

Pecyn Dogfennau Cyhoeddus

Penallta House,
Tredomen Park,
Ystrad Mynach,
Hengoed CF82 7PG

Ty Penallta,
Parc Tredomen,
Ystrad Mynach,
Hengoed CF82 7PG



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Am unrhyw ymholiad yn ymwneud â'r agenda hwn cysylltwch â Julie Lloyd
(Rhif Ffôn: 01443 864246 E-bost: lloydj4@caerphilly.gov.uk)

Dyddiad: Dydd Mercher, 14 Mehefin 2023

I bwy bynnag a fynno wybod,

Cynhelir cyfarfod aml-leoliad o'r **Pwyllgor Craffu Addysg** yn Nhŷ Penallta, a thrwy Microsoft Teams ar **Dydd Mawrth, 20fed Mehefin, 2023** am **5.30 pm** i ystyried y materion a gynhwysir yn yr agenda canlynol. Gall Cynghorwyr ac aelodau'r cyhoedd sy'n dymuno siarad ar unrhyw eitem wneud hynny drwy wneud cais i'r Cadeirydd. Mae hefyd croeso i chi ddefnyddio'r Gymraeg yn y cyfarfod, mae angen o leiaf 3 diwrnod gwaith o rybudd os byddwch chi'n dymuno gwneud y naill neu'r llall. Bydd gwasanaeth cyfieithu ar y pryd yn cael ei ddarparu ar gais.

Gall aelodau'r Cyhoedd neu'r Wasg fynychu'n bersonol yn Nhŷ Penallta neu gallant weld y cyfarfod yn fyw drwy'r ddolen ganlynol: <https://civico.net/caerphilly>

Bydd y cyfarfod hwn yn cael ei ffrydio'n fyw a bydd recordiad ar gael i'w weld drwy wefan y Cyngor, ac eithrio trafodaethau sy'n ymwneud ag eitemau cyfrinachol neu eithriedig. Felly, bydd delweddau/sain yr unigolion sy'n siarad ar gael yn gyhoeddus i bawb drwy wefan y Cyngor: www.caerffili.gov.uk

Yr eiddoch yn gywir,

Christina Harrhy
PRIF WEITHREDWR

A G E N D A

Tudalennau

1 I dderbyn ymddiheuriadau am absenoldeb

A greener place Man gwyrddach



2 Datganiadau o Ddiddordeb.

Atgoffi'r Cynghorwyr a Swyddogion o'u cyfrifoldeb personol i ddatgan unrhyw fuddiannau personol a/neu niweidiol mewn perthynas ag unrhyw eitem o fusnes ar yr agenda hwn yn unol â Deddf Llywodraeth Leol 2000, Cyfansoddiad y Cyngor a'r Cod Ymddygiad ar gyfer Cynghorwyr a Swyddogion.

I gymeradwyo a llofnodi'r cofnodion canlynol:-

- | | | |
|---|---|--------|
| 3 | Pwyllgor Craffu Addysg a gynhaliwyd ar 15 Mai 2023. | 1 - 8 |
| 4 | Ystyried unrhyw fater a gyfeiriwyd at y Pwyllgor hwn yn unol â'r drefn galw i mewn. | |
| 5 | Rhaglen Waith y Dyfodol Pwyllgor Craffu Addysg. | 9 - 22 |

I dderbyn ac ystyried yr adroddiadau Craffu canlynol:-

- | | | |
|---|--|---------|
| 6 | Presenoldeb Disgyblion | 23 - 28 |
| 7 | Datblygu Model o Gymorth Dysgu | 29 - 56 |
| 8 | Trosolwg o'r Gwasanaeth Seicoleg Addysg | 57 - 66 |
| 9 | Rhaglen Band B Cymunedau Dysgu Cynaliadwy - Cynnig Cam 3 | 67 - 70 |

Cylchrediad:

Cynghorwyr 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 (Cadeirydd), L. Phipps, M. Powell, J. Rao (Is Gadeirydd), J.E. Roberts, J. Winslade a K. Woodland

Aelodau Cyfetholedig:

Cynrychiolwyr Archesgobaeth ROC Caerdydd dros Addysg (gyda hawliau pleidleisio ar faterion addysgol)
Mr M. Western

Cynrychiolwyr Rhiant Lywodraethwyr (gyda hawliau pleidleisio ar faterion addysgol) G. James (Parent Governor Representative) a Tracy Millington (Parent Governor Representative)

Cynrychiolwyr Cyrff Allanol (heb hawliau pleidleisio)
Mrs J. Havard (NEU) a Mrs P. Ireland (NEU)

Asiantaeth Llywodraethwyr Caerffili (heb hawliau pleidleisio)

Mr D Davies

A Swyddogion Priodol

SUT FYDDWN YN DEFNYDDIO EICH GWYBODAETH

Bydd yr unigolion hynny sy'n mynychu cyfarfodydd pwyllgor i siarad/roi tystiolaeth yn cael eu henwi yng nghofnodion y cyfarfod hynny, weithiau bydd hyn yn cynnwys eu man gweithio neu fusnes a'r barnau a fynegir. Bydd cofnodion o'r cyfarfod gan gynnwys manylion y siaradwyr ar gael i'r cyhoedd ar wefan y Cyngor ar www.caerffili.gov.uk. ac eithrio am drafodaethau sy'n ymwneud â g eitemau cyfrinachol neu eithriedig.

Mae gennych nifer o hawliau mewn perthynas â'r wybodaeth, gan gynnwys yr hawl i gael mynediad at wybodaeth sydd gennym amdanoch a'r hawl i gwyno os ydych yn anhapus gyda'r modd y mae eich gwybodaeth yn cael ei brosesu.

Am wybodaeth bellach ar sut rydym yn prosesu eich gwybodaeth a'ch hawliau, ewch i'r [Hysbysiad Preifatrwydd Cyfarfodydd Pwyllgor Llawn](#) ar ein gwefan neu cysylltwch â Gwasanaethau Cyfreithiol drwy e-bostio griffd2@caerffili.gov.uk neu ffoniwch 01443 863028.

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION SCRUTINY COMMITTEE

MINUTES OF THE MULTI-LOCATIONAL MEETING HELD AT PENALLTA HOUSE AND VIA MICROSOFT TEAMS ON MONDAY 15TH MAY 2023 AT 5.30 P.M.

PRESENT:

Councillor T. Parry - Chair

Councillors:

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

Cabinet Member:

Councillor C. Andrews (Education and Communities).

Together with:

Officers: R. Edmunds (Corporate Director for Education and Corporate Services), 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), R. Evans (Head of Provision for Vulnerable Learners), P. O'Neill (Senior Youth Service Manager), L. Kabza (Youth Participation and Curriculum Projects Coordinator), C. Forbes-Thompson (Scrutiny Manager) and J. Lloyd (Committee Services Officer).

Also present:

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

Also in Attendance:

Miss K. Cole (NEU) and Mr B. Mahoney (Vice Chair of the Youth Forum).

RECORDING ARRANGEMENTS

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

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors A. Broughton-Pettit, A. Gair, and J. Rao (Vice Chair), together with Mr M. Western (Cardiff ROC Archdiocesan Commission for Education Representative), Mr G. James (Parent Governor Representative), and Mrs P. Ireland (NEU).

2. DECLARATIONS OF INTEREST

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

3. MINUTES – 28TH MARCH 2023

It was moved and seconded that the minutes of the Education Scrutiny Committee meeting held on 28th March 2023 be approved as a correct record. By way of Microsoft Forms and verbal confirmation (and in noting there were 11 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 28th March 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 Manager presented the report which outlined details of the Education Scrutiny Committee Forward Work Programme for the period May 2023 until March 2024 and included all reports that were identified at the Education Scrutiny Committee meeting held on 28th March 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, subject to an additional report on Foreign Languages taught in Schools. By way of Microsoft Forms and verbal confirmation 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. YOUTH FORUM PRIORITIES.

The Cabinet Member for Education and Communities introduced the report which informed Members of the issues raised by Children and Young People via the Youth Services Youth Forum. The report sought the views of Members prior to its presentation to Cabinet. Members were advised that following the annual Youth Forum Conference in January 2023, Children and Young People have identified current issues that are important to them and have voted on Priority Issues for 2023.

The Vice Chair of the Youth Forum gave a presentation to Members on the process of identifying the priority issues, which included a consultation process, with 5 key areas (Learning, Prosperous, Greener, Healthier, and Safer) determined at the Annual Youth Forum Conference and a Priority Issue Ballot which took place in February 2023. The priority issue that was chosen as a result of the ballot was 'Learning,' which included life skills of living independently, budgeting, car maintenance and BSL. Members were also informed how the Youth Forum will address the priority issues, which included weekly project group meetings, an agreed timeline of work and a 'life skills' consultation throughout the county borough. A meeting was also planned with Qualifications Wales. The Chair thanked the Vice Chair of the Youth Forum for his presentation and noted that a copy of the presentation would be circulated to Members following the meeting.

A Member queried whether outreach youth workers still worked with the young people and how they would support them in working on their priorities. Members were assured that the youth service outreach workers, along with all other sections of the service, deliver the youth service curriculum, and it will be reviewed to allow the priority identified by the youth forum to be included and delivered upon.

Members discussed the Life Skills priority and whether schools are the place for these to be developed and at what age, or if they should be delivered outside schools. It was suggested that it should be taught between the ages of 14 to 18 both in and outside of schools. Members agreed that those ages would be appropriate as young people are looking forward to the next stages of their lives and being independent, whether it be further education or living independently. Members acknowledged that although there is a role for schools in providing some of the skills/learning it is important to recognise that not everything can be provided by schools and opportunities outside the school environment to engage young people in a community setting is the way forward. Members were informed that there is a lot of work in this area at both secondary and primary schools, particularly on relationships.

Members highlighted the work at schools on substance misuse, and financial management with the new curriculum focussing on authentic learning experiences. A Member sought further information on access to British Sign Language courses. Members were advised that BSL is on the curriculum and has been provided in the past at the request of young people. In view of the current request by the Youth Forum the methods of delivery will be reviewed and informed how it will be delivered going forward.

Members expressed surprise that social media and harmful content was not a Youth Forum priority and queried whether it was discussed by the youth forum. Members were advised that it was mentioned as an issue, but it was not selected by the young people as a priority on this occasion. Bullying was also mentioned but again not voted as a current priority. Members supported the priority of the Youth Forum, and it was suggested that the scrutiny committee could be invited to any future events they have planned to support young people in taking the Life Skills priority forward.

The Chair thanked everyone for their contributions and particularly thanked the Vice Chair of the Youth Forum for the excellent presentation.

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

The Education Scrutiny Committee considered how to support the Youth Forum in addressing their Priority Issue and had due regard to issues raised within the report by Children and Young People when making decisions which impact upon their lives.

RECOMMENDED to Cabinet:-

1. That the presentation of Youth Forum issues, by young people, is supported.

8. ALN PROGRESS AND OUTCOMES OF WORKING GROUP.

The Cabinet Member for Education and Communities introduced the report which provided Members with an update regarding the progress in implementation of the ALN (Additional Learning Needs) Act for the Local Authority and schools.

The Lead for Inclusion and ALN presented the report, which informed Members of the support provided to schools to support the ALN implementation and the focus on inclusion and ALN working groups with Head Teachers. A Number of working groups have been established to take forward critical areas of work, identify any barriers and agree solutions.

A Member sought clarification of the online matrix regarding the barriers to learning, and queried at what age would children be expected to engage and what support would they have and requested an example of barrier to learning and a solution to that barrier. Members were advised that the RBtL matrix was first developed to aid teachers. Members were informed that this is available to children of all ages, as early as possible, and support would be dependent on the child's age and needs.

A Member noted the absence of financial information in the report and wished to express his concerns and those of Head Teachers within the borough in relation to financial support for ALN. Members were advised that the current report is a general report giving Members an overview of the work being done in Caerphilly schools to implement the ALN Act. Members were also advised that a report on the financial aspect of ALN is due in the Autumn term, following a consultation with Head Teachers.

A Member sought clarification on the nature of the support offered by LA officers, referred to in the report, when schools audit their own progress against key areas of development. Members were advised of the level of work involved in implementing the ALN Act, with officers working with schools to identify the children who needed to be on the ALN registers and how these registers would be monitored. Members were also advised that the local authority 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 individual development plans.

A Member queried the type of support given to learners up to the age of twenty-five. Members were advised that where a child is identified with an ALN, they can be supported until they are 25 however there is no entitlement to continuous education or training from when a person ceases to be of compulsory school age up to the age of 25.

A Member sought clarification on the 'IT Cubes' referred to in the report, and how these enabled parents of children with ALN to access support by engagement in meetings. Members were advised that it is not always possible to include all relevant parties physically in the meetings, and this allows meetings to include all relevant parties for the benefit of the children.

A Member sought clarification on the ratio of staff to children and whether there is a limit to the number of children in one class. Members were advised that the 'foundation phase' has a statutory requirement and is capped at 30 children in one class, and for older children the limit is not capped but the guidance is still 30. Members were also advised that teachers and head teachers are supported by the LA, determining the specific needs of the children and the number of teaching assistants and support staff that are required for each particular class.

A Member noted that the needs of children were benefited from remaining in mainstream school and queried the funding available for this to remain. Members were advised that funding details were to be disclosed in a future report in the Autumn term.

A Member queried that if 'one to one' teaching were reduced, would the children have to go elsewhere, and where would they be going. Members were advised that since Covid, ALN had increased in different ways and teachers are now given more flexibility to teach children at the 'stage' they are at, and not always their specific age. A Member queried the number of Welsh Medium Educational Psychologists in Caerphilly Borough and Members were advised there is currently one

A Member referred to the information provided in the report on teaching assistants and sought clarification on the training received, the current shortage of TAs, and the recruitment and support for the TA's. Members were advised that Caerphilly provides a professional learning plan for TA's which includes ALN, emotional health and well-being and specific needs. Members were also advised that a recruitment drive is currently ongoing with the employment team and Head teachers, to produce a work experience package which will be piloted through the summer term and into the Autumn term.

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

RESOLVED to:-

1. Endorse the approach taken in regard to LA's practice in embedding the ALN Act, working with Head Teachers and supporting schools.

9. HOW EFFECTIVE IS OUR WORK TO REDUCE EXCLUSIONS.

The Cabinet Member for Education and Communities introduced the report which provided an update for Members regarding the work of the Local Authority to reduce exclusions. Members were informed that guidance for schools in relation to exclusions is provided by a Welsh Government document 'Exclusions from schools and pupil referral units. Schools are the responsible body for issuing exclusions, and the Local Authority 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.

Members were also advised that despite the approaches taken the number of permanent exclusions across secondary schools remains too high and the rates of fixed term exclusions and numbers of days lost are also too high across primary and secondary schools. A Member queried how Caerphilly compares to other local authorities and to what extent the increase in exclusions is due to different challenges post covid. Members were advised that all LA's are experiencing an increase in exclusions and that covid had affected the level of current exclusions.

A Member queried whether it was beneficial for a child to change schools. Members were advised that pupils who have been permanently excluded are given opportunities at a new school and a chance to experience a new environment which might be successful. Members

were also advised that all secondary head teachers believed that all children deserve a 'second chance' and a fresh start at a new school could be beneficial.

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

RESOLVED to:-

1. Endorse the approach to be taken in regard to reducing exclusions.

10. PROVISION FOR EDUCATION OTHER THAN AT SCHOOL (EOTAS).

The Cabinet Member for Education and Communities introduced the report which provided 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, and areas for development. Members were advised that 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.

A Member queried the recent Estyn report and the Pupil Referral Unit at Glanynant. Members were advised of the schools 'cause for concern' process, and a Post Inspection Action Plan (PIAP) which is produced with the school. Members were also advised that together with the LA and EAS monthly meetings are ongoing with the school to measure the progress against the recommendations in the Estyn report.

A Member sought clarification on EOTAS, and how pupils are supported in their homes, as home education cannot be monitored in the same way as schools. The Member also raised a concern that home education was not included in the reports. Members were advised that home tuition is where the pupil is taught at home, and not by parents. Home schooling is provided by parents, however the LA do everything possible to keep the child in mainstream school. Members were also advised that the LA need to ensure the child is safe and note the level of education they will receive from parents. Members were informed of Welsh Government grant funding to assist with monitoring home schooling and new guidance that has been released. Members were advised that the LA conduct safeguarding checks for every elected home-schooled child, and all are known the LA, with any concerns followed up. The Member suggested that home schooled children should still be 'assessed' in a similar way to the 'SATS' currently undertaken in schools and requested an update on home schooled children in the next report. Members were informed that a specific report on home schooling is proposed to be produced for Members.

A Member requested that attendance figures for Caerphilly schools be included at the next meeting. Members were advised that a report on attendance figures is due to come before the next meeting of the Education Scrutiny Committee.

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

RESOLVED to: -

1. Endorse the approach to be taken in regard to implementing the EOTAS Strategy and developing provision to meet need.

The meeting closed at 7.43 pm.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 20th June 2023, they were signed by the Chair.

CHAIR

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION SCRUTINY COMMITTEE – 20TH JUNE 2023

SUBJECT: EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

1.1 To report the Education Scrutiny Committee Forward Work Programme.

2. SUMMARY

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

3. RECOMMENDATIONS

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

4. REASONS FOR THE RECOMMENDATIONS

4.1 To improve the operation of scrutiny.

5. THE REPORT

5.1 The Education Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee meeting on Monday 15th May 2023. The work programme outlines the reports planned for the period June 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 30th May 2023. The Cabinet Work Programme is attached at Appendix 2. A copy of the prioritisation flowchart is attached at appendix 3 to assist the scrutiny committee to determine what items should be added to the forward work programme.

5.4 **Conclusion**

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

6. **ASSUMPTIONS**

6.1 No assumptions are necessary.

7. **SUMMARY OF INTEGRATED IMPACT ASSESSMENT**

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

8. **FINANCIAL IMPLICATIONS**

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

9. **PERSONNEL IMPLICATIONS**

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

10. **CONSULTATIONS**

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

11. **STATUTORY POWER**

11.1 The Local Government Act 2000.

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

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

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

Appendices:

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

Gadewir y dudalen hon yn wag yn fwriadol

Forward Work Programme - Education

Appendix 1

Date	Title	Key Issues	Author	Cabinet Member
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	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	Sustainable Communities for learning band B programme – Phase 3 Proposal	To agree the first phase of the placeshaping plan for the North of the county borough which focuses upon 21st Century schools.	West, Andrea;	Cllr. Andrews, Carol;
20/06/2023 17:30	Support for pupils unable to attend school	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	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;
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;
12/09/2023 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;
12/09/2023 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;
12/09/2023 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;
17/10/2023 17:30				
28/11/2023 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;
30/01/2024 17:30				
12/03/2024 17:30				

Gadewir y dudalen hon yn wag yn fwiadol

Cabinet Forward Work Programme – 14th June 2023

Meeting date:	Report title:	Key issue:	Report author:	Cabinet Member:
14/06/2023 13:00	Violence at Work Policy.	To approve the updated Violence at Work Policy.	Emma Townsend/ Lynne Donovan	Cllr. Nigel George
14/06/2023	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/ Paul O'Neil	Cllr. Carol Andrews
14/06/2023	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	Sustainable Communities for Learning Band B Proposal - Update on Pupil Referral Unit, Pontllanfraith (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	Proposed changes to the operation of the Welsh Church Acts Fund and the small Grants to the Voluntary Sector Fund	Following a review by the Grants to the Voluntary Sector Advisory Panel to recommend amendments including delegation to the Section 151 Officer for future changes.	Vicki Doyle/Stephen Harris	Cllr. Eluned Stenner
14/06/2023	Decarbonisation action plan update and proposed future approach.	To seek Cabinet approval of the proposed next steps and implementation of the decarbonisation strategy.	Paul Cooke/Ben Winstanley/Mark S Williams	Cllr. James Pritchard
28/06/2023 13:00	Supplementary Payment for Residential/Nursing Care Homes to Support Increased Costs of Amenities and Food Costs.	To propose the reuse of the previous WG allocation for driving lessons/ driving test and electric vehicles to provide a one-off payment to assist with heating bills.	Viv Daye/Jo Williams	Cllr. Elaine Forehead

Cabinet Forward Work Programme – 14th June 2023

Meeting date:	Report title:	Key issue:	Report author:	Cabinet Member:
28/06/2023	Sustainable Communities for learning band B programme – Phase 3 Proposal	To agree the first phase of the place-shaping plan for the North of the county borough which focuses upon 21st Century schools.	Ed/(Sue Richards on leave)/ Andrea West	Cllr. Carol Andrews
28/06/2023	Caerphilly Town 2035 - Pentrebane Street Redevelopment Scheme	The report updates Cabinet on the Pentrebane Street redevelopment project and seeks approval for a preferred Development option to be pursued out of three that are presented in the report.	Rhian Kyte/Allan Dallimore	Cllr. James Pritchard
28/06/2023	Regeneration Project Board - Non-Community Council Infrastructure Levy Allocation: Pontllanfraith Ward	To recommend the allocation of £25,776 of the Non-Community Council Community Infrastructure Levy funding for the Pontllanfraith Ward to the Engineering Projects Group to create off-street parking on council land at Gelli Lane, Pontllanfraith.	Rhian Kyte//Dave Lucas/Paul Hudson	Cllr. James Pritchard
12/07/2023 13:00	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. Nigel George
12/07/2023	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	Support for pupils unable to attend school (formerly “Tuition” report).	To seek Cabinet approval of proposals for revising the model of support for pupils accessing tuition.	Keri Cole	Cllr. Carol Andrews
12/07/2023	Caerphilly Interchange proposal – funding requirements	For Cabinet to approve request for CCBC funding contribution	Clive Campbell	Cllr. Nigel George

Cabinet Forward Work Programme – 14th June 2023

Meeting date:	Report title:	Key issue:	Report author:	Cabinet Member:
12/07/2023	Exempt item - George Street Rear Walls, Cwmcarn	Exempt item subject to Public Interest Test.	Claire Davies/Fiona Wilkins/Nick Taylor-Williams	Cllr. Shayne Cook
12/07/2023	Exempt item - Proposed Mineral Working and Restoration of Bedwas Tips - extension of exclusivity agreement.	Exempt item subject to Public Interest Test.	Marcus Lloyd	Cllr. Nigel George
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 Dallimore	Cllr. James Pritchard
26/07/2023	Default speed limit consultation on restricted roads across the county borough 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. Nigel George
26/07/2023	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	Day Services	For Cabinet to consider the new proposed Day Services Model.	Jo Williams	Cllr. Elaine Forehead
26/07/2023	Review of Licensing fees for Dog Breeders, Scrap Metal Dealers and Activities involving Animals (Pet sales) 2023.	To seek approval of licensing fees following the funding review.	Lee Morgan/Rob Hartshorn	Cllr. Philippa Leonard
26/07/2023	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 – 14th June 2023

Meeting date:	Report title:	Key issue:	Report author:	Cabinet Member:
		completion of the external audit by Audit Wales.		
26/07/2023	Waste Route Map	To agree the waste route map which will inform the development of the Council's Waste Strategy.	Marcus Lloyd	Cllr. Chris Morgan
20/09/2023 13:00	Natural Resources Wales (NRW) CCBC Collaboration Agreement - Cwmcaran Forest Drive	To allow Cabinet to review the outcome of the 2-year pilot in respect of the CCBC management of the Cwmcaran Forest Drive and consider whether or not to extend the collaboration agreement for the continued management of the drive with Natural Resources Wales for a further 5 year period.	Antony Bolter/Allan Dallimore	Cllr. James Pritchard
20/09/2023	Local Housing Market Assessment and the Welsh Government Prospectus	For Cabinet to discuss and approve the Local Housing Market Assessment and the Welsh Government Prospectus.	Nick Taylor-Williams/Jane Roberts-Waite	Cllr. Shayne Cook
20/09/2023	Development and Governance Strategy - Housing	For Cabinet to consider 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
20/09/2023	Corporate Performance Assessment	To provide Cabinet with an update with the Corporate Performance Assessment.	Sue Richards/Ros Roberts	Cllr. Eluned Stenner
20/09/2023	Public Protection Enforcement Annual Report for 2022/23	For Cabinet to agree progress and performance.	Rob Hartshorn	Cllr. Philippa Leonard

Cabinet Forward Work Programme – 14th June 2023

Meeting date:	Report title:	Key issue:	Report author:	Cabinet Member:
04/10/2023 13:00	Caerphilly Homes – Re-development of the Former Oakdale Comprehensive School	To seek Cabinet approval for the signing of a delivery agreement (DA) via SCAPE with Willmott Dixon to deliver an 85 new home mixed tenure scheme.	Jane Roberts-Waite	Cllr. Shayne Cook
04/10/2023	Caerphilly Homes – Re-development of the Former Ty Darran Care Home, Risca	To seek Cabinet approval for the signing of a delivery agreement (DA) via SCAPE with Willmott Dixon to deliver a 46 new, affordable home later living scheme which will set the ambition for the future of later living accommodation in the county borough.	Jane Roberts-Waite	Cllr. Shayne Cook
04/10/2023	Corporate Plan (including Well-Being Objectives) 2023 to 2028	To consider the Councils Corporate Plan and Well-being Objectives 2023 to 2028.	Christina Harrhy/Sue Richards/Jo Pearce	Leader/ Cllr. Eluned Stenner
18/10/2023 13:00	Exempt item - Ness Tar	Exempt item subject to Public Interest Test.	Rhian Kyte	Cllr. James Pritchard

Gadewir y dudalen hon yn wag yn fwiadol

Scrutiny Committee Forward Work Programme Prioritisation



Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION SCRUTINY COMMITTEE - 20TH JUNE 2023

SUBJECT: PUPIL ATTENDANCE

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

1. PURPOSE OF REPORT

- 1.1 To provide members with an overview of the strategies currently being deployed to improve pupil attendance following the Covid-19 pandemic. This is identified as a main priority for improvement in the 'Pursuing Excellence Together' education strategy.

2. SUMMARY

- 2.1 After several years with limited results, pupil attendance improved in both 2018 and 2019. In 2019, secondary attendance (94%) was above the national average and primary attendance (94.7%) was in line with the national average. During this period, the percentage of pupils with less than 80% attendance (persistent absenteeism) also reduced. These outcomes were a result of effective partnership working between the Local Authority and schools to strengthen processes for improving attendance.

However, as in all Local Authorities across Wales, attendance has been negatively affected by the pandemic, and therefore, is a priority for all schools and education settings across Caerphilly. The current attendance figure up to the end of March 2023 is slightly below the national average (89.1% v 89.5%).

3. RECOMMENDATIONS

- 3.1 Update on the impact of strategies to improve pupil attendance and provide members with the opportunity to ask questions, seek further clarification and offer views.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 Members are asked to consider the approach the Local Authority has adopted in the ambition to recover pupil attendance data to pre-covid levels. To achieve this, all stakeholders in education need to be fully committed to this ambitious shared goal.

5. THE REPORT

- 5.1 Comparative data to pre-covid attendance levels identifies that overall, attendance has decreased significantly from the 2018-19 academic year. As a result, improving pupil attendance has been included in the list of main priorities in the revised education strategy 'Pursuing Excellence Together'.

Lead officers identified issues that school and families are facing in regard to attendance and planned a strategic re-focus for the 2022-23 academic year. The work was carried out via pupil voice exercises, workshops with attendance and pastoral staff, meetings with headteachers and regular meetings with education welfare officers.

- 5.2 The work carried out by education welfare officers identified several issues acting as barriers to schools:

Illness – Factors that have contributed to high levels of illness include Covid-19, seasonal flu, and more recently, anxiety around Strep A and Scarlet Fever. This has led to uncertainty around when a child is well enough to be in school.

Holidays – Families are taking holidays during term time which have been re-scheduled following the Covid-19 pandemic.

Mental health and anxiety of some pupils and parents has deteriorated over the last three years, leading to long term absence.

School refusal – Some pupils struggle to manage whole days in school and parents are struggling to cope with behaviours and attitudes.

A **cultural change** around attitudes to school attendance.

Recruitment - Some staff who joined school attendance and pastoral teams are new to the role, and therefore, require induction training on best practice strategies.

In addition, the disproportionate low attendance amongst **pupils in receipt of free school meals** compared to their peers, particularly relating to long-term absence.

- 5.3 Attendance of children in maintained schools has improved in recent months with provisional Welsh Government data reporting attendance of 89.1% (as of 31.03.23). This compares to a Welsh average of 89.5%. However, attendance data had dipped to 88.2% by the end of the Autumn term 2022 largely due to an increase in sickness levels alongside continued parental anxiety close to the Christmas holiday period.

The data below identify the improvements in pupil attendance from the end of December 2022 to the end of April 2023. However, the data identifies some of the challenges ahead, most notably the low attendance across all schools, the differential between primary and secondary schools, and the differential between FSM pupils and their peers.

December 2022

	ALL PUPILS	FSM	NON-FSM
Secondary	85.9%	79.2%	87.8%
Primary	90.3%	86%	91.9%
All	88.3%	83.3%	89.9%

April 2023

	ALL PUPILS	FSM	NON-FSM
Secondary	86.9%	80%	88.8%
Primary	91.3%	87.2%	92.7%
All	89.3%	84.3%	90.8%

- 5.4 Whilst the current data remain an area of concern, it is important to maintain the ongoing strategic drive towards improving attendance. Some of the key actions are listed below:
1. Every effort is made to recognise the hard work, commitment and team spirit of schools, education welfare officers and other stakeholders, who require significant resilience to undertake their role. Opportunities to celebrate successes and achievements are promoted.
 2. Education welfare officers work closely with schools and other settings to reset expectations, re-introduce and revise attendance processes (including challenge to parents/carers), as well as carrying out individual casework with pupils and families. In addition, there are also wider strategies to improve parental engagement that include the Family and Community Engagement toolkit, the Heart of The Community Award work and the Community Focused Schools initiative.
 3. Communication with key stakeholders regarding attendance is ongoing. This includes headteacher forums, attendance workshops, and Local Authority letters to parents and carers.
 4. Targeted intervention has taken place across all secondary schools. This includes several officers across the Local Authority working for an identified number of days within a specific school catchment. This has resulted in positive improvements in data and favourable feedback from secondary headteachers.
 5. Attendance action plans have been devised and issued to primary and secondary headteachers to integrate within their school development plans.
 6. Termly workshops provide additional training for school staff. This also includes the opportunity for the sharing of best practice across settings. Engagement with these sessions is very good.
 7. School attendance data is collected monthly and shared with key stakeholders. This data is also scrutinised by the Strategic Lead for School Improvement to evaluate impact, and then shared with all headteachers. This initiative has resulted in particularly favourable feedback from schools.
 8. 'Team around the School' meetings are available for schools that wish additional support on improving attendance. Meetings are held regularly to support the schools in re-establishing attendance processes and evaluate the impact of school strategies.
 9. The attendance self-evaluation document has been updated. Schools have been encouraged to engage with the process.
 10. Additional funding from Welsh Government has been utilised to

- increase the capacity in the Education Welfare Service;
 - provide targeted schools in areas of high deprivation with additional funding to build capacity;
 - employ 'English as an additional language' family liaison officers (Eastern European and Ukrainian) to support families where language may be a barrier to communication and support.
11. Additional training has been provided for Governors through network meetings and attendance at Governing Body meetings.
 12. Truancy patrols have taken place alongside the police to target hotspots to ensure a visible presence in the community and decrease persistent absenteeism.
 13. Fixed penalty notices have been reintroduced as a last resort where all other avenues have been explored.

6. ASSUMPTIONS

- 6.1 Pupils with poor attendance are more likely to fall behind with their work, have gaps in their learning, and therefore, achieve lower examination results. This will affect their life chances for the future. We all have the responsibility to ensure that our pupils achieve the best start in life, so they can reach their full potential.

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 Staff costs to deliver staff training and interventions have been funded through a mixture of funding from core services, augmented by access to additional Welsh Government funding specifically aimed towards promoting excellent pupil attendance.

9. PERSONNEL IMPLICATIONS

- 9.1 Additional funding from Welsh Government has built capacity to increase the number of educational welfare and family liaison officers working across the Local Authority. Cessation of this funding would have implications that would need to be considered and monitored.

10. CONSULTATIONS

- 10.1 The report incorporates the views of the consultees. Feedback identified the need to recognise ongoing strategies to improve pupil attendance outside of the work of the education welfare service.

11. STATUTORY POWERS

11.1 None

Author: Paul Warren, Strategic Lead for School Improvement

Consultees: Christina Harray, Chief Executive
Richard Edmunds, Corporate Director for Education and Corporate Services
Councillor Teresa Parry, Chair Education Scrutiny Committee
Councillor Jo Rao, Vice Chair Education Scrutiny Committee
Councillor Carol Andrews, Cabinet Member for Education and Communities
Keri Cole, Chief Education Officer
Debbie Harteveld, Director – Education Achievement Service
Sally Speedy, Principal School Improvement Partner (EAS)
Hayley Davies-Edwards, Principal School Improvement Partner (EAS)
Sue Richards, Head of Education Planning and Strategy
Jane Southcombe, Finance Manager
Sarah Ellis, Lead for Inclusion and ALN
Sarah Mutch, Early Years Manager

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION SCRUTINY COMMITTEE - 20TH JUNE 2023

SUBJECT: DEVELOPMENT OF A MODEL OF TUITION SUPPORT

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

1. PURPOSE OF REPORT

1.1 This report provides information to Members regarding the current model of home tuition and seeks support for proposals for changes to existing delivery.

2. SUMMARY

2.1 Current provision for tuition in Caerphilly lies within the education other than at school (EOTAS) portfolio. Where children experience health factors that impact upon their attendance at any setting, the current model facilitates access to a tutor for a time limited period each day facilitated by the LA. Presently this involves LA employed staff and agency staff. This model can also facilitate support being provided to pupils excluded for 15 days or more in line with Welsh Government Guidance.

2.2 The proposed changes would enable schools to retain direct control over decision making, funding and provision for pupils on role in their school and therefore ensure a consistent approach to meeting needs. Pupils will not be identified as EOTAS.

2.3 Each school will either receive funding to support this model or existing contracted staff will transfer to the school as outlined in sections 8 and 9 below.

2.4 This model has already been trialled in several schools and therefore the changes will impact on around half of the existing secondary aged pupils accessing tuition.

2.5 Consultation with existing tutors has indicated some concerns regarding change to working arrangements and expectations of the role, transition arrangements for pupils, criteria used by schools, and individual capacity of tutors. Specific examples raised will be considered individually. Each tutor has been offered the opportunity to meet with unions and discussions will be ongoing.

2.6 Consultation with the agency sourcing the tutors for the LA resulted in a positive understanding about the proposed changes, potential opportunities to work with schools and an understanding about the need to continue with a very few of the

existing arrangements as they are currently delivered.

2.7 All families of children receiving home tuition were contacted and few requested more detailed information which addressed queries. Follow up discussions resulted in a very few more individualised discussions and consideration of current arrangements remaining in place for those completing formal education in 2023 / 2024 or for exceptional reasons.

2.8 Proposals align with responsibilities linked to The Education Act, The ALN Act, the EOTAS Framework for Action, and Exclusions from Schools and Pupil Referral Units guidance.

3. RECOMMENDATIONS

3.1 Members are asked to note the contents of the report and endorse the proposal to implement a revised model of supporting pupils who have received tuition in order that they can be supported via the school.

4. REASONS FOR THE RECOMMENDATIONS

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

5. THE REPORT

5.1 Whilst mainstream education will fulfil the needs of almost all pupils there are exceptions or specific sets of circumstances when mainstream education is not accessible at a given time. The aim is to identify accurately the presenting needs and appropriate interventions, enable access to the curriculum and facilitate the young person to make progress thus enabling them to return to mainstream / fulltime education.

5.2 The current model of home tuition provides support for pupils who:

- experience an acute or chronic medical condition;
- are unable to safely access school or any other provision despite appropriate and reasonable adjustments to the school curriculum or environment;
- are experiencing significant emotional, psychological, or mental health needs that are proving to be a barrier to attendance and engagement in education / an education setting.

5.3 Presently schools are required to refer to the local authority panel, providing supporting evidence to enable the panel to make a decision regarding any request. If a request is agreed the age weighted pupil unit funding (AWPU) is clawed back from the school.

5.4 The LA employs six tutors who provide the specific function of supporting individual pupils at their homes and in community settings and to reintegrate into school. Given the current model of individual support and the number of requests for support the LA also accesses agency support.

5.5 The overall net cost to the LA of the current tuition model was £978k in 2022-23. 25%

of tuition is provided by LA employed staff and 75% by Agency staff. The LA has a responsibility to ensure effective use of resources to support pupils of which EOTAS provision is part (see section 8 for further detail).

- 5.6 Tutors follow the curriculum set by individual schools as closely as possible. However tutor feedback has indicated a variance in the availability of suitable resources from schools. This has resulted in some students following a path quite different from their contemporaries in school.
- 5.7 There is currently extensive variation in presenting needs and therefore no uniform measure of effectiveness or impact of tuition in terms of engagement, standards, and progress. Anecdotal evidence suggests increased engagement and positive feedback from parents / carers. However, analysis of reintegration rates suggests that students remain at home for long periods.
- 5.8 As at April 2023 there are 126 students who access home tuition linked to all secondary schools although the numbers vary across schools.
- 5.9 Since the pandemic when schools developed an approach to supporting learners remotely, there are opportunities to support pupils differently should access to the school environment be impacted for the reasons outlined above.
- 5.10 The proposal for the new model of tuition, that has been subject of consultation with all secondary Head Teachers, is that the provision remains directly under control of the school, allowing for consistent approach to meeting the needs of the pupils linked to the school, a wider coverage of the curriculum than presently offered, and effective monitoring of provision, standards and progress aligned with the approach taken within and across school. Pupils will remain on role and will not fall within the remit of EOTAS. All secondary head teachers agree with the proposals although have asked for a supporting document (5.18). There will be no change in delivery for around half of the pupils who currently access tuition where this new model has already been trialled. It is recognised that where pupils will complete their formal education in 2023 / 2024 the existing arrangement may remain in place.
- 5.11 All parents of secondary aged pupils accessing tuition have been informed in writing of the proposals and offered opportunities to discuss. A few parents contacted the LA and more detailed discussions were able to facilitate positive responses. In a very few cases existing arrangements may remain in place for those completing formal education in 2023/ 2024 or in specific individual circumstances. Where the model of delivery will change schools will be liaising with each family to explain the approach for their child.
- 5.12 The views of all the secondary aged pupils have been gathered through feedback from parents / carers.
- 5.13 Benefits of the proposed model are perceived to be:
 - enabling pupils to maintain a sense of belonging to their school;
 - effective collaboration with school staff, and potential to join lessons remotely;
 - broader curriculum coverage;
 - more effective planning;
 - maintaining consistency;
 - accessibility to school based and linked services;

- development of bespoke packages of support to meet need;
- effective sharing of curriculum and assessment information;
- effective marking and feedback to inform next steps of learning;
- improved outcomes;
- accountability remaining within schools;
- staff become part of a school team with access to school based professional learning, networking and resources;
- transfer of funding to schools and more effective use of resource (section 8).

5.14 Potential identified risks:

- change in the way support is provided and perception of effectiveness;
- variable approaches across individual schools;
- access to technology;
- demand on schools managing a blended approach

5.15 The approach can also contribute to ensuring that when a pupil is excluded from school, the school is able to ensure that appropriate learning is in place in line with the guidance for schools and LA.

5.16 Further relevant information is identified in the integrated impact assessment (IAA)

5.17 Rather than clawing back AWPU schools with be provided with funding to support this more consistent approach thus making better use of resource. Currently contracted LA staff will transfer to schools and any HR issues supported as outlined in section 9.

5.18 The LA will draw up a protocol outlining how this approach aligns with LA and schools' responsibilities in legislation and guidance, outlining financial responsibilities, expectations regarding a review of the process and end of year monitoring and evaluation reports to the LA.

5.19 The model of support for primary pupils will remain as it is presently since there are currently very few pupils. This will be reconsidered following a review of the implementation of the model in secondary schools.

5.20 CONCLUSIONS

5.21 The proposal consulted on with Head Teachers is that pupils who require support outside of school for the reasons outlined are supported by their school thus ensuring they remain connected with their school and support is contingent with the curriculum offer of their school.

6. ASSUMPTIONS

6.1 In considering the recommendations assumptions have been made in relation to ensuring that the responsibilities of LAs and schools are met, kept under review, and in ensuring that needs of all pupils are met.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

- 7.1 The integrated impact assessment (Appendix 1) helps support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation. This highlights that the proposal seeks to focus on most efficient and effective use of resource to meet the needs of pupils who cannot attend school for health reasons at a given point in time, or where they have been excluded and according to guidance require access to work. The proposal does not identify any negative impacts in relation to the Equality Act and socio-economic duty. The proposal aligns with the Corporate Plan, the Well-being of Future Generations Act, and the Welsh Language Measure. Should any issues arise mitigations will be put in through ongoing engagement between schools, LA, parents, and pupils.

8. FINANCIAL IMPLICATIONS

- 8.1 The proposals will support an allocation of formula funding to schools circa £880k.

9. PERSONNEL IMPLICATIONS

- 9.1 The Council is currently the employer of the contracted staff team. Following transfer, the school will collectively with the Council become the employer.
- 9.2 The Council has relied on agency workers to support the EOTAS provision and the funding that will be allocated to schools reflects this. There are currently 31 active agency workers in place with an expectation to work up to the end of July 2023.
- 9.3 Under regulation 13 of the Agency Worker Regulations (AWR), an agency worker has, during an assignment, the right to be given the same opportunity as a comparable contracted worker to find permanent employment with the hirer. No new employments are being created by the Council in relevance to this transfer, but the funding arrangement offered under this proposal could mean that schools seek to hire additional support. Agencies will be alerted to the change of potential hirer if this proposal is supported.

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)

Author: Sarah Ellis, Lead for Inclusion and ALN / Rhys Evans Head of Provision for Vulnerable Learners

Consultees:

Christina Harrhy, Chief Executive
Richard Edmunds, Corporate Director, Education and Corporate Services
Dave Street, Deputy Chief Executive
Rob Tranter, Head of Legal Services and Monitoring Officer
Steve Harris, Head of Financial Services and S151 Officer
Councillor Teresa Parry, Chair Education Scrutiny Committee
Councillor Jo Rao, Vice Chair Education Scrutiny Committee
Councillor Carol Andrews, Cabinet Member for Education and Communities
Keri Cole, Chief Education Officer
Sue Richards, Head of Transformation and Education Planning and Strategy
Jane Southcombe, Finance Manager
Nicola Hooper, Finance Officer
Paul Warren, Strategic Lead for School Improvement
Sarah Mutch, Early Years Manager
Ros Roberts, Business Improvement Manager
Lisa Downey, Acting HR Service Manager
Anwen Cullinane Senior Policy Officer (Equalities and Welsh Language)
Rhys Evans, Head of Provision for Vulnerable Learners
Trade Unions via JCC
Rebecca Collins, Head Teacher
Lee Jarvis, Head Teacher
Stephen Diehl, Head Teacher
Jamie Oliver, Assistant Head Teacher
Andrew Thompson, Head Teacher
Chris Parry, Head Teacher
Helen Harding Head Teacher
Nerys Davies, Head Teacher
Jane Wilkie, Head Teacher
Jason Hicks, Head Teacher
Richard Owen, Head Teacher
Matthew Webb, Head Teacher
Ian Elliot, Head Teacher

Appendix 1: Integrated Impact Assessment.



Appendix 1

Caerphilly County Borough Council - Integrated Impact Assessment

This integrated impact assessment (IIA) has been designed to help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Welsh Language (Wales) Measure 2011
- Well-being of Future Generations (Wales) Act 2015
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles

PLEASE NOTE: Section 3 Socio-economic Duty only needs to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions.

See page 6 of the Preparing for the Commencement of the Socio-economic Duty Welsh Government Guidance.

1. Proposal Details

Lead Officer:- Sarah Ellis

Head of Service:- Keri Cole

Service Area and Department:-Education

Date:-06.06.23

What is the proposal to be assessed? *Provide brief details of the proposal and provide a link to any relevant report or documents.*

Change to the current model of home tuition, such that children who require this type of support will receive this via their school rather than through external Education other than at School provision.

2. Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

*(The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups). Please note that an individual may have more than one **protected characteristics**.*

2a Age (people of all ages)

(i) **Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

The proposal seeks to focus on the most efficient and effective use of resource to meet the needs of pupils who cannot attend school for health reasons at a given point in time, or where they have been excluded and according to guidance and require access to work. The proposal does not have any impact on age as a protected characteristic.

(ii) If there are negative impacts how will these be mitigated?

Should the proposals have any negative impacts mitigations will be addressed by the school to ensure that pupils needs are at the centre and appropriate provision is identified. Where appropriate this may involve support from the LA to enable the school to best support the pupil.

(iii) What evidence has been used to support this view?

In line with the ALN Act and the Equality Act, schools and the Local Authority (LA) have a statutory responsibility to identify and meet needs.

2b Disability (*people with disabilities/long term conditions*)

(i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

As above

(ii) If there are negative impacts how will these be mitigated?

Should there be any negative impact based on individual disability these will be mitigated through individual discussions regarding the identification of provision to meet need.

(iii) What evidence has been used to support this view?

There is evidence of a very few individual cases that may require specific and ongoing conversations to ensure needs are identified and met. In line with the ALN Act and the Equality Act, schools and the Local Authority (LA) have a statutory responsibility to identify and meet needs.

2c Gender Reassignment (*anybody whose gender identity or gender expression is different to the sex they were assigned at birth*)

- (i) **Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

As above, if these characteristics are relevant.

- (ii) **If there are negative impacts how will these be mitigated?**

As above

- (iii) **What evidence has been used to support this view?**

As above

2d Marriage or Civil Partnership (*people who are married or in a civil partnership*)

- (i) **Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

N/A

- (ii) **If there are negative impacts how will these be mitigated?**

- (iii) **What evidence has been used to support this view?**

2e Pregnancy and Maternity (*women who are pregnant and/or on maternity leave*)

- (i) **Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

The young mum's intervention will continue linked to the EOTAS provision as appropriate and falls outside of the scope of this proposal.

- (ii) **If there are negative impacts how will these be mitigated?**

NA

- (iii) **What evidence has been used to support this view?**

NA

2f Race (*people from black, Asian and minority ethnic communities and different racial backgrounds*)

- (i) **Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

As above if these characteristics apply.

- (ii) **If there are negative impacts how will these be mitigated?**

As above

- (iii) **What evidence has been used to support this view?**

As above

2g Religion or Belief (*people with different religions and beliefs including people with no beliefs*)

- (i) **Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

As above

- (ii) **If there are negative impacts how will these be mitigated?**

As above

- (iii) **What evidence has been used to support this view?**

As above

2h Sex (*women and men, girls and boys and those who self-identify their gender*)

- (i) **Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

As above

- (ii) **If there are negative impacts how will these be mitigated?**

As Above

- (iii) **What evidence has been used to support this view?**

As above



2i Sexual Orientation (*lesbian, gay, bisexual, heterosexual, other*)

- (i) **Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

As above if these characteristics apply.

- (ii) **If there are negative impacts how will these be mitigated?**

As above

- (iii) **What evidence has been used to support this view?**

As above

3. Socio-economic Duty (*Strategic Decisions Only*)

*(The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. **Socio-economic disadvantage** means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services)*

Please consider these additional vulnerable group and the impact your proposal may or may not have on them:

- Single parents and vulnerable families
- People with low literacy/numeracy
- Pensioners
- Looked after children
- Homeless people
- Carers
- Armed Forces Community
- Students
- Single adult households
- People misusing substances
- People who have experienced the asylum system
- People of all ages leaving a care setting
- People living in the most deprived areas in Wales (WIMD)
- People involved in the criminal justice system

3a Low Income / Income Poverty (*cannot afford to maintain regular payments such as bills, food, clothing, transport etc.*)

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

(ii) If there are negative impacts how will these be mitigated?

As above

What evidence has been used to support this view?

As above

3b Low and/or No Wealth (*enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future*)

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

As above

(ii) If there are negative impacts how will these be mitigated?

As above

(iii) What evidence has been used to support this view?

3c Material Deprivation (*unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.*)

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

As above

(ii) If there are negative impacts how will these be mitigated?

As above

(iii) What evidence has been used to support this view?

As above

3d Area Deprivation (*where you live (rural areas), where you work (accessibility of public transport) Impact on the environment?*)

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

As above

(ii) If there are negative impacts how will these be mitigated?

As above

(iii) What evidence has been used to support this view?

As above

3e Socio-economic Background (*social class i.e. parents education, employment and income*)

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

As Above

- (ii) If there are negative impacts how will these be mitigated?

As above

- (iii) What evidence has been used to support this view?

As above

3f Socio-economic Disadvantage (*What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged*)

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

As above.

- (ii) If there are negative impacts how will these be mitigated?

As above

- (iii) What evidence has been used to support this view?

As above



4. Corporate Plan – Council’s Well-being Objectives

(How does your proposal deliver against any/all of the Council’s Well-being Objectives? Which in turn support the national well-being goals for Wales as outlined in the Well-being of Future Generations (Wales) Act 2015. Are there any impacts (positive, negative or neutral? If there are negative impacts how have these been mitigated?) Well-being Objectives

Objective 1 - Improve education opportunities for all

The LA works in partnership with all schools and education providers to ensure that the needs of pupils are appropriately identified, and provision is in place. The proposals seek to ensure that pupils maintain a sense of belonging to their school and are provided with continuity and breadth of support if they cannot attend for identified medical reasons.

Objective 2 - Enabling employment

Improved educational outcomes are linked to improved employment prospects and these proposals aim to ensure continuity of educational offer.

Objective 3 - Address the availability, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people’s well-being

NA

Objective 4 - Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity and minimises the adverse impact on the environment

NA

Objective 5 - Creating a county borough that supports healthy lifestyle in accordance with the Sustainable Development principle with in the Well-being of Future Generations (Wales) Act 2015

NA

Objective 6 - Support citizens to remain independent and improve their well-being

This proposal ensures that children with medical needs continue to receive support via their school and where appropriate the school is supported by the LA to ensure appropriate provision is developed by the school and is in place.

4a. Links to any other relevant Council Policy *(How does your proposal deliver against any other relevant Council Policy)*



Strategic Equality Plan 2020-2024
Education Strategy
EOTAS Strategy
Corporate Plan 2018 - 2023
Welsh In Education Strategic Plan 2022 - 2032
Welsh Language Strategy 2022 - 2027

5. Well-being of Future Generations (Wales) Act 2015 – The Five Ways of Working *(Also known as the sustainable development principles. The Act requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the five ways of working as a baseline)*

How have you used the Sustainable Development Principles in forming the proposal?

Long Term

Supporting partnerships working to identify needs and promote wellbeing of children at the centre of everything we do.

Prevention

Working collaboratively to implement effective intervention strategies is essential in meeting needs.

Collaboration

Working collaboratively with schools and other education settings, parents / carers provides a more cohesive approach to identification of need and ensures appropriate intervention.

Involvement

All LA tutors, the relevant agency, and secondary head teachers, have been involved in consultation. Parents / carers have been advised of proposed changes and have been invited to discuss individual issues and share their child's views. Tutors have been offered opportunities to discuss with their unions and this discussion is ongoing. Information has been shared with trade unions.



6. Well-being of Future Generations (Wales) Act 2015

Does the proposal maximise our contribution to the Well-being Goals and how?

A Prosperous Wales

An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.

The proposal ensures that children who cannot attend school for a period of time for specific medical reasons (or where they are excluded for a period of time in accordance with guidance) continue to receive continuity of support for their learning from their school.



A Resilient Wales

A nation which maintains and enhances a biodiverse natural environment healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for climate change)

NA

A Healthier Wales

A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood

As above

A More Equal Wales

A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances)

The proposal ensures that the needs of learners continue to be met, thus mitigating any risk linked to longer term implications for educational outcomes and for young people fulfilling their potential.

A Wales of Cohesive Communities

Attractive, viable, safe and well-connected communities

As above

A Wales of Vibrant Culture and Thriving Welsh Language

A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation

All schools are required to promote Welsh culture and heritage through the Cwricwlwm Cymraeg. The approach aligns with the Welsh in Education Strategic Plan and The Welsh Language Strategy.

A Globally Responsible Wales

A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.

As above

7. Welsh Language (Wales) Measure 2011 and Welsh Language Standards

(The Welsh Language Measure 2011 and the Welsh Language Standards require the Council to have 'due regard' for the positive or negative impact a proposal may have on opportunities to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language) Policy Making Standards - Good Practice Advice Document

7a. Links with Welsh Government's Cymraeg 2050 Strategy and CCBC's Five Year Welsh Language Strategy 2022-2027 and the Language Profile

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

(ii) If there are negative impacts how will these be mitigated?

Where any negative impacts are identified these will be addressed through the school with support from the LA where required.

(iii) What evidence has been used to support this view?

Pupil level data regarding those accessing support through the medium of Welsh.

7b. Compliance with the Welsh Language Standards. *Specifically Standards 88–93*

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

(ii) If there are negative impacts how will these be mitigated?

(iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

7c. Opportunities to promote the Welsh language *e.g. status, use of Welsh language services, use of Welsh in everyday life in work / community*

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

(ii) If there are negative impacts how will these be mitigated?

(iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

7d. Opportunities for persons to use the Welsh language *e.g. staff, residents and visitors*

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

(ii) If there are negative impacts how will these be mitigated?

(iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

7e. Treating the Welsh language no less favourably than the English language

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

(ii) If there are negative impacts how will these be mitigated?

(iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

7f. Having considered the impacts above, how has the proposal been developed so that there are positive effects, or increased positive effects on (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.

8. Data and Information

(What data or other evidence has been used to inform the development of the proposal? Evidence may include the outcome of previous consultations, existing databases, pilot projects, review of customer complaints and compliments and or other service user feedback, national and regional data, academic publications and consultants' reports etc.)

Data/evidence *(Please provide link to report if appropriate)*

See Education Scrutiny report 20th June 2023

Key relevant findings

How has the data/evidence informed this proposal?

Were there any gaps identified in the evidence and data used to develop this proposal and how will these gaps be filled? *Details of further consultation can be included in Section 9.*

9. Consultation

*(In some instances, there is a legal requirement to consult. In others, even where there is no legal obligation, there may be a legitimate expectation from people that a consultation will take place. Where it has been determined that consultation is required, **The Gunning Principles** must be adhered to. Consider the **Consultation and Engagement Framework**. Please note that this may need to be updated as the proposal develops and to strengthen the assessment.*

Briefly describe any recent or planned consultations paying particular attention to evidencing the Gunning Principles.

Who was consulted?

Consultation has been undertaken to date with secondary head teachers who are all in agreement. Parents have been advised and follow up discussions held where there have been queries. There are a very few specific circumstances where current arrangements will continue. Tutors have been engaged in individual discussions and any individual concerns will either be addressed as the model is embedded or where necessary with individual discussions with trade unions and HR. Trade Unions have been consulted via JCC.

When they were consulted did the consultation take place at the formative stage and was adequate time given for consultees to consider and respond?

Consultation has been undertaken throughout the process and is ongoing.

Was sufficient information provided to consultees to allow them to make an informed decision on the proposal?

Face to face discussion were held with secondary head teachers. Parents / cares were written to and follow up discussions held where requested. Information has been shared with tutors and their views sought. Further discussions with unions and HR have been offered.

What were the key findings?

All secondary head teachers are in agreement with the proposals. A few parents / carers raised queries, and it is recognised that in a very few case it may be appropriate to continue the existing intervention until the final year of formal education in 2023 / 2024 or for very specific medical reasons. Tutors raised some concerns as outlined in the report.

How have the consultation findings been taken into account?

As above.



10. Monitoring and Review

How will the implementation and the impact of the proposal be monitored, including implementation of any amendments?

Termly meetings with the lead Local Authority officer and Head Teacher, pastoral lead in each school will be held to review the development and implementation of the approach, and impact for young people. Good practice will be shared at the Pastoral Leaders forum. Monitoring and review reports will be provided as part of ongoing self-evaluation annually in the Local Authority.

What are the practical arrangements for monitoring?

As above.

How will the results of the monitoring be used to develop future proposals?

The information will be used to shape the process going forward and to consider a second phase of implementation for primary aged pupils.

When is the proposal due to be reviewed?

July 2024

Who is responsible for ensuring this happens?

Lead LA Officer, Chief Education Officer, Lead for Inclusion.

11. Recommendation and Reasoning

- Implement proposal taking account of the mitigating actions outlined.

Have you contacted relevant officers for advice and guidance?

- Yes
-

12. Reason(s) for Recommendations

(Provide below a summary of the Integrated Impact Assessment. This summary should be included in the “Summary of Integrated Impact Assessment” section of the Corporate Report Template. The Integrated Impact Assessment should be published alongside the Report proposal).

The proposal focuses on ensuring continuity and effective input is provided to learners. This will be kept under review to ensure any impacts are considered and mitigations put in place.

13. Version Control

(The IIA should be used in the early stages of the proposal development process. The IIA can be strengthened as time progresses to help shape the proposal. The Version Control section will act as an audit trail to evidence how the IIA has been developed over time) (Add or delete versions as applicable)

➤ Version 1

Author:- Sarah Ellis

Brief description of the amendments/update:-
Explanations and mitigations expanded.

Revision Date:-19.5.23

➤ Version 2

Author:- Sarah Ellis

Brief description of the amendments/update:-
Additions regarding consultation.



Integrated Impact Assessment Author

Name:- Sarah Ellis

Job Title:- Lead for Inclusion and ALN

Date:-6.6.23

Head of Service Approval

Name:- Keri Cole

Job Title:- Chief Education Office

Signature:-

A handwritten signature in cursive script, appearing to read 'K Cole', written in black ink on a white background.

Date:-6.6.23

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION SCRUTINY COMMITTEE - 20TH JUNE 2023

SUBJECT: OVERVIEW OF THE EDUCATIONAL PSYCHOLOGY SERVICE

REPORT BY: CORPORATE DIRECTOR EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

- 1.1 This report aims to provide information for members regarding the Educational Psychology Service (EPS) model of service delivery and how the work of the Service has evolved following the implementation of the ALN Reform. The report will also include examples of interventions and support offered by the EPS and will outline the range of work that the EPS is involved in both with schools and the LA. The report will enable Members to gain a better understanding of the breadth of the EP role in both supporting schools, the LA and our partners in health and social care.

2. SUMMARY

- 2.1 The EPS provides a wide range of support to Early Years, Schools and alternative settings, to staff, parents and carers and works with children aged 0-19 years.
- 2.2 Educational Psychologists (EPs) also provide guidance to support pupils transfer to specialist settings including post-16 settings. This support aims to facilitate a clear understanding of pupil needs, to inform appropriate provision planning.
- 2.3 The EPS uses a consultation model to support school and parental understanding of the difficulties that might be underpinning a pupil's learning, behaviour and wellbeing to enable agreed actions to be co-constructed to target areas of need.
- 2.4 The EPS has adapted its model of service delivery and has introduced a phased model of delivery which is aligned with the ALN Act and Code.
- 2.5 The EPS has developed and delivers a wide range of training to school staff and other professionals within the Local Authority Learning Education and Inclusion Service aimed to empower staff to both understand and support pupil learning, behaviour and wellbeing.
- 2.6 The EPS has also developed and delivers interventions to support pupil wellbeing, behaviour and learning.

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 taken by the EPS to support schools, other education professionals and parents to better understand pupil needs and deliver timely interventions to bring about positive change in children and young people's lives.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 Members are asked to endorse the approach the EPS has taken to provide an equitable time allocation and phased model of service delivery that is closely aligned with the new ALN Act and Code. Through the delivery of this model the EPS is able to work both at a more preventative and early intervention level (phase a – universal support) through to a more targeted (phase b consultations) and specific level (phase c direct assessment and bespoke interventions). This model aims to empower schools and other education professionals (and parents) to gain a better understanding of pupil/their child's needs and, in the case of education staff, deliver timely interventions to bring about positive change in children and young people's lives. This report needs to be read in conjunction with Scrutiny Report 828: 'Pupil Welfare Support Provided to Schools since the Pandemic' and Scrutiny Report 834: 'Provision of Services for Children with Additional Learning Needs Including Those with Disability'.

5. THE REPORT

- 5.1 The EPS provides a wide range of support to Early Years, Schools and alternative settings, to staff, parents and carers and works with children aged 0-19 years.
- 5.2 Educational Psychologists (EPs) use a consultation model of service delivery which aims to support children by working with the adults (school staff, parents and carers) who have direct contact with them and who are therefore most likely to impact on their lives.
- 5.3 The EPS works closely with every school in Caerphilly CBC to help support school staff to better understand and meet the needs of learners with increasingly complex needs.
- 5.4 Each school has an allocated amount of time with their EP. School allocation is currently calculated based on the following criteria:
- (i) the number of pupils on roll
 - (ii) the number of pupils who are FSM (free school meals) and
 - (ii) the percentage of pupils with ALN (additional learning needs) in school.
- 5.5 In addition to the allocated number of school visits schools also access:
- (i) a planning meeting at the start of the Autumn term to discuss school's priorities for the year ahead at both a strategic level – to identify possible training needs that the EPS can support with, group work and individual pupil work;

- (ii) half-termly cluster consultation meetings where pupils can be discussed anonymously with the EP and the Additional Learning Needs Coordinators (ALNCo's) from the cluster schools to identify approaches that can be used to support these pupils and support the school's graduated response and sharing of good practice across schools;
- (iii) a range of training and monthly workshops to enable schools to both better understand and support pupil learning, behaviour, wellbeing and pupil attendance;
- (iv) ongoing supervision and coaching linked to specific interventions (e.g., ELSA supervision, YMHFA – Youth Mental Health First Aid and Human Givens coaching);
- (v) wellbeing interventions delivered by the EPS (e.g., Lego group, CBT – cognitive behavioural therapy groups, Draw and Talk and Dot Breathe Mindfulness whole class intervention);
- (vi) a review meeting towards the end of summer term to review the support received by the EPS and identify planning and training needs for the following year.

The EPS are holding a consultation with Head Teachers this summer term to consider whether there needs to be any changes to this model of service delivery.

5.6 The EPS links in with the Local Authority Service Improvement Plan through its work on the following three actions plans:

- (a) Support the implementation of the ALN Act
- (b) Identification and support for vulnerable learners
- (c) Embedding a whole school approach (WSA) to wellbeing.

5.7 Support the implementation of the ALN Act

5.7.1 The ALN and Educational Tribunal Act and corresponding Code of Practice covers pupils from 0-25 years of age who remain in an education setting and who have an IDP - Individual Development Plan. To support the implementation of the ALN Act and Code, the EPS provides dedicated support to our Early Years settings and children requiring assessment before they start school, all schools and education settings and supports post-16 transition planning.

5.7.2 The EPS works with the Early Years Service and attends ISCAN (Integrated Service for Children with Additional Needs) Panel and the Local Authority's Emerging Needs Panel. Attendance at these panels, enables the EPS to help identify which children, based on their level of complexity, require a psychological assessment to inform their education planning. A PCP (person-centred planning) meeting is then organised between the receiving school, parents, EP and any other services involved at this point, in order to plan and support the pupil's transition into the education setting.

5.7.3 The EPS has adapted its model of service delivery to schools so that it aligns and is compliant with the ALN Act and ALN Code. The EPS now operates a phased model of service delivery incorporating phases A, B and C. This model enables EPs to intervene and offer support to education settings at a much earlier stage by building capacity in these settings to support the development of their universal provision.

- 5.7.4 This is carried out through the introduction of Phase A work (e.g., staff training, workshops, wellbeing offer (schools can access wellbeing training and an intervention), anonymous group half-termly cluster consultations, planning and end of year review meetings). The EPS also co-delivers cluster moderation meetings with the Statutory Officers and Advisory Teachers to moderate school provision maps and support sharing of good practice across school clusters.
- 5.7.5 The next stage in this model is Phase B work, which aims to support the development of school's universal and targeted provision (e.g., staff and parent consultations, review consultations, PCP meetings, bespoke training based on school needs, direct staff supervision and support (ELSA, Nurture etc.).
- 5.7.6 This then progresses to Phase C work, which aims to develop school's targeted and specific provision (e.g., assessment of pupil's educational or psychological needs that may require ALP – Additional Learning Provision, EP consultation and advice for identified ALN – Additional Learning Needs, multi-agency collaboration (clinics, meetings, reviews) and bespoke direct intervention from the EP.
- 5.7.7 Working in this way enables EPs to meet the requirement of the Act and the Code to identify whether a child or young person has ALN based on a wide range of evidence gathered over time.
- 5.7.8 EPs may also be required to provide psychological advice as part of a child's IDP, or to attend a PCP review, or in relation to a change of pupil education placement.
- 5.7.9 A member of the senior EP team also sits on the weekly ALN Panel to provide advice and help facilitate panel decisions around school requests for additionality, pupil placement and provision, requests for ALN notices, and LA support with the identification of ALN or ALP.
- 5.7.10 The EPS supports post-16 education planning and in spring 2022 we launched our post-16 transition protocol to all of our secondary schools and education settings. We have used Welsh Government funding to encourage and enable our secondary schools to, in line with the transition protocol, run MATSM (Multi-Agency Transition Screening Meetings) to RAG rate their year 11 pupils to identify those that need additional support with their post-16 transition planning. This has ensured that key information has been shared with the receiving college to enable them to put appropriate measures in place to support these pupils.
- 5.7.11 The EPS is currently running a research project to gain stakeholder views on post-16 transition experiences to enable us to identify the extent to which what we are doing is making a difference. Moving forward, in line with our protocol and WG guidance, schools and EPs will begin the Post-16 transition planning in year 10 to enable more time to assess, plan and support pupil transitions. In particular, this will enable us to identify at an earlier stage those pupils who might need to access independent specialist provision, to see whether, with support from the LA, their needs could be met in their local college, rather than in an expensive independent specialist provision, which would in turn enable them to remain in their local community.
- 5.7.12 To support this work, we have a lead EP for post-16 who is leading on supporting effective transitions for learners with more complex needs. The Lead EP and EPs within the Service routinely link with post-16 providers including local Further Education colleges and independent specialist provision providers typically

undertaking individual assessments and providing advice as part of transition planning for pupils moving between statutory and post 16 settings.

5.8 Identification and support for vulnerable learners

5.8.1 The EPS has developed a Vulnerable Learners Matrix (VLM) which aims to identify a pupil's level of vulnerability through the identification of individual, school, family and community risk and protective factors. The matrix also highlights targeted and specific interventions that can then be put in place to ameliorate the impact of these risk factors through the provision of protective factors in these domains. This matrix is currently being piloted in two secondary schools, a primary school and an infant and junior school; after which any further refinements will be made prior to rolling out the VLM to all schools.

5.8.2 The EPS has also developed a Reintegrating Learners Toolkit which aims to promote early intervention (phase a and b work) to prevent emotionally based school avoidance (EBSA). Linked to this, the EPS has provided training to schools and other education staff within the LA on how to use the Toolkit to support pupil attendance and develop a reintegration plan and has created information booklets for children and young people, parents and carers.

5.8.3 The EPS can also provide intensive, ongoing (phase c) support where pupils school attendance issues have become more entrenched and have developed into EBSA. This support (along with the work outlined in sections 5.6.4-5.6.7 below) is undertaken by our Assistant EPs (under close EP supervision). This work is aimed at identifying pupil needs, overcoming barriers to school attendance, identifying an appropriate education placement and co-developing with the pupil and their family a reintegration plan back into an education setting. Please see Scrutiny Report 828: 'Pupil Welfare Support Provided to Schools Since the Pandemic' for more information on our work to support pupil welfare and EBSA.

5.8.4 The EPS also work with pupils who have received a permanent exclusion to identify pupil, family and school views to inform appropriate education provision and pathway planning.

5.8.5 The EPS also provides support to the Llais Centre through the provision of a detailed psychological assessment of pupil needs and views to inform education placement planning for hard to place pupils.

5.8.6 The EPS has also set up a pilot parent-pupil engagement project for pupils in Glan y Nant PRU (Pupil Referral Unit) and the Hive Community Tuition Centre. This project aims to target parent/carers understanding of their child's needs and improve parent/carers-pupil communication. Please see Scrutiny Report 828: 'Pupil Welfare Support Provided to Schools Since the Pandemic' for more information on the Llais Centre project and the parent-pupil engagement project.

5.8.7 The EPS is also working with the Youth Service on a transition project in which evidence-based practice is being used to support a group of pupils from one primary school identified as most in need of support for their Key Stage 2-3 transition. This support will consist of a 6-week group intervention during the current summer term, access to support over the summer and support in the Autumn term of the pupils' year 7. In addition to providing direct support to these pupils, the project will ensure that key information is passed onto the secondary school to enable key supportive measures to be put in place. Evaluation data will then be used to inform further work and guidance to schools to support pupil transition processes.

- 5.9 Embedding a whole school approach (WSA) to wellbeing
- 5.9.1 The EPS co-developed with other education support teams in the LA the Inclusion Compendium (IC) for schools which contributes to a cohesive model for inclusion, wellbeing and relationship building across schools. The IC also highlights examples of best practice across our schools and reflects pupil views on what makes a difference to their wellbeing in schools. We are looking to launch the IC alongside the new Education Strategy in the Autumn Term 2023.
- 5.9.2 The EPS regularly consults with schools to identify their training needs each year (e.g., via the termly Pastoral Leads meeting, chaired by the Principal EP, start of year planning and end of year review meetings). Training is then developed and delivered in response to school feedback (for example, this year we developed training on neurodiversity, supporting behaviour through an emotion regulation lens and positive psychology). The EPS also continues to provide ongoing training and support to schools on trauma-informed approaches.
- 5.9.3 The EPS offers universal and targeted wellbeing training and interventions (through our wellbeing offer to schools) throughout the year. This work (along with the work outlined in sections 5.7.4-5.7.6 below) is undertaken by our Assistant EPs (under close EP supervision). More than 80% of schools have received at least one targeted wellbeing training and an intervention from the EPS and, where requested, a number of schools have received several wellbeing training and interventions.
- 5.9.4 All of our secondary schools have received training on either emotion regulation (delivered jointly by the EPS and Community Psychology), trauma-informed approaches, attachment, or resilience.
- 5.9.5 The EPS is also able to provide whole school staff wellbeing training and group staff wellbeing interventions in order to support staff wellbeing.
- 5.9.6 The EPS routinely assesses the impact of the targeted and specialist wellbeing interventions that we deliver through analysis of baseline and post-intervention measures. These analyses highlight a significant improvement in pupil wellbeing measures post-intervention. Further details of the training and wellbeing intervention on offer to schools and impact data can be found in Scrutiny Report 828: 'Pupil Welfare Support Provided to Schools since the Pandemic'.
- 5.9.7 The EPS also line manages the School-based Counselling Service (SBCS). Through WG funding we have been able to extend our school-based counselling provision (from years 6-13), to include years 4 and 5 of primary school and our EOTAS settings. We have also increased the amount of counsellor time dedicated to primary schools in response to the level of need that we are seeing and have extended the range of therapeutic support on offer to pupils. Pupils can now access Music and Art therapy in addition to talking therapies and online therapy as well as face to face therapy. The SBCS is highly valued by schools and SBC intervention results in a significant improvement in pupil mood post-counselling, as assessed by the YPCore measure (this is the measure that the WG requires SBCs to use to evaluate impact).
- 5.9.8 The EPS provides support to the Caerphilly Schools that are taking part in the WG whole-school approach to wellbeing framework and is working alongside the Healthy Schools Team to support the implementation of this framework through the delivery of wellbeing training and/or interventions.

5.9.9 The EPS also provides critical incident support to schools. This support aims to help schools to both coordinate their response to the incident and identify (through the use of the Circles of Vulnerability activity) which pupils and staff are most likely to have been affected by the critical incident. The EPS then supports the school to develop an action plan of support for these pupils and staff.

5.10 Senior members of the EPS also contribute to the following LA activities:

- (i) Engagement with LA reviews (e.g., Behaviour Support Service, School reviews to support them in readiness for an upcoming Estyn Inspection and Schools Causing Concern meetings);
- (ii) Introduction of the new B-squared assessment tool for specialist settings in collaboration with Trinity Fields;
- (iii) Line management of ASD Lead Officer and oversight of Action Plan around ASD Code of Practice;
- (iv) Representing the LA at Panel meetings (e.g., ALN Panel, Complex Needs Panel, TOG – Transitional Operational Group Panel, ISCAN Panel, Emerging Needs Panel, ALN Panel) and Steering groups (Gwent Suicide and Self-Harm Prevention Steering Group, Regional SPACE-Wellbeing Steering Group, Trauma Stress Wales children and Young People Steering Group);
- (v) Support schools' understanding of their roles and responsibilities in relation to WG guidance around bullying, discriminatory incidents and equalities issues;
- (vi) Attendance at Head Teacher working groups (e.g., on Early Years Provision, ALN Professional Learning, Effective Deployment of Teaching Assistants etc).

5.11 Conclusion

A key responsibility of the EPS is to support and empower schools to support children and young people with additional needs. The EPS undertakes this responsibility through the use of its phased model of service delivery (which comprises of consultation, individual pupil assessments, direct intervention and support for children and young people and the development and delivery of training and interventions). The EPS employs a time allocation model to ensure equity of EP provision to schools and regularly consults with school senior leaders to ensure that we continue to provide a responsive service that meets school needs. The EPS also supports the implementation of LA and WG initiatives and works closely with its partners in health and social care through attendance at Steering Group meetings and multi-agency panel meetings.

6. ASSUMPTIONS

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

The EPS has a key statutory responsibility, in line with the ALN Act and Code, to support schools and education settings to meet the ALN of children and young people aged 0-25 years. The EPS facilitates this support through the implementation of an equitable time allocation and phased model of service delivery. Given that this is a key statutory duty of the Council, this 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 Staff costs to deliver staff training and interventions have been funded through access to the following WG funding provided in the LA Education Grants since 2021:

- (i) ALN Learner Development grant 21-22: £442,375
- (ii) WSA to Wellbeing grant 21-22: £163,878
- (iii) Covid Recovery Grant (Wellbeing and learning element) Feb 2022- end Aug 2022: £556,454
- (iv) ALN Implementation – learner provision 22-23 £564,946
- (v) WSA to Wellbeing grant 22-23: £240,750.

8.2 WG have confirmed a 3-year cycle of support for the WSA to Wellbeing grant, of which the year 2022/23 was the first year of the cycle. WG have advised indicative funding for ALN of £14.1m a year across Wales. The programmes for ALN are part of the LA Education Grant. The longer-term position remains unclear at present.

9. PERSONNEL IMPLICATIONS

9.1 The EPS would be reliant on the continuation of WG funding to continue to finance the expanded SBCS and the Assistant EPs who deliver the wellbeing training and interventions under the supervision of the EPs and cognitive behaviour therapist.

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.
Armed Forces Covenant (Wales)

Author: Kyla Honey, Principal Educational Psychologist

Consultees: Christina Harray, Chief Executive
Richard Edmunds, Corporate Director, Education and Corporate Services
Dave Street, Deputy Chief Executive
Rob Tranter, Head of Legal Services and Monitoring Officer
Steve Harris, Head of Financial Services and S151 Officer
Councillor Teresa Parry, Chair Education Scrutiny Committee
Councillor Jo Rao, Vice Chair Education Scrutiny Committee
Councillor Carol Andrews, Cabinet Member for Education and Achievement
Keri Cole, Chief Education Officer

Sue Richards, Head of Education Planning and Strategy
Jane Southcombe, Finance Manager
Nicola Hooper, Finance Officer
Paul Warren, Strategic Lead for School Improvement
Sarah Ellis, Lead for Inclusion and ALN
Sarah Mutch, Early Years Manager
Ros Roberts, Business Improvement Manager
Adelaide Dunn, Lead for Wellbeing and Equity (EAS)
Nicola Chapman, HR Service Manager
Ceri Jenkins, HR Manager
Lynne Donovan, Head of People Services

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION SCRUTINY COMMITTEE - 20TH JUNE 2023

**SUBJECT: SUSTAINABLE COMMUNITIES FOR LEARNING BAND B
PROGRAMME – PHASE 3 PROPOSAL**

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

1. PURPOSE OF REPORT

- 1.1 The purpose of the report is to update Members on the next phase of the Sustainable Communities for Learning 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.

2. SUMMARY

- 2.1 The report provides Members with an update on the next phase of the Band B (£78 million) Sustainable Communities for Learning Capital Programme.

- 2.2 The project identified is:

- **Relocation of Ysgol Y Lawnt and Upper Rhymney Primary School**

The proposal seeks to create a sustainable school building with shared facilities, to accommodate Ysgol Y Lawnt, Upper Rhymney Primary School and Community use. The two schools will continue to provide both Welsh and English Medium Primary education and remain as separate entities, situated within the new dual purpose building.

- 2.3 The project outlined in 2.2 above is in early developmental stage and officers will ensure that Members are updated on a regular basis in relation to all aspects of the proposal e.g. financial, business case, consultation process etc, in line with the requirements of the School Organisation Code 2018 and the School Standards and Organisation (Wales) Act 2013.

3. RECOMMENDATIONS

3.1 Members are asked to:

a) Asked to note the contents in this report.

b) Give approval to proceed with the proposed project outlined in 2.2 to submit an outline business case to Welsh Government.

4. REASONS FOR THE RECOMMENDATIONS

4.1 To ensure Members are updated on the next phase of the Sustainable Communities for Learning Band B programme and seek Members approval to proceed to Outline Business Case stage with Welsh Government (WG) in respect of the project for the relocation of Ysgol Y Lawnt and Upper Rhymney Primary School to a new build dual purpose site.

5. THE REPORT

5.1 The Sustainable Communities for Learning Programme is a major, long term and strategic capital investment programme supporting large scale capital building projects across Wales with the aim of educational transformation through enhancing school buildings and developing them as hubs for learning to meet 21st Century Educational and Community needs.

5.2 The Programme focuses resources on the right school, in the right place, from early years through to post-16, with funding jointly provided by Welsh Government and Local Authorities.

5.3 The key aims of the Sustainable Communities for Learning Band B investment programme, outlined by Welsh Government, is:

- *Investment Objective One* - to provide efficient and effective educational infrastructure that will meet current and future demand for places

To include:

- The right number of places for the delivery of Welsh and English medium education
- Addressing sufficiency issues where relevant
- Reducing in Backlog maintenance costs for schools
- Working towards Net Zero Public Sector Buildings in line with Welsh Government Carbon Reduction Commitments

- *Investment Objective Two* – to optimise the use of infrastructure and resources, to deliver public services for our communities.

This will include:

- Flexibility of our assets so that space and facilities available for our stakeholders are maximised.

5.4 The schemes identified for Phases 1 & 2 of the Band B programme were:

- A new replacement Ysgol Gymraeg Cwm Gwyddon on the former Cwmcarn High School site.
- An extension of Trinity Fields School and Resource Centre
- The amalgamation of Llancaeath Junior School and Llanfabon Infants School to create a new Primary School provision
- A new replacement Plasyfelin Primary School on the existing site
- The establishment of a Centre for Vulnerable Pupils (Pupil Referral Unit) on the former Pontllanfraith Comprehensive site

5.5 The scheme identified for the next phase of the Band B programme, is the relocation of Ysgol Y Lawnt and Upper Rhymney Primary School to a new build dual purpose site.

5.6 The new school build will be designed to maximise local infrastructure, sustainability and energy efficiencies and meeting the Welsh Government Net Zero Carbon School requirements.

5.7 **Conclusion**

Members are asked to endorse the recommendations to proceed to outline business case submission to Welsh Government in relation to the next phase of the Sustainable Communities for Learning Band B Programme as outlined in 2.2.

6. **ASSUMPTIONS**

6.1 No assumptions have been made in relation to this report as it merely updates on the progress of individual projects.

7. **SUMMARY OF INTEGRATED IMPACT ASSESSMENT**

7.1 Not required at this stage in the process. A full Integrated Impact Assessment will be completed at the relevant stage in the process.

8. **FINANCIAL IMPLICATIONS**

8.1 The estimated proposed project cost for the relocation of Ysgol Y Lawnt and Upper Rhymney Primary, which forms the next phase of the Sustainable Communities for Learning Band B programme, totals £17,605,140.

8.2 Costings are based on Building Bulletin 98 and the Welsh Government 2024 Cost allowance. Subject to approval to proceed, further verification will be undertaken by the Council's Quantity Surveyor prior to submission to Welsh Government.

8.3 The Authority's contribution of £6,052,119 to be set aside from the Authority's Place Shaping reserve.

Project Name:	LA Contribution	WG contribution	Total Funding
New School Build	£5,777,916 (35%)	£10,730,414 (65%)	£16,508,330

SRB (16 places)	£274,203 (25%)	£822,607 (75%)	£1,096,810
TOTAL PROJECT	£6,052,119	£11,553,021	£17,605,140

9. PERSONNEL IMPLICATIONS

- 9.1 This will be dependent on specific proposals and will be considered as part of the process

10. CONSULTATIONS

- 10.1 The draft report was distributed as detailed below. All comments received have been reflected in this version of the report.

11. STATUTORY POWER

- 11.1 School Organisation Code 2018 (Welsh Government)
School Standards and Organisation (Wales) Act 2013

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Sarah Mutch, Early Years Manager
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Background Papers:

None