 Over the years that have followed, the service has only partially reintroduced building based youth work alongside the newer forms of delivery.
- 2.5 As a consequence of this requirement to adapt, the former reliance on a youth clubs-only format for the service's part-time youth work section has now evolved into a more blended approach involving a variety of types of youth work engagement.
- 2.6 With the success of this new blended model continuing to impact positively on the young people of Caerphilly, the service is looking for Cabinets approval to formalise this model of working and embed it as a core operating principle of service delivery.

3. RECOMMENDATIONS

3.1 The Education Scrutiny Committee:

- 1) Consider the recent adaptations to the youth service and comment on the proposed refinements to formalise this new way of working
- 2) Support a recommendation to Cabinet that the Youth Service formalises this new way of working and moves forward with the changes required to achieve further service improvement

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 With a new and successful blended approach to youth work having been in operation for almost three years, support is sought to formalise these changes and embed them as a core operating principle of the Council's approach to youth work.

5. THE REPORT

- 5.1 This report focuses on the part of the youth service that has been mostly represented by youth club-style provision, with clubs often located in *ad hoc* locations and available at times that are not necessarily appropriate to the needs of young people. The clubs have seen variable levels of uptake and attendance. While the part time youth work section aims to be universal in its reach (that is, openly accessible by any and all young people), a purely centre based approach open at certain times of the week does not readily facilitate this aim.
- 5.2 The new model aims to deliver improved core youth work provision throughout the borough, based on the needs, demographics and geography of the area, whilst enhancing the professionalism of staff and better blending and balancing universal youth work with the more targeted elements of the service. This would include its NEETs (Not in Education, Employment or Training) work, for example, with the advantages of better team communications including the more efficient safeguarding of young people.
- 5.3 The model is not new. In fact, the Covid period saw the loss of many youth club venue spaces (for example in community centres and schools). In many cases, these venues can now no longer offer rental space. Most youth clubs were not located in fit for purpose venues (such as youth centres) but in hired premises that were not always 'young people friendly'.
- 5.4 There had always been a degree of 'post code lottery' with this single format type of youth work provision, which supported some communities better than others while some could not be supported at all. The clubs also only operated between September and May.
- 5.5 The modern habits of young people demand greater built-in service flexibility. In essence, a solely buildings-based, youth club-style approach to delivery is no longer relevant. Modern youth services need to reach out to young people wherever they choose to be, year-round and through their application, other opportunities will emerge over time. Over the last three years, the Council has developed its new model through practice and the impact has been positive on many fronts.

- 5.6 For example, during the pandemic period, the Crumlin Youth and Community Centre which was already seeing greatly diminished usage, was given up as an asset. This enabled the Council to accrue considerable future savings as well as avoid significant and ongoing maintenance liabilities. The release of the asset was carried out sensitively via meaningful consultation, which was multi-layered and inclusive of community members, elected members and with young people in the area, and would ultimately support the development of more flexible and widespread forms of Youth Work.
- 5.7 In a similar vein, the service is now exploring a proposal to withdraw from the Risca Youth Centre which is in close proximity to another youth centre that young people in Risca attend. Withdrawing from this centre will separately provide the opportunity for the Council to develop specialist housing requirements on that site. Arrangements for the development of an improved youth work offer for the Risca area are already at an advanced stage of preparation. Any withdrawal from the Risca Youth Centre will, however, be subject to meaningful consultation with the local community and the development of more flexible and widespread forms of Youth Work.
- 5.8 From a staffing perspective, the improved model will likely require the review of some youth worker contracts. Initial soundings have been undertaken with staff and, should Cabinet ultimately support the formalisation of the new model, staff will be formally engaged along with Human Resources and the Trade Unions.

5.9 **Conclusion**

This report seeks to formalise a model that has been operating in practice over the last three years. During this time, the youth work offer has been adapted through circumstances that have largely been dictated by the pandemic but have, nonetheless, delivered significant benefits. The blended approach has seen the Council withdraw from some premises while refining and enhancing the offer to young people. Support to formalise the model is now sought.

6. **ASSUMPTIONS**

- 6.1 None.

7. **SUMMARY OF INTEGRATED IMPACT ASSESSMENT**

- 7.1 The proposals are consistent with the principals of the Wellbeing of Future Generations Act, the National Youth Work Strategy and WG's Engagement and Progression Framework guidance and locally with the new Agile/flexible working policies and CCBC's Education Strategy.
- 7.2 As an update report, no Integrated Impact Assessment is provided.

8. **FINANCIAL IMPLICATIONS**

- 8.1 Any financial implications associated with the formalisation of the new model will be managed from within the existing service budgets.

9. PERSONNEL IMPLICATIONS

- 9.1 The new model will provide opportunities for the career development of employees and an eventual increase in the retention of skilled practitioners. Any changes required to the service resulting from the new model will be in accordance with HR policies and procedures and in consultation with staff and Trade Unions.

10. CONSULTATIONS

- 10.1 To date:

Corporate Director Education and Corporate Services
Education Finance
Education Human Resources Team
Education Senior Management Team

Author: Paul O'Neill, Senior Youth Service Manager, Ty Penallta

Christina Harray, Chief Executive
Richard Edmunds Corporate Director of Education and Corporate Services
Stephen Harris, Head of Financial Services and S151 Officer
Lynne Donovan, Head of People Services
Education Senior Management Team
Cllr Carol Andrews, Cabinet Member for Education and Communities
Cllr Teresa Parry, Chair of Education Scrutiny Committee
Cllr Jo Rao, Vice Chair of Education Scrutiny Committee