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For all enquiries relating to this agenda please contact Julie Lloyd
(Tel: 01443 864246 Email: lloydj4@caerphilly.gov.uk)

Date: 9th May 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 **Monday, 15th May, 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', enclosed within a large, loopy, hand-drawn oval.

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 28th March 2023. 1 - 6
- 4 Consideration of any matter referred to this Committee in accordance with the call-in procedure.
- 5 Education Scrutiny Committee Forward Work Programme. 7 - 18
- 6 To receive and consider the following Cabinet Reports*:-
1. Additional Support Delegation – 19th April 2023;
 2. Sustainable Communities for Learning Band B Proposals – Update Trinity Fields School – 19th April 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 Julie Lloyd, 01443 864246, by 10.00 a.m. on Friday, 12th May 2023.*

To receive and consider the following Scrutiny reports: -

- 7 Youth Forum Priorities. 19 - 22
- 8 ALN Progress and Outcomes of Working Group. 23 - 32
- 9 How Effective is Our Work to Reduce Exclusions. 33 - 46
- 10 Provision for Education Other Than At School (EOTAS). 47 - 52

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

HOW WE WILL USE YOUR INFORMATION

Those individuals that attend committee meetings to speak/give evidence will be named in the minutes of that meeting, sometimes this will include their place of employment or business and opinions expressed. Minutes of Meetings including details of speakers will be publicly available to all via the Council website at www.caerphilly.gov.uk. except for discussions involving confidential or exempt items.

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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 TUESDAY, 28TH MARCH 2023 AT 5.30 P.M.

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, L. Phipps, M. Powell, J. Rao (Vice Chair), J. E. Roberts, J. Winslade and K. Woodland.

Cabinet Members:

Councillor C. Andrews (Education and Communities).

Together with:

Officers: S. Richards (Head of Education Planning and Strategy), K. Cole (Chief Education Officer), P. Warren (Strategic Lead for School Improvement), S. Ellis (Lead for Inclusion and ALN), J. Southcombe (Finance Manager), E. Pryce (Assistant Director: Policy and Strategy, Education Achievement Service), J. Keohane (Assistant Director, Education Achievement Service), S. Speedy (School Improvement Partner, Education Achievement Service), M. Jacques (Scrutiny Officer) and J. Lloyd (Committee Services Officer).

Also present:

Co-opted Member: Mrs T. Millington (Parent Governor Representative).

Also in Attendance:

Mrs P. Ireland (NEU) and Mr D. Davies (Caerphilly Governors Association).

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 Councillor B. Miles, together with Mr M. Western (Cardiff ROC Archdiocesan Commission for Education Representative), Mr G. James (Parent Governor Representative), and Mrs J. Havard (NEU).

2. DECLARATIONS OF INTEREST

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

3. MINUTES – 14TH FEBRUARY 2023

It was moved and seconded that the minutes of the Education Scrutiny Committee meeting held on 14th February 2023 be approved as a correct record. By way of Microsoft Forms (and in noting there were 15 for, 0 against and 1 abstention) this was agreed by the majority present.

RESOLVED that the minutes of the Education Scrutiny Committee meeting held on 14th February 2023 (minute nos 1- 10) 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 Officer presented the report which outlined details of the Education Scrutiny Committee Forward Work Programme for the period March 2023 until June 2023 and included all reports that were identified at the Education Scrutiny Committee meeting held on 14th February 2023.

Members were asked to consider the Forward Work Programme, alongside the Cabinet Forward Work Programme, prior to publication on the Council's website.

Following consideration of the report, it was moved and seconded that the recommendation 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. SUMMARY OF ESTYN INSPECTION OUTCOMES UNDER THE NEW COMMON INSPECTION FRAMEWORK (CIF) – JANUARY 2022 TO DECEMBER 2023.

The Cabinet Member for Education and Communities introduced the report which informed Members of the judgements made by Estyn inspections teams of Caerphilly schools from January 2022 – December 2023 (where published). Members were asked to consider the contents of the report and raise any questions or comments they may have of officers about the information contained within.

The Assistant Director, Policy and Strategy, Education Achievement Service, informed Members that the schools included in the report were inspected from January 2022 onwards and each of them were inspected under the arrangements for inspections that came into effect from 1st January 2022, with the first two terms being considered pilot arrangements. The report identified the schools and the dates on which the inspections took place, together with the follow up category.

Members were informed of the changes made to the 4-point judgement scale, which no longer gave a separate judgement on 'current performance' and 'prospects for improvement' and had been amended to focus on actions to be taken to support improvement (Excellent, Good, Adequate and needs improvement, and Unsatisfactory and needs urgent improvement). Members were also informed of the 3 follow-up categories of support, which included Estyn review, significant improvement, and special measures.

A Member queried how teachers are supported in relation to the key themes within the report, with the most frequent references referred to, and sought clarification on the level of Welsh being taught in Caerphilly schools. Members were advised that Estyn have returned to inspections after 2 years. The level of Welsh has been recognised and the provision of Welsh in schools is currently being considered by EAS to see where support needs to be targeted in schools. The Member noted that teachers could improve the teaching of Welsh by speaking Welsh more in school, and that if they lacked the confidence to do so, they could be offered more training. Members were advised that a separate report on Welsh provision in schools could be provided to Members at a future meeting.

Following consideration of the report, the Scrutiny Committee noted its contents.

8. EDUCATION ACHIEVMENT SERVICE (EAS) BUSINESS PLAN 2023-2025.

The Education Achievement Service (EAS) Business Plan 2023-2025 was considered by the Education Scrutiny Committee, which was introduced by the EAS Assistant Director (Policy and Strategy). Members heard how the current Business Plan spanned three years, 2022-2025, which was agreed in 2022. The document under discussion contained the next iteration of this three-year plan and covered the period from June 2023 to April 2025.

A Member queried if it would be possible to have training sessions for School Governors on interviewing candidates for positions at schools and for sitting on pupil exclusion panels. The EAS Assistant Director advised that he would liaise with Local Education Authority colleagues regarding future provision of such training. The Chief Education Officer also provided further details of the current training programme and outlined how Member involvement in shaping content was being sought.

The Chair sought clarification on the impact on the County Borough of reducing operational costs and restructuring EAS staff as highlighted in paragraph 8.3 of the report. The EAS Assistant Director provided assurances that they would be seeking to minimise any impact on the support received by schools and that service models would be realigned rather than reduced. The Chair then questioned the impact of the possible circa 10% reduction in EAS funding from the Gwent Local Authorities. The EAS Assistant Director recognised that there was uncertainty around the funding model but assured Members that EAS and the Local

Authorities were working together to minimise any impact on the support provided by EAS.

Following consideration of the report, the Scrutiny Committee provided comments as part of the consultation process.

9. SUPPORT FOR SCHOOLS.

The Assistant Director, Education Achievement Service introduced the report which informed Members of the school improvement work undertaken in Caerphilly schools from September 2022 – December 2023. The purpose of the report was to seek Members' views on the school improvement work. Members were advised that the Education Achievement Service (EAS) provides school improvement support, on behalf of Caerphilly Local Authority and the report outlined the key aspects of the EAS work, along with key actions and responsibilities of the Local Authority to support schools in Caerphilly.

Members were provided with information on the 'professional discussions' that had taken place between the schools, the Local Authority and the EAS, which focus on school priorities for improvement and the progress the school is making towards them. Members were advised that 19 professional discussions had taken place since September 2022.

Members were also informed of the School Improvement Partners (SIPs), who provide commentary for all schools, on a termly basis, on the progress they are making towards their school development plan priorities. Information was also provided on the EAS supported self-evaluation activity (SSE), the celebrate, share, support, refine (CSSR) teaching approach, and the team around the school meetings (TAS).

Members were advised that the EAS had commissioned Professor Mick Waters for the Curriculum for Wales Cluster Working, who would work alongside clusters to complete an action research project focussing on securing a shared understanding of learner progress on a cluster basis. Members were informed that 6 clusters were already working on this, and 1 school had opted out as they had found their own professional learning.

A Member queried how schools are encouraged to participate in the CSSR teaching approach. Members were advised that schools would be shown the positive results from other schools that had already taken part.

A Member noted that 13 schools had taken part in the TAS meetings and queried how other schools could be identified if they needed the same support. Members were advised that all schools are encouraged to request this type of support, which can cover specific items ranging from attendance to staffing issues.

A Member queried whether there had been any feedback from the schools that were working with Professor Mick Waters. Members were advised that feedback had been received which was positive, and this information could be circulated to Members after the meeting.

Following consideration of the report, the Scrutiny Committee noted its contents.

10. ADDITIONAL SUPPORT DELEGATION.

The Cabinet Member for Education and Communities introduced the report which provided Members with an update on the progress of the Local Authority in relation to the delegation of additional support to schools.

The Chair queried why an Integrated Impact Assessment had not been carried out at this stage and yet one would be included for Cabinet consideration when the work was completed. The Lead for Inclusion and ALN advised that as work was still ongoing an Integrated Impact

Assessment was not deemed appropriate for this report but that one would be included in a future report when a proper assessment could be made upon completion of the work under discussion. The Chief Education Officer reiterated that once a model had been adopted a full Integrated Impact Assessment would be carried out.

One Member highlighted the importance of individual needs at schools and sought clarification on the criteria for ALN support. The Lead for Inclusion and ALN outlined how the work being carried out sought to address any current inequalities in the system and advised the Member that if a future ALN report in May did not provide clarity further information would be provided for him.

A Member raised an issue outlined in paragraph 5.5 and enquired why it was that under different formulas there were always some schools that appear to have less funding than allocated through the present funding system and some that will have more. The Lead for Inclusion and ALN highlighted the work being done by the delegation of additional support group on identifying the differences in terms of distribution and how plans are made to address these variations. The Member also asked why the options listed in paragraph 5.12 were all based on pupil population across the school. The Lead for Inclusion and ALN outlined how it was a more equitable way of identifying funding and stressed that this was not the only resource to support children with additional learning needs. The Chief Education Officer added that the ambition was to empower schools to be able to train staff to match the needs of pupils.

The Chair asked about the funding for schools with high levels of deprivation. The Chief Education Officer advised that the delegation of additional support group was made up of headteachers from a wide range of schools from all areas.

One Member asked about future plans if the trend for cutting the budget for additional learning needs continued. The Chief Education Officer highlighted the challenges of forecasting what future funding would be and highlighted the importance of empowering schools to be able to provide quality training with the support of partners. The Finance Manger highlighted that the associated budget had grown by an additional £1.5M and that schools were allocated funds at an earlier stage to help with their internal planning. The Finance Manager was also able to share some indicative grant funding information for ALN from the Welsh Government which was an uplift of £5M across Wales. So, there would be some additional funding for local authorities but at this stage specific information was not available.

Following consideration of the report, it was moved and seconded that the recommendation be forwarded to Cabinet for approval. By way of Microsoft Forms (and in noting there were 13 for, 0 against and 2 abstentions) this was agreed by the majority present.

RECOMMENDED to Cabinet: -

1. To support the LA's intended approach to the delegation of additional support funding to schools.

The meeting closed at 7.11 p.m.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 15th May 2023, they were signed by the Chair.

CHAIR

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EDUCATION SCRUTINY COMMITTEE – 15TH MAY 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 Tuesday 28th March 2023. The work programme outlines the reports planned for the period May 2023 until March 2024.

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 24th April 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 and 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

Appendix 1

| Date | Title | Key Issues | Author | Cabinet Member |
|------------------|---|---|-------------------|-----------------------|
| 15/05/2023 17:30 | ALN Progress and Outcomes of Working Group | Progress in implementation of ALN Act (LA and schools). Support to schools. Link with working groups and recommendations. Areas of strength. Areas for development. | Ellis, Sarah; | Cllr. Andrews, Carol; |
| 15/05/2023 17:30 | Exclusions | Process and procedures. Types of information available. Current position. Areas of strength. Areas for development. | Ellis, Sarah; | Cllr. Andrews, Carol; |
| 15/05/2023 17:30 | Education Other Than At School (EOTAS) | Development of provision in line with strategy. Information regarding new services ensure suitable support for EOTAS pupils. Areas for development. | Evans, Rhys; | Cllr. Andrews, Carol; |
| 15/05/2023 17:30 | Youth Forum update | Evaluate progress against the Youth Forum Priorities for 2022/2023. Consider the rationale and process for identifying the Youth Forum Priorities for 2023/24. | O'Neill, Paul; | Cllr. Andrews, Carol; |
| 15/05/2023 17:30 | Information Item - Pupil Welfare | Impact of the pandemic. | Ellis, Sarah; | Cllr. Andrews, Carol; |
| 20/06/2023 17:30 | Pupil Attendance | Consider current trends and issues related to pupil attendance across primary and secondary schools. Report on the impact of strategies to improve pupil attendance. | Warren, Paul; | Cllr. Andrews, Carol; |
| 20/06/2023 17:30 | Sustainable Communities for Learning Band B Programme – Phase 3 Proposal Report | Inform Members on the next phase of the Band B programme and seek Members approval to proceed to Outline Business Case stage with Welsh Government (WG) in respect of the project outlined in the report. | West, Andrea; | Cllr. Andrews, Carol; |
| 20/06/2023 17:30 | Tuition | Explain current model of input. Identify current numbers and costs. Provide an explanation of proposed way forward. | Ellis, Sarah; | Cllr. Andrews, Carol; |
| 20/06/2023 17:30 | Education Psychology Overview: New Assessment System | Information for members regarding the services model of EPS and how the work has evolved linked to implementation of ALN. Example of interventions and support offered. | Ellis, Sarah; | Cllr. Andrews, Carol; |
| 20/06/2023 17:30 | Information Item - Education Financial Plan 2023/24 | To ensure that Members are informed with regards to how the Directorates budget has been allocated for the financial year. | Southcombe, Jane; | Cllr. Andrews, Carol; |
| 20/06/2023 17:30 | Information Item - Education Grants 2023/24 | To ensure Members are informed with regards to the value and nature of grant funding into the Directorate. | Southcombe, Jane; | Cllr. Andrews, Carol; |
| 20/06/2023 17:30 | Information Item - Provision of services for children with disabilities | Context to keep provision under review. What is currently available. Areas for development. | Ellis, Sarah; | Cllr. Andrews, Carol; |
| 11/09/2023 17:30 | Not in Education Employment or Training (NEETs) | Update on progress against the NEETs strategy actions and raise any issues of significance. | O'Neill, Paul; | Cllr. Andrews, Carol; |
| 11/09/2023 17:30 | Sustainable Communities for Learning Programme - Update | To provide Scrutiny members with an update on the Sustainable Communities for Learning projects. | West, Andrea; | Cllr. Andrews, Carol; |
| 11/09/2023 17:30 | Information Item - Budget Monitoring 2023/24 (Period 3) | To identify any significant in year budget pressures or budget savings. | Southcombe, Jane; | Cllr. Andrews, Carol; |
| 11/09/2023 17:30 | Information Item - Library Standards | Update Education Scrutiny of both the library progress and Welsh Government Culture Division assessment of the revised 6th Framework of the Welsh Public Library Standards for the 2021/2022 return. | Richards, Sue; | Cllr. Andrews, Carol; |
| 06/11/2023 17:30 | Information Item - Budget Monitoring 2023/24 (Period 5) | To identify any significant in year budget pressures or budget savings. | Southcombe, Jane; | Cllr. Andrews, Carol; |
| 15/01/2024 17:30 | | | | |
| 13/02/2024 17:30 | | | | |

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Cabinet Forward Work Programme – 9th May 2023

| Meeting date: | Report title: | Key issue: | Report author: | Cabinet Member: |
|---------------------|--|--|--|------------------------------|
| 17/05/2023 13:00 | Cancelled. | | | |
| 31/05/2023 13:00 | Cancelled. | | | |
| 14/06/2023 13:00 | Violence at Work Policy | To approve version 4 of the Violence at Work Policy. | Emma Townsend; Lynne Donovan | Cllr. Nigel George |
| 14/06/2023 13:20 | Youth Forum priority issues for the coming year. | Members of the Youth Forum will be requesting Cabinet support to resolve young people's priority issues 2023/24. | Clare Ewings, Community Education Manager (Participation and Inclusion); Keri Cole | Cllr. Carol Andrews |
| 14/06/2023 13:40 | Welsh Language Standards Annual Report 2022-23 | To consider the Welsh Language Standards Annual Report. | Anwen Cullinane; Sue Richards | Cllr. Nigel George |
| 14/06/2023 14:00 | Corporate Plan (including Well-Being Objectives) 2023 to 2028 | To consider the Councils Corporate Plan and Well-being objectives 2023 to 2028. | Christina Harray; Ros Roberts | Leader; Cllr. Eluned Stenner |
| 14/06/2023 14:20 | Centre for Vulnerable Learners | To provide Cabinet with an update on the Centre for Vulnerable Learners (Sustainable Communities for Learning Band B project) and to seek Cabinet approval on the additional budget required to deliver the project. | Ed (Edmunds), Keri Cole | Cllr. Carol Andrews |
| 14/06/2023 14:40 | Proposed changes to the operation of the Welsh Church Acts Fund and the small Grants to the Voluntary Sector Fund. | To make changes, following a review by the Grants to the Voluntary Sector Advisory Panel, and recommend delegation to the Section 151 for future changes. | Vicki Doyle; Stephen Harris | Cllr. Eluned Stenner |
| 14/06/2023 15:00 | Update on the decarbonisation action plan and proposed future approach. | To seek Cabinet approval on the proposed next steps of implementation of the decarbonisation strategy. | Paul Cooke; Ben Winstanley; Mark S Williams | Cllr. James Pritchard |

Cabinet Forward Work Programme – 9th May 2023

| Meeting date: | Report title: | Key issue: | Report author: | Cabinet Member: |
|---------------------|---|--|--|------------------------|
| 14/06/2023 15:20 | Caerphilly Town 2035 - Pentrebane Street Redevelopment Scheme | To provide an update on the Caerphilly Town 2035 - Pentrebane Street Redevelopment Scheme. | Rhian Kyte; Allan Dallimore | Cllr. James Pritchard |
| 28/06/2023 13:00 | 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. | Nick Taylor-Williams; Jane Roberts-Waite | Cllr. Shayne Cook |
| 28/06/2023 13:20 | Review of Licensing fees for Dog Breeders, Scrap Metal Dealers and Activities involving animals (Pet sales) 2023. | To report on the funding review of the licensing fees. | Lee Morgan | Cllr. Philippa Leonard |
| 28/06/2023 13:40 | Supplementary Payment for Residential/Nursing Care Homes to Support Increased Costs/ | To propose reuse of the previous WG grant allocation to provide a one-off payment to large Care Homes to assist with heating bills. | Viv Daye/Jo Williams | Cllr. Elaine Forehead |
| 12/07/2023 13:20 | Court House Car Park, Blackwood – variation of parking charges | To seek Cabinet approval to vary the parking charges in Courthouse Car Park, Blackwood to allow up to 1 hour parking free of charge for all users. | Dean Smith; Marcus Lloyd | Cllr. Julian Simmonds |
| 12/07/2023 13:40 | Collaboration and Members Agreement (the CAMA) | To seek Cabinet approval to revise the South East Wales Education Achievement Service Collaboration and Members Agreement (the CAMA) | Keri Cole | Cllr. Carol Andrews |
| 12/07/2023 14:00 | Sustainable Communities for learning band b programme – PHASE 3 PROPOSAL | To agree the first phase of the placeshaping plan for the North of the borough which focuses upon 21st Century schools. | Ed (Edmunds/Sue Richards/Andrea West | Cllr. Carol Andrews |

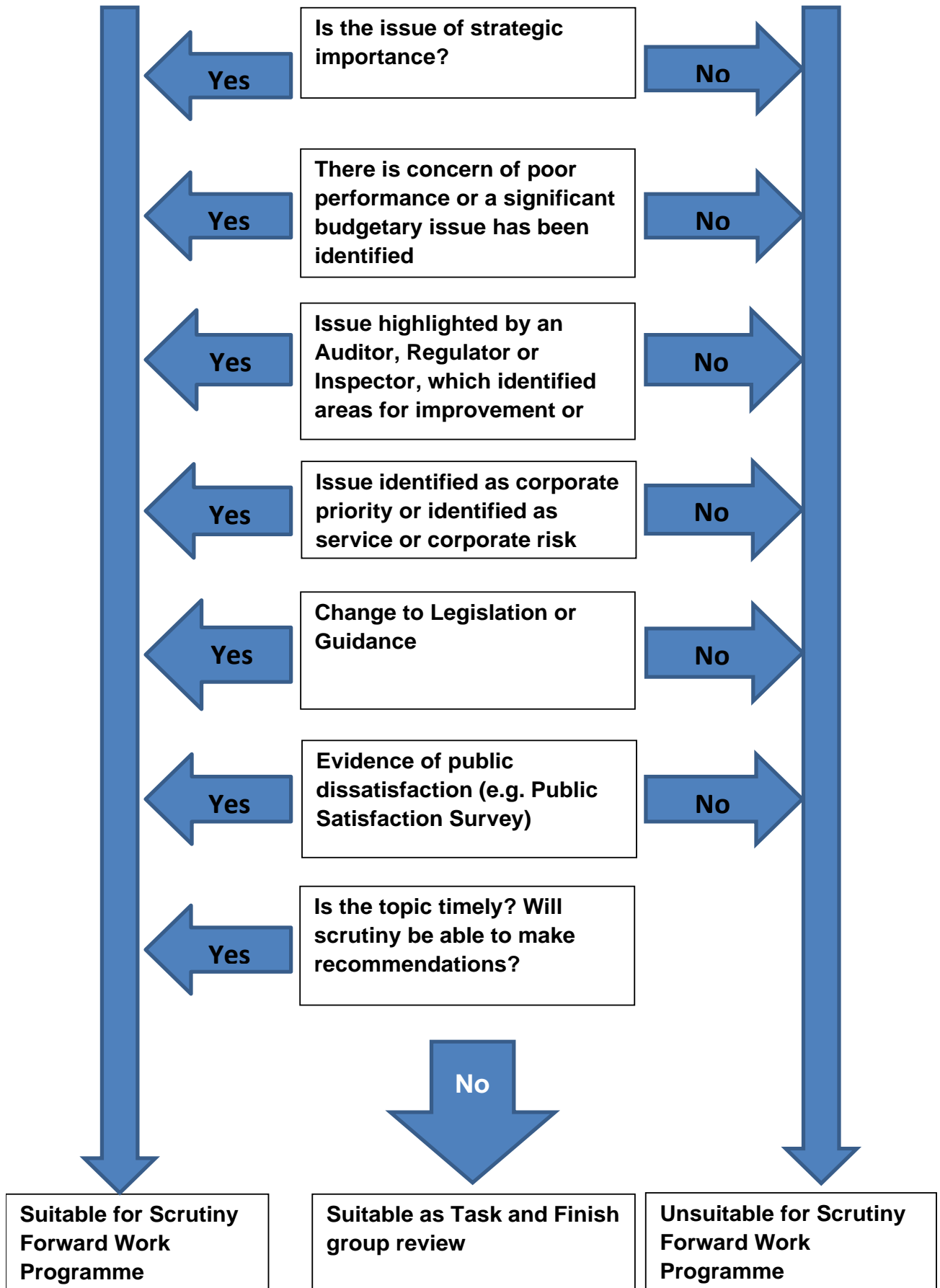
Cabinet Forward Work Programme – 9th May 2023

| Meeting date: | Report title: | Key issue: | Report author: | Cabinet Member: |
|---------------------|---|--|--|-----------------------|
| 12/07/2023 14:20 | Waste Route Map | To agree the waste route map and to inform the development of the Council's Waste Strategy. | Marcus Lloyd | Cllr. Chris Morgan |
| 12/07/2023 14:40 | Exempt item - Proposed Mineral Working and Restoration of Bedwas Tips - extension of exclusivity agreement. | Exempt item subject to Public Interest Test. | Marcus Lloyd | Cllr. Julian Simmonds |
| 26/07/2023 13:00 | Covid 19 - Economic Recovery Framework, Monitoring report | To provide Cabinet with an update on progress in respect of the Council's economic recovery framework. | Rhian Kyte/Allan Dalimore | Cllr. James Pritchard |
| 26/07/2023 13:20 | Default speed limit consultation on restricted roads in Caerphilly from 30mph to 20mph | To review proposed 30mph exemptions within the County Borough as a result of the change in the default restricted road speed limit to 20mph. | Marcus Lloyd | Cllr. Julian Simmonds |
| 26/07/2023 13:40 | George Street Rear Walls, Cwmcarn | To seek approval to allocate additional Private Sector Housing Capital Funds and Housing Revenue Account Funds during 2023-2025 | Claire Davies; Fiona Wilkins; Nick Taylor-Williams | Cllr. Shayne Cook |
| 26/07/2023 14:00 | 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 14:40 | Day Services | For Cabinet to consider and approve the new proposed Day Services Model. | Jo Williams | Cllr. Elaine Forehead |
| 26/07/2023 15:00 | Provisional Revenue Budget Outturn for 2022/23 | To provide Cabinet with details of the provisional revenue budget outturn for the 2022/23 financial year prior to the | Stephen Harris | Cllr. Eluned Stenner |

Cabinet Forward Work Programme – 9th May 2023

| Meeting date: | Report title: | Key issue: | Report author: | Cabinet Member: |
|---------------|---------------|---|----------------|-----------------|
| | | completion of the external audit by Audit Wales | | |

Scrutiny Committee Forward Work Programme Prioritisation



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EDUCATION SCRUTINY COMMITTEE – 15TH MAY 2023

SUBJECT: YOUTH FORUM PRIORITIES

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

1. PURPOSE OF REPORT

- 1.1 This report is to inform Members of the issues raised by Children and Young People via the Youth Services Youth Forum. The report is seeking the views of members prior to its presentation to Cabinet.

2. SUMMARY

- 2.1 Following the annual Youth Forum Conference in January 2023, Children & Young People have identified current issues that are important to them and have voted on Priority Issues for 2023.

- 2.2 The previously agreed process that follows the identification of issues has been as follows:

- Presentation of issues to Education SMT for information.
- Young People present issues to Education Scrutiny and Cabinet for information and support.
- Issues are presented directly by Young People.
- Young People form a Project Group that meets weekly to address the Youth Forum priority issue, working directly with Officers and Members as appropriate on a range of initiatives intended to have a positive impact on the issue. This work will continue until December 2023.
- Progress, outcomes, and impact, as a result of young people working to address the priority issue, is monitored through the Education's termly monitoring of the Service Improvement Plan.
- The work of the project group draws to a close ahead of the next conference (January 2024), when the process restarts, and new priority issues are identified. Final impact assessments are completed, and young people receive feedback on progress made.

3. RECOMMENDATIONS

- 3.1 Members are asked to:

- a) support the presentation of Youth Forum issues, by young people, to the Cabinet;
- b) consider how to support the Youth Forum in addressing their Priority Issue;

c) to have due regard to issues raised within this report by Children and Young People when making decisions which impact upon their lives.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To ensure members are informed of the priorities identified by children and young people, and that the voices of children and young people are considered as part of decision-making processes.

5. THE REPORT

- 5.1 The Youth Forum enables young people aged 11-25 to have a voice on issues that affect them. Each year, young people's ideas and issues are identified in a borough wide consultation, structured and organised around five themes: Prosperous Caerphilly; Safer Caerphilly; Learning Caerphilly; Healthier Caerphilly; and Greener Caerphilly.
- 5.2 At the Annual Youth Forum Conference Young People are provided with the opportunity to further explore the issues raised via the borough wide consultation and engage in a dialogue with peers, relevant Officers, and Cabinet members. From exploring all themes within the context of young people's lives, young people identify and agree on a priority issue for each theme.
- 5.3 Following the Conference, an overall priority is voted for by young people representing the Youth Service, Schools and Youth Support Services. The issues are listed below, with the percentage detailing the proportion of the vote through a borough wide ballot in which 2,145 young people participated. The issue with the most votes is the 'priority issue' and the one in which the youth forum will work on for 2023.
- 34% Learning Caerphilly - **Priority Issue**
Life skills – We need more opportunities to learn new skills including living independently, budgeting, car maintenance and BSL.
 - 24% Healthier Caerphilly
Vaping – There is a need to raise awareness about the dangers and long-term effects of vaping.
 - 21% Prosperous Caerphilly
Cost of Living – There is a need to raise awareness of advice and tips to help young people and families in the current cost of living crisis.
 - 12% Safer Caerphilly
Drugs – We need more awareness around the dangers of drugs (eg Nitrous oxide and weed).
 - 9% Greener Caerphilly
Green Outdoor Spaces – We need safe and adventurous play areas for all ages in our communities.
- 5.4 Following the ballot to identify the overall priority issue, the Youth Forum project group have since consulted with school councils and the youth service to further explore the issue and gain a more informed insight into why this is a matter of concern for young people. The project group are in the process of examining the consultation feedback, including generating ideas on how young people can address the issue.

5.5 The Youth Forum will attend Cabinet on 14th June 2023 to present the issues and give an outline of the youth forum's project group activity, including any plans to address the issues during 2023.

6. ASSUMPTIONS

6.1 In considering the recommendations the following assumptions have been made:

- Enabling children and young people to have a voice in matters that affect them is a statutory duty and the Youth Forum and the processes that support it, provides the mechanism in which this statutory duty is fulfilled.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

7.1 This report provides information and asks for support; therefore an integrated impact assessment has not been completed at this time.

8. FINANCIAL IMPLICATIONS

8.1 There are no financial implications with respect to this report.

9. PERSONNEL IMPLICATIONS

9.1 There are no personnel implications with respect to this report.

10. CONSULTATIONS

10.1 All responses from the consultations have been incorporated in the report. consultee

11. STRATEGY POWERS

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

11.2 The Children and Families (Wales) Measure 2010, Section 12 requires local authorities to promote and facilitate participation by children in decisions of the authority which might affect them.

Author: Lee Kabza, Youth Forum Coordinator

Consultees: Christina Harray, Chief Executive
Richard Edmunds Corporate Director of Education and Corporate Services
Education Senior Management Team
Cllr Carol Andrews, Cabinet Member for Education
Cllr Teresa Parry, Chair of the Education Scrutiny Committee
Cllr J. Rao, Vice Chair of Education Scrutiny Committee

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EDUCATION SCRUTINY COMMITTEE - 15TH MAY 2023

SUBJECT: ALN PROGRESS AND OUTCOMES OF WORKING GROUP

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

1. PURPOSE OF REPORT

1.1 This report provides an update for Members regarding the:

- progress in implementation of ALN (Additional Learning Needs) Act for the Local Authority (LA) and schools;
- support provided to school to support ALN implementation;
- focus of inclusion / ALN working groups with Head Teachers, and recommendations made;
- identified next steps

2. SUMMARY

2.1. The purpose of the Additional Learning Needs and Tribunal Act is to create the legislative framework to improve the planning and delivery of additional learning provision by creating a unified process for children and young people 0-25. This focuses on a person-centred approach to identifying needs early, putting in place effective support and monitoring, and adapting interventions to ensure they deliver desired outcomes. The aim is to ensure improved outcomes through a simpler and less adversarial system. The LA work includes a focus on supporting schools to ensure statutory responsibilities are met.

2.2 In the context of support schools, and in recognition of the range of work required with Head Teachers linked to inclusion and ALN, a number of working groups were established to take forward critical areas of work, identify any barriers and agree solutions.

2.3 Actions have been agreed with Head Teachers to address emerging themes.

3. RECOMMENDATIONS

3.1 Members are asked to:

- a) consider the information contained in the report and to offer views and comments;
- b) endorse the approach taken in regard to LA's practice in embedding the ALN Act, working with Head Teachers and supporting schools.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 Members are asked to endorse the approach of the LA in order that the statutory duties of schools / education provisions and the LA are met, and all children have their needs identified and met with appropriate provision.

5. THE REPORT

5.1 Progress in the implementation of ALN Act (LA and Schools)

- 5.2 The LA is effectively implementing its statutory duties under the ALN Act in line within the legislative timescales. The statutory team was enhanced to ensure that the LA complies with its statutory responsibilities; officers have clear roles and responsibilities supporting development of effective systems and collaboration and communication between schools, families and children. The LA has adopted a person-centred approach and has developed systems and plans that mirror the principles of the Act without compromising their statutory duties placed on them by the current SEN (Special Educational Needs) system.

- 5.3 The ALN transformation is in its second year of implementation. A significant focus has been on ensuring that the LA and schools are compliant with statutory duties. This has included:
- ensuring the conversion of statements to IDPs in mandated cohorts;
 - implementation of new processes for mandated cohorts in year two in line with the Welsh Government implementation plan;
 - continuing the review of provision to support planning for future need;
 - continuing to develop the online case management system including a parent and child portal;
 - continuing to develop the breadth and use of key data to ensure it contributes to the review of provision;
 - supporting schools with development of one-page profiles and IDPS;
 - moderation of IDPs and provision maps ensuring coherent practice across schools.

5.4 Support to Schools to implement the ALN Act

- 5.5 The LA has created a unified online, Case Management System (CMS) for ALN and has provided training for schools and the LA with a single point of access for information / documentation relating to statutory Individual Development Plan (IDP) assessments.
- 5.6 The LA has reshaped its panel processes seeking to ensure a more coherent and robust process for decision making in relation to additional learning provision (ALP). This is supported by a Terms of Reference (TOR) and the LA's Principles document. The LA's revised Principles document provides schools / settings with clear guidance and outlines what is considered to be Universal, Targeted and Specific provision to meet need. Further work in this area is outlined in 5.23.

- 5.7 The LA developed the Additional Learning Needs Removing the Barriers to Learning online Matrix (RBtL Matrix) to support an integrated, collaborative process of assessment, planning and monitoring, and facilitate early, timely and effective interventions for children and young people with additional learning needs. This now used across a number of LAs in Wales. New features of the RBtL Matrix are being developed by the LA to include a pupil friendly version to involve learners in identifying what they consider to be the barriers to their learning and their involvement in devising solution-focused targets. The LA's Youth Forum has led on work developing a learner's interface for the RBtL Matrix to support pupil voice. All reviews are person-centred and referrals to the LA or reports provided contain the voice of the learner including their views, wishes, aspirations. The LA ensures the parent's views are also captured and this is being developed via a Parent Forum, working with families to further develop the online RBtL Matrix.
- 5.8 The LA has an Early Years Emerging Needs Panel which links services and supports the early identification of ALN. Educational Psychologists (EPs) attend ISCAN multiagency meetings with colleagues from health to identify the need for early involvement with preschool children with emerging needs.
- 5.9 LA staff and schools understand well their responsibilities for early identification of ALN. The LA provides an integrated, collaborative process of assessment, planning and monitoring, which facilitates early, timely and effective interventions for children and young people with additional learning needs outlined within IDPs. The LA has clear criteria for referrals to the ALN panel within the terms of reference and criteria for specialist provision is being amended through consultation with Head Teachers. The educational psychology service (EPS) phased model of service delivery enables more opportunities for schools to seek initial consultation and advice about pupil need at an earlier stage of identification or graduated response to need.
- 5.10 Schools audit their progress against key areas of development such as person-centred practice (PCP) approaches, implementation of one-page profiles, IDP development and development of ALN registers with ongoing support by LA officers. An effective process of ALN register moderation continues with ALNCOs across all schools. Guidance from Welsh Government (WG) has been made available to schools via WG websites, Hwb and LA documentation. WG guidance is simplified and disseminated to all schools with a timeline and template resources. Members of the Statutory Team have been made available to all schools to support throughout IDP processes and attend mandatory PCP meetings.
- 5.11 The LA has a range of universal services which aim to reduce the risk of children and young people becoming vulnerable. These include support to schools ensuring compliance with process and practice, promoting early intervention and identification of need. Partnership working and clear communication is a core value thus enabling concerns to be raised and addressed early. There is a comprehensive range of intervention and training available for schools and provisions from teams across the education directorate supporting development of knowledge and early identification of need, screening and assessment. Services supporting schools include educational psychology service (EPS), behaviour support, school-based counselling, advisory teachers, healthy schools and education welfare (EWS).
- 5.12 The EPS, Advisory Teacher Team and Statutory team deliver workshops and training for a range of ALN and ALP in school. Feedback and training evaluation from schools informs the programme of training that is available on a yearly basis. The Services also provide bespoke training to school based on their own local needs using their EP time allocation and/or through discussions with the Advisory Teacher Team.

- 5.13 Evaluation of the planning and implementation of the ALN Act highlighted the need for a more accessible / central communication system for all learners and their families. This resulted in a pilot Project for 'IT Cubes' facilitating, person centred, multi-agency meetings, supporting pupils with ALN and their families gain access to professionals quickly and efficiently through remote services. The pilot was supported through grant funding which has facilitated the expansion of the project setting up four IT Cubes in primary and secondary schools in the Caerphilly Borough.
- 5.14 The LA has an effective regional partnership in place that contributes to ensuring that parents are well informed about its services and works collaboratively with the independent advocacy service to support parents via dispute resolution. Termly reports are provided to the LA enabling a good understanding of any issues raised, tailoring of support and revision of service improvement plan targets as necessary. Only a very few appeals have been made to the Education Tribunal Wales over time.
- 5.15 The views, wishes and feelings of the learner and parent(s) / carers are central to the planning and provision of support. The LA and schools support learners' participation in the decision-making process and understanding the requirement for their 'consent' to be obtained before proceeding further with the IDP assessment process.
- 5.16 In line with the ALN Act and Code, the LA keeps provision under review to ensure that the needs of learners with ALN are met. This involves collaboration with colleagues from the Education Achievement Service (EAS) to ensure high quality teaching and learning and effective monitoring of outcomes, work with 21st century schools, reviewing of existing provision and staffing (for example resource bases and regional services), review of placement criteria, analysis of trends based on current and historical knowledge of numbers of learners, needs and capacity, moderation of registers and IDP's, measuring impact on learners outcomes and thorough self-evaluation. The newly developing case management system enables tracking linked to objectives set within IDPs. Standardised assessment outcomes, feedback from schools regarding impact of services input, learner voice, and qualitative data provides a range of information to track progress.
- 5.17 The LA has a range of provision through the medium of Welsh and ensures that documentation and tools are available in Welsh. All statutory documents and templates relating to the IDP process are available in Welsh and the LA is consulting with their IT systems provider in developing the Welsh interface for the online Case Management System for both the LA and Schools.
- 5.18 The LA has clear processes for managing transition. There is an annual transition panel to consider specialist placement at key phases. Pupils and parents are supported through enhanced transition which can include booklets, photos, videos, school visits. There is good support from the outreach teacher linked to the special school, in addition to support provided by EPs and Advisory Teachers. The LA is establishing links with local mainstream colleges and specialist provisions such as ISPIs (Independent Specialist Post-16 Institutions) around Post 16 pathways and maintaining the LA's statutory compliance to support learners with ALN until the age of 25. The LA is in the process of exploring a Post-16 Lead Officer to support this work.

5.19 Focus of working groups with Head Teachers and recommendations

5.20 As a result of the significant range of work required with Head Teachers linked to inclusion a number of working groups were established to take forward critical areas of work, identify any barriers and agree solutions.

5.21 Delegation of additional support

5.22 The delegation of additional support group was established to re-explore a model for delegation with volunteer head teacher representatives from across primary and secondary phases. The principle was to find solutions to barriers within the existing system enabling schools to:

- have a funding allocation as part of the school formula which would support effective planning and management of their resources for all pupils in the school;
- respond flexibly to the identified needs of their school;
- develop provision fit for purpose;
- monitor and evaluate impact on pupil outcomes;
- allow opportunities to recruit and train staff themselves due to more certainty with funding (moving away from panel process), likely to be more cost effective and provide appropriately trained staff.

5.23 Further information is available in the Education Scrutiny Report of March 2023.

5.24 Panel processes

5.25 Meetings were held with the Head Teacher working group to discuss the LAs ALN Principles and Practice document for schools and PRUs, the LA's revised panel process including the work of the panel itself, the Terms of Reference (ToR) document, and the referral form. The head teachers present shared the information with their colleagues and following the recommendation that further opportunities were provided for head teachers to link with LA officers, 4 sessions were provided enabling all head teachers to attend at their convenience. 15 Head Teachers attended. During these sessions, head teachers raised concerns about the roles and responsibilities of schools (linked to the Act and Code); the amount of work for ALNCo's; funding of ALN; the use of TAs to support individual pupils who require support; the number and timeliness of early years pupils identified ALN; transparency of the ALN Panel process, SRB criteria, detail contained in panel outcomes, and the impact of EP reports considered at panel.

5.26 Based on feedback from Head Teachers amendments are being made to the LA ALN documents; these will then be shared with the working group before making final amendments and sharing with all head teachers. Head teachers have been invited to observe the ALN panel and a number of primary head teachers will act as a critical friend on panel on a rolling programme. Further changes will, in time, be made to the ToR in line with delegation of funding. SRB criteria will be discussed with SRB head teachers in the first instance, before further discussion within the working group.

5.27 Effective deployment of teaching assistants (TAs)

5.28 Meetings with Head Teachers raised concerns around the lack of consistency in the training that TAs receive, the current shortage of TAs and challenge in being able to recruit and retain staff.

5.29 Several recommendations arose aimed at addressing these concerns through the provision of a suitable training package for TAs. Next steps will involve linking with EAS to identify the courses available for TAs, an evaluation of the training; providing training for schools on 'Walkthrus' in the summer term and identifying training that the LA can provide to TAs.

5.30 IDP and Tracking processes

5.31 Meetings with Head Teachers to discuss IDP's and tracking processes revealed concerns in relation to:

- the volume of information additional learning needs coordinators (ALNCO's) need;
- ALNCO's feeling overwhelmed with the workload;
- concerns about writing IDPs;
- difficulty releasing staff to attend training;
- concerns over funding issues and sustainability of budgets with the increase in the number of pupils with challenging needs;
- the management of ALN within schools;
- the timing of PCP meetings which impacts on effective planning especially around Early Years (EYs) transition into school.

5.32 The group recommended work with the early years team and admissions to improve the timing of PCP meetings and a cluster approach to planning meetings to be held for early years and yr 5. Discussion regarding cluster training suggested that Head Teachers would welcome more in person opportunities building on regional and local training that has already been delivered to Head Teachers, ALNCO's, TA's and Governors over the period of implementation including revisiting general information regarding ALN reform and writing effective IDP's and outcomes. Cluster training will therefore be scheduled over the summer and autumn terms. Head Teachers requested a one-page summary outlining the main aspects of the ALN reform to support head teachers and a flow chart illustrating the roles and responsibilities in relation to the IDP process. Information shared previously will therefore be revisited to ensure it meets these needs. LA officers will also provide case studies of good practice.

5.33 Professional learning

5.34 Head Teachers expressed the intention to embed professional learning within whole school development planning but identified the need have time to effectively plan professional learning to ensure it matches the needs of the school and the target audience. It was identified that earlier more detailed information regarding the training offer would enable professional learning to be incorporated within school development planning including potential financial spend.

5.35 Priorities were identified linked to 'mop up training', opportunities for cluster sessions, re-induction for ALNCO's, use of 'Walkthrus' programme supporting basic principles of classroom management, examples of what good looks like, and training for office staff.

5.36 Head Teachers identified challenges with releasing staff for training during the school day.

5.37 Communication

5.38 Head Teachers identified the need to reduce duplication and ensure effective methods of communication. Work is underway to develop the use of share point to

share and store information, a regular newsletter capturing information for all education directorate teams and a contact list of staff.

5.39 Multiagency working

- 5.40 The multiagency group met to explore concerns linked to the Head Teacher's concerns regarding:
- a lack of understanding of other agencies linked to the ALN Act and inappropriate messages being given to parents;
 - engagement with social services post Covid linked to remote working, and communication;
 - communication with health colleagues.

5.41 Head Teachers also identified positive aspects of work with and communication from agencies and acknowledge positive aspects of work across council teams and within health and social services departments.

5.42 Early years

- 5.43 Head teachers identified that Early Years is under extreme pressure currently with the volume of children impacted by lack of social contact and development opportunities prior to starting nursery. Discussions focused on:
- challenges linked to childcare and nursery settings particularly linked to ALN legislation and funding;
 - the application process, admission and transition, particularly linked to the need for more advanced notice, access to appropriate information and time to plan;
 - the process PCP transition meetings from pre-school settings into school;
 - the range of information required from parents / carers prior to start;
 - the need for additional and appropriately qualified staff;
 - exploring the development of specialist provision at an earlier stage;
 - concerns regarding implementing the new curriculum and the ALN Act;
 - specific concerns regarding toileting, behaviour, and social needs;

5.44 The group agreed ongoing work in relation to supporting transition into school and developing provision for the first term children start in school nursery, ongoing work with the DECLO (dedicated education clinical lead officer), improved information sharing and timescales, development of a toileting policy, sharing contact details of early years' teams, supporting the ongoing developments linked to flying start.

5.45 Engaging parents

- 5.46 Head Teachers shared changes in relationships with families post Covid. From a community perspective staff are being asked to support with more issues which is positive but also challenging, especially when schools staff do not have the knowledge to support. Head Teachers identified:
- increased crime and antisocial behaviour in communities impacting families and increasing anxiety of pupils;
 - Covid created dependency on LA and schools to do/manage everything;
 - changes in demographics of the school community demonstrating increasing vulnerability of children and families;
 - reduced engagement with extra-curricular engagement.

5.47 Head Teachers identified the importance of working with partners with a focus on community issues. Managing expectations was seen as particularly important; ensuring consistent messages across the LA and schools, for example in relation to changes associated with ALN,

5.48 Admissions and transition

5.49 This work is scheduled for the summer term.

5.50 Next steps

5.51 Based on the developments linked to embedding changes to ALN and in these working groups consultation will be ongoing in some areas and new opportunities will arise to develop further working groups. For example, a focus on EPS service delivery, managed moves at primary, developments linked to specific learning difficult service delivery, and admissions and transition. Emerging actions from existing groups are identified in themes presented below:

5.52 Training

5.53 Building on the comprehensive offer already available from services a training plan will be provided to capture the offer and ensure the training meets requirements which will include face to face sessions and recordings as appropriate. This will include universal, targeted and specific support, whole school training and individual school professional learning needs. Head Teachers have identified that there is a need for further support to enable head teachers to keep abreast of ALN developments and share best practice, refocus on behaviour management, focus on training for teaching assistants and safeguarding training for new teaching assistants.

5.54 Specific work with teaching agencies was identified to promote the role of teaching assistants, understand the expectation of the role, and ensure a standard of basic training.

5.55 A professional learning programme / training events calendar will be created by LA / EAS and distributed in summer term for the following year. This will allow schools to plan and link to school development plan. Pre-event consultation with schools will ensure that content of training meets requirements and needs of schools attending.

5.56 Consideration will be given to synchronising INSET days across clusters. This will facilitate training events that will encourage schools to send teaching assistants to training events and network meetings.

5.57 Officers will continue to work with health and social services through the DECLO and lead officer in social services to ensure appropriate training is in place.

5.58 Opportunities for ongoing networking

5.59 A termly Head Teacher Forum will ensure opportunities for Head Teachers to meet with LA colleagues in addition to all the existing opportunities, to discuss any queries or concerns. The Primary Heads Forum will consider emerging themes and liaise with the inclusion teams in advance to allow colleagues to prepare.

5.60 The ALNCO forum will be reinvigorated and scheduled termly as well as the ongoing cluster ALNCO events.

5.61 Caerphilly Heads Induction Programme and Deputy Head network meetings will evolve to enable increased participation and involvement of a range of officers.

5.62 LA officers will continue to work with colleagues in Social Services and Health to explore concerns raised by Head Teachers.

5.63 Sharing best practice

5.64 Networks of best practice to be implemented across schools.

5.65 Exemplars of documentation to be produced support new ALNCOs, teaching assistants and other school staff. This could include paperwork for IDPS, reviews, paperwork for panels etc.

5.66 Support materials

Head teachers identified the need to develop the Caerphilly website to ensure it is accessible to parents and contains relevant information. Head Teachers requested easy read information for school staff in relation in order that staff can share information with parents linked to the following:

- Understanding stages of child development.
- Developing the right provision for a child.
- What is universal, targeted and specific support; does this mean 1-1 support and what does this look like?
- What is good transition?
- What is a PCP approach?
- What is a PCP meeting?
- What IDP?
- What is the LA Panel?

6. ASSUMPTIONS

6.1 In considering the recommendations the following assumptions have been made:

- Meeting the ALN of children and young people 0 – 25 years is a key statutory duty of the Council and as such must be reported to scrutiny to ensure that members are kept informed.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

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

8. FINANCIAL IMPLICATIONS

8.1 There are no financial implications associated with this report.

9. PERSONNEL IMPLICATIONS

9.1 There are no personnel implications associated with this report.

10. CONSULTATIONS

10.1 The report reflects with views of the consultees.

11. STATUTORY POWERS

11.1 Additional Learning Needs and Tribunal Act (Wales) 2018
Well-being of Future Generations (Wales) Act 2015
Education Act 1996
Equality Act 2010
Social Services and Wellbeing Act (2014)

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EDUCATION SCRUTINY COMMITTEE - 15TH MAY 2023

SUBJECT: HOW EFFECTIVE IS OUR WORK TO REDUCE EXCLUSIONS

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

1. PURPOSE OF REPORT

1.1 This report provides an update for Members regarding the work of the Local Authority (LA) in relation to reducing exclusions.

2. SUMMARY

2.1 Guidance for schools in relations to exclusions is provided by Welsh Government Document 'Exclusions from schools and pupil referral units' (2015). Schools are the responsible body for issuing exclusions. The Local Authority (LA) has developed guidance as part of the Inclusion Compendium that reinforces a supportive partnership approach in meeting emotional, behaviour and wellbeing need and addressing exclusions.

2.2 The LA has developed processes and procedures in consultation with schools and the process of data collection is robust.

2.3 Analysis of data enables targeted discussions and support to schools where there are concerns.

2.4 Despite the approaches taken the number of permanent exclusions across secondary schools remains too high and the rates of fixed term exclusions and number of days lost are too high across primary and secondary schools (Appendices 1-6).

3. RECOMMENDATIONS

3.1 Members are asked to:

a) consider the information contained in the report and to offer views and comments;

b) endorse the approach to be taken in regard to reducing exclusions.

4. REASONS FOR THE RECOMMENDATIONS

4.1 Members are asked to endorse the approach of the LA in reducing exclusions and supporting the wellbeing of children.

5. THE REPORT

5.1 The LA's approach to meeting pupil's needs is based on principles of inclusion and wellbeing, and the need to provide a responsive, whole school and inclusive approach. This approach provides the foundations to supporting schools to focus on early intervention and building capacity across schools through a range of professional learning available thereby enabling a supportive approach to meeting need and a reduction in exclusions.

5.2 In accordance with the Additional Learning Needs and Tribunal Wales Act (2018) it is recognised that the majority of children will have their needs met in mainstream schools and that schools should develop robust and comprehensive provision to ensure that needs are met. This aligns with the principles of the development of the Curriculum for Wales and the Whole School Approach to emotional and mental wellbeing.

5.3 In accordance with the Exclusions from Schools and Pupils Referral Units guidance it is recognised that there are circumstances where exclusion is necessary and in a very few cases pupils may require alternative provision to meet their needs.

5.4 Specific LA guidance, aligning with Welsh Government Guidance regarding exclusions, outlines a supportive partnership approach in addressing exclusions and identifying solutions.

5.5 The LA approach to gathering and sharing data with / across schools has evolved. Schools collect their own data, however the LA approach to sharing this across secondary and primary schools enables schools to further consider their responses at a whole school and individual level. Termly data monitoring and evaluation reports are provided to Education SMT outlining the areas for development.

5.6 The following are identified as areas of strength:

- The LA has a robust process for engaging head teachers and schools in relation to exclusions issued.
- Data collection is a strong feature. The development of Power Bi enables thorough analysis and reporting of data including rates of fixed term exclusion per thousand, exclusions for vulnerable groups including CLA, ALN and those in EOTAS provision and timeliness of provision.
- Analysis of data enables targeted discussions and support to schools where there are concerns. LA officers are identified as leads for each case of permanent exclusion and ensure there is detailed information available to support decision making at an individual pupil level.
- Pupil voice is a strong feature of the process and has enabled more robust planning for next steps.

- 5.7 The pandemic has resulted in the need to reframe presenting needs. Both pre and post pandemic the most significant presenting issues at secondary schools relates to physical assaults against pupils. Post pandemic this number has risen. There is evidence of increased levels of low incidence high frequency persistent disruptive behaviour, reduced engagement, increased anxiety, and reduced resilience which is observed in different ways. Across primary schools the level of persistent disruptive behaviour has increased, however, the two highest incident categories of exclusion (assault against staff and against pupils) have decreased.
- 5.8 In the period 2018/2019 to 2021/2022 the number of permanent exclusions has increased with a total of 36 in 2021/2022 (Appendix 1) with 10 mainstream secondary schools issuing permanent exclusions. There have been 2 permanent exclusions across primary schools in the period 2018/2019 to 2021/2022.
- 5.9 In the same period the number of fixed term exclusions at secondary school has increased however there is a minor decrease at primary. These compared to the pre pandemic figure (Appendix 2).
- 5.10 Overall for the same period the number of fixed term exclusions of 5 days or less has increased, over 5 days has increased, number of days lost and number of pupils receiving fixed term exclusions have increased (Appendix 3).
- 5.11 The percentage of fixed term exclusions issued for males has increased as has the exclusions issued for pupils with ALN. Exclusions issued for pupils who access FSM or who are looked after has decreased in the period 2018/2019 to 2021/2022 (Appendix 4).
- 5.12 Validated data for the Autumn term 2022/ 2023 indicates a significant increase in permanent exclusions for this period compared with the previous two years and an increase in fixed term exclusions for the same period (Appendix 5 and 6).
- 5.13 The pandemic has impacted on the LA and schools' ability to work together to embed the approaches and guidance in the Inclusion Compendium linked to wellbeing and behaviour in schools although it is recognised that this remains relevant and comprehensive. The LA continues to provide relevant training opportunities to schools in relation to wellbeing and behaviour. The approach to developing schools' internal provision varies across the LA and embedding the Whole School Approach to Emotional and Mental Wellbeing is at different stages across schools.
- 5.14 In comparison to the rate of exclusion the engagement with the current managed move process is limited with only a few pupils being considered. LA officers are working with Secondary Head Teachers to explore opportunities to reinvigorate or redesign the managed move process enabling head teachers to take ownership of the process and work together even more collaboratively. Head Teachers are exploring how to develop this approach and working with the LA will agree the way forward. The approach will aim to support children to have another opportunity in a mainstream setting and access further intervention and a fresh start. LA officers are also revisiting schools' provision for behaviour and wellbeing and exploring the professional learning offer. Officers are also exploring developments in line with the EOTAS strategy and a review of the functions of the behaviour support team.

5.15 Conclusion

- 5.16 Overall the number of permanent exclusions across secondary schools remains too high and the rates of fixed term exclusions and number of days lost are also too high. The number of children in vulnerable groups receiving exclusions is a concern.
- 5.17 LA officers will continue to work with Secondary Head Teachers to develop a revised agreement regarding managed moves and with all schools to develop the approaches to addressing needs in relation to behaviour, wellbeing, and engagement with an aim of impacting on exclusion rates. LA officers will revisit the implementation of the Inclusion Compendium to support schools with a more proactive approach to addressing needs and explore the development of an LNS model of support between schools.
- 5.18 Support to targeted schools through a team around the school's model will be developed thus enabling scrutiny of approaches used by schools to develop provision, and impact on outcomes, engagement, and attitudes to learning.
- 5.19 Further work in developing an assessment centre to ensure that pupil's needs are appropriately identified, and intervention is in place to address needs working in partnership across the disciplines is an important focus going forward.
- 5.20 Developing the role of the school improvement partners thus ensuring triangulation of information regarding exclusion is an area for development.
- 5.21 Comprehensive briefing notes will be provided to Governing Bodies on their roles and responsibilities in line with the Welsh Government exclusion guidance.

6. ASSUMPTIONS

- 6.1 In considering the recommendations the following assumptions have been made:

The majority of children will have their needs met in mainstream education and the LA is committed to supporting schools to ensure that all children have access to high quality teaching and learning experiences to meet their needs.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

- 7.1 This report is provided as information, informing Members of the work in this area and therefore an Integrated Impact Assessment has not been completed.

8. FINANCIAL IMPLICATIONS

- 8.1 There are no financial implications.

9. PERSONNEL IMPLICATIONS

- 9.1 There are no personnel implications.

10. CONSULTATIONS

10.1 The report reflects with views of the consultees.

11. STATUTORY POWERS

11.1 Additional Learning Needs and Tribunal Act (Wales) 2018
Well-being of Future Generations (Wales) Act 2015
Education Act 1996
Equality Act 2010
Social Services and Wellbeing Act (2014)
United Nations Convention on the Rights of the Child.

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Nicola Chapman, HR Service Manager
Ceri Jenkins, HR Manager
Lynne Donovan, Head of People Services

Appendices:

Appendix 1: Permanent exclusions 2018/219 – 2021/2022

Appendix 2: Fixed term exclusions 2018/2019 – 2021/2022

Appendix 3: Fixed term exclusions issued, days lost and numbers of pupils.

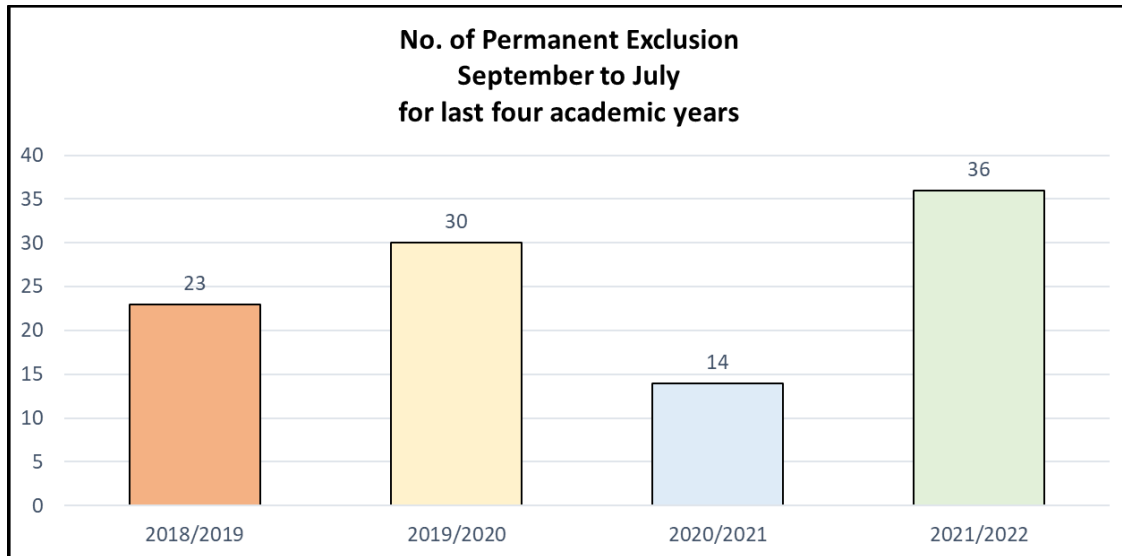
Appendix 4: Fixed term exclusion by characteristic

Appendix 5: Permanent exclusion for Autumn Term 2022 /2023

Appendix 6: Fixed term exclusions for Autumn Term 2022 /2023

Appendix 1: Permanent exclusions 2018/2019 – 2021/2022

Total number of permanent exclusions for all provisions (Secondary, Primary, 3-18, EOTAS and Special School)

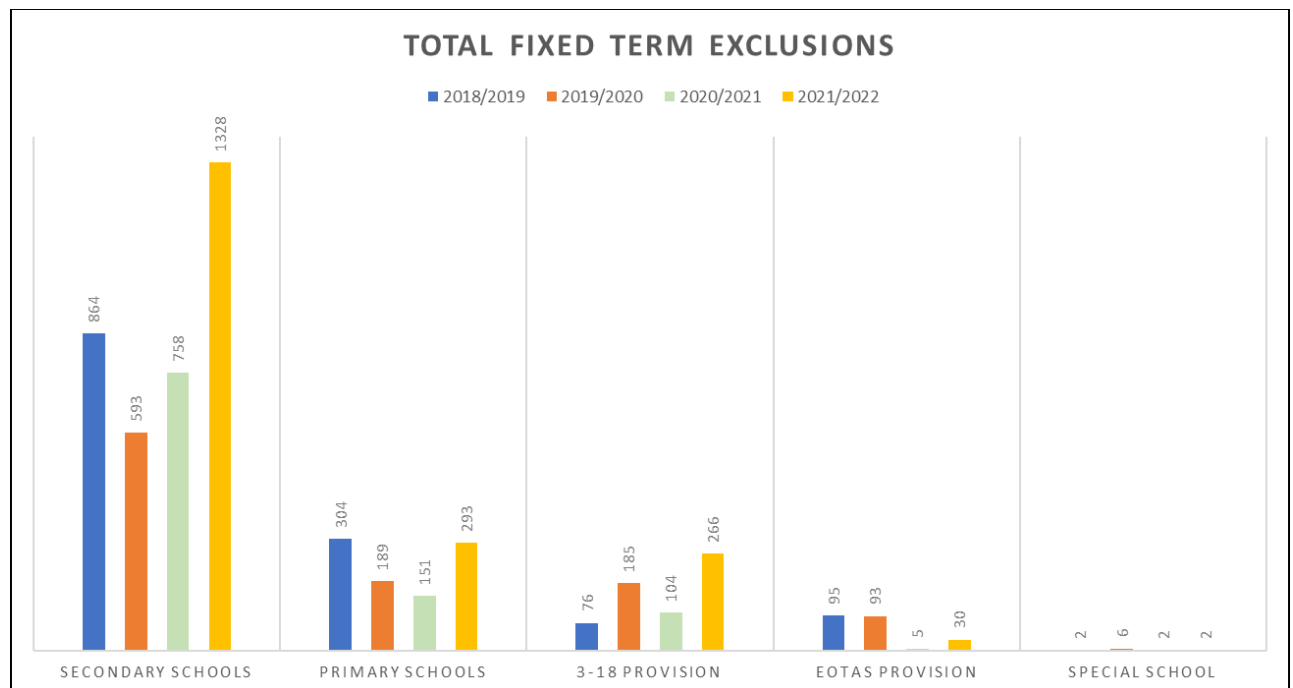


Appendix 2: Fixed term exclusions 2018/2019 – 2021/2022

Total number of fixed term exclusions by provision.

| | 2018/2019 | 2019/2020 | 2020/2021 | 2021/2022 |
|-------------------|-------------|-------------|-------------|-------------|
| Secondary Schools | 864 | 593 | 758 | 1328 |
| Primary Schools | 304 | 189 | 151 | 293 |
| 3-18 Provision | 76 | 185 | 104 | 266 |
| EOTAS Provision | 95 | 93 | 5 | 30 |
| Special School | 2 | 6 | 2 | 2 |
| TOTAL | 1341 | 1066 | 1020 | 1919 |

Please Note: The two columns highlighted (2018/19 and 2021/22) represent two full years not directly impacted by Covid-19 and school shutdowns.



Appendix 3: Fixed term exclusions issued, days lost and numbers of pupils.

Total fixed term exclusions (FTE), number of days lost and number of pupils for all provisions (Secondary, Primary, 3-18, EOTAS and Special School)

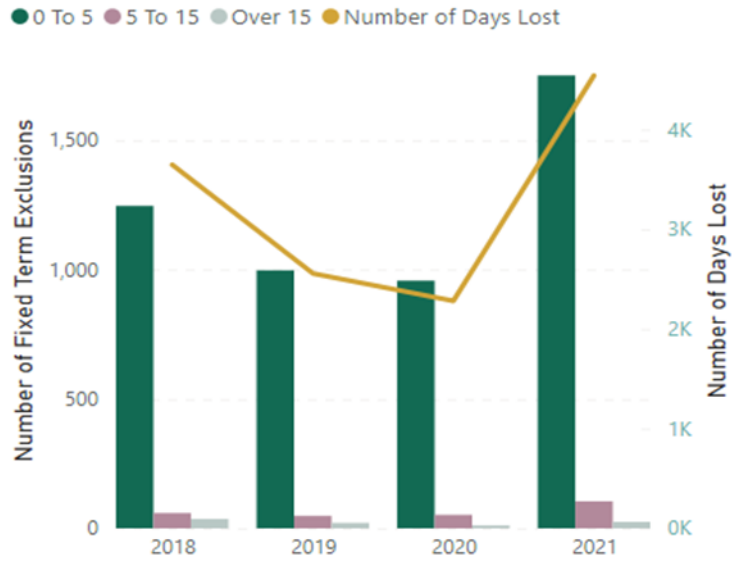
| Number of Fixed Term Exclusion | 2018/2019 | 2019/2020 | 2020/2021 | 2021/2022 |
|-------------------------------------|-------------|-------------|-------------|-------------|
| 5 days or less | 795 | 550 | 701 | 1214 |
| Over 5 days | 69 | 43 | 57 | 114 |
| Secondary Schools | 864 | 593 | 758 | 1328 |
| 5 days or less | 291 | 176 | 147 | 285 |
| Over 5 days | 13 | 13 | 4 | 8 |
| Primary Schools | 304 | 189 | 151 | 293 |
| 5 days or less | 74 | 182 | 102 | 262 |
| Over 5 days | 2 | 3 | 2 | 4 |
| 3-18 Provision | 76 | 185 | 104 | 266 |
| 5 days or less | 86 | 87 | 5 | 25 |
| Over 5 days | 9 | 6 | 0 | 5 |
| EOTAS Provision | 95 | 93 | 5 | 30 |
| 5 days or less | 0 | 2 | 2 | 2 |
| Over 5 days | 2 | 4 | 0 | 0 |
| Special School | 2 | 6 | 2 | 2 |
| Number of FTE 5 days or less | 1246 | 997 | 957 | 1788 |
| Number of FTE over 5 days | 95 | 69 | 63 | 131 |
| TOTAL | 1341 | 1066 | 1020 | 1919 |

| Number of Pupils | 2018/2019 | 2019/2020 | 2020/2021 | 2021/2022 |
|-------------------|------------|------------|------------|------------|
| Secondary Schools | 452 | 321 | 419 | 621 |
| Primary Schools | 136 | 84 | 67 | 114 |
| 3-18 Provision | 43 | 82 | 58 | 100 |
| EOTAS Provision | 45 | 40 | 5 | 20 |
| Special School | 1 | 3 | 1 | 2 |
| TOTAL | 668 | 526 | 549 | 857 |

| Number of days lost | 2018/2019 | 2019/2020 | 2020/2021 | 2021/2022 |
|---------------------|-----------|-----------|-----------|-----------|
| Secondary Schools | 2522 | 1512 | 1836.5 | 3506.5 |
| Primary Schools | 613 | 405 | 264.5 | 565 |
| 3-18 Provision | 182 | 265 | 168 | 438 |
| EOTAS Provision | 311.5 | 309.5 | 7 | 104.5 |
| Special School | 17.5 | 66 | 4 | 5 |

| | | | | |
|--------------|-------------|---------------|-------------|-------------|
| TOTAL | 3646 | 2557.5 | 2280 | 4619 |
|--------------|-------------|---------------|-------------|-------------|

Number of Fixed Term Exclusions

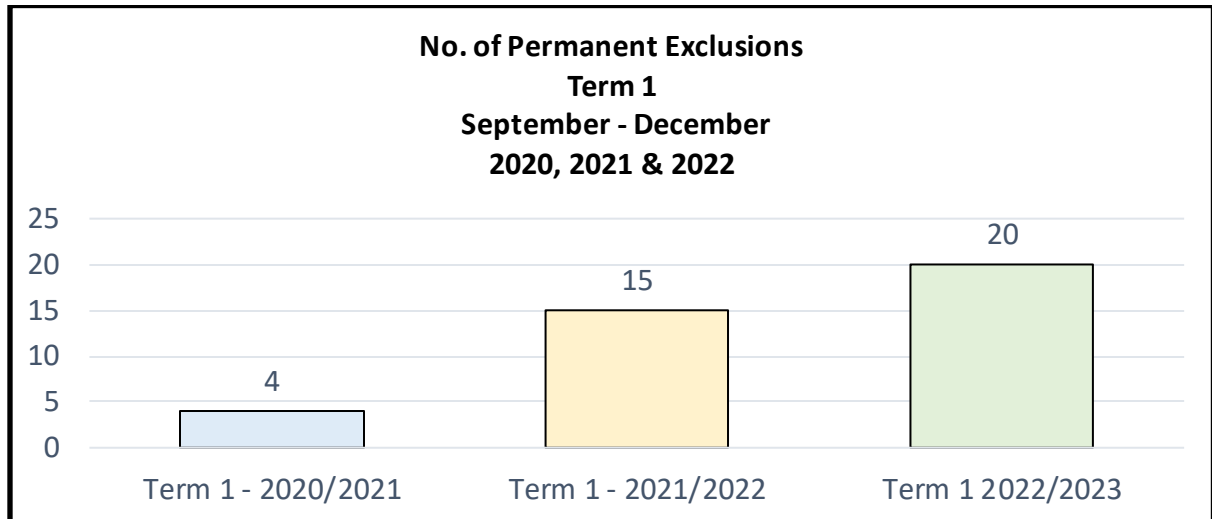


Appendix 4: Fixed Term Exclusion (FTE) by characteristic

| Year | % FTE issued by gender | % FTE issued by ALN | % FTE issued by FSM | % FTE issued for CLA |
|------------------|-------------------------------|----------------------------|----------------------------|-----------------------------|
| 2021/2022 | 66.96% M | 30.90% | 52.53% | 6.31% |
| 2020/2021 | 72.55% M | 33.33% | 45.49% | 5.78% |
| 2019/2020 | 72.05% M | 33.11% | 49.72% | 4.88% |
| 2018/2019 | 73.9% M | 39.14% | 39.97% | 4.7% |

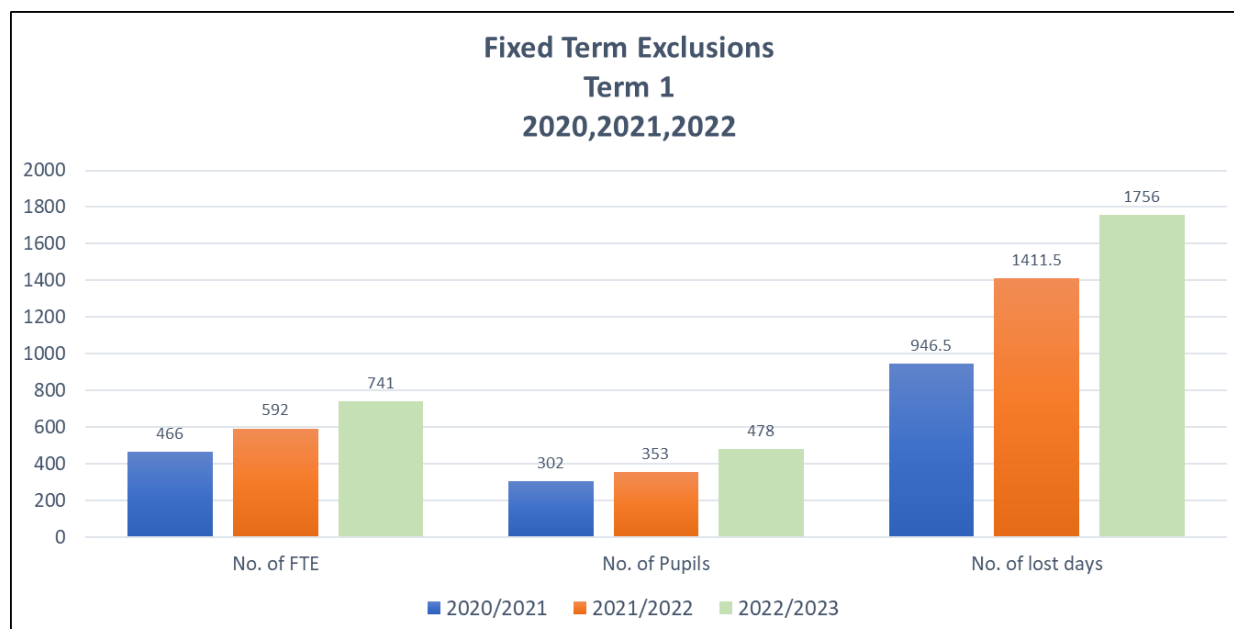
Appendix 5: Permanent exclusion for Autumn Term (Term 1) 2022 /2023

Total number of permanent exclusions for all provisions which include Secondary, Primary, 3-18, EOTAS and Special School.



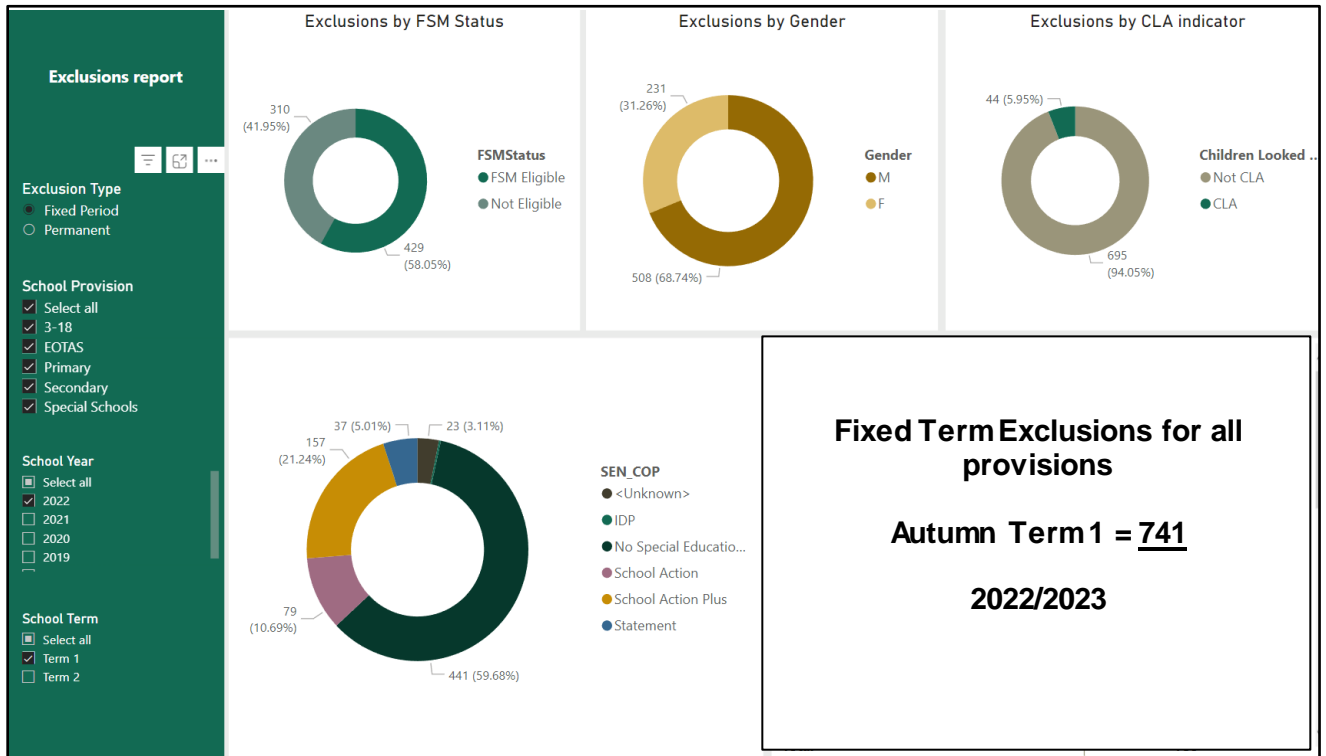
Appendix 6: Fixed term exclusions for Autumn Term (Term 1) 2022 /2023

Total fixed term exclusions (FTE) in the Autumn term for 2020/2021 – 2022/2023 (Number of FTE, number of days lost and number of pupils) for all provisions which include Secondary, Primary, 3-18, EOTAS and Special School.



| TERM 1 | 2021 | 2022 | 2023 |
|------------------------|-------------|-------------|-------------|
| Secondary | 366 | 383 | 546 |
| Primary | 51 | 86 | 85 |
| 3-18 | 42 | 114 | 82 |
| EOTAS | 5 | 9 | 24 |
| Special Schools | 2 | 0 | 4 |
| TOTAL | 466 | 592 | 741 |

Graphs illustrating exclusions by characteristic for Autumn Term (Term 1) 2022/2023



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EDUCATION SCRUTINY COMMITTEE - 15TH MAY 2023

**SUBJECT: PROVISION FOR EDUCATION OTHER THAN AT SCHOOL
(EOTAS)**

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

1. PURPOSE OF REPORT

- 1.1 This report provides an update for Members regarding:
- the implementation of the EOTAS strategy and development of provision;
 - information regarding how well services ensure suitable support for EOTAS pupils;
 - areas for development.

2. SUMMARY

- 2.1 Provision in Caerphilly is built around the Education other than at School (EOTAS) Strategy. This focuses on developing a Portfolio Pupil Referral Unit (PRU) referred to as Cwmpawd (Compass). The vision recognises that all young people have the right to access provision that ensures their needs are met and that they are travelling in the right direction to ensure this is enabled. The development of the Portfolio PRU will enable the Local Authority (LA) to ensure that young people in Caerphilly are offered that opportunity to develop and grow into responsible citizens who thrive and bring a positive dimension to the communities in which they live.
- 2.2 EOTAS in Caerphilly offers a range of provisions to meet the needs of young people who are unable to access mainstream education. Pupils who access EOTAS range from year 3 to year 11 and on average represent 1% of the student population across the authority.
- 2.3 Evaluation of current and emerging additional learning needs in the borough determines the range of provisions offered. These include pupils with high levels of anxiety, medical conditions, and externalised behaviour. Pre pandemic the majority of needs were characterised as Behavioural, Social and Emotional needs. Since the pandemic there has been a sharp rise in pupils experiencing Emotionally Based School Avoidance (EBSA).
- 2.4 Pupils access the provision through the weekly ALN panel. Robust arrangements are in place for schools to share detailed information on the current additional learning

needs, support and interventions already deployed at school, the impact of these and potential pathway plans on entering EOTAS.

- 2.5 The LA has a process of planning and self-evaluation. Officers contribute to the formulation, and monitoring of the Service Improvement Plan (SIP). Termly monitoring of the SIP identifies progress and next steps.
- 2.6 Progress is being made to develop provision in line with the EOTAS strategy linked to the Sustainably communities for Learning / 21st Century schools programme aligning with Welsh Government guidance regarding registration.

3. RECOMMENDATIONS

- 3.1 Members are asked to note the contents of the report and
 - a) consider the information contained in the report and to offer views and comments;
 - b) endorse the approach to be taken in regard to implementing the EOTAS Strategy and developing provision to meet need.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 Members are asked to endorse the approach of the LA in order that the statutory duties of schools / education provisions and the LA are effectively met and all children with ALN have their needs identified and met with appropriate provision.

5. THE REPORT

5.1 Implementation of the EOTAS Strategy and development of provision

- 5.2 In line with the EOTAS Strategy the key areas within the Service Improvement Plan (SIP) for 2022-23 are:

- Developing Leadership
- Implementing Cefnogaeth (Support) Policy
- Improving Standards

- 5.3 Current provision includes:

- The Learning Centre at Glanynant - a KS2/3 pupil referral unit (PRU), providing education for pupils experiencing social emotional and behavioural difficulties.
- The HIVE (Community Tuition) is a small group setting with a high ratio of adult support for pupils that have reported high levels of anxiety. Pupils have a Pathway Plan which identifies transition need and support.
- The Innovate Project provided by the Youth Service. This is a learning environment where young people are encouraged to grow in confidence, self-esteem and independence by learning new skills, which will prepare them for a brighter future. The aim of the project is to engage and work with young people who are currently disengaged from formal education.
- Home Tuition providing a number of tutors who support pupils at their homes, community settings and in schools. Provision is provided for a range of reasons

though the target is always to re-integrate them back to an educational setting.

- ACT, a registered independent school. The school is registered to admit students with special educational needs specific to social, emotional and behavioural difficulties. They have developed a specific, targeted Schools Programme as an attempt to redress the fundamental issue of low literacy and numeracy skills.

- 5.4 In line with the implementation of the EOTAS Strategy the LA is working towards a position whereby provision is developed under the umbrella of a portfolio PRU. In this regard self-evaluation has identified critical work with Head Teachers in relation to the current model of home tuition and the school LPC provisions to ensure the most effective approaches to meeting need linked to schools who know the pupils best.
- 5.5 Following the Estyn Inspection of Glan Y Nant the focus is on ensuring clear plans to enable rapid and sustained improvement.
- 5.6 The provision at Virginia Park remains under development enabling use for EOTAS provision and the Youth Service.
- 5.7 The planned developments of the Centre for Vulnerable Learners and Glan Y Nant remain a focus of work with Sustainable Communities for Learning.

5.8 INFORMATION REGARDING HOW WELL SERVICES ENABLE SUITABLE SUPPORT FOR EOTAS PUPILS.

- 5.9 Standards and provision within settings are monitored closely by LA officers and leaders of each provision. Monitoring and evaluation reports provide specific updates for education senior management team.
- 5.10 All staff contribute to effective performance management processes and professional learning is a key aspect of development. The most recent activity in this area is focused on the universal, targeted and specific interventions utilised at each provision and matching professional learning opportunities with key staff.
- 5.11 The Management Committee provide challenge and support to the provision. Their focus is on the strategic direction of The Learning Centre at Glanynant, though they also receive reports and support the wider portfolio provision (Cwmpawd). The committee is supported well through EAS Governor Support, agenda items focus on standards and provision and serve as a strand of the overall self-evaluation.
- 5.12 The PRU provision at Glanynant has been recently inspected by Estyn (December 22). Whilst the amount of care and wellbeing support was highlighted in positive terms in the published report, there remains work to do with regards self-evaluation, improvement planning and the development of skills. These form part of the recommendations left by Estyn and as a result, the PRU was placed in the 'need for significant improvement' category. Work has already begun within the LA and collaborating with the EAS to ensure the Post Inspection Action Plan (PIAP) is in place and ensures rapid, sustained improvements to this provision.
- 5.13 Following the Inspection the LA is reviewing arrangements for the Management Committee, and that of the broader Cwmpawd provision.

- 5.14 Analysis of standards has highlighted the need to develop consistent assessment processes across the Portfolio Provision. Whilst not uniform in nature as the needs of the young people vary, each provision has developed its own methods to track progress, enabling them to report on this to the Management Committee, Headteacher of the Portfolio PRU and most importantly, the young person and their family. Whilst this is in its infancy, it is already helping with process to re-integrate some young people back to a mainstream setting.
- 5.15 Reintegration rates across EOTAS are lower than expected. There has been work to target this over the past year though it needs to continue and accelerate. Ensuring all ALN statutory duties are met, effective IDPs in place and registration protocols are clear are all fundamentals of the Cefnogaeth (Support) policy.
- 5.16 Progress has been identified in all areas of the Portfolio Provision, for example Community Tuition at the HIVE have developed a bespoke tool to measure emotional development and engagement in the young people. 15 pupils out of 24 had data available for the whole academic year and by analysing this data, we were able to identify that 11 out of the 15 (73%) saw positive progress had been made.

5.17 AREAS FOR DEVELOPMENT

- 5.18 The development of the Centre for Vulnerable Learners (CVL), the extension at Glan Y Nant and developments at Virginia Park are critical in ensuring the vision for the portfolio provision can be achieved.
- 5.19 Following the inspection of Glan Y Nant PRU a critical area of focus is ensuring a clear focus for sustained improvement.
- 5.20 Aligning all developments with the implementation of the ALN Act and Curriculum for Wales remains an overarching focus.
- 5.21 Linked to the SIP the areas for development for 2022/ 2023 are broken down into specific areas as follows:
- Continuing the development of formal processes for sharing information with schools. Work has been undertaken to ensure all mainstream schools are reminded about the type of provision available in the authority and how to access it so that, through collaboration, all pupils are supported appropriately.
 - Contributing to the revision of the LA criteria for specialist placement.
 - Continuing developments linked to a revised model of home tuition and identifying associated financial benefits and risk. Significant work has been undertaken in this area as the authority look to support schools through the addition of resources to support inclusion. Financial and HR considerations are part of this process.
 - Establishing a cohesive professional learning programme across all provisions. The appointment of an ALNCO to support Cwmpawd has been central in developing provision maps, reviewing current interventions and identifying professional learning needs of individuals and teams.
 - Confirming the LA policy regarding registration status. The current policy has been refined and adopted. Practice will ensure all pupils are supported appropriately whilst within EOTAS provisions, curriculum entitlement

mirrors that of students at mainstream schools and there is clear ambition regarding integration.

- Ensuring pupil's enrolment in provision takes place within agreed timescales. Transition into and out of EOTAS provision is key in supporting pupils. Work continues to be undertaken to ensure the correct information is shared at panel, key professionals are involved in the process and most importantly, the pupil is at the heart of all decision-making.
- Developing tracking and monitoring systems using a coherent infrastructure across all provisions. The development of a comprehensive data and information infrastructure is essential and remains a key area of work.
- Developing common systems to measure progress. With clear systems in place, consistency of information will enable an even more accurate picture of strengths and areas for development.
- Developing a calendar of quality assurance across provisions. A comprehensive programme, owned by all stakeholders and driven by shared principles will support the provision for vulnerable learners.
- Analysis and adaption of our current staffing profile to meet the needs of our EOTAS Strategy needs to take place. Ensuring officers within each provision are engaged with roles directed to fulfil this purpose is fundamental to the work. This may entail redesigning roles, and designing and appointing new roles which encapsulate key aspects across all provisions. Such 'Cwmpawd' roles will ensure all young people in all provisions will receive the same entitlement and be supported to make progress.

5.22 Partnership work between LA officers, EAS, Estyn and Welsh Government is essential to ensure continued progress and development.

5. 23 CONCLUSION

5.24 Work is ongoing to ensure the LA delivers the EOTAS strategy. There is evidence of progress and there remains work to do to ensure that all young people in Caerphilly receive an education which engages, inspires and helps them grow into ambitious young adults.

6. ASSUMPTIONS

6.1 In considering the recommendations the following assumptions have been made:

- Delivering the EOTAs Strategy and ensuring that the needs of children and young people are met is a priority of the Council and as such must be reported to scrutiny to ensure that members are kept informed.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

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

8. FINANCIAL IMPLICATIONS

- 8.1 There may be capital implications associated with the development of provision in line with the strategy. However, there are no revenue financial implications associated with this report.

9. PERSONNEL IMPLICATIONS

- 9.1 There are no current personnel implications, however in line with the developments of the strategy HR processes will be followed as appropriate.

10. CONSULTATIONS

- 10.1 The report reflects with views of the consultees.

11. STATUTORY POWERS

- 11.1 Additional Learning Needs and Tribunal Act (Wales) 2018
Well-being of Future Generations (Wales) Act 2015
Education Act 1996
Equality Act 2010
Social Services and Wellbeing Act (2014)

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