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Our ref / Ein cyf:
Your ref / Eich cyf:

Date / Dyddiad: 5 May 2015

Dear Councillor,

CHILDREN & YOUNG PEOPLE OVERVIEW & SCRUTINY COMMITTEE

A meeting of the Children & Young People Overview & Scrutiny Committee will be held in Council Chamber, Civic Offices Angel Street Bridgend CF31 4WB on **Monday, 11 May 2015 at 1.00 pm.**

AGENDA

1. Apologies for Absence
To receive apologies for absence (to include reasons, where appropriate) from Members/ Officers.
2. Declarations of Interest
To receive declarations of personal and prejudicial interest (if any) from Members/Officers in accordance with the provisions of the Members Code of Conduct adopted by Council from 01 September 2008, (including whipping declarations).
3. Minutes of Previous Meeting 5 - 24
To receive for approval the minutes of the Children and Young People Overview and Scrutiny Committee held on the following dates:-

17 February 2015
7 April 2015
4. Call-in of Cabinet Decision: Provision for pupils with Additional Learning Needs (ALN): Outcome of Consultations on Proposal for Changes to Pencoed Primary School 25 - 84

Invitees

Deborah McMillan, Corporate Director – Education and Transformation
Cllr Huw David, Cabinet Member Children & Young People
Nicola Echanis, Head of Strategy Commissioning and Partnerships
Michelle Hatcher, Group Manager - Inclusion

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5. Outcome of the Estyn Inspection of the Children's Directorate 85 - 98
- Invitees
- Deborah McMillan, Corporate Director – Education and Transformation
Cllr Huw David, Cabinet Member Children & Young People
Caroline Rees, LA Link Inspector, Estyn
Mark Campion, Estyn Inspector
6. School Exclusions- Update on Task and Finish Group 99 - 114
- Invitees
- Deborah McMillan, Corporate Director – Education and Transformation
Cllr Huw David, Cabinet Member Children & Young People
Nicola Echanis, Head of Strategy Commissioning and Partnerships
Michelle Hatcher, Group Manager, Inclusion
Sue Roberts, Group Manager – School Improvement
7. The Education of Pupils Out of Authority 115 - 124
- Invitees
- Deborah McMillan, Corporate Director – Education and Transformation
Cllr Huw David, Cabinet Member Children & Young People
Nicola Echanis, Head of Strategy Commissioning and Partnerships
Sue Roberts, Group Manager – School Improvement
Michelle Hatcher, Group Manager - Inclusion
Lorraine Silver, ALN Casework Manager
8. Nomination to Standing Budget Research and Evaluation Panel 125 - 126
9. Forward Work Programme Update 127 - 130
10. Urgent Items
To consider any item(s) of business in respect of which notice has been given in accordance with Part 4 (paragraph 4) of the Council Procedure Rules and which the person presiding at the meeting is of the opinion should by reason of special circumstances be transacted at the meeting as a matter of urgency.

Yours faithfully

P A Jolley

Assistant Chief Executive Legal and Regulatory Services

Distribution:Councillors:

PA Davies
DK Edwards
EP Foley
CA Green
DM Hughes

Councillors

PN John
M Jones
DG Owen
G Phillips
RL Thomas

Councillors

HJ Townsend
C Westwood
DBF White
RE Young

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MINUTES OF A MEETING OF THE CHILDREN & YOUNG PEOPLE OVERVIEW & SCRUTINY COMMITTEE HELD IN THE COUNCIL CHAMBER, CIVIC OFFICES, ANGEL STREET, BRIDGEND ON TUESDAY, 17 FEBRUARY 2015 AT 2.00 PM

Present:

Councillor EP Foley - Chairperson

Councillors:

D K Edwards
C A Green
P John

M Jones
G Phillips
R Thomas

C Westwood
R E Young
D B F White

Registered Representatives & Co-opted Members:

Mr W Bond (Special School Parent Governor)
Mr T Cahalane (Roman Catholic Church)
Mr K Pascoe (Secondary School Parent Governor)
Mr R Thomas (Primary School Parent Governor)

Invitees:

| | | |
|----------------------|---|---|
| Councillor H J David | - | Cabinet Member – Children & Young People |
| D McMillan | - | Corporate Director – Education and Transformation |
| N Echanis | - | Head of Strategy Partnerships & Commissioning |
| R Davies | - | Group Manager – Business Strategy and Performance |
| K Mulcahy | - | Group Manager – Transport |
| A Harris | - | Consultation and Engagement Officer |
| R Rees-Jones | - | Marketing and Engagement Manager |

Officers:

| | | |
|------------|---|---|
| R Keepins | - | Scrutiny Officer |
| G P Jones | - | Head of Democratic Services |
| M A Galvin | - | Senior Democratic Services Officer – Committees |

157 APOLOGIES FOR ABSENCE

Apologies for absence were received from the following Members:

Councillor P Davies
Councillor D M Hughes
Councillor D G Owen
Councillor H J Townsend

158 DECLARATIONS OF INTEREST

None.

159 LEARNER TRAVEL POLICY

The Scrutiny Officer presented a report, the purpose of which, was to inform the Committee of the outcome of the public consultation exercise in relation to the review of the Council's learner travel arrangements, and for Members to consider and agree any recommendations they may

want to make to Cabinet when it meets to consider the matter, in light of the proposals shown in paragraph 3.2 of the report, and the consultation responses to the consultation process.

The Chairperson, on behalf of the Committee welcomed the Invitees to the meeting, and the Corporate Director – Education and Transformation gave a resume of the report.

She felt that it was important to set the topic before the Committee today into context, as it could be easily isolated as a single issue, when in fact, it had to be looked at in relation to the overall Children's Directorate and its budget, which as Members were aware, had been subject to some significant reductions under the Council's Medium Term Financial Strategy (MTFS).

The Corporate Director – Education and Transformation advised that she was both proud and passionate of Children's Services and how these had been transformed in the Bridgend County Borough the last 12 – 16 months. In this time, BCBC had come out of Estyn monitoring and Bridgend were only one of three Authorities in Wales to have done so.

She confirmed that her Directorate had put extra focus into Children's Services in order to manage cuts to its budget, which were £3.2m last year and £3m for the forthcoming year. Despite these cuts however, the Corporate Director – Education and Transformation informed that there had been an improvement in services, in that attendance in Secondary schools had meant that BCBC Attendance rates in 2014 for secondary schools in Bridgend are now above the average for Wales for the first time in five years.. In terms of NEETS, in 2012, Estyn judged that the proportion of young people leaving school whose destination was not known was too high. Since then, the authority has worked well with its partners, and in 2013, the proportion of young people leaving school in both Year 11 and Year 13 whose destination was not known has significantly reduced to be below the Wales average.

Since the inspection in October 2012, outcomes for learners have improved in all the main indicators in the Foundation Phase and in key stages 2, 3 and 4. For most indicators, the rate of improvement has been faster than the Wales average over the last two years..

Once more to put into context the level of savings that her Directorate had been required to make, the Corporate Director – Education and Transformation set out budget commitments against the controllable and non controllable budget over the next 3 years. All the above reflected that hard decisions had to be taken in areas such as Learner Transport and Nursery Education, as the Authority no longer had the funding under its MTFS, to provide over and above the statutory minimum for these services due to ongoing budget restraints.

A Member referred to paragraph 4.4 of page 38 of the report, where it was expressed that there would be great financial benefit to the Council in introducing the proposals contained in the report. He added however, that these needed to be weighed up and balanced against the risks that the proposals may bring for schools, pupils parents and families. In terms of the word "risk", he asked how this would be managed. He added if consideration had been given to introducing a Risk Register to include issues such as Safe Routes to Schools, etc. An example of this was that pupils currently in Bettws Primary School would qualify for placement in Coleg Cymunedol Y Dderwen and due to this, there would need to be a safe route to school provided, so that pupils could safely walk if necessary, what was a fair distance to and from this secondary school.

The Corporate Director – Education and Transformation, confirmed that the Directorate were endeavoring to establish a new level of expectation amongst County Borough citizens, in that the Authority could not continue as it had done in the past, to generally provide services that were over and above those that are statutory required. This needed to be achieved though in such a way, as to not make pupils accessibility to schools unviable. Any risks that arose as a result of changes to what was previously provided, such as transport arrangements to take children safely to and from school, had to be mitigated despite services having to be cut or reduced in line with the MTFS.

Should the learner travel proposal for post 16 learners be approved, then mitigating any risks may include promoting the vehicle loan scheme. The Corporate Director – Education and Transformation also added that an Education Maintenance Allowance was available via a grant funding scheme, for those pupils of a poorer background. In response to the basis of the question, she confirmed that if no safe route to school scheme was provided for, then transport of some means or another would continue to be provided for pupils to and from such school.

The Group Manager – Transport added that guidance was issued by Welsh Government under its assessment of Safe Walking Routes, and the local government had a duty to provide these routes, should they need to be required at a certain location.

In the case of the above, if there was a change in risk along the lines referred to by the Member due to pupils moving or changing schools, and this was raised with Highways Officers, then it was incumbent for the Authority to assess the situation, particularly in the case of the provision of safe school routes which was obviously imperative for pupils and other learners safety.

The Group Manager – Business Strategy and Performance stated that there was scope also under Welsh Government operational guidance to take into account perception when considering what was or was not a safe route to school. This could include levels of street lighting, views of parents and certain other relevant factors. He added that a Schools Advisory Group and Schools Task Group had been set-up to look closely at risks and other issues regarding the Learner Travel Review and other elements of improving issues relating to schools and their sustainability. He further added that there was also a commitment in the latest version of the Corporate Plan to provide increased commitment and support with regard to schools and further education opportunities, so it was incumbent upon the Authority to maintain or look to improve what was presently being provided.

A Member noted the papers and elements of risk, including the change of statutory distances whereby school transport provision was proposed to be affected, including the proposal to remove transport for 6th form pupils. He felt that it was difficult to see how all these changes could be sufficiently mitigated. He did not consider the report before Members addressed sufficiently the risks that would arise from the changes. He acknowledged that the risks were highlighted, but he felt they were insufficiently addressed. He further added that there was more information in many respects contained in a previous background document to the report, namely an update report for Informal Cabinet on the Learner Travel Review dated 29 July 2014. He was concerned that if the risks were not fully addressed and mitigated, then this could give rise to an increase in NEETS.

The Group Manager – Business Strategy and Performance, advised that it was difficult at present to offer firm responses to the risks that had been identified as part of the review, as there were no concrete proposals in place regarding this review at the present time. Until these were in place, the full extent of the risks would not be known. However, there would be mitigation put in place to negate these when they were fully known. Some potential risks that had been identified, including in the Capita report, were based on a worse case scenario which may not result in being the case following all the Review information having been collated, analysed and evaluated.

A Member noted that outside some schools, for example St Patrick's School in Maesteg, there was a risk in that a lot of vehicles parked outside this school causing traffic congestion, and this would be exacerbated by the review of the Policy. There was however, insufficient funding available for traffic calming measures to be put in place to address problems such as these.

The Group Manager – Transport advised that in conjunction with proposals that may be implemented as part of the review of the Learner Travel Policy, different measures had to be looked at with regard to problems such as this, with each case having to be considered on its

own merits. It was about establishing what was suitable for each location with regard to issues of parking in the vicinity of schools and safe routes to/from them, etc.

With regard to funding avenues to pursue for implementing traffic calming measures, then examples of these were through monies allocated to Directorates from Capital funding through the Authority in terms of the allocation of Capital funding or through bids to Welsh Government, though the success or otherwise of the latter would be dependent upon the level of similar bids that may be made by other local authorities.

The Cabinet Member – Children and Young People, advised that within the Local Travel Plan approved previously by Cabinet, there were a number of proposals that would improve routes to a number of schools situate within the County Borough that were to be affected by the changes proposed. He added that there was also still funding available through the Safe Routes in Communities funding stream. This year, the Authority had been successful in terms of bids in respect of primary schools at Porthcawl and Tremains in Brackla with regard to making routes safer in relation to cyclists and walkers who attended these schools. The outcome of the consultation process for the Learner Travel Policy would need to be awaited, however notwithstanding these, the Cabinet Member – Children and Young People added that risks for all schools would be mitigated by some means or another.

A Member referred to the provision of the Moped Scheme and asked if this would involve lessons for those interested in participating in this, as well as providing suitable clothing for them.

The Group Manager – Transport confirmed that this would be something that would be considered for people wishing to take up this provision of transport.

A Member appreciated that BCBC were still offering above the statutory minimum in terms of providing free transport for those eligible to receive this, however, he felt that to stop providing this for learners aged 16 or over, who go to school or college, would have a negative effect on NEETS where we have progressed really well as an Authority. He was not really in support of the 'Moped Scheme', in that there may be an issue of safety there, though he appreciated that there were cycle paths feeding some schools that were both effective and safe. He asked if any work had been done with organisations such as Careers Wales and Job Centre Plus, in terms of looking to secure any possible financial assistance for continuing to fund transport initiatives for post 16 learners who were eligible to receive this. Further information he also felt should be shared with Members on the Transport Discount Scheme and the impact of this on Post 16 transport provision.

The Head of Strategy Partnerships and Commissioning advised that the Authority had made huge progress with regards to improving NEETS, though notwithstanding this, reductions in terms of provision of transport under the Learner Travel provision had to be made under the Council's MTFS. As had been alluded to previously during debate on this item, the full extent of the risks as a result of putting in place some of the proposals contained within the report were somewhat of an unknown at present.

She confirmed that a similar piece of work to that which the Authority were pursuing had previously been carried out in England, which had resulted in just a 3% reduction in post 16 learners pursuing education opportunities, following a revised Policy being implemented by this particular Authority.

Members had posed a number of questions at today's meeting, quite a few of which had related to the possible risks involved in the proposed changes. However, with regard to post 16 learners and whether they would continue using transport to/from schools and colleges, etc, should they have to pay for this, comparable data could not really be examined in order to make an effective comparison, as there was no data available to accurately rely on, that confirmed

how many post 16 students relied upon this provision, including under the current arrangements where it was free for those eligible to receive it.

The Head of Strategy Partnerships and Commissioning further added, that NEETS figures would be closely monitored if some of the changes proposed in the report came into fruition, and if they rose as a result of these, then the Authority would take necessary steps to address this.

The Cabinet Member – Children and Young People, suggested that Officer's in the Highways and Transportation Section of the Council could possibly enter into dialogue with bus companies such as First Cymru, on them possibly providing concessionary fares for students aged 16 – 18 years of age who regularly use transport by bus to school or college not just for the purpose of furthering educational opportunities, but also for access to leisure and part time working opportunities.

The Group Manager – Transport confirmed that he could pursue this with First Cymru in order to ascertain if they would consider such an option, and if so, on what terms.

A Member asked if the Authority were tightening up on transport Contracts, by that she meant establishing if the Council were actually providing transport for people using this as opposed to not using it, ie buses being provided on routes to places of education where there was little or no take-up for this. She noted also, that certain neighbouring authorities had re-scheduled the start and finish times for nursery education, to coincide with that of schools, in order to support maintaining such transport provision. In broader terms, she added that Children's Services should liaise with other Authorities who have implemented changes to their Learner Transport provision as part of budget reductions for benchmarking purposes, to see the extent of changes they have put in place and how these have subsequently worked out.

The Group Manager – Transport advised that some consultation work had been undertaken along the lines the Member referred to, though further work needed to be carried out in relation to this.

The Head of Strategy Partnerships and Commissioning advised that some of the work that was required to be undertaken, included finding out the number of students who actually used the transport that was being provided to all the various school and further education routes, though a data exercise had been carried out in order to see which routes were being used more than others. This was a starting point from which to proceed, in order to achieve some of the efficiency savings that were required to be made.

She added that some benchmarking work had also been undertaken through contacting certain other Authorities that were similar in size to BCBC, such as Newport and Wrexham County Borough Councils. Though other Authorities such as these, whilst having made changes to their Learner Transport provision, had not made changes that were exactly along the lines BCBC were proposing, so therefore it had not been easy to make a true like for like comparison. The piece of work carried out in England referred to earlier in the meeting was the closest to what Bridgend were proposing.

A Member referred to the fact that the Authority were now only one of a few in Wales who had been removed from Estyn monitoring, and he felt this was excellent news, together with the fact that attendance figures of pupils attending schools was generally very good too. He felt though that there was nothing in the report to reflect how positives such as these could be sustained, particularly as a result of the changes being put forward. He added that 37% of pupils in the school where he was a School governor, took up transport provision, and quite a majority of pupils also received free school meals as the school was situate in a deprived area. He feared that the extent of savings that was required in terms of the Learner Travel changes, was going to be out of reach for families of students who were financially not that well off, and that this

may have a detrimental effect on the number of students that end up pursuing further Post 16 education opportunities should they no longer be eligible for free transport to school or college etc, which would obviously then in turn, reduce attendance figures, especially for Post 16 Learners.

The Group Manager - Business Strategy and Performance acknowledged these comments, but added that it was up to the Committee to decide if these risks were palatable taken in the context of the overall budget reductions that had been earmarked for the service area of Learner Travel. There were risks of some degree or another to most if not all areas of the Authority where cuts were being made in terms of services, and these cuts as Members were aware were unavoidable. There was only limited and no real accurate data available for confirming the amount of pupils who regularly used school transport across the County Borough, and this included those who came from deprived areas. In all intents and purposes therefore, the whole Project would be somewhat trial and error in its infancy stages, until such time more research and analysis of data could be produced under the revised Policy. He added however, that attempts would be made to try and support people who were not going to be eligible to receive free transport under the new arrangements through other methods.

A Member questioned the thoroughness of the consultation process that had been undertaken. He referred to the Equality Impact Assessment (EIA), and noted the consultees outlined within this, though he was sceptical that all these had been consulted with over the proposals. There was also no reference made to the Children's Commissioner having been one of the consultees, and he felt that they should have been. He further questioned the timings of letters sent out to some of the consultees, arguing that some of these had been sent out too late into the consultation process, therefore resulting in insufficient responses having been received in terms of the process overall.

The Consultation and Engagement Officer confirmed that the EIA confirmed the level of consultation that had taken place in respect of the Home to School Transport Policy. This included sending out relevant information regarding this electronically both in English and Welsh, and making such information available on the Council's web site. Council social media sites were also used ie Facebook and Twitter, to maximise engagement with younger people who often used these sites. Paper copies of relevant literature and documentation had also been sent to all BCBC libraries for general inspection by the public. He added that all information shared as part of the consultation process had been accompanied with the appropriate contact details of the Directorate, should anyone have wished to give any feedback on this, or required further clarification regarding the main proposals that were subject to change.

The Consultation and Engagement Officer added that Estyn had been contacted over the proposals, as had all School Governors and the Church in Wales school, Archdeacon John Lewis at Brackla. He was aware that certain schools ie secondary schools had held meetings over the consultation process and the proposals contained as part of this. Information had also been shared with the Bridgend Equalities Forum and with School Councils he confirmed. Before the consultation process had commenced, Head teachers of all schools in the County Borough had been made aware of the proposed review.

The Group Manager – Business Strategy and Performance confirmed that Officer's had made every effort to actively engage with the Youth Council and had been written to as part of the consultation process as had all 60 School Council's. It had been difficult to meet all of these, so as an alternative, Head teachers of schools had offered to meet with them on behalf of the Authority to outline the main proposals that comprised the changes to the Policy. A total of 22,000 pupils had also been notified, in order to advise them of the 12 week consultation process.

The Corporate Director – Education and Transformation referred those present to page 7 of the Learner Travel Review Consultation report, and to the fact that 551 secondary school pupils had actually responded to the consultation process, in order that they were aware of the suggested changes, and to provide feedback upon these, should they feel the need to do so.

A Member whilst noting this, pointed out however 55% of these responses had come from one school alone, namely Archbishop McGrath Secondary school.

In terms of risk, a Member confirmed that there were two schools that stood out from the remainder, Archbishop McGrath school and Ysgol Gyfun Gymraeg Welsh Medium Comprehensive school in Llangynwyd, as both these schools covered very wide catchment areas. He felt that the proposals of the revised Policy could possibly force these schools into de-stabilisation should the likes of 6th form transport be withdrawn. He asked what mitigation was in place to minimise this risk.

The Corporate Director – Education and Transformation advised that the Schools Task Group, that comprised a number of school Head teachers and other key stakeholders were looking at surplus places at schools.. She added that a commitment had been given as part of the review of the Policy, to mitigate falling school roles should there be any risk to the viability of a school as a result of changes to the policy.. Mitigation factors would come out in due course she stressed, when firmer plans were put in place regarding revisions to the Policy. She assured Members that should changes to the learner travel policy be eventually put in place, these would not result in the closure of any secondary schools.

A Member questioned whether some of the information in the report required further consideration, as some figures presented a picture that seemed better on the face of it than it may actually be in reality. He noted that Proposal One in the report indicated that 34% of respondents had indicated that there would be little or no impact on them or their families. He questioned this as a headline figure, as this figure didn't account for the other 66% which was a percentage that was almost double this figure. Added to this, 75% of the respondents were from Archbishop McGrath where a majority of pupils and their families would not be affected anyway, as they were situate outside the 3 mile proposed limit. He added that due to the fact that the data was based on a multiple choice option, it was difficult to compare one percentage to another.

The Group Manager – Business Strategy and Performance advised that outcomes in terms of data production and analysis from the consultation process, had been compiled by the Corporate Communications team. The fact that a significant amount of respondents to the consultation process had come from young people and families connected with Archbishop McGrath secondary school, was just one of those things, and though this may have resulted in skewed figures to the percentages overall, all response that were received had to be taken into account as opposed to being excluded, even if the majority of these had come from one school.

The Corporate Director – Education and Transformation assured Members that if the proposals outlined in the revised Learner Transport Policy were put in place, then these would be phased in over some considerable period of time.

The Cabinet Member – Children and Young People added that the consultation process had been difficult and though it may not have resulted in conclusive outcomes, it did reflect by the overall low levels of responses, that the majority of individuals would remain unaffected by the changes and that those eligible to receiving free school transport would continue to do so until they end their phase in primary or secondary education, as would subject to qualifying criteria, their younger brothers and sisters who were already in the school.

As this concluded debate on this item, the Chairperson thanked the Invitees for attending the meeting and responding to questions, following which they retired from the meeting.

Conclusions:

Following detailed discussion with Officers and consideration of the report, the Committee agreed that whilst they did not fundamentally disagree with the proposals they did not feel confident in making firm recommendations on them based simply on the evidence provided in the consultation report.

For this reason, the Committee recommend that in order for Cabinet to feel confident and assured that any decisions made are based on robust information and evidence, they ensure they have taken into account the following:

1. Whether suitable consultation has taken place with Young People given that the Children's Commissioner for Wales asked that they be a target audience for consultation. Members felt this was particularly important for pupils who would be affected by potential changes to Post-16 transport;
2. Whether the data presented needs further clarification and explanation as some of the headline figures present a very positive view which is questionable. One example given was in relation to the 34% who stated that Proposal One would have little effect; Members questioned this as a headline figure as it omits to account for the other 66% which is a more significant figure. In addition to this, 75% of the respondents were from Archbishop McGrath, where a majority of pupils and their families would not have been affected anyway due to them being outside the 3 mile proposed limit. Furthermore, due to the fact that the data is based on a multiple choice option it is difficult to compare one percentage to another;
3. The associated risks and mitigating actions. Members were particularly concerned over the impact of the proposed changes on YGG Llangynwyd and Archbishop McGrath Catholic High School given their large catchment areas and the impact on removing post-16 transport. Whilst acknowledging that this is recognised within the consultation report and that Officers provided reassurances that any impact would be mitigated, Members expressed concerns over the lack of evidence to support these mitigating actions. For example in relation to traffic calming measures outside schools that may need to be introduced due to increased traffic resulting from the removal of learner transport. Members noted the lack of information on whether there would be funding towards such measures;
4. Comparative information from other Local Authorities where the Learner Transport Policy has been similarly changed, evidencing the impact on learners and schools;
5. Associated background documents as referenced in the report to Cabinet on 16 September 2014; Workstream A paper - The analysis of the potential impact on schools, colleges and learners of withdrawing free post 16 transport, related capita reports and the individual school assessment reports detailing the potential impact of the proposals for each school;
6. The potential impact on attendance as a result of the proposed changes. Members expressed particular concern over this for Post-16 learners;
7. Impact of proposed changes on the Authority's NEET figure at a time when Bridgend has been praised for its work in this area and moved from 22nd out of all Authorities in Wales to 1st for reducing the number of young people classified as NEET.
8. Information on the potential implications of the newly proposed Welsh Government Transport Discount Scheme.

Due to their concerns over the lack of information in the report for Scrutiny, the Committee agreed that instead of providing comment on the proposals based on the consultation results,

the Committee would act as consultees themselves and therefore provided the following observations and recommendations purely based on the three proposals:

- a) Members generally supported proposal one; to change the distance required for free transport to the statutory minimum.
- b) Members supported the set-up of the advisory board on Safe Routes to School in order to address issues around safety to children associated with proposal one.
- c) The Committee expressed concerns over the high figure stated for the charge of a bus pass under proposal two. This, alongside the proposal to remove all post-16 transport could significantly impact upon post-16 learners. It is therefore recommended that if proposal two is approved some form of subsidy be introduced for post-16 pupils that would tie in with proposal one.
- d) Members noted the option of a 'hardship fund', but queried the figure of £30k, where this figure had been derived from and what criteria will be set against this hardship fund. Members recommend that Cabinet consider whether this figure is suitable and would meet the needs of 'alleviating the impact on learners', as stated in the report, and whether there is flexibility in this figure should the need prove to be greater.
- e) Members expressed strong concern over the rationale for removing Post-16 transport due to the fact that it is only if these places are then taken up under a charging policy that any financial savings can be realised. Given the high figure proposed for these paid places Members questioned the likelihood of their take up and thus the achievability of these savings, particularly if no subsidy was put in place.
- f) Given the uncertainty around the achievability of the financial savings resulting from options two and three, and in order to minimise the impact on Post-16 Learners the Committee recommend that no decision on Post-16 school transport is made until the full implication of the Welsh Government Transport Discount Scheme is revealed and reconsidered alongside all related evidence highlighted above in points 1-8.

Further Comments

- Members requested that Officers undertake discussions with First Cymru over the economics of a bus pass.
- Members requested to receive information on the Rationalisation of School transport when it becomes available.

160 FORWARD WORK PROGRAMME UPDATE

The Scrutiny Officer presented a report outlining the items due to be considered at a meeting of the Committee to be held on the 7 April 2015, and further sought confirmation of the information required for the subsequent meeting following the Annual meeting of Council in May 2015.

Conclusions:

The Committee noted the topics due to be considered at a meeting of the Committee scheduled for the 7th April 2015 and acknowledged the invitees who are to attend the meeting of the Committee following the Annual meeting of the Council in May 2015, and the topics due to be considered at that meeting.

The meeting closed at 5.15pm

MINUTES OF A MEETING OF THE CHILDREN & YOUNG PEOPLE OVERVIEW & SCRUTINY COMMITTEE HELD IN THE COUNCIL CHAMBER, CIVIC OFFICES, ANGEL STREET, BRIDGEND ON TUESDAY, 07 APRIL 2015 AT 2.00 PM

Present:

Councillor E P Foley - Chairperson

Councillors:

| | | |
|-------------|--------------|--------------|
| P A Davies | D M Hughes | R L Thomas |
| D K Edwards | M Jones | H J Townsend |
| C A Green | G Phillips | D B F White |
| P N John | H J Townsend | R E Young |

Registered Representatives & Co-opted Members:

Mr W Bond (Special School Parent Governor)
Mr T Cahalane (Roman Catholic Church)
Mr R Thomas (Primary School Parent Governor)

Invitees:

| | | |
|----------------------|---|--|
| Councillor H J David | - | Cabinet Member – Children & Young People |
| D McMillan | - | Corporate Director – Education and Transformation |
| S Cooper | - | Corporate Director – Social Services and Wellbeing |
| N Echanis | - | Head of Strategy Partnerships & Commissioning |
| S Roberts | - | Group Manager School Improvement |
| C Turner | - | Head of Safeguarding and Family Support |
| E Walton-James | - | Group Manager Safeguarding and Quality Assurance |
| S Jones | - | Child Protection Coordinator (Education) |
| Supt M Jones | - | South Wales Police |
| Det Insp M Conquer | - | South Wales Police |
| Sgt D Thomas | - | South Wales Police |

Officers:

| | | |
|------------|---|---|
| R Keepins | - | Scrutiny Officer |
| M A Galvin | - | Senior Democratic Services Officer – Committees |

161 APOLOGIES FOR ABSENCE

None

162 DECLARATIONS OF INTEREST

None.

163 PRINCIPLES DOCUMENT

The Corporate Director – Education and Transformation submitted a report in order to inform the Committee of the Children's Directorate's revised Principles Document to inform the planning for school improvement.

She confirmed that the rationale for the revision was to ensure that plans for further school improvement take into account the current context of falling rolls, a number of surplus primary

and secondary school places, a number of Head Teachers reaching retirement age in the next 5 years and financial constraints, all of which means that a Strategy for sustainable provision is required

The Corporate Director – Education and Transformation added that a set of Principles and criteria (Appendix 1 of the report referred), to underpin the future of education and learning provision which could then be applied to establish a Strategic Development Plan for the next 10 years has been developed. These criteria would provide a framework upon which decisions would be made.

A Member queried the graphs on page 13 of the report, in that data in 2015 reflected that there were 13,000 pupils currently in primary schools throughout the County Borough yet the projected number in secondary schools for 2020 was estimated to be only 9,500. She questioned the validity of this latest figure on the basis that most if not all young people would naturally proceed from primary schools into secondary schools.

The Corporate Director – Education and Transformation advised that the way this data was calculated was fairly complicated, and rather than explain this at the meeting, she felt there would be more merit to provide this information to Members outside of the meeting. The data shown however she added was accurate as there were robust methods in place on how this was calculated.

A Registered Representative stated that throughout the report and supporting information, there was reference to outdated legislation. These papers quoted the School Organisation Proposals 2002, where in actual fact, these had been superseded by the School Organisation Act 2009 and the School Organisation Code 2013.

The Group Manager School Improvement advised those present that she took these comments on board.

The Registered Representative accepted this, but confirmed however that the bodies to be consulted over the reports proposals as shown in Section 5 of the Appendix to the report, were few in number as they were wrongly taken from the School Organisation Proposals 2002.

This list of bodies was far longer under the 2013 Act, and therefore he was concerned that not all the views of interested parties would be sought. These were far more expansive and wider ranging he added.

The Head of Strategy Commissioning and Partnerships advised that the document before Members, was basically setting out the Directorates vision and principles for Bridgend, rather than reflecting different pieces of legislation.

A Member noted from the report that there were 5 primary schools and 1 secondary school that had significant surplus capacity at present, and he asked if he could have details of which schools these were.

The Corporate Director – Education and Transformation advised that she would share these details with the Member outside of the meeting and also provide clarification on surplus places for each secondary school.

The Corporate Director – Education and Transformation further stated that The LA were exploring options option to look at combining primary and secondary schools within the County Borough on the same site, such as they did in the school in Llanharry, creating an all through campus. This may help alleviate surplus places. She emphasised that

the Authority were not looking to close secondary schools as the 9 secondary schools fulfilled adequately the needs of the communities they served.

One proposal to reduce surplus places would be to consider making better use of space at schools, as this would allow for space at schools to be used and hired by other organisations to generate income, and for community use. He advised Members that the aim of the Authority was to reduce surplus places in schools to 17% by 2017.

The Cabinet Member – Children and Young People reiterated the comments made by the Corporate Director – Children and confirmed that whilst there was an aim to reduce the number of surplus places, the overriding factor was to provide and maintain the best quality education opportunities for our pupils through the provision of state of the art schools.

Conclusions:

Following detailed discussion the Committee agreed to make the following comments and conclusions:

Principles Document

Members expressed concerns over references in the principles document to 'School Organisation Proposals' from 2002, which has now been superseded by the 2009 version and the School Organisation Code from 2013. Members were particularly concerned over the references made in the Principles Document to 'Interested parties' whose views would be sought, in that the information is directly taken from the 2002 document and omits numerous other parties as well as a strict consultation process, which are stated in the School Organisation Code 2013.

Federations

Members expressed concern over the lack of a policy as yet for the federating of schools. The Committee discussed the need for a strategic approach to federating schools, rather than an opportunistic one that seemed to be occurring when Headteachers were due to retire.

Further to this the Committee agreed the need for the Task Group to either make the decision to deter schools from looking at federating until the workstreams and options have been completed or, if there is an agreement that schools are encouraged to already consider federations, the Task Group make themselves available to support this. Members agreed that from their own experience as school governors, schools that are already exploring federations would benefit greatly from more involvement from the Task Group such as attending governor meetings to provide advice and guidance such as the feasibility and suitability of possible federations.

A general request was also made for training and briefing sessions for Governors on the federating of schools.

Additional Information

Members requested that they receive figures on the surplus places for each Secondary School in the County Borough.

The Committee requested that they receive further clarification over the surplus data for Primary Schools and Secondary Schools as the graphs did not appear to correlate.

Members requested that they receive clarification as to the definitions for the term 'small' schools both in relation to Primary and Secondary.

164 CHILD SEXUAL EXPLOITATION

The Corporate Director – Social Services and Wellbeing submitted a report, in order to provide the Committee with information in respect of Child Sexual Exploitation (CSE) within Bridgend County Borough and outlined the actions and strategies adopted to respond and prevent incidence of CSE.

The Head of Safeguarding and Family Support advised Members that Child Exploitation was a problem in society both historically and in current times with incidents that had occurred previously in Rotherham and Oxford, where a significant number of children had fallen foul of this by being not sufficiently protected in the system by Police, Social Workers and Council Officers.

He confirmed however, that there were very robust safeguarding methods in Bridgend to minimise or prevent child exploitation altogether, through agencies that worked together to prevent this occurrence being both reactive and proactive to this issue.

Paragraph 3.1 of the report gave a resume of what Child Exploitation was, and the type of people who carried out this crime. He confirmed that facebook and other social media sites had made it easier for perpetrators to prey on victims, including interaction on on-line gaming sites, where vulnerable young people could virtually speak to people all over the world, including on a one to one basis.

Paragraph 4.1 of the report then confirmed that the Authority was committed to protecting the most vulnerable members of our community from CSE, and as such all practitioners had access to a number of key documents which provided guidance and structure to their practice. Details of these were contained in the report.

The Head of Safeguarding and Family Support then confirmed the methods by which Practitioners in the Safeguarding Service were trained to ensure they were aware of the complexities, signs and risks within the parameters of CSE, including assessment of children and young people, particularly those categorised at “risk”. Those at risk were then investigated accordingly.

The prevention of CSE was assisted through weekly CSE meetings consisting of representatives from multi agency groups. These meetings ensured continuity and oversight of the actions identified within safeguarding plans, continuous evaluation of risk posed to the persons in question, as well as identification and monitoring of those persons who pose risks to children. This part of the report also gave certain statistical information as to the number of young people who had been identified as being at risk of CSE, including the number that were subject to Child Protection procedures and children that were Looked After. He advised that currently 10 young people in Bridgend were being protected, all of which were subject to Risk Assessments and Child Protection Plans.

He then referred to joint working arrangements that were in place with the South Wales Police and ABMU, as well as Multi-Agency Public Protection Arrangements (MAPPA) that were in place. MAPPA were a set of arrangements in place to manage the risk posed by the most serious sexual and violent offenders.

The Head of Safeguarding and Family Support advised that training in respect of CSE was undertaken in schools for Year 8 pupils, with this regularly reviewed and adapted, to keep it up to date and relevant, responding to emerging potential threats to children, for example through ‘Sexting’.

Further support work with regard to CSE was also carried out through other safeguarding groups such as the Sexual Exploitation Risk Assessment Framework (SERAF), which comprised of practitioners that supported professionals working in the Council to ensure they have the knowledge to identify risk indicators early, understand the most effective form of intervention and prevent further abuse. Also the Western Bay Children's Safeguarding Board (WBCSB) was an important group that had been established, with one of its strategic priorities being to drive down cases of CSE.

The Chairperson then invited the Child Protection Co-ordinator (Education) to give a Presentation on behalf of the South Wales Police and Bridgend Child Protection Department, following which there ensued some questions to the Invitees from Members.

A Member noted that the Presentation on CSE given to Members was given to Year 8 pupils in schools. She felt however, that these pupils were around 14 – 16 years old, and queried whether children younger than this ie in primary schools should also be educated in CSE, as young people were introduced to social media sites far younger than the age of 14.

The Child Protection Co-ordinator (Education) advised that the Child Protection Departments of the South Wales Police and the local authority first started looking at educating young people in CSE in 2003, where a scoping exercise was undertaken from which it was established that young people aged 14 and above were most at risk to CSE. Under the All Wales Care Programme the South Wales Police did give some coverage of CSE as part of other packages of education for young people which had been shared with younger children of primary school age. She would however look into the feasibility of the presentation also being made within primary schools, however, there was a significant resource and cost implication attached to this.

A Member pointed out that on-line grooming of a young person by a sexual offender often took place quicker than if the individuals were face to face, and he was shocked to have been made aware of the type of web sites that were only too easy accessible to children and young people. He noted from earlier debate in the meeting, that children often used codes when using social media sites, particularly when communicating with friends and acquaintances on-line or via texts, almost like a different language. He asked if parents were able to access any information on this new texting language.

The Child Protection Co-ordinator (Education) advised that Police Liaison Officers did do some training in order to educate older people in the use and pitfalls associated with social media sites. This had previously been partly funded through "Operation Thistle" which was an intelligence operation through which Police had arrested a number of people in Newport who had carried out acts of sexual exploitation, and seized money from them under the Proceeds of Crime Act, to further fund CSE prevention.

Superintendent Jones added that a CSE Awareness session had been held last month, in order to further educate people, though there was a difficulty in expanding training opportunities in CSE, due to the current financial climate. Funding avenues were continuing to be explored however, not just for young vulnerable people but for older vulnerable young people too (in transition from Childrens to Adult Services).

The Chairperson felt that it would be advantageous if training could also be extended to school governors as well as the pupils themselves.

In response to a point made by a Member, the Head of Safeguarding and Family Support advised that there was a need to influence Welsh Government to open up avenues for dissemination of training for all age groups in respect of CSE. There was useful information however that could be accessed free on the CEOP Police site, address www.ceop.police.uk.

where there was a Section for parents, carers, children and school teachers. He added that the site refreshed too with updates when they occurred. He further added that there were 400 Looked After Children within the Authority, and that Foster Carers, although not only qualified, were well trained in their role of supporting these young people.

A Member was aware of the financial restraints the Council had and were continuing to face, and in view of this, and the reduction in staff facing all areas of the Authority, he asked if the stress levels that Social Workers inevitably encountered were sufficiently managed.

The Corporate Director – Social Services and Wellbeing confirmed that the type of work these Officers processed inevitably made them vulnerable to periods of stress over and above perhaps employees in other areas of the Authority. There were processes in place however in the Department to support staff when the demands of the job were at their highest.

The Head of Safeguarding and Family Support added that Social Workers often also worked together on the more traumatic cases, rather than in isolation. There were also regular team meetings convened and at these staff openly talked about any traumatic cases. New starters in these positions were also talked through the pressures associated with this line of work when they commenced their employment.

A Member noted the failings that had taken place in Rotherham and Oxford, whereby there had been a breakdown in communication between the multi-agency groups which resulted in child exploitation. He asked what Bridgend had in place to ensure a similar occurrence didn't take place in the County Borough, and if it did, what procedures were put in place to ensure young people were safeguarded after the event.

A representative from the South Wales Police confirmed that there were 4 main areas that were monitored by the Child Protection Division of the Police. Three of these were risks that children and young people could be exposed to, namely, sex and drug exploitation and domestic abuse. The fourth area related to the abuse of vulnerable adults.

If a person came to the Police making a complaint with regard to any of the above potential problems, this would trigger the following events:-

- The Police would take a crime report
- They would link in with BCBC to arrange for joint visits of the young person to be carried out
- A Strategy discussion would be undertaken before the young person was visited to by a Social Worker
- If it was a case of CSE a Section 147 investigation would be carried out involving the Police and Social Services
- An investigation would be conducted by representatives of the Police and Social Services
- Further work would be initiated with SARK's

A Member asked if crimes such as CSE were often organised crime.

A representative of the Police confirmed that there was an investigation carried out previously by the Police named 'Operation Barkley', where there was evidence of links to this sort of crime, ie Sexual Exploitation. This usually concerned Care Homes and outside areas vulnerable to incidents of anti-social behaviour, and indicated some form of group behind it.. There had been some missed opportunities in the past, however, a Taskforce Group had now been set-up that met monthly, in order to ensure effective sharing of information between the appropriate multi-agency groups. There were currently 10 cases of CSE being investigated.

A Member felt that while it was advantageous for multi-agency teams to regularly meet in person around the table, the sharing of information in relation to issues such as CSE should be available to all multi-agency groups, in order to enhance further effective joint working. She noted that a representative from SERAF was invited to the Taskforce meetings, and asked if they always attended these meetings as a matter of course.

The Police representative confirmed that SERAF were represented at most of these meetings, but not all. A representative did attend Review meetings and were actively involved in the Risk Assessment of a young person and any stages in relation to the re-evaluation of these.

The Head of Safeguarding and Family Support added that certain information could be and was shared between statutory agencies extremely quickly through other methods rather than through meetings. It was dependent on what was required sharing, and in particular, how important it was. Any urgent cases were discussed between key partners the day they were received.

Development of Multi Agency Safeguarding Hubs (MASH) were looking to being introduced, in order to strengthen the systems in place for safeguarding. This would result in physically bringing representatives from each multi-agency group into one location, to make it easier to work share including from database systems, etc. This was being supported by the Local Police Commissioner.

A Member pointed out that on page 15 of the report there was reference made to the All Wales Protocol CSE 2008, however, she pointed out that this had since been superseded by updated legislation.

The Child Protection Co-ordinator (Education) acknowledged this and apologised to Members, as the current legislation was statutory guidance produced by Welsh Government in 2011 and the All Wales Protocol CSE 2013.

A Registered Representative added that the BCBC web site also required updating, in terms of Child Protection data, which Officers duly noted and assured would be updated.

A Member pointed out that there were individuals other than Looked After Children that needed to be borne in mind when considering exposure to risks such as CSE, including those with Additional Learning Needs (ALN). It was put forward that educating people with ALN in the risks associated with social media and CSE should also be undertaken as they were considered very vulnerable..

The Child Protection Co-ordinator acknowledged this and confirmed that older vulnerable people were supported through initiatives such as Protection of Vulnerable Adults (POVA).

She added that as well as working with schools, she was also looking to extend training in respect of CSE to the Bridgend College.

A representative assured Members that support services did continue for persons older than 18 years of age, albeit by different methods than the ones subject of today's report.

A Member referred to the numbers of offenders who were prosecuted for CSE and asked if the Police were satisfied that enough support was being given by the Crime Prosecution Service. He noted that there had been 34 cases of CSE outlined in the report, but evidence showed there was only one successful prosecution. He asked why more prosecutions were not being achieved.

A representative of the Police advised that it was not a straightforward process in terms of achieving successful investigations into CSE that resulted in a prosecution for a number of different reasons, none more so than successfully obtaining enough evidence from the victim,

who was often a young and vulnerable person, to prosecute the perpetrator. She added however, that the one successful prosecution did in turn lead to another 6 victims being identified, so therefore further convictions would follow. She further added that levels of success in exposing people who committed acts of CSE could not always be measured by prosecutions alone.

Conclusions:

Following detailed discussion the Committee agreed to make the following comments and conclusions:

Raising Awareness

The Committee strongly supported the work that was being undertaken by the Authority and it's Partners in relation to preventing, and raising awareness of, Child Sexual Exploitation.

Members suggested that awareness be raised with parents over the risks associated with social media. The Committee proposed that the CEOP website be advertised more widely by schools; on their newsletters to parents for example.

The Committee suggested that presentations on CSE should be expanded out to Youth Clubs and Youth organisations where a wide range of youngsters could be reached. This would also assist in raising awareness with youth leaders etc.

The Committee recommended that CSE be included in training for School Governors to ensure that they are aware of the subject and issues surrounding it.

Members expressed concerns over the way in which Personal and Social Education is taught in Wales in that it is statutory for all schools, but the topics and focus is the decision of each individual school. It was felt that educating over issues such as CSE should be key to PSE lessons. The Committee therefore recommended that Officers take the opportunity to feed into the Welsh Government Independent Review of Curriculum and Assessment Arrangements in Wales specifically relating to PSE Education.

Partnership Working and Sharing of Information

Members expressed concerns over information gathering and sharing between partners in that some may have more advanced systems and processes for gathering intelligence and information. Members suggested that there should be a clear strategic approach to information and intelligence sharing that goes beyond a local basis.

In view of improving shared working with partners and protecting children and young people, the Committee further recommend that the opportunity is taken to ensure that the new electronic system that is being introduced, (CCIS), incorporates methods by which data is made available and shared with partners that automatically flags up vulnerable youngsters.

The Committee proposed that the Directorate set up a business plan for CSE, as a management tool for all partners to sign up to in order to consolidate all the work that is being undertaken in this area and furthermore to enable progress and outcomes to be recorded and monitored.

Prosecutions

The Committee queried whether enough attention was being paid to learning lessons from previous cases of CSE, particularly in relation to prosecutions, whether they were successful or not, to try and get to a stage where more prosecutions are progressed.

Future Work

The Committee felt it was key that there is a continuing link with the CSE and agreed to task this to Cllr Martyn Jones who had already established relations with the Police in this area. Members were keen to ensure that this incorporate a relationship with the Joint Task Force and asked that the Scrutiny Officer explore ways that this can be progressed.

Members proposed that they receive an update in six months time where they would wish to see evidence of a business plan that is being implemented and used by all partners.

Additional Information

The Committee requested that they receive further information in relation to the links between CSE and children with ALN, specifically:

- The number of CSE cases in Bridgend where a child has ALN;
- The work being carried out to educate and protect children with ALN from CSE.

Members proposed that the presentation provided to schools should be adapted specifically for pupils with ALN.

165 SOCIAL SERVICES ANNUAL REPORTING FRAMEWORK – NOMINATIONS FOR JOINT RESEARCH AND EVALUATION PANEL

The Assistant Chief Executive – Legal and Regulatory Services submitted a report that requested Committee to appoint Members to sit on the Joint Research and Evaluation Panel in respect of the Social Services and Annual Reporting Framework

Resolved:

That the following Members be appointed to sit on the above Joint Research and Evaluation Panel:

Councillor P John
Councillor D White
Councillor P Foley
Mr W Bond

166 FORWARD WORK PROGRAMME UPDATE

The Scrutiny Officer presented a report outlining the items due to be considered at a meeting of the Committee to be held on the 11 May 2015, and further sought confirmation of the information required for the subsequent meeting following the Annual meeting of Council in May 2015. The Committee noted the changes to the FWP from the report in that the item on the Remodelling of Children's Residential Care would be postponed and that Estyn would be in attendance to present the Committee with their 'Findings' letter.

Conclusions:

The Committee noted the topics due to be considered at a meeting of the Committee scheduled for the 11 May 2015.

The meeting closed at 5.15pm

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

11 MAY 2015

REPORT OF THE ASSISTANT CHIEF EXECUTIVE – LEGAL & REGULATORY SERVICES

CALL-IN OF CABINET DECISION: PROVISION FOR PUPILS WITH ADDITIONAL LEARNING NEEDS (ALN): OUTCOME OF CONSULTATIONS ON PROPOSAL FOR CHANGES TO PENCOED PRIMARY SCHOOL

1. Purpose of Report

- 1.1 The purpose of the report is to enable the Committee to consider the Cabinet decision of 28 April 2015 in relation to the the proposals to cease one moderate learning difficulties (MLD) learning resource centre provision at Pencoed Primary School.

2. Connection to Corporate Improvement Objectives / Other Corporate Priorities.

- 2.1 These proposals are related to the Corporate Plan (2013-2017) and Corporate Improvement priority two;
- Working together to raise ambitions and drive up educational achievement

3. Background.

- 3.1 In accordance with the Overview & Scrutiny Procedure Rule 17 of the Council's Constitution, three Members of the Children and Young People Overview & Scrutiny Committee have requested that the Executive decision made by Cabinet on 28 April 2015 be Called-In.
- 3.2 For the purposes of informing the Committee more fully regarding the reasons for Call-In, the following appendices have been attached:
- Appendix A – Cabinet Decision Record of 28 April 2015;
 - Appendix B – Notice of Call-In Form;
 - Appendix C - Report of The Director of Education and Transformation: Provision for Pupils With Additional Learning Needs (ALN): Outcome of Consultations on Proposal for Changes to Pencoed Primary School

4. Current Situation / proposal.

- 4.1 The role of Councillors exercising Overview and Scrutiny is, amongst other things, to ensure that the development of the Council's policies and the way they are being implemented reflect the needs and priorities of local Communities in the County Borough. As such, in holding to account the Cabinet for the efficient exercise of the executive function, the Overview & Scrutiny process aims to strengthen accountability for the decisions and performance of Bridgend County Borough Council.
- 4.2 Three Members of the Children and Young People Overview and Scrutiny Committee, in line with the Committee's remit for consideration of the service provision, planning, management and performance relating to Education as well as Safeguarding and Family Support, have decided to Call-In the Cabinet decision of 28 April 2015.
- 4.3 The role of the Committee within the Call-In process is to consider the proposed decision taken by Cabinet including the reasons for the decision, factors taken into account by Cabinet when making the decision and whether the decision is in line with corporate priorities and policies. Further details as to the reasons for Call-In are provided at Appendix B and can be summarised as follows:
- Insufficient information on the effects on standards;
 - Evidence not provided on the change in the profile on children's needs;
 - Lack of evaluation of the impact of closure on pupils affected;
 - No evidence of the impact on other schools with MLD provision;
 - Inadequate responses to some of the consultees questions.
- 4.4 Following its examination of the decision, the Committee has the power to recommend that the decision be re-considered by the Cabinet, or it may ask that full Council review the decision. If referred to the Cabinet, it must be reconsidered by Cabinet within 5 working days, prior to a final determination of the matter. If the Committee does not refer the matter back to the Cabinet, or refer it to full Council, the decision may be determined on the date of the Overview and Scrutiny Committee meeting.

5. Effect upon Policy Framework and Procedure Rules.

- 5.1 The work of the Children and Young People Overview and Scrutiny Committee relates to the review and development of plans, policy or strategy that form part of the Policy Framework and consideration of plans, policy or strategy relating to the power to promote or improve economic, social or environmental well being in the County Borough of Bridgend.

6. Equality Impact Assessment

- 6.1 The equality implications are outlined in the Cabinet report attached as Appendix C.

7. Financial Implications

- 7.1 The financial implications are outlined in the Cabinet report attached as Appendix C.

8. Recommendation

The Committee is asked to consider the Cabinet decision of 28 April 2015 in relation to the proposed changes to provision for pupils with Additional Learning Needs (ALN) at Pencoed Primary school and to determine whether it wishes to:

- i) refer the decision back to Cabinet for reconsideration;
- ii) refer the decision to full Council for review;
- iii) decide not to refer the matter back to the Cabinet or to full Council.

Andrew Jolley,
Assistant Chief Executive – Legal & Regulatory Services
2014

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Background Documents:

None

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CABINET DECISION MAKING RECORD – 28 APRIL 2015

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| Title of Report | Maternity, Adoption and Paternity Leave policy |
| Decision Made | That Cabinet: Approved the revised Maternity, Adoption and Paternity Leave Policy |
| Date Decision made | 28 April 2015 |
| Reasons for that decision | To incorporate the introduction of shared parental leave for parents who are expecting/ adopting after 05.04.15 which allows parents to agree arrangements for the care of the child during the maternity period. |
| Personal Interests Disclosed | None |
| Dispensation Granted by the Council's Standards Committee | None |
| Consultation undertaken prior to the decision | Legal & Financial |

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| Title of Report | YOUTUBE Channel |
| Decision Made | That Cabinet: Noted the report and approved the creation of a Bridgend County Borough Council You Tube Channel |
| Date Decision made | 28 April 2015 |
| Reasons for that decision | To offer local residents the option of further engaging with the Council through an additional growing channel therefore further enhancing the opportunity and choice for residents to access information and engage with the Council. A YouTube Channel will also enable Bridgend residents to and visitors with sensory loss (visual and /or hearing) to access Council communications. The development of a YouTube Channel will positively assist the Council with the delivery of its equality objectives. The creation of a YouTube Channel will offer an effective, affordable way of engaging with Bridgend County Borough Council residents. |
| Personal Interests Disclosed | None |
| Dispensation Granted by the Council's Standards Committee | None |
| Consultation undertaken prior to the decision | Legal & Financial |

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| Title of Report | Tourism Investment Opportunities and Prioritisation |
| Decision Made | That Cabinet: <ol style="list-style-type: none"> 1. Noted the progress to date of work within the South East Region to identify tourism investment priority schemes 2. Delegated authority to the Corporate Director – Communities to further develop the detail of the priority scheme for Porthcawl outlined in paragraph 4.8 in partnership with local, regional and national stakeholders. 3. Delegated authority to the Corporate Director – Communities, in consultation with the S151 Officer to put in place the necessary match-funding arrangements for the delivery of the scheme as outlined in Section 7 of the report and to submit a bid for EU funding in line with Visit Wales's funding timetable |

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| Date Decision made | 28 April 2015 |
| Reasons for that decision | The Proposal contributes to the Single Integrated Plan (SIP) priorities of People in Bridgend County benefiting from a stronger and more prosperous economy. The proposal also contributes to the Corporate Improvement Plan priority of developing the local economy The Strategy sets a goal for tourism to grow in a sustainable way and to make an increasing contribution to the economic, social and environmental well-being of Bridgend County Borough Council To secure the current round of EU Convergence Funding will enable the tourism in Porthcawl to grow still further |
| Personal Interests Disclosed | None |
| Dispensation Granted by the Council's Standards Committee | None |
| Consultation undertaken prior to the decision | Legal & Financial |

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| Title of Report | Rhiw Gateway Vibrant and Viable Places Development Agreement |
| Decision Made | <p>That Cabinet:</p> <ol style="list-style-type: none"> 1. Agreed and Authorised that the Council enter into the Development Agreement with Coastal Housing Group Limited to deliver the Rhiw Gateway Project and any ancillary contracts and agreement ancillary thereto, including collateral warranties and licenses, and authorise the sale of the land in respect of the relevant housing element of the project to Coastal Housing Group Limited in accordance with the final terms of the Development Agreement. 2. Delegated authority to the Corporate Director, Communities to approve the final terms of the Development Agreement on behalf of the Council and to arrange execution of the Development Agreement on behalf of the Council, subject to such delegated authority being exercised in consultation with the Assistant Chief Executive Legal and Regulatory Services and the Section 151 Officer 3. Delegated authority to the Corporate Director Resources, in consultation with the Corporate Director Communities and the Assistant Chief Executive Legal and Regulatory Services to: <ul style="list-style-type: none"> • grant a licence to Coastal Housing Group Limited to enter the site and undertake the development; • grant a 125 year lease on the land allocated for housing on completion of the development, as outlined in paragraph 4.15 of the report, and in accordance with the Development Agreement; and • enter into any ancillary agreements relating to the development with Coastal Housing Group Limited or the contractors, sub-contractors or consultants engaged in respect of the project works, including but not limited to any collateral warranties or licences. |
| Date Decision made | 28 April 2015 |
| Reasons for that decision | To further progress projects associated with the regeneration of Bridgend Town, including the provision of affordable housing and car parking facilities |
| Personal Interests Disclosed | None |

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| Dispensation Granted by the Council's Standards Committee | None |
| Consultation undertaken prior to the decision | Legal & Financial |

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| Title of Report | Elective Home Education Policy |
| Decision Made | That Cabinet: Approved the revised Elective Home Education Policy which will be implemented from May 2015 |
| Date Decision made | 28 April 2015 |
| Reasons for that decision | To take into account the main changes in relation to the parent partnership work that has taken place in Bridgend County Borough Council since 2013 in accordance with Welsh Government (WG) Policies and Procedures and note that the revised policy reflects the need to develop effective relationships as highlighted in the WG <i>circular No 47/2006</i> |
| Personal Interests Disclosed | None |
| Dispensation Granted by the Council's Standards Committee | None |
| Consultation undertaken prior to the decision | Legal & Financial |

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| Title of Report | Welsh in Education Strategic Partnership |
| Decision Made | That Cabinet: Approved the revised Welsh in Education Strategic Plan (WESP) and authorised publication of the revised WESP on the BCBC website from 1 June 2015 |
| Date Decision made | 28 April 2015 |
| Reasons for that decision | The WESP supports the Corporate Priority: Working Together to raise ambitions and drive up educational achievement. It also supports the council's commitment to: Equalities, sustainable development and Welsh Language. The School Standards and Organisation (Wales) Act (2013) became law in Wales on 4 March 2013. The Act places a statutory requirement on local authorities to prepare and introduce and monitor progress of a Welsh in Education Strategic Plan |
| Personal Interests Disclosed | None |
| Dispensation Granted by the Council's Standards Committee | None |
| Consultation undertaken prior to the decision | Legal & Financial |

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| Title of Report | Provision for Pupils with additional Learning Needs: Outcome of Consultations on proposal for changes to Pencoed Primary School |
| Decision Made | That Cabinet: <ol style="list-style-type: none"> 1. Noted the outcome of the consultation with interested parties as detailed in the Consultation Report and appendices that accompanied the report 2. Approved the Consultation Report for publication 3. Authorised the publication of a Statutory Public Notice on the proposal 4. Receives a further report following the end of the Statutory Notice period. |

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| Date Decision made | 28 April 2015 |
| Reasons for that decision | The Proposals are related to the Corporate Plan (2013-2017) and Corporate Improvement Priority two; Working together to raise ambitions and drive up educational achievement. The proposals also support to the Educational Inclusion Policy agreed by Cabinet in 2009 |
| Personal Interests Disclosed | Councillor M Gregory |
| Dispensation Granted by the Council's Standards Committee | None |
| Consultation undertaken prior to the decision | Legal & Financial |

| | |
|---|--|
| Title of Report | Provision for pupils with Additional Learning Needs: Outcome of Consultations on Proposal to Cease a Moderate Learning Difficulties (MLD) Learning Resource Centre and open an Autistic Spectrum Disorder (ASD) Learning Resource Centre at Pil Primary School |
| Decision Made | That Cabinet: 1. Noted the outcome of the consultation 2. Approved the Consultation Report attached to the report for publication; abandon the proposal to cease the moderate; learning difficulties (MLD) learning resource centre for 1 September 2015 at Pil Primary School 3. Abandoned the proposal to open an autistic spectrum disorder (ASD) learning resource centre at Pil Primary School 4. Authorised re-consultation on the opening of a primary autistic spectrum disorder (ASD) learning resource centre in the west locality. |
| Date Decision made | 28 April 2015 |
| Reasons for that decision | Under the Statutory Code the Authority is required to publish a Consultation Report summarising any issues raised by consultees and the Authority's response and setting out Estyn's view of the overall merit of the proposals within 13 weeks of the end of the period allowed for responses. The proposals in the report also connect to the Corporate Plan (2013-2017) the Education Inclusion Programme and, in particular, in the Corporate Plan Improvement priority 'working together to raise ambitions and drive up educational achievement'. |
| Personal Interests Disclosed | None |
| Dispensation Granted by the Council's Standards Committee | None |
| Consultation undertaken prior to the decision | Legal & Financial |

| | |
|---------------------------|---|
| Title of Report | Outcome of the Estyn Inspection of Caerau Primary |
| Decision Made | That Cabinet: Receives a further report once the school has completed their Post Inspection Action Plan |
| Date Decision made | 28 April 2015 |
| Reasons for that decision | The Information confirmed in the report relates to the Improvement Priority in the Corporate Plan 'Working Together to Drive up Educational Achievement' The School will draw up a post inspection action plan which will show how it will address the recommendations made by Estyn in order to secure improvements at the school |

| | |
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| Personal Interests Disclosed | None |
| Dispensation Granted by the Council's Standards Committee | None |
| Consultation undertaken prior to the decision | Legal & Financial |

| | |
|---|---|
| Title of Report | Appointment of Local Authority Governors |
| Decision Made | That Cabinet: Approved the appointment of the Local Authority Governor listed in paragraph 4.1 of the report |
| Date Decision made | 28 April 2015 |
| Reasons for that decision | The work of the LA Governors supports the raising of educational standards and the well-being of children, young people and their local communities. In particular, their work contributes to the Corporate priority: 'Working together to raise ambition and drive up educational achievement' |
| Personal Interests Disclosed | None |
| Dispensation Granted by the Council's Standards Committee | None |
| Consultation undertaken prior to the decision | Legal & Financial |

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|---|--|
| Title of Report | Renewal of Discharge Arrangements – Illegal Money Lending |
| Decision Made | That Cabinet <ol style="list-style-type: none"> 1. Approved the discharge of its functions through the short term renewal of the agreement with Cardiff County Council (with regard to the investigation and institution of proceedings against illegal money lenders operating in the Authority's area) in accordance with Part III of the Consumer Credit Act 1974, to Cardiff County Council pursuant to Section 101 of the Local Government Act 1972 and regulations there under, namely the Local Authorities (Executive Arrangements) (Arrangements for Discharge of Functions) (Wales) Regulations 2002, Section 13(7) of the Local Government Act 2000 and any other legislation enabling such discharge. 2. Delegated to the Assistant Chief Executive Legal and Regulatory Services, the function of entering into agreement with Cardiff County Council, for the purpose as set out in this report. |
| Date Decision made | 28 April 2015 |
| Reasons for that decision | Taking firm action against illegal money lenders or 'loan sharks' operating in the community in an important protection for residents and legitimate businesses is the county borough. This links in strongly with the Corporate Plan (2013-2017) Improvement Priorities of working together to develop the local economy and Working together to help vulnerable people stay independent. Due to the degree of expertise and scale of operation required, it is particularly effective to undertake this important function jointly with other authorities on a regional basis. |
| Personal Interests Disclosed | None |
| Dispensation Granted by the Council's Standards Committee | None |
| Consultation undertaken prior to the decision | Legal & Financial |

| | |
|---|---|
| Title of Report | The Regulatory Enforcement and Sanctions (RES) Act 2008: The Primary Authority Principle |
| Decision Made | That Cabinet 1. Noted the content of the report 2. Supported the continuation of current Primary Authority arrangements and the entering into of additional Partnerships as appropriate, and on the basis of full cost recovery. |
| Date Decision made | 28 April 2015 |
| Reasons for that decision | Promoting the Primary Authority Principle is an important step in supporting legitimate businesses in the county borough as it enables businesses to grow with confidence. The Home Authority Principle was developed to provide businesses with a single point of Local Government regulatory contact. Building upon the Home Authority Principle, the concept of Primary Authority was launched as a result of the 2008 Regulatory Enforcement and Sanctions Act. |
| Personal Interests Disclosed | None |
| Dispensation Granted by the Council's Standards Committee | None |
| Consultation undertaken prior to the decision | Legal & Financial |

| | |
|------------------------------|--|
| Title of Report | Cabinet, Corporate Parenting Cabinet Committee and Equalities Cabinet Committee |
| Decision Made | That Cabinet: 1. Approved the schedule of meeting dates for Cabinet, Corporate Parenting Cabinet Committee and the Equalities Cabinet Committee meetings for the period May 2015 - May 2016 as outlined in Paragraphs 4.1.2, 4.2.1 and 4.3.1 of the report, with it noted that the meeting of cabinet to consider the budget will be on the 2 February and not 9 February 2016 as detailed in the report 2. Appointed the Cabinet Member for Children and Young People as Lead Member for Children and Young People, Children's Champion and Chairperson of the Corporate Parenting Cabinet Committee. 3. Approved the process for determining the invitees for the Corporate parenting Cabinet Committee as outlined in paragraph 4.2.3 of the report 4. Deferred the appointment of the Equalities Champion and as Chairperson of the Equalities Cabinet Committee as referred to in paragraph 4.3.2 of the report. 5. Deferred nominations of the invitees to the Equalities Cabinet Committee as referred to in paragraph 4.3.3 of the report |
| Date Decision made | 28 April 2015 |
| Reasons for that decision | Effective arrangements for the Authority's decision making processes and the establishment of Committees and other bodies will fulfil the requirements of the Constitution and contribute to the achievement of the Council's Corporate Themes and Priorities. The schedule of meetings will allow internal management planning for the production and presentation of reports and informs the general public of the future dates of meetings. |
| Personal Interests Disclosed | None |

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|---|-------------------|
| Dispensation Granted by the Council's Standards Committee | None |
| Consultation undertaken prior to the decision | Legal & Financial |

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|---|--|
| Title of Report | Amendment to the Scheme of Delegation of Functions – Water Industry Act 1991 |
| Decision Made | That Cabinet approved the amendment to the Scheme of Delegation of Functions as set out in paragraph 4.1 of the report. |
| Date Decision made | 28 April 2015 |
| Reasons for that decision | The amendment of the Scheme of Delegation to delegate Authority to approve and execute agreements pursuant to section 104 of the water Industry Act 1991 will enable developments and construction involved in Corporate Priorities to proceed by effecting the adoption of a public sewer where necessary |
| Personal Interests Disclosed | None |
| Dispensation Granted by the Council's Standards Committee | None |
| Consultation undertaken prior to the decision | Legal & Financial |

| | |
|---|---|
| Title of Report | Information Reports and Minutes for Noting |
| Decision Made | That Cabinet acknowledged the publication of the documents listed in the report. |
| Date Decision made | 28 April 2015 |
| Reasons for that decision | To increase community engagement by publishing details of all reports and minutes considered by meetings of Cabinet, linking with the Corporate Priority working together to make the best use of our resources by improving the way we communicate and engage with citizens. |
| Personal Interests Disclosed | None |
| Dispensation Granted by the Council's Standards Committee | None |
| Consultation undertaken prior to the decision | Legal & Financial |

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Notice of 'Call-In'

| |
|---|
| Committee: Overview & Scrutiny Committee CHILDREN + YOUNG PEOPLE |
|---|

1. Decision Subject To Call-In:**Title: Details inc date**

Details 28/4/15

PROVISION FOR PUPILS WITH ALN: OUTCOME
OF CONSULTATIONS ON PROPOSALS FOR
CHANGES TO PENCOED PRIMARY SCHOOL

2. Member(s) of the Committee Wishing to Call the Decision In

| Name | | |
|------------|--------------|---|
| Councillor | CHERYL GREEN | 1 |
| " | PAM DAVIES | 2 |
| " | PETER FOLEY | 3 |
| | | |

3. Reasons for the Call-In

1.

INSUFFICIENT INFORMATION ON THE EFFECTS ON
STANDARDS, EVIDENCE NOT PROVIDED ON THE
CHANGE IN THE PROFILE ON CHILDRENS NEEDS.

LACK OF EVALUATION OF THE IMPACT OF CLOSURE
ON PUPILS AFFECTED - NO EVIDENCE OF THE
IMPACT ON OTHER SCHOOLS WITH MLA PROVISION
INADEQUATE RESPONSES TO SOME OF THE
CONSULTEES QUESTIONS.

(SOME OF THE ABOVE ARE RECOGNISED IN THE

4. Date of Call-In: Date ESTYN RESPONSE)

Signed 1) *Cheryl Green*
2) *P.H. Davies*
3) *Peter Foley*

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BRIDGEND COUNTY BOROUGH COUNCIL**REPORT TO CABINET****28 APRIL 2015****REPORT OF THE DIRECTOR OF EDUCATION AND TRANSFORMATION****PROVISION FOR PUPILS WITH ADDITIONAL LEARNING NEEDS (ALN): OUTCOME OF CONSULTATIONS ON PROPOSAL FOR CHANGES TO PENCOED PRIMARY SCHOOL****1. Purpose of Report**

- 1.1 The purpose of this report is to inform Cabinet of the outcome of the consultation on the proposals to cease one moderate learning difficulties (MLD) learning resource centre provision at Pencoed Primary School.

2. Connection to Corporate Improvement Plan / Other Corporate Priorities

- 2.1 These proposals are related to the Corporate Plan (2013-2017) and Corporate Improvement priority two;
- Working together to raise ambitions and drive up educational achievement

3. Background

- 3.1 These proposals are also related to the Educational Inclusion Policy which was agreed by Cabinet in March 2009. Within that policy it states the desire for all our schools and education providers to be inclusive, learning communities that value diversity and that can accommodate as wide a range of needs as possible. It also states the belief that the needs of the overwhelming majority of school-age learners can and should be accommodated in local schools that are properly equipped and fit for purpose, and that reflect the diverse strengths of the communities they serve.
- 3.2 In December 2011, Cabinet received an update on the review of support and provision for the inclusion of children and young people with additional learning needs (ALN).
- 3.3 There has been a successful approach by the Inclusion Service in training staff within schools to support pupils with moderate learning difficulties. Staff are now far better equipped to identify needs at an earlier stage and support pupils with moderate learning difficulties through a differentiated curriculum in mainstream classes. There is provision within the County Borough for those pupils with moderate learning difficulties who would not be able to access mainstream classes.
- 3.4 The Council supports the principles that, when possible, children should be educated within a mainstream school environment and as near to their home as possible.

4. Current situation / proposal

- 4.1 In order to progress the proposal to cease one moderate learning difficulties (MLD) learning resource centre at Pencoed Primary School consultation exercises were carried out between 9th February and 25th March 2015 with staff, governors, parents and pupils of Pencoed Primary School and also the wider community in accordance with the Statutory School Organisation Code which requires that the Authority publish a consultation report summarising any issues raised by consultees and the Authority's response and setting out Estyn's view of the overall merit of the proposals.

A copy of the consultation document was also made available during this time on the Council's website:

<http://www1.bridgend.gov.uk/services/consultation/hub/aln-at-pencoed-primary-consultation.aspx>

<http://www1.bridgend.gov.uk/cy/gwasanaethau/ymgynggori/hub/ysgol-gynradd-y-pencoed.aspx>

- 4.2 The consultation document invited views and opinions to be submitted in respect of the proposal.
- 4.3 Under the Statutory Code referred to above, if approved by Cabinet, the next stage of the process is to publish a statutory notice outlining the proposals which would need to be published for a period of 28 days and any formal written objections would be invited during this time.
- 4.4 If there are no objections during the Public Notice period then the proposal can be implemented with Cabinet's approval.
- 4.5 If there are objections at this Public Notice stage, an objections report will be published summarising the objections and the authority's response to those objections. Cabinet will need to consider the proposal in light of objections. Cabinet could then accept, reject or modify the proposal.

5. Effect upon Policy Framework and Procedure Rules

- 5.1 There is no effect upon the procedure rules. However, the Bridgend Local Management of School Scheme will need to be updated to reflect the financial/governance arrangements.

6. Equality Impact Assessment

An initial EIA was undertaken. The full EIA can be found in Appendix (vii). The full EIA holistically evaluates the pupils affected by the introduction of the proposal.

7. Financial Implications

- 7.1 There are projected full year savings of £45,000 from the closure of one MLD Learning Resource Centre at Pencoed Primary School.

- 7.2 Savings will be re-allocated within the Primary Schools ISB (Individual Schools Budget) to fund continuing Learning Resource Centre provision within other primary schools in Bridgend and the Bridgend Local Management of Schools Scheme will need to be updated.

8. Recommendations

8.1 Cabinet is recommended to:-

- note the outcome of the consultation with interested parties as detailed in the attached Consultation Report and appendices;
- approve the attached Consultation Report for publication;
- authorise the publication of a Statutory Public Notice on the proposal; and
- receive a further report following the end of the Statutory Notice period.

Deborah McMillan
Director of Education and Transformation

Contact Officer: Michelle Hatcher

Telephone: (01656) 645258

E-mail: michelle.hatcher@bridgend.gov.uk

Postal Address Civic Offices
Angel Street
Bridgend
CF31 4WB

Background documents

Learning Communities: including all our learners- Educational Inclusion Strategy (report to Cabinet; March 2009).

Education Inclusion Programme: Reviewing and developing support and provision for the inclusion of children and young people with additional learning needs (ALN) (report to Cabinet; December 2011).

APPENDIX 1

BRIDGEND COUNTY BOROUGH COUNCIL**CONSULTATION REPORT****REPORT OF THE DIRECTOR OF EDUCATION AND TRANSFORMATION****PROVISION FOR PUPILS WITH ADDITIONAL LEARNING NEEDS (ALN):
OUTCOME OF CONSULTATIONS ON PROPOSAL FOR CHANGES TO
PENCOED PRIMARY SCHOOL****1. Purpose of report**

- 1.1 This report is to inform the outcome of the consultation on the proposals to cease one moderate learning difficulties (MLD) learning resource centre provision at Pencoed Primary School.

2. Connection to Corporate Plan / Other Corporate Priorities

- 2.1 These proposals are related to the Corporate Plan (2013-2017) and the Education Inclusion Programme and, in particular, in the Corporate Plan Improvement priority two;

- Working together to raise ambitions and drive up educational achievement

- 2.2. In order to achieve improvement priority two, to work together to raise ambitions and drive up educational achievement, we must work with our partners to support pupils with additional learning needs to drive up educational attainment for all learners in the County Borough. This will improve the future prospects for our children and young people. We have already contributed to this priority by improving the provision in mainstream schools for pupils with additional learning needs. We will know that we are collectively succeeding when pupils with additional learning needs are receiving the support they need.

3. Background

- 3.1 These proposals are also related to the Educational Inclusion Policy which was agreed by the Council's Cabinet in March 2009. Within that policy it states the desire for all our schools and education providers to be inclusive – learning communities that value diversity and that can accommodate as wide a range of needs as possible. It also states the belief that the needs of the overwhelming majority of school-age learners can and should be accommodated in local schools that are properly equipped and fit for purpose, and that reflect the diverse strengths of the communities they serve.

- 3.2 In December 2011, Cabinet received an update on the review of support and provision for the inclusion of children and young people with additional learning needs (ALN).
- 3.3 In October 2013, Cabinet received a report seeking approval to consult formally with the parents, staff, and governing bodies of Blaengarw and Plasnewydd primary schools and other interested parties to close the learning resource centres for pupils with moderate learning difficulties. The consultation papers outlined the proposal to realign services in order to meet the demand of the increasing number of pupils being diagnosed with autistic spectrum disorders within the local authority demonstrating the increase in demand on SEN provision.
- 3.4 There has been a successful approach by the Inclusion Service in training staff in schools to support pupils with moderate learning difficulties. Staff are far better equipped to identify needs at an earlier stage and support pupils with moderate learning difficulties through a differentiated curriculum in mainstream classes. There is provision within the County Borough for those pupils with moderate learning difficulties who would not be able to access mainstream classes.
- 3.5 The Council supports the principles that, when possible, children should be educated within a mainstream school environment and as near to their home as possible.

4. Current situation

- 4.1 In order to progress the proposal to cease one moderate learning difficulties (MLD) learning resource centre at Pencoed Primary School consultation exercises were carried out between 9 February to 25 March with staff, governors, parents and pupils of Pencoed Primary School and also the wider community in accordance with the Statutory School Organisation Code.

A copy of the consultation document was also made available during this time on the Council's website:

<http://www1.bridgend.gov.uk/services/consultation/hub/aln-at-pencoed-primary-consultation.aspx>

<http://www1.bridgend.gov.uk/cy/gwasanaethau/ymgyngghori/hub/ysgol-gynradd-y-pencoed.aspx>

- 4.2 The consultation document invited views and opinions to be submitted in respect of the proposal.
- 4.3 Under the Statutory Code referred to above the Authority is required to publish a consultation report summarising any issues raised by consultees and the Authority's response and setting out Estyn's view of the overall merit of the proposals.

- 4.4 If approved by Cabinet, the next stage of the process is to publish a statutory notice outlining the proposal which would need to be published for a period of 28 days and any formal written objections would be invited during this time.
- 4.5 If there are no objections during the Public Notice period then the proposal can be implemented with Cabinet's approval.
- 4.6 If there are objections at this Public Notice stage, an objections report will be published summarising the objections and the authority's response to those objections. Cabinet will need to consider the proposal in light of objections. Cabinet could then accept, reject or modify the proposal.

5. Summary of responses to consultation

- 5.1 Key points from the consultation exercises were as follows, with full details appended at the end of this report.

Pupil Consultation

- 5.2 Pencoed Primary School Council met with BCBC representatives on 26 February to discuss the proposal. (Full details can be found in Appendix i).

The Local Authority response is as follows:

- 5.3 The School Council asked questions around staffing. It was explained that one teacher in other MLD learning resource centres across BCBC manage the age range of 7-11.
- 5.4 It was emphasised during the meeting that the pupils who are currently in the learning resource centre would not be affected as there are enough places for them. It was noted that there are other MLD learning resource centres in the East locality.

Parent Consultation

- 5.5 A consultation meeting was held for parents and interested parties to discuss the proposal with BCBC representatives at Pencoed Primary School on 26 February 2015. (Full details can be found in Appendix ii)

The Local Authority response is as follows:

- 5.6 Parents raised concerns regarding the MLD criteria. It was stated that the Criteria are set by Education Psychology Service (EPS) and that criteria are regularly reviewed.
- 5.7 Questions were raised regarding the comparison of results of Pencoed MLD learning resource centre to other MLD learning resource centres in BCBC. It was explained that a child's individual progress is monitored closely by Inclusion staff.

School Staff Consultation

- 5.8 A consultation meeting was held with Pencoed Primary School staff on 26 February 2015. (Full details can be found in Appendix iii)

The Local Authority response is as follows:

- 5.9 Procedures were explained by HR regarding implications for the two MLD teachers.
- 5.10 Concerns were raised regarding the closure of one class. It was emphasised that the Local Authority is funding surplus places.

Governing Body Consultation

- 5.11 A consultation meeting was held with Pencoed Primary School on 26 February 2015 (Full details can be found in Appendix iv)

The Local Authority response is as follows:

- 5.12 Governors raised the question as to whether the local authority knew that the model of the other MLD learning resource centres was a successful model. It was emphasised that the learning resource centres are closely monitored.
- 5.13 It was explained that the proposal was not a money saving exercise.

Summary of Written Presentations

- 5.14 104 items of direct correspondence were received during the consultation period. The details of these can be found in Appendix (vi)

6. The view of Estyn, her Majesty's Inspectors of Education and Training in Wales

- 6.1 Estyn has considered the educational aspects of the proposals. (See Appendix (x).
- 6.2 It is Estyn's opinion that it is not possible to ascertain whether the proposal is likely to at least maintain the current standards of education for the pupils directly affected by the closure of a learning resource class for moderate learning difficulties at Pencoed Primary School. There remain a number of unanswered questions: the impact of the closure on the outcomes of the pupils directly affected by the closure has not been fully evaluated, moreover the proposal does not outline the need to realign its provision for pupils with additional learning needs well enough.
- 6.3 In response to Estyn's comments the Local Authority would like to outline that there are currently 15 surplus places at Pencoed Primary school and there were three quarters surplus places during 2013-2014. The teacher pupil ratio would be 1:15 which occurs in all other MLD learning resource centres in

BCBC with also an age range of Year 3 pupils to Year 6 pupils. A proportion of the pupils who are currently MLD in the learning resource centres at Pencoed; Litchard and Llangewydd will transition to Secondary School in September 2015. Some other pupils may exit the provision with staff using the exit criteria, the individual needs of the pupils will be taken into account.

Impact Assessments

7. Community Impact Assessment

There is no significant negative impact on the community.

8. Equality Impact Assessment.

An initial EIA was undertaken. The full EIA can be found in Appendix (vii). The full EIA holistically evaluates the pupils affected by the introduction of the proposal.

9. Financial Implications

9.1 There are projected full year savings of £45,000 from the closure of one MLD Learning Resource Centre at Pencoed Primary School.

9.2 Savings will be re-allocated within the Primary Schools ISB (Individual Schools Budget) to fund continuing Learning Resource Centre provision within other primary schools in Bridgend and the Bridgend Local Management of Schools Scheme will need to be updated.

10. Statutory Process in Determining Proposals

10.1 Provisional Timetable:

| | |
|---------------|--|
| 28 April 2015 | Report to Cabinet on the outcomes of the consultation. |
| 11 May 2015 | Publish Consultation Report on BCBC website, hard copies of the report will be available on request. |
| 18 May 2015 | If agreed by the Cabinet of Bridgend County Borough Council, a Public Notice will be published and there will be a period of 28 days in which to submit any objections to the proposal in writing. |
| 14 June 2015 | End of Public Notice period. If there are no objections, Cabinet can immediately decide whether to proceed or not. If there are any objections, an objections report will be forwarded to Cabinet for their consideration and determination on and subsequently published. |

1 September 2015

Potential Implementation

Hard copies of this report are available on request.

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Bridgend County Borough Council
Civic Offices
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Bridgend
CF31 4AR

APPENDIX (i)



**Consultation Meeting with
School Council
Re. Proposal to change the provision for
pupils with additional learning needs
(ALN) at Pencoed Primary School
26 February 2015 - 2.30pm**

Present: Group Manager - Inclusion Service
Team Manager ALN
Class Teacher
Members of School Council (Year 3-Year 6)

MH introduced the consultation session and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal. A consultation document was given to the pupils.

Questions/Issues**Answer/Comments**

Have you thought about the effects on the pupils in the learning resource centre?

Yes. MH explained that pupils wouldn't be affected as there are enough places for pupils within the school and that there are currently 15 vacant spaces.

The school caters for pupils with ALN. How will one teacher manage pupils from 7-11 (15 pupils)?

Classes across Bridgend have 15 pupils and other teachers manage this number of pupils across this age range.

What happens to the teacher who loses her job?

This will be picked up in a staff meeting.

Would there be an extra support member of staff in the class?

No, we wouldn't put in any extra support. Extra support is only in class if it is attached to a particular pupil.

How does the council benefit from the closure?

It is based on the needs of the children. If it is empty, we are funding 15 places that are empty. It is always about meeting the needs of the pupils and the LA has to meet different needs across the LA.

What about the future of the pupils?

It won't affect the pupils who are currently in the class.

| | |
|---|--|
| What happens if the number of ALN pupils goes up? | The class was half empty last year and completely empty this year. There are other MLD learning resource centres in the East locality. |
| How would you feel if it was your child/grandchild? | Needs are met and no pupil currently in the learning resource centre will be affected by the proposal. |
| How will the pupils mix with children of the same age in the mainstream classes as all do different topic work? | Integration sessions have to be organised by the school. |
| How would you feel if you were a Year 3 child working with a Year 6 child? | The school will manage this as this is the model for all other MLD learning resource centres in Bridgend. |

APPENDIX (ii)



**Consultation Meeting with
Parents and Interested Parties
Re. Proposal to change the provision for
pupils with additional learning needs
(ALN) at Pencoed Primary School
26 February 2015 - 5.30pm**

Present: Group Manager - Inclusion Service
Team Manager, ALN
Deputy Headteacher
Parents

MH introduced the consultation session and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal.

Questions/Issues

The MLD criteria have changed so pupils can't access class. Pupils are put into mainstream with another 30 odd children. A mainstream class teacher can't cope with 30 pupils plus additional with disabilities. These children in mainstream class will struggle.

What are the criteria? When was it changed?

The existing criteria mean that children are being missed. It is not acceptable. Are the criteria impacting on children here and those coming through? If importing children from other areas into Pencoed, will Pencoed pupils be moved to other learning resource centres?

Parents put pupils forward for learning

Answer/Comments

The criteria are often reviewed. Can only comment that it has changed but before MH in post. MH aware of changes that took place.

The EPS now sits within the Inclusion Team. MH has asked for all criteria to be looked at plus exit criteria. EPs have set the criteria and comments will be fed back. Pencoed pupils will remain in Pencoed learning resource centre but the learning resource centre will also take other pupils from the locality.

This is the model across Bridgend. This is the

| | |
|---|---|
| resource centre but criteria is very hazy and failing pupils. More pupils in playgroup who are complex but not getting into classes. How do you feel that 7 year olds cope with 11 year olds? | model that the other MLD learning resource centres operate |
| Don't you feel that you're defeating the object by closing classes when there are so many children with SEN needing help? | Last year one MLD class at Pencoed Primary School was three quarters empty and this year the class is empty – can't predict how many pupils need provision. |
| Have you looked at the results from Pencoed to other MLD learning resource centres? | We monitor progress of the individual child. Can't compare learning resource centres as a child's progress is individual. Children are making progress which is closely monitored by Inclusion staff. Pupils in the MLD Pencoed are split across 2 classes. |
| What LSOs are going to be in the class? | There is one teacher for 15 pupils. This is the model across Bridgend |
| What additional support is put in classes if a child is put in mainstream? If this goes ahead, how will it be monitored and how is this fed back to parents? | We monitor learning resource centres through specialist teams. The proposed closure is based on resources. All pupils' needs are considered. |
| MLD diagnosis based on EP but can't get EP visits so failing pupils. | Will take back information to the Lead Educational Psychologist. Traded Services is available to schools |
| ASD is on the increase – what provisions are going to be in place? | We are considering this at the moment. Proposals to put in ASD provision are in place. Have to take many factors into consideration with regards to opening provision. |
| Concerned about our children being put into a taxi and transported elsewhere – our child will be a stranger to his locality. Inclusion is local children walking to their local school and playing in local park. | Not every school has a learning resource centre. Pencoed has MLD learning resource centres for the locality. |

APPENDIX (iii)



**Consultation Meeting with
School Staff
Re. Proposal to change the provision for
pupils with additional learning needs
(ALN) at Pencoed Primary School
26 February 2015 - 3.30pm**

Present: Group Manager - Inclusion Service
Team Manager, ALN
HR Advisor
Headteacher, Deputy Headteacher & 21 staff
2 Union Representatives

MH introduced the consultation session and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal. The document can be found on BCBC intranet.

Questions/Issues

The timeframe proposed if agreed will have implications for the two staff concerned who are employed in the MLD class. How will this be managed by the Local Authority?

When will decisions be made?
That is very close to the end of term.

Who will make the decisions on the teacher?

Need to move with speed and make arrangements for alternative employment, as soon as possible.

Answer/Comments

If the proposal is agreed, HR will work with the school and the Inclusion service. Vacancies will be frozen if staff are at risk of redundancy so that redeployment can be considered. HR will ensure that consultation will take place and all statutory notice given as well as redeployment to an alternative role.

June.

There is a process to be followed. Once we have had confirmation, we will look at the time frame for meeting the needs of staff. We have to give due notice to members of staff. That member of staff could be back in school in September whilst redeployment is looked at.

HR works well with Inclusion Service/ School/Unions. TD will make sure that there are regular meetings with the 2 members of

It is a stressful time. School is losing a very successful provision which has been in the school for many years. Estyn – strong practice.

Withdrawal of support for vulnerable group of learners to give to a different group of learners. MLD pupils shouldn't lose out.

Don't have EP visits to get diagnosis of MLD. 2 reviewed IEPs – Goal posts are very high to get support for pupils.

Lengthy process. Can't make an application for MLD places without the pupil getting a diagnosis of MLD.

Meeting with parents – parents need support and this can be lengthy.

Class teacher spoke of a pupil who accesses class unofficially who would find it difficult to manage in mainstream. The pupil's brother had a place and was more able (previous years).

MLD classes give pupils a chance to succeed. They improve their self-esteem/behavior/literacy. The school sees pupils making progress in specialist provision.

Having to have 1 class Year 3-Year 6 would be difficult for the class teacher

Are the LA finding that as the criteria have changed, behavior issues and exclusions are going up. If the criteria weren't changed, both classes would be full.

School would like to know about the criteria. It has a group of pupils who struggle and who access unofficially and make good progress.

staff. When timings aren't ideal, HR will advise of timings – HR is mindful of timings.

There are vacancies coming up in the Inclusion Service. HR advice to hold those vacancies same as vacancies in schools.

Need to meet needs of pupils in the authority.

We are funding one empty class. Could have closed class last year but we funded empty places.

Criteria are set by EPS. Criteria revisited a couple of years ago. If pupils meet criteria they will go into class.

No-one currently in classes is being affected. At present although 2 classes with 2 teachers it is the equivalent of 1 class with 2 teachers – this is being rectified.

This is how it is run across the borough.

Criteria are set by EPS. Criteria revisited a couple of years ago. If pupils meet criteria they will go into class.

Some schools don't have an MLD learning resource centre to use unofficially.

LSOs needed to do different interventions and this interrupts class. Self-esteem is affected.

NUT Union Rep – talked of 2 MLD classes reduced to 1 in another school. The school had to set up an unofficial MLD resource. This ended up with higher behaviour problems within that school

The data for the school is affected by pupils in the learning resource centres but they want the learning resource centres to stay as they care about these pupils.

Will other MLD classes close as less pupils identified because of change in criteria.

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Is there intention to close both classes in the long-term?

Deputy Headteacher would like criteria noted.

Pupils in observation classes can be put forward for Heronsbridge. Where are those children going to go? If they go into a Year 3-Year 6 class, how is that going to work?

Are there frustrations across LA about the lack of visits from EPS? Don't always see EPS – allocated visits.

Teacher decisions should be considered alongside EPS.

Can you predict the number of pupils coming into the provision next year and the year after?

No. No further plans to close MLD learning resource centres. Other classes in Bridgend are currently full

No, this is not a cost saving exercise. The funds will be redistributed to meet other pupils' needs within the Borough.

Every pupil is treated on an individual basis.

This has never been presented to MH in ALNCo meetings. Individual concerns come forward.

We can't predict who will come into locality Some Local Authorities have no learning resource centres. There are criteria set and some pupils benefit from these placements and

A mainstream teacher couldn't meet the needs of pupils coming into mainstream. They would need specialist training.

the LA values these provisions.

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APPENDIX (iv)

**Consultation Meeting with
School Governors
Re. Proposal to change the provision for
pupils with additional learning needs
(ALN) at Pencoed Primary School
26 February 2015 - 4.30pm**

Present: Group Manager - Inclusion Service
Team Manager, ALN
HR Advisor
Headteacher
7 School Governors

MH introduced the consultation session and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal.

Questions/Issues**Answer/Comments**

The chair of Governors made a Statement.
Concerned about closure.

What is the age range in the current class?

Currently there are two classes. 3-4 class and 5-6 class. The proposal is one class with years 3-6 with 15 places which is a successful model in the other learning resource centres in the Borough.

How does the service know it is a successful model?

The learning resource centres are closely monitored.

How much money is being saved?

This is not a money saving exercise. More and more MLD pupils are accessing mainstream. Classes are not just for Pencoed but for the whole locality.

Do you think that is acceptable that pupils may have to travel out of the locality to

The current data is not showing this situation occurring and the MLD provision is remaining in the school and is still available to pupils who meet the criteria.

have MLD needs met if the proposal is agreed?

Learning resource placements are advised by Eps.

How often are the criteria reviewed?
Are schools aware of the criteria? HT has raised concerns regarding criteria and for Inclusion service to provide the MLD criteria.

MH has looked at entry and exit criteria since restructure of the Inclusion Service. EPS now sits within the Inclusion Service. Criteria for MLD have been set at the existing level for a few years.

Does the SENCo provide advice and help review the criteria?
Is there a plan to put SENCo on panel?

The Eps set the criteria.
MH works with ALNCos and Headteachers.
Task & Finish Group looked at observation classes and MH will be taking recommendations to Headteachers in the summer term.

Are governors able to see the report before submission to cabinet?

MH will need to seek advice on the procedure.

Estyn response to the proposal to change the provision for pupils with additional learning needs (ALN) at Pencoed Primary School

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortium which deliver school improvement services to the schools within the proposal.

Introduction

This consultation proposal is from Bridgend County Borough Council.

The proposal is to close the moderate learning difficulties learning resource class for 15 pupils with Moderate Learning Difficulties (MLD) at Pencoed Primary School with effect from 1st September 2015.

Summary/ Conclusion

It is Estyn's opinion that it is not possible to ascertain whether the proposal is likely to at least maintain the current standards of education for the pupils directly affected by the closure of a learning resource class for moderate learning difficulties at Pencoed Primary School.

There remain a number of unanswered questions: the impact of the closure on the outcomes of the pupils directly affected by the closure has not been fully evaluated, moreover the proposal does not outline the need to realign its provision for pupils with additional learning needs well enough.

Description and benefits

The proposer's rationale for the closure of the MLD class is not supported well enough. Its aim is to allow Bridgend County Borough Council to meet a growth in the incidence of pupils with autistic spectrum disorders (ASD) including the need for specialist provision for high-functioning pupils with autistic spectrum disorders at Key Stage 2, 3 and 4. It asserts that this can be achieved due to the reduction in numbers of pupils requiring specialist provision for moderate learning difficulties. Evidence of the change in the profile of pupils' needs in the area is not provided

within the proposal. Therefore the proposer does not make its case for a realignment of additional learning needs' provision well enough. As the case for realignment is not corroborated in the report, it also follows that the proposer does not make the case for its second stated objective effectively, this is to ensure that all pupils can access quality learning opportunities, regardless of which school they attend.

The stated benefit of the closure of the class is that there are currently two MLD learning resource classes at Pencoed Primary School with places for 15 pupils each. However only 15 pupils attend the provision currently, therefore if one class were to close, this would leave sufficient space in one class to meet the needs of all current students at Pencoed Primary School with moderate learning difficulties. On this basis the proposer identifies correctly that, if the proposal were to go ahead, this would lead to a cost saving of around £45,000 per year and reduce surplus places.

The proposer recognises appropriately that closing the MLD class at Pencoed Primary School would allow the county to use available resources effectively. One MLD class will remain at the school which has sufficient places and appropriate staffing levels for all pupils with MLD currently on roll at the school.

Bridgend County Borough Council identifies correctly the risk that this proposal may cause anxiety for pupils and their parents or carers where they are happy with the current arrangements and have formed strong working relationships to their teacher. Whilst it does not propose any actions to mitigate this risk, the proposer asserts effectively that the specialist teachers should possess the necessary expertise to aid the transition to a different class teacher.

The council recognises appropriately that an increase in teacher pupil ratio in the remaining MLD class could potentially lead to a fall in the attainment of all pupils enrolled on that class. The proposer provides an appropriate response to this concern in that the teacher pupil ratio in other MLD classes is 15 to 1. However the proposal does not contain any information on the outcomes of pupils in the learning resource centre to support the opinion that standards will be maintained.

The council identifies correctly that there is also the risk that there may not be sufficient places for MLD pupils in the future. To manage this risk it proposes to use historical data to estimate future enrolment figures as well as the number of parents who have stated an interest in enrolling a new pupil with MLD a year before the place is required and adapt provision accordingly. However, this data has not been presented and it follows that the proposal does not provide sufficient evidence to show a sustained decline in the need for specialist provision for pupils with MLD.

The council identifies two other primary schools in the vicinity, Litchard Primary School and Llangewydd Primary School that have MLD classes. Neither of these schools have surplus places. Consequently, these are discounted appropriately as Pencoed Primary has 2 such classes and 15 surplus places.

The proposal asserts successfully that the proposal will have no impact on travel arrangement as the pupils who currently access the MLD learning resource centre will continue to do so in the same way.

The proposal shows effectively that this proposal would remove 15 surplus places for pupils with MLD at Pencoed Primary School.

However the council's projection is that pupil numbers will increase significantly at both Litchard Primary School and Llangewydd Primary School by 2019. The proposer states that neither of these schools have surplus places. However it does not provide any information on the numbers or ages of the pupils in the MLD classes in any of the schools. Therefore without this information and any calculations on projected future demand for specialist MLD provision it is not possible to establish with any certainty that the closure of one of the MLD classes at Pencoed Primary will allow sufficient access in the area to pupils who require this provision in the future. Also it does not consider the impact of the closure of the MLD class on either of the alternative schools.

Pencoed Primary School is an English medium school therefore there is no impact of the proposal on Welsh medium provision within the local authority.

Educational aspects of the proposal

The proposer fairly records the school's progress against targets in its statement for action regarding performance in literacy in the Foundation Phase, of more able and talented pupils in mathematics, and improving attendance.

However the information provided on the attainment of pupils in the core indicators at both Foundation Phase and key stage two is based on the previous year's benchmark data, and paints an overly positive view of the school's current performance in many aspects.

In the Foundation Phase, it asserts that performance in outcomes at 5+ has risen in all core areas into the second benchmark quarter when compared with similar schools based on free school meals eligibility. This is true of the Foundation Phase indicator, literacy and mathematical development. However this is not accurate for personal and social development which is currently in the 3rd benchmark quarter when compared with similar schools.

At key stage 2, the proposer states that the number of pupils that achieve level 4+ has risen in all core areas to move into FSM benchmark quarter 1 in English and the core subject indicator. However whilst performance in these indicators has improved, it is in benchmark quarter 3 when compared to similar schools. Similarly, it's assertion that performance in mathematics and science is close to benchmark quarter 1 is erroneous. Performance in mathematics at level 4+, whilst showing

improvements, remains in benchmark quarter 4. Level 4+ performances in science has also improved and moved from benchmark quarter 4 to 3.

With regard to performance at level 5+, the council's evaluation is more accurate in part. The performance at level 5+ in English and science has fallen and both remain in benchmark quarter 3. Whilst level 5+ performance has risen in mathematics, it is now in benchmark quarter 2 not 1.

The proposal asserts that pupils with additional learning needs, including those with moderate learning difficulties make good progress, however the proposal does not contain any performance data specific to these pupils. Whilst the proposer does provide helpful breakdowns of percentages of all pupils who make two or more or three or more levels of progress and this progress looks favourable, it does not break this data down further to provide a detailed picture of the performance of pupils in the 2 MLD classes or information on the progress made by these pupils towards their targets from their starting points. Therefore it is not possible to assess the possible impact of the closure on the performance of these pupils with sufficient accuracy. In addition the council does not state the position of the performance of all of the school's pupils, including those with additional learning needs, against other schools in its family, locally or nationally. This comparison is less favourable.

When looking at the outcomes of all pupils in key stage 2, whilst level 5+ performance in mathematics is above the average for schools in the family, the local authority and nationally, performance at level 4+ and 5+ in English and science and level 4+ performance in mathematics is currently below the averages for schools in the family, the local authority and nationally. Therefore the council's presentation of the school's performance is unbalanced and does not support its educational case sufficiently well. The proposer's estimates of the school's position within benchmarking quarters of the performance of pupils in key stage cannot be corroborated as the previous year's benchmarking boundaries have been used.

The proposer makes an appropriate case that teaching, care support and guidance, learning experiences and the environment at the school provide a firm basis for ensuring all pupils have good learning experiences. This supports the conclusion that all pupils, including those with ALN are supported well and that the school is an inclusive environment.

The proposer provides a useful outline of the strengths of the leadership in achieving targeted improvements, the engagement of the governing body in evaluating and supporting the school as a critical friend, and the involvement of staff at all levels in setting challenging targets. In particular, the proposer identifies credibly that partnerships with parents or carers, the local authority's children's services and other agencies have a positive impact on learning experiences, standards and wellbeing.

However the proposer has not provided the school's current categorisation, therefore it is not possible to form a clear judgement on the council's opinion of the outcomes, provision and leadership of the school. The proposal also only contains the summary from the school's most recent inspection report on current performance and prospects for improvement in an appendix to the main proposal. It does not use the findings from the inspection report well enough to support its opinion, in particular, of the leadership and provision at the school.

Given the overly positive view of the performance of the school provided in the report, and the lack of performance information specific to the pupils in the learning resource base, the proposer has not made a sufficiently strong case for the impact of the proposals on outcomes of the pupils affected by the closure.

The proposer asserts credibly that the closure of one MLD class at the school will have no impact on the ability to deliver the full curriculum as the remaining class will be appropriately staffed to support all pupils with MLD in the school.

The council has carried out an initial equality impact assessment and identifies number of relevant risks. These include the impact of the closure on future need for the service and the possible impact of increased class sizes. It recognises appropriately that a full assessment of the impact on attainment levels needs to be included together with more information on ages and levels of disability of the pupils in receipt of the service. However this work has not been presented and therefore the current initial equality assessment does not assess the impact of the current proposal on vulnerable groups sufficiently well, nor does it identify any actions to mitigate perceived risks. The proposer plans to use the outcome of the consultation to monitor the impact of the policy.

The council asserts credibly in the proposal and the initial equality impact assessment that the staff of the resource base are suitably qualified to accommodate the learning of the pupils attending the class, and their different requirements. The council therefore asserts effectively that the disruption to pupils is minimised

APPENDIX (vi)**Consultation report on the proposal to change the provision for pupils with additional learning needs (ALN) at Pencoed Primary School.****Introduction.**

The consultation was to invite views on the proposal to cease one moderate learning difficulties learning resource class for 15 pupils with Moderate Learning Difficulties (MLD) at Pencoed Primary School. The current MLD provision at Pencoed Primary School comprising of two learning resource centres for 30 pupils with MLD. The proposal would be to reduce the provision to one class of 15 pupils. Currently, there are 15 pupils taught by two MLD teachers in Pencoed Primary School. If the proposals are supported they would come into effect on 1 September 2015.

Consultation.

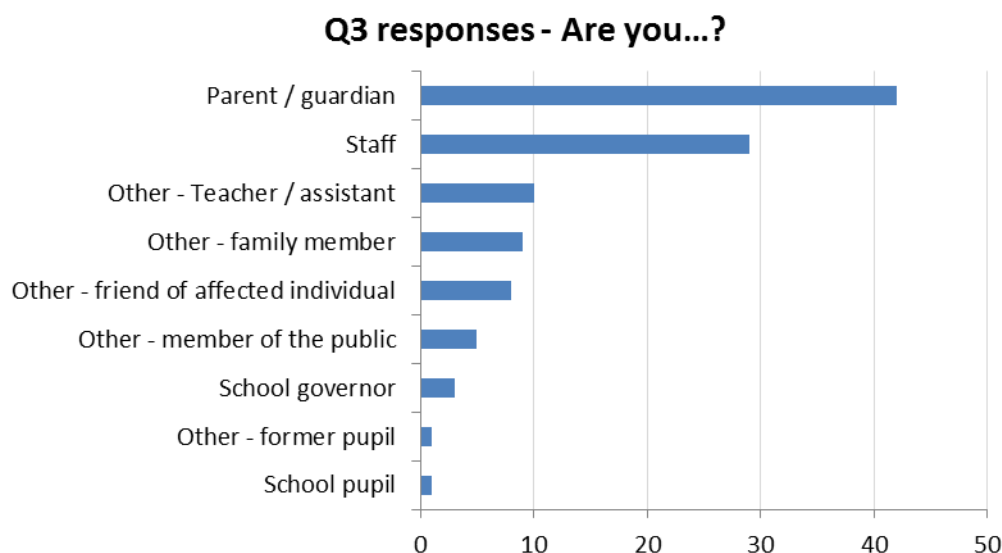
The consultation was made available online through www.bridgend.gov.uk/consultation including a link to an online survey. The consultation was promoted using the guidance provided in the School Organisation Code. Alternative formats were also available upon request (for instance – large print).

Responses.

In total there were 104 responses received online, all through the medium of English. The opening two questions asked for the respondent's first name and surname these have not been made available due to the data protection act.

Question three – Are you...?

Question three asked who the respondent was and gave several options. From the selection available 35 respondents selected 'other'. Once selected a qualitative space box appears. These qualitative responses were collated to produce the table below.



Question four – Do you have any comments / suggestions / requests / questions?

From the raw data received. Key questions and topics that have arisen are highlighted below:

- Respondents are concerned the children's confidence will be affected and that they would be better supported in smaller groups
 - A. The pupils who are currently in the learning resource centre will still be able to access the class. The decision to integrate pupils into mainstream will be made on an individual basis.
- A selection of respondents believed that the provision was to be closed entirely – not one of the two classes.
 - A. The proposal is for one MLD class for 15 places to be closed. During 2013-2014 three quarters of the places were vacant and currently there are 15 vacant places.
- Clarity on plans for SEN provision if the number of those requiring the service increases.
 - A. Currently there are 15 vacant places at Pencoed Primary School. If the proposal is approved there would be three MLD learning resource centres in the East locality. Some pupils will transition to their local Secondary school in September and also other pupils may integrate into mainstream classes using the exit criteria.

- 'Surplus' places are because the eligibility criteria to receive the support have increased significantly.
 - A. The MLD range is fixed. The essential criteria of experiencing MLD must be met. Schools discuss pupils requiring a specialist placement with their link Educational Psychologist. Those pupils being referred must already be on School Action Plus.
- A selection of respondents raised concerns about the teacher pupil ratio.
 - A. The teacher pupil ratio would be 15:1 which is the same ratio for all other learning resource centres in BCBC.
- Training for mainstream staff.
 - A. The Inclusion Service provides training and issues a training directory to schools on a termly basis. Further MLD training for school staff could be provided by the Inclusion service.

Full Equality Impact Assessment

| | |
|---|--|
| Name of project, policy, function, service or proposal being assessed: | Proposal to change the provision for pupils with additional learning needs (ALN) at Pencoed Primary School |
| Date assessment completed | 2 April 2015 |

At this stage you will need to re-visit your initial screening template to inform your discussions on consultation and refer to [guidance notes on completing a full EIA](#)

An Initial Equality Impact Assessment Screening was undertaken on this proposal on 28 January 2015. The recommendation from the EIA Screening was that a Full Equality Impact Assessment would be required.

In order to meet the growth in the incidence of pupils with autistic spectrum disorders (ASD) including the need for specialist provision for high-functioning pupils with autistic spectrum disorders at Key Stage 2, 3 and 4, it is proposed that there is realignment of services due to the reducing numbers of pupils requiring moderate learning difficulties (MLD) specialist provision. The consultation is to invite your views on the proposal to cease one moderate learning difficulties learning resource class for 15 pupils with Moderate Learning Difficulties at Pencoed Primary School.

A consultation exercise lasting from 9 February 2015 until 24 March 2015 sought the views of staff, parents, pupils, interested parties and the governing body as the first step in the statutory process. If the proposals are supported they would come into effect on 1 September 2015.

1. Consultation

| | | Action Points |
|---|--|--|
| Who do you need to consult with (which equality groups)? | Within each of the protected characteristic groups the council will need to consult with: Head Teacher, Teachers, Governing Body, Parents, carers and guardians of children and the general public. | The consultation tools and mechanisms to be used should include: Focussed Meetings, Public Meetings, a consultation document and associated questionnaire, publication of all information on the council's website and school websites, press releases, information on the council's customer service screens, all partners, social media, Bridgemembers, schools texting service, Local Service Board, citizens panel |
| How will you ensure your consultation is inclusive? | The council is mindful that as wide a range of consultation and engagement activities and tools need to be deployed in order to reach as wide an audience of consultees as possible. Consultation and engagement must be | |

| | | |
|--|--|--|
| | <p>maximised in order that public views and concerns are “heard and considered” by the council to identify better ways of working and influence difficult decision making from a representative group.</p> <p>Methods of consultation will include (where appropriate) bilingual (Welsh / English) materials, information produced in languages other than English and Welsh, large print documents, easy read versions of information, provision of audio information and will include a mix of hard copy documents and provision of online forms and information. The council recognises that, key to the council’s consultation and engagement strategy is the commitment to visiting the</p> | |
|--|--|--|

| | | |
|--|---|--|
| | public and other consultees in their own locations / communities at times that are convenient to them. Another key element is liaising with pupils of the school through engagement with the school council. | |
| What consultation was carried out? Consider any consultation activity already carried out, which may not have been specifically about equality but may have information you can use | Interested / impacted parties were invited to consider the proposal and submit views as to whether or not they supported the proposal to close one moderate learning difficulties class at Pencoed Primary School with effect from 1 September 2015 via consultation meetings held for the different interested parties. Interested and impacted parties were invited to attend meetings to hear an explanation of the proposal, put questions and express any views or concerns. | |

Record of consultation with people from equality groups

| Group or persons consulted | Date, venue and number of people | Feedback, areas of concern raised | Action Points |
|--|---|---|--|
| Members of School Council of Pencoed Primary School | 26 February 2015. Further details are included in this EIA | Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council | Please see tables within this Full EIA. |
| Pencoed primary school staff (1 meetings) | 26 February 2015. Further details are included in this EIA | Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council. | Please see tables within this Full EIA. |
| Governing Body of Pencoed Primary School | 26 February 2015. Further details are included in this EIA | Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council. | Please see tables within this Full EIA. |
| Parents of pupils at | 26 February 2015. Further | Feedback documents were | Please see tables |

| | | | |
|------------------------|----------------------------------|---|-----------------------|
| Pencoed Primary School | details are included in this EIA | circulated to all attendees at the event for individual considered views to be shared with the council. | within this Full EIA. |
|------------------------|----------------------------------|---|-----------------------|

2. Assessment of Impact

Based on the data you have analysed, and the results of consultation or research, consider what the potential impact will be upon people with protected characteristics (negative or positive). If you do identify any adverse impact you **must**:

a) Liaise with the Engagement Team who may seek legal advice as to whether, based on the evidence provided, an adverse impact is or is potentially discriminatory, and

b) Identify steps to mitigate any adverse impact – these actions will need to be included in your action plan.

Include any examples of how the policy helps to promote equality.

The attached Cabinet Report provides a summary of Consultation responses, data and feedback.

| Gender | Impact or potential impact | Actions to mitigate |
|--|----------------------------|--|
| Identify the impact/potential impact on women and men. | None | Neither men nor women will be disproportionately negatively affected by this proposal. |
| Disability | Impact or potential impact | Actions to mitigate |

| | | |
|---|---|--|
| Identify the impact/potential impact on disabled people (ensure consideration of a range of impairments, e.g. physical, sensory impairments, learning disabilities, long-term illness). | Disabled children could be negatively impacted by the proposal. | Additional Learning Needs Education (ALN) services will be protected, however will be delivered differently. There is an informed expectation that ALN pupils currently at Pencoed Primary school will continue to receive ALN services and will maximise their potential. |
| Race | Impact or potential impact | Actions to mitigate |
| Identify the impact/potential impact of the service on Black and minority ethnic (BME) people. | Black and minority ethnic people will not be disproportionately negatively affected by this proposal. | None |
| Religion and belief | Impact or potential impact | Actions to mitigate |
| Identify the impact/potential impact of the service on people of different religious and faith groups. | There will be no impact on Religion and Belief as a result of this proposal if it is approved. | None |
| Sexual Orientation | Impact or potential impact | Actions to mitigate |
| Identify the impact/potential | There will be no impact on | None |

| | | |
|---|--|----------------------------|
| impact of the service on gay, lesbian and bisexual people. | Sexual orientation as a result of this proposal if it is approved. | |
| Age | Impact or potential impact | Actions to mitigate |
| Identify the impact/potential impact of the service on older people and younger people. | There will be no impact on Age as a result of this proposal if it is approved. | None |
| Pregnancy & Maternity | Impact or potential impact | Actions to mitigate |
| | There will be no impact on Pregnancy and Maternity as a result of this proposal if it is approved. | None |
| Transgender | Impact or potential impact | Actions to mitigate |
| | There will be no impact on Transgender people as a result of this proposal if it is approved. | None |
| Marriage and Civil Partnership | Impact or potential impact | Actions to mitigate |
| | There will be no impact on | None |

| | | |
|--|--|--|
| | Marriage and Civil Partnership as a result of this proposal if it is approved. | |
|--|--|--|

United Nations Convention on the Rights of the Child (UNCRC)

The UNCRC is an agreement between countries which sets out the basic rights all children should have. The United Kingdom signed the agreement in 1991. The UNCRC includes 42 rights given to all children and young people under the age of 18. The 4 principles are:

- 1. Non-discrimination
- 2. Survival and development
- 3. Best interests
- 4. Participation

This section of the Full EIA contains a summary of all 42 articles and some will be more relevant than others, depending on the policy being considered however, there is no expectation that the entire convention and its relevance to the policy under review is fully understood. The Engagement Team will review the relevant data included as part of its monitoring process. The

EIA process already addresses two of the principle articles which are non-discrimination and participation. This section covers “Best interests” and “Survival and development”.

Some policies will have **no direct impact** on children such as a day centre for older people.

Some policies will **have a direct impact** on children where the policy refers to a childrens’ service such as a new playground or a school.

Some policies will **have an indirect impact** on children such as the closure of a library or a cultural venue, major road / infrastructure projects, a new building for community use or change of use and most planning decisions outside individual home applications.

What do we mean by “best interests”?

The “Best interest” principle does not mean that any negative decision would automatically be overridden but it does require BCBC to examine how a decision has been justified and how the Council would mitigate against the impact (in the same way as any other protected group such as disabled people).

- The living wage initiative could be considered to be in the “Best interests”. The initiative could potentially lift families out of poverty. Poverty can seriously limit the life chances of children.
- The closure of a library or cultural building would not be in the “Best interests” of children as it could limit their access to play, culture and heritage (Article 31.)

Please detail below the assessment / judgement of the impact of this policy on children aged 0 – 18. Where there is an impact on “Best interests” and “Survival and development”, please outline mitigation and any further steps to be considered. The 42 rights are detailed below.

Article 1: Everyone under 18 years of age has all the rights in this Convention.

Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.

Article 3: All organisations concerned with children should work towards what is best for each child.

Article 4: We should make these rights available to children.

Article 5: We should respect the rights and responsibilities of families to direct and guide their children so that they learn to use their rights properly.

Article 6: All children have the right of life. We should ensure that children survive and develop healthily.

Article 7: All children have the right to a legally registered name, a nationality and the right to know and, as far as possible, to be cared for by their parents.

Article 8: We should respect children's right to a name, a nationality and family ties.

Article 9: Children should not be separated from their parents unless it is for their own good, for example if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10: Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact

Article 11: We should take steps to stop children being taken out of their own country illegally.

Article 12: Children have the right to say what they think, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13: Children have the right to get and to share information as long as the information is not damaging to them or to others.

Article 14: Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 15: Children have the right to meet together and to join groups/ organisations, as long as this does not stop other people from enjoying their rights.

Article 16: Children have a right to privacy. The law should protect them from attacks against their way of life, their families and their homes.

Article 17: Children have the right to reliable information from the mass media.

Article 18: Both parents share responsibility for bringing up their children. We should help parents by providing services to support them.

Article 19: We should ensure that children are cared for, and protect them from violence, abuse and neglect by anyone who looks after them.

Article 20: Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language

Article 21: When children are adopted the first concern must be what is best for them.

Article 22: Children who come into a country as refugees should have the same rights as children born in that country.

Article 23: Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

Article 24: Children have the right to good quality health care and to clean water, nutritious food and a clean environment so that they will stay healthy.

Article 25: Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

Article 26: We should provide extra money for the children of families in need.

Article 27: Children have a right to a standard of living that meets their physical and mental needs. We should help families who cannot afford this.

Article 28: Children have a right to an education. Discipline in schools should respect children's human dignity.

Article 29: Education should develop each child's personality and talents to the full.

Article 30: Children have a right to learn and use the language and customs of their families.

Article 31: All children have a right to relax and play, and to join in a wide range of activities.

Article 32: We should protect children from work that is dangerous or might harm their health or their education.

Article 33: We should provide ways of protecting children from dangerous drugs.

Article 34: We should protect children from sexual abuse.

Article 35: We should make sure that children are not abducted or sold.

Article 36: Children should be protected from any activities that could harm their development.

Article 37: Children who break the law should not be treated cruelly.

Article 38: Governments should not allow children under 15 to join the army.

Article 39: Children who have been neglected or abused should receive special help to restore their self - respect.

Article 40: Children who are accused of breaking the law should receive legal help. Prison sentences should only be used for the most serious offences.

Article 41: If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

Article 42: We should make the Convention known to all parents and children.

| Impact or potential impact on children aged 0 - | Actions to mitigate |
|---|---------------------|
|---|---------------------|

| | |
|--|--|
| 18 | |
| <p>In terms of this policy, the relevant articles to be considered are articles 3, 12, 28 and 30.</p> <p>Article 3: The council works towards what is best for each child. There is no impact of this policy on article 3.</p> <p>Article 12: Children have been given the opportunity to say what they think as they have been included in the consultation and engagement programme. Their views and opinions have been taken into account. There is, therefore, no impact on article 12.</p> <p>Article 28: Children in Bridgend County Borough Council have a right to an education. The methods of discipline in our schools respect childrens' human rights and dignity. There is, therefore, no impact on article 28.</p> <p>Article 30: Children in Bridgend are supported and encouraged to learn and use the language and customs of their families. There is, therefore, no impact on article 30.</p> | <p>In September 2006, the authority adopted a policy document which set out five key principles to inform the organisation and modernisation of our schools:</p> <ul style="list-style-type: none"> ▶ Commitment to high standards and excellence in provision; ▶ Equality of opportunity, so that all pupils can access quality learning opportunities, regardless of which school they attend; ▶ Inclusive schools, which cater for the learning needs of all their pupils; ▶ Community focused schools, where the school actively engages with its local community; ▶ Value for money. <p>The proposals relate, in particular, to principle two and three. The Education Inclusion Strategy was agreed by the council's Cabinet in March 2009.</p> |

The council is mindful that a further period of time is required to enable a full and meaningful assessment of the impact of this proposal to be made. The council will need to address a number of questions:

- the impact of the closure on the outcomes of the pupils directly affected by the closure,
- a clearer understanding (based on further evaluation and assessment) of the realignment of the council's provision for pupils with additional learning needs.

The council has already carried out an Initial Screening Equality Impact Assessment and this identified a number of potential risks which have been addressed in this Full Equality Impact Assessment. These risks include the impact of the closure on future service need and the possible impact of increased class sizes. It recognises appropriately that a full assessment of the impact on attainment levels needs to be included together with more information on ages and levels of disability of the pupils in receipt of the service.

This Full Equality Impact Assessment is considered to be a live document and it's fluidity will be reflected in the ongoing assessment of the impact on Children with Additional Learning Needs of the policy.

The full EIA holistically evaluates the pupils affected by the introduction of the proposal.

3. Action Plan

| Action | Lead Person | Target for completion | Resources needed | Service Development plan for this action |
|---|--|---|-------------------------|---|
| Continue to review and monitor MLD places available | Group Manager Inclusion. Lead Educational Psychologist. Team Manager ALN | Reviewed annually. | Staff time. | Yes. |
| Continue to track and monitor individual pupil progress within the MLD learning resource centres. | Group Manager Inclusion. Team Manager ALN. Cognition and Learning Specialist Teachers. | Termly data tracking. Annual review. | Staff time. | Yes. |
| Provide relevant training for the MLD teacher at Pencoed Primary school. | Team Manager ALN. Cognition and Learning Teachers | Ongoing from September 2015. | Staff time. | Yes. |

Please outline the name of the independent person (someone other the person undertaking the EIA) countersigning this EIA below:

Paul Williams, Equality and Engagement Officer.

Please outline how and when this EIA will be monitored in future and when a review will take place:

Signed:



Date: 2nd April 2015

4. Publication of your results and feedback to consultation groups

It is important that the results of this impact assessment are published in a user friendly accessible format.

It is also important that you feedback to your consultation groups with the actions that you are taking to address their concerns and to mitigate against any potential adverse impact.

Please send completed EIA form to [Paul Williams, Equalities and Engagement Officer](#)

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CHILDREN & YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

11 MAY 2015

REPORT OF THE DIRECTOR OF EDUCATION AND TRANSFORMATION

OUTCOME OF THE ESTYN INSPECTION OF THE CHILDREN'S DIRECTORATE

1. Purpose of Report.

- 1.1 The purpose of this report is to inform Scrutiny of the Outcome of the Estyn Inspection of the Children's Directorate.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

- 2.1 The information in this report relates to strategic priority 2 in the Corporate Plan 'Working Together to Raise Ambitions and Drive Up Educational Achievement'.

3. Background

- 3.1 Following the outcome of the inspection of education services for children and young people in October 2012, the authority was identified as requiring Estyn monitoring as follow-up to this inspection. The full text of the report is available on the Estyn website: www.estyn.gov.uk
- 3.2 In 2012, Inspectors reached the following judgements:

| | |
|---|-----------------|
| Overall Judgement | Adequate |
| Capacity to Improve | Adequate |
| How good are outcomes? | Adequate |
| Wellbeing | Adequate |
| How good is provision? | Adequate |
| Support for ALN | Good |
| Promotion of social inclusion | Adequate |
| Access and school places | Good |
| How good are leadership and management? | Adequate |
| Leadership | Adequate |
| Improving quality | Adequate |
| Partnership working | Good |
| Resource management | Adequate |

- 3.3 In 2012 the inspection team reported that this Local Authority fell into the category of 'follow-up activity' and therefore required on-going Estyn monitoring visits. The implication of this was that on re-inspection the local authority would have either been removed from the monitoring category where sufficient progress would have been made or be placed in a further monitoring category of requiring 'significant improvement'. 'Significant improvement' is a formal category that applies to schools and Local Authorities causing concern, as defined by the Education Act 2005.

Where this is the judgement, the Minister for Education and Skills and Assembly officers are informed. Significant improvement means that a Local Authority is judged to be performing significantly less well than it might in all circumstances be expected to perform. If progress is not good enough, the Local Authority may be placed into 'special measures'. Special measures means that a Local Authority is not providing an acceptable standard of education and its leaders are not demonstrating that they can help it to improve.

3.4 The Local Authority was required to develop a Post Inspection Action Plan (PIAP) to address Estyn's concerns. The PIAP contained detailed plans to address each of the following areas of concern :

- R1 Improve outcomes for learners, especially at key stages 2 and 3 by using individual pupil data to set more robust targets and by strengthening the rigour and consistency in the local authority's challenge to schools
- R2 Improve attendance in primary and secondary schools by continuing to develop the joint work between education welfare and family engagement officers
- R3 Strengthen self-evaluation in order to understand what is working well and what needs to improve in order to help learners achieve their goals
- R4 Improve the quality of information provided to elected members so that they can challenge the performance of the authority's services and schools more robustly
- R5 Continue to reduce the number of young people not in education, employment or training (NEET).

4. Current situation / proposal

4.1 Progress against the PIAP was monitored closely by Estyn and there were follow up inspection visits in March and December 2014.

4.2 A team of inspectors conducted an interim visit to Bridgend in March 2014 in order to ascertain the level of progress against recommendations 3 (Strengthen self-evaluation in order to understand what is working well and what needs to improve in order to help learners achieve their goals) and 4 (Improve the quality of information provided to elected members so that they can challenge the performance of the authority's services and schools more robustly).

Improvements to systems designed to capture, monitor and report performance and to track delivery of plans were noted. At that time, it was commented that there was good evidence to support self-evaluation, but the Directorate needed to make better use of it to analyse and measure impact. It was judged that the new corporate performance framework was good.

With regard to 'improving the quality of information provided to elected members so that they can challenge the performance of the authority's services and schools more robustly' progress was noted. Inspectors considered the effectiveness of

training for elected members to increase their understanding and ability to interrogate data. They commented on the training being well received and on a good partnership with the consortia to deliver this training. Inspectors suggested that the quality of information provided to members was improving especially through good use of the intranet site Info Zone. Committee reports were found to be detailed and inform members well. The Director has addressed the quality of reports to overview and scrutiny. Children's Overview and Scrutiny meeting was observed and the Director was observed to make good use of answering questions to provide members with broader, relevant information. It was judged that the role of Cabinet was clear in monitoring school performance.

- 4.3 In December 2014, an inspection team revisited to undertake a full re-inspection with a particular focus on recommendations 1, 2 and 5. The inspection team held discussions with elected members, head teachers and governors, senior officers and a range of other staff. The team scrutinised documentation including evidence on the progress made against each of the recommendations since the 2012 inspection.
- 4.4 The inspection team commented favorably on the significant changes to the senior management team within the children's directorate and observed that progress in addressing the recommendations from the inspection was initially slow. However, it was also noted that 'the pace of change has increased under the leadership of the new director'.
- 4.5 A broad spectrum of interventions have been implemented to bring about the wide range of improvements noted by inspectors. These include:
- Implementing the transformation agenda for the children's directorate through the Children's Change Programme Board
 - A greater focus on performance, self-evaluation and outcomes
 - Working more closely with schools and the Central South Consortium to set more challenging and aspirational targets for pupils.
 - The use of statutory powers more effectively to intervene in schools causing concern; providing schools with a clearer direction regarding the authorisation of term-time holidays and consulting with stakeholders regarding a code of conduct for a 'zero tolerance' approach to authorising holidays in term time and of issuing fixed penalty notices for poor attendance.
 - The introduction of the new corporate performance management framework to define accountability for performance management, as well as setting out the necessary processes and procedures from corporate level down to individual level.
 - Improving the quality of education services information available to elected members, especially through the developing use of the 'Info Zone' online system and providing detailed information in committee reports to support recommendations for action.

- Improving officers' reports on school performance to ensure that the important messages are conveyed clearly;
- Implementing the key components of the Youth Engagement and Progression Framework (YEPF) where an engagement and progression co-ordinator collates information from various sources, within the authority and other partners, to aid in the early identification of potential NEETs and those most at risk of disengagement and by using early identification systems to allocate a lead worker to support these young people and ensure that suitable interventions are put in place to meet their needs.

4.6 Estyn has concluded that 'Bridgend County Borough Council is judged to have made sufficient progress in relation to the recommendations following the inspection of October 2012. As a result, Her Majesty's Chief Inspector of Education and Training in Wales considers that the authority is no longer in need of Estyn monitoring and is removing it from further follow-up activity.' See Estyn Letter (January 2015) Appendix 1.

4.7 In summary, the extent to which the recommendations were met by December 2014 were noted as follows:

- R1 Improve outcomes for learners, especially at key stages 2 and 3 by using individual pupil data to set more robust targets and by strengthening the rigour and consistency in the local authority's challenge to schools: **Largely addressed**
- R2 Improve attendance in primary and secondary schools by continuing to develop the joint work between education welfare and family engagement officers: **Largely addressed**
- R3 Strengthen self-evaluation in order to understand what is working well and what needs to improve in order to help learners achieve their goals: **Partly addressed**
- R4 Improve the quality of information provided to elected members so that they can challenge the performance of the authority's services and schools more robustly: **Largely addressed**
- R5 Continue to reduce the number of young people not in education, employment or training (NEET): **Largely addressed**

5. Effect upon Policy Framework & Procedure Rules

5.1 The content of this report has no effect upon policy and procedure rules.

6. Equality Impact Assessment

6.1 There are no direct equality impact issues arising from this report.

7. Financial Implications

7.1 There are no financial implications arising from this report.

8. Recommendations

8.1 It is recommended that the Committee:

(a) Note the content of this report.

Deborah McMillan
Corporate Director - Children

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Civic Offices
Angel Street
Bridgend
CF31 4WB

Background Documents:

Cabinet Report 5th March 2013 "Report of Estyn Inspection of Bridgend's Local Authority Education Services

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Mr Darren Mepham
Chief Executive
Bridgend County Borough Council
Civic Offices
Angel Street
Bridgend
CF31 4WB

January 2015

Dear Mr Mepham

Estyn monitoring visit, 2-5 December 2014

Following the outcome of the inspection of education services for children and young people in October 2012, the authority was identified as requiring Estyn monitoring as follow-up to this inspection.

The first monitoring visit took place from 17-19 March 2014 and the final visit from 2-5 December 2014. This letter records the outcomes of these visits.

Mr Tony Bate HMI led a team of three inspectors to review the progress made against all of the recommendations arising from the inspection.

The team held discussions with elected members, senior officers and a range of other staff. The team scrutinised documentation including evidence on the progress made against the recommendations since the inspection.

At the end of the visit, the team reported their findings to the Leader of the Council, the Cabinet Member for Education, the Chair of Children and Young People's Overview and Scrutiny and the Corporate Director for Children.

Outcome of the monitoring visits

Since the inspection there has been significant changes in the senior management team within the children's directorate. The chief executive was new in post at the time of the inspection. The new corporate director for children joined the authority in May 2013 as a head of service. She became interim director in September 2013 when the previous director retired and was appointed to this post permanently in November 2013. The head of service for performance, strategy and commissioning within a revised directorate structure was appointed in March 2014.

During the period of senior management changes, progress in addressing the recommendations from the inspection was initially slow. However, the pace of change has increased under the leadership of the new director.

Bridgend County Borough Council is judged to have made sufficient progress in relation to the recommendations following the inspection of October 2012. As a result, Her Majesty's Chief Inspector of Education and Training in Wales considers that the authority is no longer in need of Estyn monitoring and is removing it from further follow-up activity.

Progress on the recommendations outlined in the inspection report in 2012

R1: Improve outcomes for learners, especially at key stages 2 and 3 by using individual pupil data to set more robust targets and by strengthening the rigour and consistency in the local authority's challenge to schools

Progress: This recommendation has been largely addressed.

The percentage of pupils eligible for free school meals (FSM) is 20.7% compared to the Wales average of 19.2%. This level of eligibility ranks the authority 15th in Wales out of the 22 local authorities in 2014 where the first is the authority with the lowest level of free school meals.

Since the inspection in October 2012, outcomes for learners have improved in all the main indicators in the Foundation Phase and in key stages 2, 3 and 4. For most indicators, the rate of improvement has been faster than the Wales average over the last two years. In 2014, performance on the Foundation Phase indicator and the main indicators at key stages 2, 3 and 4 that include English or Welsh first language and mathematics is all close to the Wales averages.

When compared to that of similar schools on the free-school-meal benchmarks, performance of schools in Bridgend at key stage 2 in 2014 is a little above average in English, Welsh first language, mathematics and science. The majority of schools are in the middle two quarters when their performance in the core subject indicator (CSI) at key stage 2 is compared to that of similar schools.

At key stage 3 in 2014, performance in English, Welsh first language and science is above average when compared with that of similar schools. Although performance in mathematics is slightly below average, the authority has improved its performance relative to others since the inspection. Many schools are in the middle two quarters when their performance is compared to that of similar schools, although no school is in the top quarter for the CSI at key stage 3.

The Central South Consortium Joint Education Service (CSCJES) provides school improvement services on behalf of Bridgend, as well as four other local authorities in South Wales. Challenge advisers from CSCJES use a clear framework to guide their work with schools. This is bringing greater consistency to the way in which schools are evaluated and the nature and level of challenge, support and intervention that may follow. All the challenge advisers evaluate the quality of leadership and management in schools, and the accuracy of their evaluation has improved.

In addition to direct involvement with a challenge adviser, schools within the Central South Consortium are working more closely together to support each other through a range of approaches which the CSCJES and local authority are facilitating. These approaches are at an early stage of development and it is too soon to judge the impact of them on standards and provision across the local authority's schools.

Most headteachers, governors, CSCJES officers, local authority officers and elected members share a common understanding of their respective responsibilities. There is now a clearer understanding of who is accountable for performance within the local authority. Appropriate systems are in place to quality assure work and challenge underperformance. In particular, senior local authority officers work well with challenge advisers and CSCJES senior managers to ensure that important information about schools is shared and to monitor the progress of schools causing concern.

The authority is using its statutory powers more effectively to intervene in schools causing concern. It has, for example, issued several warning letters to schools outlining its concern about aspects of performance and set out areas for improvement, with a caution that it may issue a statutory warning notice should progress be insufficient. Its actions are more rigorous and timely than at the time of the inspection. However, the authority is not always specific enough about expected improvements and does not always follow up its concerns consistently.

All schools use individual pupil data to inform their targets and track pupil progress. Although the local authority's schools do not use a single common system for tracking pupil progress, challenge advisers have access to, and interrogate, individual pupil data to validate the appropriateness of targets in schools. The local authority now expects schools to set challenging but realistic targets that would, at the very least, place their performance above the median for similar schools based on free school meal benchmarks. Where schools have exceptional reasons for setting a lower target, these are carefully considered by the challenge adviser and local authority.

Overall, improvements in target setting and in the rigour and consistency of challenge to schools have contributed to better outcomes for learners.

R2: Improve attendance in primary and secondary schools by continuing to develop the joint work between education welfare and family engagement officers

Progress: This recommendation has been largely addressed.

Since the inspection, attendance has improved in secondary and primary schools.

Over this period, Bridgend's ranking position out of 22 local authorities in Wales improved from 16th to 7th for secondary school attendance. It improved by 1.9 percentage points from 91.9% in 2011 to 93.8% in 2014. This improvement is at a higher rate than the Wales average. In comparison with similar schools on the free-school-meal benchmark, seven out of the nine secondary schools are in the

upper 50% or better. Attendance rates in 2014 for secondary schools in Bridgend are now above the average for Wales for the first time in five years.

In primary schools, between 2012 and 2014 attendance has remained near to the average for Wales. Within this period, attendance has increased by 1.1 percentage points from 93.7% to 94.8%. This is similar to the average rate of improvement across the local authorities in Wales.

The local authority has successfully reduced the level of persistent absentees in both primary and secondary schools. In secondary schools, the percentage of pupils persistently absent is now below the Wales average having reduced from 29.5% in 2012 to 22.7% in 2014. In the primary sector, this has reduced from 12.3% in 2012 to 11.9% in 2013, but this is still above the Wales average. Unverified figures from the local authority suggest a continued reduction in primary schools in 2014.

The rate of fixed-term exclusions remains below the Wales average and the number of days lost per exclusion is still amongst the lowest in Wales. However, in 2013, the number of permanent exclusions had increased considerably to be amongst the highest in Wales, and unverified data from the local authority suggest that this number has remained relatively high in 2014. A multi-agency task group, including secondary headteachers, has been established to inform practice, although it is too early to assess the impact on reducing exclusions overall.

Joint work by education welfare and family engagement officers on improving attendance is showing evidence of progress. For example, the early intervention and prevention workshops conducted with pupils who have poor attendance and punctuality have resulted in the majority of these pupils improving their attendance. The education welfare service works effectively with a range of services to improve attendance. Multi-agency teams work from community hubs across the county borough. As a result, the authority has increased its capacity to conduct specific intervention strategies for pupils whose attendance falls below 90% in secondary schools. These are having positive results in improving attendance for the majority of these pupils.

Many schools have appropriately adopted a new systematic approach to managing attendance. The local authority provides schools with monthly attendance statistics and education welfare officers meet headteachers regularly to discuss attendance related issues. Education welfare officers and family engagement officers work well together and are routinely included in pastoral meetings at schools. The local authority makes good use of attendance data with challenge advisors and is beginning to evaluate the impact of the different activities that schools use to improve attendance.

The authority has provided schools with a clearer direction regarding the authorisation of term-time holidays. It has consulted with stakeholders regarding a code of conduct for a 'zero tolerance' approach to authorising holidays in term time and of issuing fixed penalty notices for poor attendance. It is too soon to see the impact of these initiatives on improving attendance.

R3: Strengthen self-evaluation in order to understand what is working well and what needs to improve in order to help learners achieve their goals

Progress: This recommendation has been partly addressed.

Overall, the directorate has good systems to capture, monitor and report performance data across its education services and track the extent to which plans are being delivered. However, the local authority's self evaluation does not fully evaluate impact in all areas, for example in inclusion services, the local authority evaluation of looked after children, gypsy and traveller children and children with SEN is limited.

The local authority has continued to strengthen its corporate performance assessment process, which monitors the performance of every directorate. This process provides helpful quarterly updates for all senior managers on progress relating to directorate commitments and performance indicators. This includes year on year trend data, but does not take enough account of comparisons with other authorities to benchmark Bridgend's performance.

At quarterly meetings, senior managers scrutinise directorate reports, challenge the performance of each other's directorates and agree actions to improve performance where necessary. The children's directorate has engaged positively in this process. A more open approach to evaluating underperformance in these meetings has resulted in swifter action within the directorate to address issues, for example the completion of staff appraisals and compliance in meeting deadlines in the development of statements of special educational needs. The approach is also leading to better joint working across directorates to tackle areas for improvement and to work more efficiently.

A school improvement monitoring group, chaired by the leader of the council, is monitoring the local authority's post-inspection action plan closely. The director provides useful monthly reports for this group that record key issues relating to the recommendations and the actions taken. The group's minutes clearly record progress against actions but do not always record an evaluation of impact well enough.

For the wider services and projects within the directorate, effective systems are used to capture, monitor and report on performance, for example through the use of databases, 'Outcomes Based Accountability' scorecards and a template for service area updates. The quality assurance of these processes is improving to ensure the validity and value of information collected. The authority is working to integrate different systems across the directorate to improve its ability to measure the overall impact of its work on individual children and young people. Through these systems, the directorate has good evidence to support self-evaluation. However, the authority does not consistently use this evidence well enough to inform higher-level evaluation of the impact of provision.

A new corporate performance management framework was introduced in December 2013. The framework is clear and defines accountabilities for performance management, as well as setting out the necessary processes and procedures from corporate level down to individual level. This has contributed to improvements in many of the authority's performance indicators relating to education services.

R4: Improve the quality of information provided to elected members so that they can challenge the performance of the authority's services and schools more robustly

Progress: This recommendation has been largely addressed.

Since the inspection, the local authority has held two courses on understanding data aimed at improving elected members' skills. The first course focused on how data is used to show and evaluate local authority performance, and the second course focused on how to interpret school level data. The local authority has worked effectively in partnership with the regional consortium to provide this training, and has appropriately used live schools data. However, only 36% of the members of the children and young people scrutiny committee, and only 22% of all elected members, have attended both courses. In spite of the low attendance, minutes of recent scrutiny meetings show that members are beginning to ask more rigorous questions when challenging officers and school leaders on performance.

The quality of education services information available to elected members is improving, especially through the developing use of the 'Info Zone' online system to share information. Detailed information in committee reports to support recommendations for action generally informs elected members well. Officers' reports on school performance have improved and the important messages are conveyed clearly.

The role of cabinet in monitoring individual school's performance is clearer. Cabinet members monitor Estyn's inspection reports on the local authority's schools. When Estyn places a school in a follow-up category, officers provide a report to cabinet to explain the judgments, and later provide a report on the quality of the school's post inspection action plan.

Scrutiny also includes in its work programme reviews of school performance following Estyn's inspections. This group has looked at four schools to date. Headteachers and governing bodies from high performing and low performing schools are called into scrutiny's School Engagement Panel. At these meetings, they explain their approaches, the issues and challenges that have impacted on their performance. As well as considering issues arising from Estyn inspections, the panel now uses its own intelligence to focus on schools where there are issues or concerns, or where there has been important developments and significant improvement in performance. This aspect of scrutiny's work is at an early stage of development.

R5: Continue to reduce the number of young people not in education, employment or training (NEET)

Progress: This recommendation has been largely addressed.

Since the inspection, initial progress had been slow in addressing the percentage of pupils leaving full-time education at the end of Year 11 who are not in education, employment or training (NEET). In 2012, this percentage rose, ranking the authority amongst the worst performing in Wales. However, by 2013, the authority and its partners have made good progress in reducing this percentage to be in line with the Wales average. The authority is now ranked 13th in Wales out of the 22 local

authorities, were the first is the authority with the lowest percentage of NEETs. Unverified data for 2014, provided by the authority, suggests a further reduction in the number of young people who are NEETs.

In 2012, Estyn judged that the proportion of young people leaving school whose destination was not known was too high. Since then, the authority has worked well with its partners, and in 2013, the proportion of young people leaving school in both Year 11 and Year 13 whose destination was not known has significantly reduced to be below the Wales average. In 2011, there were 49 young people in Year 11 whose destinations were unknown. In 2013, this reduced to nine young people. Over the same period, the number of pupils in Year 13 whose destinations were unknown has reduced from 79 young people to 17.

The authority is beginning to implement the key components of the Youth Engagement and Progression Framework (YEPF). An engagement and progression co-ordinator collates information from various sources, within the authority and other partners, to aid in the early identification of potential NEETs and those most at risk of disengagement. The authority uses its early identification system to allocate a lead worker to support these young people and ensure that suitable interventions are put in place to meet their needs. Schools engage well with this process.

The local authority is working effectively with its partners (such as Careers Wales and Job Centre Plus) to ensure that there is a comprehensive range of suitable interventions and progression routes for these young people.

Next steps

Your link inspectors will continue their work with the authority, in their normal link role.

I am copying this letter to the Welsh Government and to the Wales Audit Office for information.

Yours sincerely

Clive Phillips
Assistant Director

cc: Welsh Government
Wales Audit Office

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY

11 MAY 2015

REPORT OF THE DIRECTOR OF EDUCATION AND TRANSFORMATION

SCHOOL EXCLUSIONS- UPDATE ON TASK AND FINISH GROUP

1. Purpose of Report

- 1.1 The purpose of this report is to update members on the outcome of the exclusions task and finish group. Also to outline the Fair Access Action Plan to reduce fixed-term and permanent exclusions in both Primary and Secondary schools in Bridgend.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

- 2.1 **Priority two**: Working together to raise ambitions and drive up educational achievement.

We know a good education helps prepare children and young people for all aspects of their lives, including gaining skills for employment, looking after their families and contributing to their communities. We also know that a high level of school attendance is essential for children to thrive academically. We will use data to ensure we better understand the performance of individuals and groups of learners and offer extra help at an earlier stage in their education; support schools to meet pupils' additional learning needs and the needs of more-able pupils who need extra support to reach their full potential; continue to implement the Youth Engagement and Progression framework; provide 14-19 year olds with the advice they need to ensure they engage in the right qualification for them; provide schools that support the needs of all learners in their communities.

- 2.2 **Priority three**: Working with children and families to tackle problems early.

By providing early intervention and preventative support we should see improved outcomes for children and families; prevent their situations from becoming more complex and severe and reduce the risk of children being looked after by the local authority. We will bring services together via community hubs to help children, young people and their families and partner agencies to ensure that families receive the help they need at the earliest opportunity to meet their needs.

3. Background

- 3.1 In January 2014 the Families and Learning Programme Board recognised that there was an issue with the level of exclusions both temporary and permanent that were being made in Bridgend and they requested that a task and finish group was established to consider the issue of exclusions in our schools. The board was made up of a number of officers from different departments of the Local Authority and included the headteachers of the schools who had made permanent exclusions during that year.

- 3.2 At that time Bridgend was ranked 20th out of 22 local authorities for permanent exclusions (data from 2012-2013). Bridgend was ranked 13th out of 22 local authorities for fixed-term exclusions (data from 2012-2013) (see exclusion data at Appendix 1). During the autumn term 2014, there were three permanent exclusions, two in primary schools and one in secondary schools. There were 38 fixed-term exclusions involving 25 pupils in primary school. In secondary schools there were 169 fixed-term exclusions involving 111 pupils
- 3.3 The group was tasked with mapping the history and child's journey of each of the 13 children subject to permanent exclusion during 2012-2013 with a view to:
- track back over each child's life to identify which agencies were involved and at what point they became involved;
 - identify any triggers that led to both positive and negative changes in the child's behavior; and
 - analyse the data.
- 3.4 Six case studies were selected to illustrate the wide range of issues and the number of agencies involved with individual children at various points through their lives. (See case studies attached at Appendix 2). Common issues were grouped into themes in order to enable the members of the task and finish group to compile an action plan concentrating activity where the issues were more frequently occurring.

4. Current situation

- 4.1 The task and finish task group developed a Fair Access Action Plan (attached at Appendix 3). This highlights the key actions which have been identified to reduce the number of fixed-term and permanent exclusions.
- 4.2 The importance of robust tracking and monitoring of exclusions was highlighted as a priority by the task and finish group. Supporting schools to follow Welsh Government Exclusion Guidance will improve the reporting and recording of exclusions and ensure that support can be targeted at an early stage. The VAP within the Youth and Progression Framework will ensure that pupils who are at risk of exclusion will be identified and supported by a lead worker. It was recognised by the task and finish group the importance of TAF and a fixed-term exclusion prompting a JAFF referral in order to implement the appropriate support.
- 4.3 The Fair Access Strategy Group will address the use of managed moves as an alternative to exclusions as there are low numbers of managed moves within Bridgend. Another important aspect is to ensure that vulnerable pupils are placed appropriately in order to meet their needs. The implementation of the ASD proposals and the pre-pad pathway will support this. The sharing of good practice is also an effective way to achieve improvement both from other schools within the local authority and networks across Wales such as the South Wales Behaviour Forum for Managers.
- 4.4 The restructure of The Bridge Alternative Provision, the holistic approach involving the behaviour and wellbeing teams, and the analysis of exclusions at The Bridge Alternative Provision and Ysgol Bryn Castell will ensure that pupils' needs will be met at an early stage and appropriate strategies put in place. The links with the Youth

Offending Service will support pupils following appropriate pathways and the Planning; Reviewing in Partnership meetings with primary and secondary schools will highlight the activity of the support provided by the inclusion teams and ensure that are most vulnerable pupils are receiving the support at an early stage to prevent fixed-term and permanent exclusions.

- 4.5 The task and finish group has now been disbanded but the action plan will be monitored and reviewed via the Fair Access Strategy Group.

5. Effect upon Policy Framework& Procedure Rules

- 5.1 There is no effect upon the policy framework or procedure rules.

6. Equality Impact Assessment

- 6.1 As this is an information report, which will positively assist the council in achieving equality and diversity no Equality Impact Assessment is required.

7. Financial Implications

- 7.1 There are no financial implications.

8. Recommendation

- 8.1 To ask the Committee to consider and discuss the content of the report and provide any comments.

Directorate Chief Officer's Name: Deborah McMillan

Directorate Chief Officer's Job Title: Director of Education and Transformation

April 2015

Contact Officer: Michelle Hatcher

Job Title: Group Manager Inclusion

Telephone: (01656) 815258

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Background documents

- Bridgend County Borough Council Corporate Plan (2013-2017)

- Exclusion from Schools and Pupil Referral Units: New guidance on exclusions- Circular WG 081/2012.

APPENDIX 1

Permanent Exclusions

| <u>Primary</u> | | |
|---------------------------------|---------------|--|
| <u>Period</u> | <u>Number</u> | <u>Reason</u> |
| 2011-2012 | 3 | 1 x Assault/Violence 2 x Assault of a pupil |
| 2012-2013 | 0 | |
| 2013-2014 | 1 | 1 x Physical Assault |
| 2014-2015 (Autumn Term only) | 2 | 2 x Assault of a pupil |

| <u>Secondary</u> | | |
|---------------------------------|---------------|--|
| <u>Period</u> | <u>Number</u> | <u>Reason</u> |
| 2011-2012 | 3 | 3 x Defiance of rules/discipline |
| 2012-2013 | 13 | 4 x Defiance of rules/discipline 2 x Possession/use of a weapon 2 x Assault/Violence (pupil) 2 x Substance Misuse 1 x Sexual Harassment 1 x Damage to Property |
| 2013-2014 | 10 | 2 x Defiance of Rules/Discipline 2 x Assault/Violence Pupil 1 x Assault/Violence Staff 1 x Physical Assault 1 x Threatening Behaviour 2 x Substance Misuse 1 x Sexual Harassment |
| 2014-2015 (Autumn Term only) | 1 | 1 x Substance Misuse |

Note: Exclusions from Special Schools and PRU are not included in this PI data.

FIXED TERM EXCLUSIONS – PRIMARY SCHOOLS

| <u>Period</u> | <u>No. of Fixed Term Exclusions</u> | <u>No. of pupils involved</u> | <u>No. of school days lost</u> |
|--------------------------|-------------------------------------|-------------------------------|--------------------------------|
| 2011-12 | 53 | 31 | 197 |
| 2012-13 | 56 | 34 | 140 |
| 2013-14 | 47 | 32 | 145 |
| 2014-15 (Autumn Term) | 38 | 25 | TBA |

| | | | |
|-------|--|--|--|
| only) | | | |
|-------|--|--|--|

| Reasons for Fixed Term Exclusions | <u>2011-12</u> | <u>2012-13</u> | <u>2013-14</u> | <u>2014-15</u> <u>(Autumn Term only)</u> |
|--|-----------------------|-----------------------|-----------------------|---|
| Assault/Violence (Pupil) | 13 | 13 | 12 | 7 |
| Assault/Violence (Staff) | 18 | 14 | 23 | 22 |
| Threatening/Dangerous Behaviour | 1 | 3 | 1 | 0 |
| Verbal Abuse | 8 | 4 | 3 | 2 |
| Bullying | 0 | 1 | 0 | 0 |
| Disruptive Behaviour | 3 | 5 | 3 | 6 |
| Defiance of Rules/Discipline | 7 | 13 | 5 | 0 |
| Racial Harassment | 0 | 0 | 0 | 0 |
| Sexual Harassment | 0 | 1 | 0 | 0 |
| Substance Misuse | 0 | 0 | 0 | 0 |
| Damage to Property | 1 | 1 | 0 | 0 |
| Theft | 0 | 0 | 0 | 0 |
| Other | 2 | 1 | 0 | 1 |
| TOTAL | 53 | 56 | 47 | 38 |

Notes:

- Only pupils of compulsory school age are included in this data.
- Lunchtime exclusions are not included in this data.
- Exclusions from Special Schools and PRU are not included in this PI data.

FIXED TERM EXCLUSIONS – SECONDARY SCHOOLS

| <u>Period</u> | <u>No. of Fixed Term Exclusions</u> | <u>No. of pupils involved</u> | <u>No. of school days lost</u> |
|-------------------------------|--|--------------------------------------|---------------------------------------|
| 2011-12 | 565 | 344 | 1445 |
| 2012-13 | 488 | 285 | 1078.5 |
| 2013-14 | 305 | 193 | 616 |
| 2014-15 (Autumn Term only) | 169 | 111 | TBA |

| Reasons for Fixed Term Exclusions | <u>2011-12</u> | <u>2012-13</u> | <u>2013-14</u> | <u>2014-15</u> <u>(Autumn Term only)</u> |
|--|-----------------------|-----------------------|-----------------------|---|
| Assault/Violence (Pupil) | 99 | 74 | 58 | 26 |
| Assault/Violence (Staff) | 16 | 14 | 10 | 0 |
| Threatening/Dangerous Behaviour | 34 | 15 | 14 | 0 |
| Possession/Use of a Weapon | 5 | 8 | 2 | 1 |

| | | | | |
|---|------------|------------|------------|------------|
| Verbal Abuse | 110 | 107 | 81 | 31 |
| Bullying | 7 | 3 | 0 | 0 |
| Disruptive Behaviour | 59 | 73 | 36 | 7 |
| Defiance of Rules/Discipline | 148 | 131 | 44 | 0 |
| Racial Harassment / Abuse | 7 | 8 | 7 | 3 |
| Sexual Harassment / Misconduct | 5 | 4 | 4 | 2 |
| Substance Misuse/Drug and Alcohol Related | 19 | 25 | 18 | 15 |
| Damage to Property | 19 | 8 | 5 | 0 |
| Theft | 19 | 8 | 7 | 0 |
| Other | 18 | 10 | 19 | 84 |
| TOTAL | 565 | 488 | 305 | 169 |

Notes:

- Only pupils of compulsory school age are included in this data.
- Lunchtime exclusions are not included in this data.
- Exclusions from Special Schools and PRU are not included in this PI data.

EDU/010B - The percentage of school days lost due to fixed-term exclusions during the academic year, in secondary schools (compulsory school age pupils only)

Family Circumstances / Additional Information:

Pupil 1 lives with their parents and an older brother. Pupil 1's brother attends Heronsbridge School; it is believed that Pupil 1 was adamant that they too should be attending Heronsbridge with their brother. It is believed that Pupil 1 had a number of learnt behaviour issues and that their parents were not necessarily challenging the behaviour. The mother was very supportive and distraught when the exclusion took place in secondary school. The mother felt that her pleas for support at Primary School level were not heard.

Pupil 1

Key Stage 5 (16-18) - Sept—July

Key Stage 4 (14-16) - Sept —July

Key Stage 3 (11-14) - Sept 2013—
Current DayKey Stage 2 (7-11) - Sept 2010—
July 2013Key Stage 1 (5-7) - Sept 2008—July
2010Foundation Phase / Early Years (3-5)
- Sept 2005—July 2008**FTE – Fixed Term Exclusion**

SEN – Special Educational Need

ASD – Autistic Spectrum Disorder

BESD – Behavioural, Emotional & Social Difficulties

EPS Service – Education Psychology Service

DYSL - Dyslexia

GLD – General Learning Difficulties

EWS – Education Welfare Service

EOTAS Team – Educated other than at school

YOS - Youth Offending Service

IWT – Integrated Working Team

S&FS – Safeguarding & Family Support

Permanent Exclusions: Oct/2013
permanently excluded from First
Secondary School for Assault on staff

SEN Details: **Sept 2013** - attends First
Secondary School . **Oct 2013** - ASD Team
Parent / Pupil Review. **Jan 2014** - ASD Team
Parent / Pupil Review

Current IWT Status: Currently open to
S&FS

SEN Details: **Sept 2011** - Second
Primary School refer to Communication
Service - BSS & CSS to become involved.
Dec 2011 - Education Psychology
referral for ancillary support. Discussed
13/12/11 at Forum. Ancillary
assessment 07/01/12. Ancillary
awarded. **July 2012** - Second Primary
School refer to Inclusion Service.
Ancillary increase awarded. **March
2011** - EP additional information for
PAD

Fixed Term Exclusions: Second Primary
School Year 4 – Assault /violence on staff
Year 6 - Defiance of rules / discipline
policy . Year 6 - Defiance of rules /
discipline policy. Year 6 - Defiance of
rules / discipline policy. Year 6 –
Disruptive behaviour

SEN Details: **Nov 2008** 1st Primary
School refer to Education Psychology
Service—No EP report as ongoing pupil.
Feb 2010—1st Primary School refer to
Inclusion Service—SENIP Forum—no
additional info found. **Feb 2010** 1st
Primary School refer to Communication
Service—CCS Forum—accepted as
referral for Speech & Language

SEN Details: **May 2007** - First Primary
School referred P1 to Education
Psychology Service Recommended
investigation for ADHD. School advised
to seek BSS support.
Nov 2007 - Education Psychology
referral to Health. Health referral to
CAMHS for ADHD

Family Circumstances / Additional Information:

Family were described as very supportive although the relationship with the Father was seen as volatile.

Potential ASD issues with Father –

Unsure if there has been a diagnosis.

Pupil 2 despite various offers of support and referrals refused to engage in any support available.

It is thought a Facebook incident triggered the behaviour in Secondary School 2.

Pupil 2

Key Stage 5 (16-18) - Sept—July

FTE – Fixed Term Exclusion

SEN – Special Educational Need

ASD – Autistic Spectrum Disorder

BESD – Behavioural, Emotional & Social Difficulties

EPS Service – Education Psychology Service

DYSL - Dyslexia

GLD – General Learning Difficulties

EWS – Education Welfare Service

EOTAS Team – Educated other than at school

YOS - Youth Offending Service

IWT – Integrated Working Team

S&FS – Safeguarding & Family Support

Attendance / EWS Involvement: No attendance concerns or EWS involvement

Current IWT Status: Currently open to S&FS.

YOS Data: Refused to engage with YOS

Key Stage 4 (14-16) - Sept 2012 – July 2014

Permanent Exclusions: Sept 2013 - permanently excluded from Second Secondary School for Defiance of Rules/Discipline Policy.

Fixed Term Exclusions:

Year 10 - Defiance of Rules/Discipline Policy

Year 10 - Defiance of Rules/Discipline Policy

Year 10 - Assault/Violence on Pupil

SEN Details: Sept 2013– ASD Team Parent / pupil review.

Fixed Term Exclusions: Year 9—Damage to property.

Key Stage 3 (11-14) - Sept 2009— July 2012

SEN Details:

Oct 2009 - First Secondary School referred to Education Psychology Service

Jan 2010 - First Secondary School referred to inclusion team - communication area - strategies to support put in place

April 2012—P2 moved to Second Secondary School

SEN Details: **Nov 2007** - RCT Education Psychology Service received a referral for P2 Strategies to support

Dec 2007- awarded 15 hrs Ancillary Support by RCT

July 2008 - referred by Bridgend Primary School to Inclusion service - awarded 25 hrs Ancillary support by CSS

Key Stage 2 (7-11) - Sept 2006— July 2009

Key Stage 1 (5-7) - Sept 2004—July 2006

Foundation Phase / Early Years (3-5) - Sept 2001—July 2004

Family Circumstances / Additional

Information: Pupil 3 lives with Mother, Stepfather and younger Sister. Outside of school Pupil 3 engages with an older age group and it is felt that this has had an impact on Pupil 3's behaviour as they moved to the end of year 9.

Pupil 3

Key Stage 5 (16-18) - Sept—July

Attendance / EWS Involvement: No attendance concerns or EWS involvement

Key Stage 4 (14-16) - Sept 2013 — Current Day

Current IWT Status: Not known to S & FS or IWT

Permanent Exclusions: Oct 2013 - Brought drugs into First Secondary School and shared with other pupils.
Nov 2013 - P3 moved to Secondary School 2 however it is believed that they have also been excluded from this school due to another drug related incident. This is to be confirmed with Secondary School 2.

YOS Data: Currently engaged with YOS – specifically the WGCADA Substance Misuse Worker. Trying to establish a relationship with Pupil 3 so that they can try to address any underlying issues. Pupil 3 attending appointments ad hoc – mother potentially colluding with Pupil 3.

Key Stage 3 (11-14) - Sept 2010— July 2012

SEN Details:

Oct 2007 - Primary School refer to Inclusion Service SpLD

Feb 2008- Dyslexia Moderating Panel. Remain on SA

Key Stage 2 (7-11) - Sept 2007— July 2010

Key Stage 1 (5-7) - Sept 2005—July 2007

SEN Details: Oct 2005 - Primary School refer to Education Psychology. Education Psychology further assessment required.
Dec 2005 - Education Psychology Strategies given and to be monitored

FTE – Fixed Term Exclusion

SEN – Special Educational Need

ASD – Autistic Spectrum Disorder

BESD – Behavioural, Emotional & Social Difficulties

EPS Service – Education Psychology Service

DYSL - Dyslexia

GLD – General Learning Difficulties

EWS – Education Welfare Service

EOTAS Team – Educated other than at school

YOS - Youth Offending Service

IWT – Integrated Working Team

S&FS – Safeguarding & Family Support

Foundation Phase / Early Years (3-5)
- Sept 2003—July 2005

Pupil 4

Family Circumstances / Additional Information: Pupil 4 blamed the break-up of their parent's relationship as the trigger for their behaviour.

Key Stage 5 (16-18) - Sept—July

Permanent Exclusions: Oct 2013 - Permanently excluded for Threatening/Dangerous Behaviour.

Attendance / EWS Involvement: No attendance concerns or EWS involvement

SEN Details: Sept 2012 - P4 moved back to Second Secondary School in Bridgend County

Key Stage 4 (14-16) - Sept 2012 — July 2014

Current IWT Status: Currently open to S&FS, referral received for IWT but did not work with family due to them being open to S&FS

Oct 2014 - P4 now attends Third Secondary School within Bridgend County and is described as engaging well to date.

YOS Data: Refused to engage with YOS

Key Stage 3 (11-14) - Sept 2009— July 2012

SEN Details:

Sept 2009 - Attended First Secondary School.

April 2010 - Second Secondary School reason unknown for move.

July 2012 - P4 moved out of County .

SEN Details:

Nov 2007 - Attended Primary School in Bridgend County

Key Stage 2 (7-11) - Sept 2006— July 2009

Unknown

Key Stage 1 (5-7) - Sept 2004—July 2006

Unknown

Foundation Phase / Early Years (3-5) - Sept 2001—July 2004

FTE – Fixed Term Exclusion

SEN – Special Educational Need

ASD – Autistic Spectrum Disorder

BESD – Behavioural, Emotional & Social Difficulties

EPS Service – Education Psychology Service

DYSL - Dyslexia

GLD – General Learning Difficulties

EWS – Education Welfare Service

EOTAS Team – Educated other than at school

YOS - Youth Offending Service

IWT– Integrated Working Team

S&FS – Safeguarding & Family Support

Pupil 5

Key Stage 5 (16-18) - Sept—July

FTE – Fixed Term Exclusion

SEN – Special Educational Need

ASD – Autistic Spectrum Disorder

BESD – Behavioural, Emotional & Social Difficulties

EPS Service – Education Psychology Service

DYSL - Dyslexia

GLD – General Learning Difficulties

EWS – Education Welfare Service

EOTAS Team – Educated other than at school

YOS - Youth Offending Service

IWT– Integrated Working Team

S&FS – Safeguarding & Family Support

Family Circumstances / Additional Information: Pupil 5 lives with their Mother and Father and younger brother.

Both parents had always felt that Pupil 5 was not academic and preferred a more practical role.

Attendance / EWS Involvement: No attendance concerns or EWS involvement

Current IWT Status: Not known to S&FS or IWT.

YOS Data: Currently engaged with YOS having been referred to the Bureau. Referral made to work with WGCADA substance misuse worker.

Key Stage 4 (14-16) - Sept 2012 – July 2014

Permanent Exclusions: Oct 2013 - permanently excluded from First Secondary School for supplying drugs causing hospitalisation of fellow students.

Fixed Term Exclusions:

Year 10 - Verbal Abuse

Year 10 - Defiance of Rules/Discipline Policy

Year 10 - Disruptive Behaviour

Year 10 - Substance Misuse

SEN Details: P5 now attends Bridgend College three days a week to obtain a trade qualification and works two days a week with his father in the building industry.

Key Stage 3 (11-14) - Sept 2009 – July 2012

SEN Details: Sept 2009 - P5 moves to First Secondary School.

SEN Details: Sept 2007 - P5 Moves to Second Primary School

Jan 2008 - Second Primary School refer to Motor Impaired Team

Sept 2008 P5 moves to third Primary School.

Sept 2008 - Due to exclusion, assessment was delayed until P5 attended a mainstream school. Fine motor report.

Oct 2008 - Third Primary School refer to Education Psychology

June 2009 - Pupil 5 moves to PRU

June 2009 - Education Psychology refer to Health requesting investigation for ADHD

Key Stage 2 (7-11) - Sept 2006 – July 2009

Key Stage 1 (5-7) - Sept 2004 – July 2006

SEN Details: Sept 2004 - First

Primary School refer to Education

Psychology Service.

Consideration to involve S.I.T. school to refer on.

SEN Details: March 2002 - First Primary School refer to Inclusion Behaviour Service.

BSS Outreach initially.

Foundation Phase / Early Years (3-5) - Sept 2001 – July 2004

Family Circumstances / Additional Information: Parents are described as supportive but have expressed difficulty parenting Pupil 6.

Pupil 6

Key Stage 5 (16-18) - Sept—July

FTE – Fixed Term Exclusion
SEN – Special Educational Need
ASD – Autistic Spectrum Disorder
BESD – Behavioural, Emotional & Social Difficulties
EPS Service – Education Psychology Service
DYSL - Dyslexia
GLD – General Learning Difficulties
EWS – Education Welfare Service
EOTAS Team – Educated other than at school
YOS - Youth Offending Service
IWT– Integrated Working Team
S&FS – Safeguarding & Family Support

Attendance / EWS Involvement: No attendance concerns or EWS involvement - all concerns linked to behaviour.

Current IWT Status: Previously known to S&FS—Not currently active.

YOS Data: There is DOB issue as differing databases have differing DOB.

Fixed Term Exclusions:
Year 8 - Assault / Violence on pupil

Key Stage 4 (14-16) - Sept 2013 —
Current day

Permanent Exclusions: Dec 2013
permanent exclusion Defiance of rules/Breach of Discipline Policy.

Fixed Term Exclusions:
Year 10 - Verbal Abuse
Year 10 - Defiance of Rules/Discipline Policy
Year 10 - Assault/Violence on Staff
Year 10 - Defiance of Rules/Discipline Policy

SEN Details: Nov 2013 & Dec 2013 -
Met again with Behaviour Support Team

Jan 2014 - P6 moved to Second
Secondary School.

Key Stage 3 (11-14) - Sept 2010—
July 2013

SEN Details: Sept 2010 - P6 moved to
First Secondary School

Jan 2013 - Behaviour Support Team met
with P6

Key Stage 2 (7-11) - Sept 2007—
July 2010

Key Stage 1 (5-7) - Sept 2005—July
2007

SEN Details: Sept 2005—P6
moved to Second Primary School

SEN Details: Sept 2003—attended
First Primary School

Foundation Phase / Early Years (3-5)
- Sept 2002—July 2005

FAIR ACCESS ACTION PLAN (2015-2016).

| Action | Lead | Timescale | Monitoring | Expected Outcome |
|--|---|-----------------------|---|---|
| 1. Robust tracking and analysis of exclusions <ul style="list-style-type: none"> Comparison of fixed-term exclusions- Sims and Central Pupil Database with exclusions reported through paper system to Learner Support. Guidance. New; detailed guidance regarding how to capture all necessary information. Eradicate duplication of activity for schools and the Local Authority. Discontinue paper reporting system. Clarify relevant and associated Attendance code recording. Liaising with schools regarding 081/2012 guidance. Exclusions report specification for the Central Pupil Data Base | Robin Davies (Group Manager) Dawn Davies (Principal Officer Knowledge Management and Learner Support) Melanie Treharne (School Support Officer) Michelle Hatcher (Group Manager Inclusion) | April 2015 ongoing | Regular meetings between key stakeholders. Regular monitoring of exclusion data. | Reduction in number of fixed-term and permanent exclusions. Targeted early intervention and prevention to meet the needs of the Children and Young people at an early stage. |
| 2. To establish a Fair Access Strategic Group | Michelle Hatcher (Group Manager | April 2015-March 2016 | Members of the group | Partnership working to reduce |

| | | | | |
|---|--|----------------|--|--|
| <p>which will address the following:</p> <ul style="list-style-type: none"> • Fixed term and permanent exclusions • Fair access protocol • Managed moves • Behaviour and attendance strategies and policies within Primary and Secondary schools. | Inclusion) | | <ul style="list-style-type: none"> • Secondary Headteachers or Deputy Headteachers. • Primary Headteacher representation • YBC and PRU representation • EWS • Integrated Working team • YOS • Learner support <p>Six weekly meetings.</p> | the number of fixed-term and permanent exclusions and provide early intervention and prevention. |
| 3. The Bridge Alternative Provision Restructure. The behaviour and wellbeing teams to come under The Bridge Alternative Provision. | Michelle Hatcher (Group Manager Inclusion) | December 2015 | <p>Fortnightly meetings between Group Manager Inclusion and the Teacher in Charge- The Bridge Alternative Provision.</p> <p>Meetings with Chair Management Committee and the Challenge Adviser.</p> | New structure in place. Positive Pathways which includes the behaviour and wellbeing teams functioning as a revolving door. Early Intervention and Prevention and reintegrating children and young people into mainstream. |
| 4. Analysis of exclusions at Ysgol Bryn Castell and The Bridge Alternative Provision. Identify strategies. | <p>Michelle Hatcher (Group Manager Inclusion)</p> <p>Lorraine Silver (Complex Cases and Lead Educational Psychologist)</p> <p>Caroline Dyer (Western Bay Regional Manager YOS)</p> | | Regular monitoring. | <p>Reduction in fixed-term and permanent exclusions.</p> <p>Children and Young people in appropriate educational placements and following appropriate pathways</p> |
| <p>5. To implement ASD Proposals and provide ASD Provision Locally.</p> <p>To continue to implement the Pre-Pad Pathway</p> | <p>Michelle Hatcher (Group Manager Inclusion)</p> <p>Lorraine Silver (Complex Cases Manager and Lead Educational Psychologist)</p> | September 2015 | <p>Fortnightly meetings between Group Manager Inclusion.</p> <p>and Complex Cases Manager and Lead Educational Psychologist.</p> | Children's needs are identified at an early stage and are in appropriate placements to avoid vulnerable groups receiving a fixed-term or permanent exclusion. |

| | | | | |
|---|--|-----------------|---|--|
| 6. Robust process of TAF in place. Fixed Term Exclusions to prompt a JAFF referral. | Mark Lewis (Group Manager Integrated Working and Family Support) Early Intervention Locality Managers. | September 2015. | Regular meeting between Group Manager Integrated Working and Family Support and the Early Intervention Locality Managers. | Early Intervention and prevention of fixed-term and permanent exclusions. Issues are highlighted and the engagement of appropriate services is implemented at an early stage. |
| 7. To conduct annual PRIP (Planning; Reviewing in Partnership) meeting with Primary and Secondary Schools. Analysis of behaviour and wellbeing team activity. | Michelle Hatcher (Group Manager Inclusion) Lorraine Silver (Lead Educational Psychologist) Fran Jones (Team Manager ALN) | March 2016. | Individual meetings with all Primary and Secondary schools. | Appropriate targeted support in place for vulnerable groups leading to a reduction of fixed-term and permanent exclusions and timely; targeted support implemented. |
| 8. To further strengthen Links with Youth Offending Service | Caroline Dyer (Western Bay Regional Manager YOS) Daniel Morgan (Locality Manager Bridgend YOS) Michelle Hatcher (Group Manager Inclusion) | July 2016 | Attendance at Fair Access Strategic Group and the Resettlement and Reintegration panel. | Early Intervention and prevention of fixed-term and permanent exclusions. Children and Young people in appropriate educational placements and following appropriate pathways. |
| 9. Implementation of the Youth Engagement Progression Framework. | Mark Lewis (Group Manager Integrated Working and Family Support) Owen Shepherd (Engagement Progression Co-ordinator) | September 2015 | Regular meetings and monitoring of the process. | VAP identifying young people at risk of exclusion. Lead worker in place to support and identify additional support required. |
| 10. Attendance at South Wales Behaviour Forum for Managers. | Michelle Hatcher (Group Manager Inclusion) | Termly meetings | Feedback to Fair Access Strategy Group. | Sharing of good practice and networks across South Wales. Reduction in number of fixed-term and permanent exclusions. |

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

11 MAY 2015

REPORT OF THE DIRECTOR OF EDUCATION AND TRANSFORMATION

THE EDUCATION OF PUPILS OUT OF AUTHORITY

1. Purpose of Report

- 1.1 The purpose of this report is to update members on children and young people who are educated outside of the authority (OOA pupils) and Local Authority changes to the statementing of children with special educational needs.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

- 2.1 *Priority 2: working together to raise ambitions and drive up educational achievement.*

A priority is to ensure that the educational needs of OOA pupils continue to be met in accordance with their statement of special educational needs. To ensure efficient use of resources and to prevent pupils going OOA, a range of in-house provision should be available to meet the needs of children and young people, including those with complex needs.

- 2.2 *Priority 3: working with children and families to tackle the problems early.*

By working closely with families and young people, appropriate intervention and support can be provided at the early stages to reduce the number of pupils who require OOA placements.

3. Background

- 3.1 Prior to the 2014 restructure of the Inclusion Service, the Local Authority did not have a system in place for tracking children placed OOA. This made it extremely difficult to identify whether a child's educational needs should continue to be met OOA or whether local provision was more appropriate to meet their needs.

- 3.2 Because of the lack of tracking and monitoring young people who were placed OOA tended to remain in the OOA provision for many years sometimes until they were young adults before inevitably returning to Bridgend after education had ceased. The cost to the local authority for OOA provision was extremely high, yet the quality of the provision and its ability to meet the needs of the young person was often unchallenged. For many children and young people, being placed far away from home without links to their local community for long periods of time can make returning to Bridgend a huge challenge. Some young people did not wish to return to Bridgend at all, as they had fostered new connections away from home.

- 3.3 A second, but related factor is that traditionally the Local Authority's performance in respect of statementing pupils has been exceptionally poor. Bridgend was the worst in Wales on performance indicators for statutory assessments of children's special

educational needs and subsequently was ranked bottom out of the 22 Welsh Authorities. In 2013/14 only 6.1% of all statements were completed within the statutory 26 week period. Previously the focus was not to formally statement children but to put in place appropriate support to meet their individual needs. However, this did not ensure equity of provision and decision making was not based on rigorous processes or a graduated response to need.

3.4 The majority of children placed OOA hold a statement of special educational needs, which is required for an OOA placement. However, following the restructure of the Inclusion Service, it became evident that the OOA statements were often not monitored or reviewed and were out of date because Local Authority Officers were either not invited or did not attend the statutory reviews. Following the 2014 Inclusion restructure, it was deemed essential to develop a database to identify those children currently OOA and a robust process of reviewing and monitoring needs and provision through the statutory process.

3.5 The Local Authority was presented with an enormous task of:

- identifying all the children and young people who had been placed OOA on the basis of limited information;
- developing an understanding of the needs of the young people OOA;
- reviewing the quality of the OOA provision;
- identifying and creating educational provision locally to meet the needs of pupils within Bridgend;
- ensuring that the Authority's internal procedures for compliance with the statutory process are fit for purpose.

By adopting a strategic approach and by working closely across teams, within a period of 12 months the situation has now significantly improved.

4. Current situation

4.1 The aim for Bridgend County Borough Council is for children and young people to remain within their local community with family and friends, attending a Local Authority school that is able to meet their educational needs. Ensuring stability and continuity in young people's lives is of key importance to promote resilience and build success in later years.

4.2 Children and young people need to have a sense of belonging and social identity. It is acknowledged that having a sense of cultural (being Welsh) and familial identity improves wellbeing.

4.3 Out of authority pupils are those who are not accessing education in Bridgend schools. Pupils have generally accessed an OOA placement because they have needed specialist education due to their complex needs. If the educational establishment is at some distance from Bridgend, there is a further requirement for a residential care, which is often a 52-weeks a year placement.

4.4 OOA pupils are often the most complex and vulnerable young people in the authority, their primary needs include Autistic Spectrum Disorder (ASD), behavioural, social and emotional difficulties (BSED), Speech and Language Difficulties, and complex medical needs (e.g. hearing impaired, cerebral palsy). Approximately 50% of OOA pupils are also Looked After Children (LAC).

- 4.5 Recognising that there will always be some exceptions, Bridgend ensures that children placed OOA, who require highly specialised placements, e.g. pupils who have ASD and profound learning and behavioural difficulties, have access to good appropriate provision, which is regularly reviewed and monitored.
- 4.6 An important improvement is the compilation of a database of 25 OOA statemented children. Statemented pupils were prioritised because of the Local Authority's statutory obligation to meet the needs of these pupils in line with their statement of special educational needs. Additionally, pupils with statements were easier to identify from existing records and could be monitored through the statutory review process.
- 4.7 Another significant improvement is a system of monitoring and reviewing of pupils who are in OOA placements, via a database, which identifies type of additional learning need, current placement and date of statutory annual review. Information has been gathered for each OOA placement from ESTYN inspection reports about the quality of the OOA provision, and key professionals have been identified to attend the statutory reviews, with recent OOA authority reviews attended. The database has identified gaps within local provision, which if addressed will help maintain pupils within the county and reduce the number of pupils needing to go OOA.
- 4.8 Each pupil's primary needs have been identified on the database. The database shows that 32% of statemented pupils educated OOA have a diagnosis of ASD.
- 4.9 Information has been gathered from OOA placements to record statutory annual review dates for each pupil as well as pupil's primary needs to ensure that the appropriate key professionals, including Educational Psychologists attend the statutory reviews. This ensures that OOA provision are closely monitored and challenged.
- 4.10 Identification of pupils who could potentially be educated in Bridgend has resulted in identifying a gap in provision for pupils with an ASD. In 2013 records show an increase in the number of pupils referred to PAD (Panel for Autism Diagnosis), equating to 100 plus pupils compared with less than 30 in 2005.
- 4.11 Entry and exit criteria for identifying specialist provisions for pupils with an ASD have been developed in the form of a criteria checklist and a process of piloting, implementing and reviewing has taken place. The data can be used to consider the development of within Local Authority provision to meet the needs of this specific population, which will have the outcome of retaining pupils within their home LA, which should always be at the forefront of any placement decision.
- 4.12 A significant development has been the fact that a proposal for two classes for pupils with ASD attending YBC Special School has been accepted with the start date of September 2015 to accommodate KS4 and KS4/5 pupils. This will cater for pupils with ASD who present with social, emotional and behavioural needs that can be addressed in a supportive and caring environment.
- 4.13 As well as the continued monitoring of OOA pupils, to reduce OOA placements, it is important to focus on local provision and early intervention to ensure that the needs of more complex pupils are met in Bridgend. There has already been success with supporting OOA pupils returning to Bridgend. For example, in the case of L, (see

Appendix 1 case study). Additionally, in the case of J (see Appendix 2 case study). More recently two pupils who would have otherwise gone OOA have remained in Bridgend due to agencies working together to provide bespoke educational packages.

- 4.14 The Local Authority's approach to statementing pupils has changed and improved following the restructure of Children's Services in April 2014. Greater emphasis is now placed on the statutory assessment of pupils to ensure that the Local Authority has reached the right decision when matching educational provision to children's needs and this is captured in a statement.
- 4.15 Since Spring 2014 our performance in respect of new requests for statements has risen to 100% being issued within 26 weeks. However, we are still having to deal with legacy issues in respect of statements which were received some time ago. There is confidence that this performance can be sustained. However, even though progress has been significant, the national PI (EDU015) will unfortunately not reflect a substantial improvement until Jan 2016 at the earliest, as the PI is reported nationally on a January to January basis. Preliminary data showing that the Local Authority is 1st out of 22 Local Authorities in Wales instead of coming bottom in the performance table Current performance for 2014/15 for both parts of the EDU015 PI are detailed below in Table 1 below:

Table 1: Statementing performance 2014/15 (EDU015 parts (a and b))

| EDU015a Percentage of final statements of special education need issued within 26 weeks: (a) Including exceptions; | | | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|------|-----|------|------|-----|-----|------|
| | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar |
| Target: | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 |
| Actual | 0 | 0 | 0 | 0 | 0 | 33.3 | 50 | 53.9 | 52.9 | 55 | 60 | 66.7 |
| EDU015b Percentage of final statements of special education need issued within 26 weeks: (b) Excluding exceptions | | | | | | | | | | | | |
| | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar |
| Target: | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Actual | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Future actions / next steps

| Future Actions | Proposed time frame |
|---|----------------------------|
| Continue to progress special school provision for high functioning pupils with an ASD to support the return of OOA pupils. | September 2015 |
| Data base to be extended to include all non- statemented OOA pupils. | July 2015 |
| To ensure that every OOA pupil has a Statement of Special Educational Needs if required. A meeting to be held with knowledge management about the next steps. | July 2015 |
| Identify ways of tracking and monitoring educational attainment and wellbeing for OOA pupils to ensure their needs continue to be met OOA. | July 2015 |

| | |
|--|---------|
| Consider the range of provision available in BCBC for pupils with complex needs if they are to return to BCBC or remain in BCBC. | Ongoing |
| Consider what level of investment is needed to fill identified gaps in provision to enable young people to return to Bridgend. | Ongoing |

5. Effect upon Policy Framework& Procedure Rules

5.1 There is no affect upon Policy Framework & Procedure Rules.

6. Equality Impact Assessment

6.1 This is an information only report which will positively assist the council in meeting its equality and diversity objectives. An EIA is therefore not required at this time.

7. Financial Implications

7.1 The financial efficiencies described within this report are summarised below.

7.2 Out of Authority budget for 2014/15 is £1.513m. Forecast full year expenditure as at end of Feb 2015 is £1.689m (including residential). This would result in an overspend on current budget of £176,000.

7.3 See table below for detail of activities that has resulted in cost savings, potential cost savings and cost avoidance;

Cost reduction activities

| Activity | Cost Saving / Cost Avoidance | Comment |
|--------------------------------|--------------------------------------|---|
| Reviews | £304,000 2014/15 recurrent saving | Estimated savings generated in 2014/15 through the ending of external placements is approx. £304,000. (However, there has also been a requirement to place pupils OOA resulting in an additional cost of £480,000. Therefore, still a net overspend projected but this could have been significantly worse.) |
| ASD provision provided locally | £172,000 2015/16 recurrent saving | It has been identified that £332,000 could be saved in 2015/16 by targeting pupils who could potentially be educated within Bridgend (within ASD provision). There would be additional costs to educate locally to a value of approximately £180,000. Therefore, the net saving would be £152,000. |
| Maintaining pupils locally | £200,000 2014/15 cost avoidance | The Authority has been able to avoid £200k additional costs by multi agency working meaning two pupils with complex needs being kept in county instead of being placed out of county. |

8. Recommendation

- 8.1 To ask the Committee to consider and discuss the content of the report and provide any comments.

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Directorate Chief Officer's JobTitle: Director of Education and Transformation

Date: 15th April 2015

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CF31 4WB

Background documents:

None

Case study L

| Basic Details |
|--|
| <p>L became looked after when he was at primary school age ; he was the oldest of a large sibling group, for whom he had taken on the role as a young carer prior to becoming looked after. L and his siblings had early experiences of witnessing domestic violence, physical abuse severe neglect, emotional abuse and parental alcohol and drug misuse.</p> <p>Prior to becoming looked after he attended his local primary school; his attendance was reported to have been 56%. He was referred to the Educational Psychology Service because of the school's concerns regarding his attention and behavioural difficulties.</p> <p>L moved to a nurture provision within the school he had been attending from reception. He displayed significant behaviour problems in the Nurture class; he was attention seeking, displayed verbal aggression towards staff and physical aggression towards his peers and often ran from school with threats to 'kill himself'. Unfortunately, his behaviour resulted in a number of fixed term exclusions. At this time L was referred to the Looked After Children's Education Team (LACE), the request was for additional support in the classroom. Following this, his behaviour in school began to show slight improvement.</p> <p>L experienced a number of foster placement breakdowns due to his aggressive and challenging behaviour. L moved to new foster carers outside of the authority, it was agreed that L would benefit from a 'fresh start' at his catchment school.</p> <p>L had now experienced the longest period of stability in a foster placement but despite the efforts of his carers and the development of attachment between them and L, his foster carers gave notice on the placement due to his complex needs and extreme challenging behaviour: L's case was presented to the 'Out of Authority' panel and the request for a specialist residential school in England was granted.</p> <p>L remained in this residential placement for several years.</p> <p>L's behaviour improved significantly and L was requesting to return to Bridgend and be part of a 'family'. Professionals met to consider a plan for L's transition back to Bridgend within a foster family. Local authority foster carers were identified, carers who had first-hand experience of caring for a child with ASD and ADHD. A number of meetings took place to ensure L's needs would be met on his return. An additional worker was appointed to foster carers providing support and advice on emotional and behavioural issues.</p> |
| <u>Education Plan for transition</u> |
| <p>Prior to L returning to Bridgend, the LACE Team manager presented L's case to Bridgend's education 'Complex Needs Panel'. Members of the panel felt that L's needs would be best met at a Local Authority specialist provision initially, with support for him to return to a mainstream school.</p> <p>L was introduced to his new carers; carers visited L in his placement a number of times. His transition plan included overnight stays on weekends building up to full time. During his visits, his foster carers were encouraged to drive past his new school so L would have a visual memory of his new school.</p> |
| Context and rationale |
| <p>L was primary school age when he became LAC; he had experienced significant neglect and abuse. He was the main carer of his sibling group. School had never been a happy place for him; he struggled with his behaviour and emotions. Entering the care system, he was separated from his siblings and extended family.</p> <p>L was a child that had missed out on his childhood, school and emotional warmth and his basic care needs being met. L needed supporting, nurturing and safe environment in order</p> |

| |
|--|
| for him to develop a sense of stability and consistency. |
| Evidence and evaluation |
| <p>Evidence</p> <ul style="list-style-type: none"> • L's wishes and feeling were taken into consideration. • Good collaborative working. • Plan for transition at L's pace. • In house – experienced foster carers identified. • Planning for education provision made well in advance of L's return to ensure a smooth transition. • Prioritised support for L from the LACE team, someone that L was familiar and comfortable with. • Admission to a similar provision and gradual transition to mainstream. Flexible timetable at the point of entering mainstream allowing L to access the lessons he was comfortable with and was willing to participate in. • L involved in all planning arrangements. <p>Evaluation</p> <p>By sharing L's transition plan with all relevant professionals and by regular reviews, everyone involved had a part to play in supporting this, the plan was flexible and at L's pace. For the first time in a number of years, L was attending a mainstream school. He not only managed transition from living in residential care and being educated in small classes of 4 to attending a large mainstream comprehensive. L's attendance is 98%, the highest attendance he has ever had, and he is accessing the full curriculum and working towards a full complement of GCSE's.</p> <p>L is receiving constant and consistent positive feedback about his behaviour, attitude and attainment. He is far more confident now and happily participates in a wide range of activities, representing the school at sport and has been nominated pupil of the month a number of times. L is far more confident and happy to express his views willingly.</p> <p>The impact of good effective forward multi-agency planning is evident in the case of L. He successfully returned to a foster family in Bridgend (his home town) from an out of county therapeutic residential school, successfully returned to mainstream comprehensive school, improved educational attainment in and out of school, and L has improved social and emotional wellbeing. L is now a happy young man who has grown in confidence, self-esteem and has clear ambitions for his future.</p> |

Case study J

| Basic Details |
|---|
| <p style="text-align: center;">Case Study OOA pupils</p> <p>Out of authority (OOA) pupils with statements of special educational needs has become a focus for the Bridgend Change Programme. A greater investment into the monitoring and evaluating of provision for OOA pupils with an ALN is ongoing to ensure that pupils are receiving the additional provision to which they are entitled. Currently, there are a small number of pupils placed OOA due to their significant and complex needs that cannot be met within the authority. However, the cost for OOA provision is high and this option may not always be the best use of resources. For some children and young people, being placed far away from home without links to their local community can make returning to Bridgend a greater challenge.</p> |
| Context and rationale |
| <p>Ensuring stability and continuity in young people's lives is of key importance to promote resilience and build success in later years. The aim for Bridgend is for children and young people to remain within their local community with family and friends, attending a local school that is able to meet their educational needs. Recognising that there will always be some exceptions, the Local Authority are ensuring that children placed OOA, who require highly specialised placements, or who are LAC, have access to good appropriate provision, which is regularly reviewed and monitored.</p> |
| The practice |
| <p>OOA Case study</p> <p>J has a specific disability and is of low ability, J has a statement of special educational needs. As a primary age pupil, he was placed in a Resource Base, which was appropriate for his needs. In school, J presented as a sensitive pupil, with a high level of anxiety. On transition to Key Stage 3, parents wanted J to attend a school with pupils of similar needs. At that time, it was felt that Bridgend LA could not meet J's needs because his emotional and social skills were affected by his condition.</p> <p>J transferred to an out of authority residential provision, for young people with his specific disability). Specialist teachers taught J in a small teaching group. He made good progress whilst attending the school and returned to his family on weekends and during school holidays. However, he tended to opt out of some activities in school and reported that he 'missed his mum and dad'.</p> <p>J remained in an out of authority residential provision for a number of years. Over time, parents noticed a change in J. They felt that he was losing the concept of 'family' because he had been away for so long and that his relationship with his siblings was becoming more distant. J was often emotional when leaving his family after they visited him. J expressed the view that he wanted to come home and attend a local school in Bridgend. The Educational Psychologist and an Advisory Teacher worked hard with parents and school to enable J to transfer to a local school with the appropriate resources to meet his needs.</p> <p>Throughout his schooling, J made progress in the core subjects and developed new skills. In the local community, he used public transport and joined in social activities out of school. J began to integrate more into the local community and became more accepting of his impairment. J reported that he was very happy with his school placement and his self-esteem and confidence had improved. J was eventually able to transition to a local college.. J received the support of specialist agencies and Careers Wales throughout his schooling. He reported that he was happy being at home with his family.</p> |

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

11 MAY 2015

REPORT OF THE ASSISTANT CHIEF EXECUTIVE – LEGAL & REGULATORY SERVICES

NOMINATION TO STANDING BUDGET RESEARCH AND EVALUATION PANEL

1. Purpose of the Report

- 1.1 The purpose of the report is to seek nominations for the Budget Research and Evaluation Panel in line with the Corporate Resources & Improvement Overview & Scrutiny Committee's recommendations made as part of the 2014/15 budget setting process.

2. Connection to the Corporate Improvement Objectives / Other Corporate Priorities

- 2.1 The key improvement objectives identified in the Corporate Plan 2013-2017 have been embodied in the Overview & Scrutiny Forward Work Programmes. The Corporate Improvement Objectives were adopted by Council on 19 February 2014 and formally set out the improvement objectives that the Council will seek to implement between 2013 and 2017. The Overview and Scrutiny Committees engage in review and development of plans, policy or strategies that support the Corporate Themes.

3. Background

- 3.1 In considering the challenges associated with continued budget reductions, Members of the 2014 /15 Budget Research and Evaluation Panel (BREP) recognised the need for a 'whole Council' response to be adopted in managing anticipated cuts to services against a backdrop of increasing demand, public sector reform and the challenging financial outlook.
- 3.2 It was consequently recommended that the BREP continue in its current form as a standing working group to enable Members to feed in community intelligence gained from their representative role and engage in shaping future service provision.

4. Current Situation

- 4.1 The BREP has previously been set up on an annual basis and focussed on examining the annual draft budget proposals to aid the scrutiny process. In contrast, the standing BREP whilst examining annual draft budget proposals, also undertakes informal consideration of proposals related to medium and longer term reviews linked with the Council's Strategic Change Management Programme. It seeks to assist management in the delivery of the plans to support change and the Medium Term Financial Strategy by fully utilising its community representational role to inform policy changes and provide challenge and the BREP will develop its terms of reference and methodology within that function.

Membership and Relationship to Overview and Scrutiny Committees

- 4.2 The Standing BREP will be constituted from the membership of the Corporate Resources and Improvement Overview & Scrutiny Committee, with the Chair and one other nominated Member from each Overview and Scrutiny Committee. A further nomination is also being proposed as a reserve, to try to alleviate any potential impact resulting from any changes to the Committee membership at the Annual General Meeting of Council.
- 4.3 In order to achieve the necessary focus and analytical depth, good practice would recommend that the total membership of the Panel be no more than 10 Members. The Chair of the BREP should be nominated by the members of the BREP itself at its first meeting.
- 4.4 The standing Panel's Forward Work Programme (FWP) should be informed by the Council's Medium Term Financial Strategy and Strategic Change Management Programme.

5. Effect upon Policy Framework and Procedure Rules

- 5.1 The report has no direct effect but seeks to broadly support the Authority in the development of future services.

6. Equalities Impact

- 6.1 There are no implications in this report.

7. Financial Implications

- 7.1 None

8. Recommendations

The Committee is asked to:

- Nominate the Chair and one other Member of the Committee onto the standing Budget Research & Evaluation Panel.

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Background Documents:

Bridgend County Borough Council Constitution
Part II of the Local Government Act 2000: Executive Arrangements

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

11 MAY 2015

REPORT OF THE ASSISTANT CHIEF EXECUTIVE – LEGAL & REGULATORY SERVICES

FORWARD WORK PROGRAMME UPDATE

1. Purpose of Report

- 1.1 The report presents the items due to be considered at the Committee's next meeting to be held following the Annual General Meeting of Council.

2. Connection to Corporate Improvement Objectives / Other Corporate Priorities.

- 2.1 The key improvement objectives identified in the Corporate Plan 2013–2017 have been embodied in the Overview & Scrutiny Forward Work Programmes. The amended Corporate Improvement Objectives adopted by Council on 19 February 2014 formally set out the improvement objectives that the Council will seek to implement between 2013 and 2017. The Overview and Scrutiny Committees engage in review and development of plans, policy or strategies that support the Corporate Themes.

3. Background.

- 3.1 At its meeting on 10 June 2014, the Children and Young People Overview and Scrutiny Committee determined its Annual Forward Work Programme for 2014-15.

4. Current Situation / proposal.

Meetings of the Children and Young People Overview and Scrutiny Committee

- 4.1 In relation to the Committee's next meeting, the table below lists the items to be considered and the invitees due to attend.

| Topic | Invitees | Specific Information Requested | Research to be Undertaken by the Overview & Scrutiny Unit |
|--------------------------------------|--|---|---|
| Rationalisation of Learner Transport | Deborah McMillan, Corporate Director – Education and Transformation Cllr Huw David, Cabinet Member Children & Young People Nicola Echanis, Head of Strategy Commissioning and Partnerships Kevin Mulcahy, Group Manager Highways Michelle Hatcher, Group | Previous recommendations of Scrutiny have proposed the rationalisation of school transport particularly in reference to transport for pupils with ALN, (taxis etc). | |

| | | | |
|---|--|---|--|
| | Manager, Inclusion | Report detailing the current review of all learner transport to rationalise and make savings | |
| Schools Task Group | Deborah McMillan, Corporate Director – Education and Transformation Cllr Huw David, Cabinet Member Children & Young People Nicola Echanis, Head of Strategy Commissioning and Partnerships Sue Roberts, Group Manager – School Improvement John Fabes, Group Manager 14-19 | Committee to be presented with the options being put forward for consultation for comment prior to being agreed for consultation by Cabinet as well as details of the planned consultation process. | |
| Scrutiny Annual FWP | Deborah McMillan, Corporate Director – Education and Transformation Susan Cooper, Corporate Director, Social Services and Wellbeing Cllr Huw David, Cabinet Member Children & Young People | To present to the Committee with suggested topics for consideration in the development of its Forward Work Programme for 2015-16. | |
| Corporate Parenting Champion Update | None | Update from Corporate Parenting Champion to ensure that Members are informed of the ongoing work of the Cabinet-Committee and particularly any decisions or changes which they should be aware of as Corporate Parents. | |
| Corporate Parenting Champion Nomination | None | To nominate a Member of the CYP Committee to sit on the Corporate Parenting Cabinet-Committee | |

5. Effect upon Policy Framework and Procedure Rules.

- 5.1 The work of the Children and Young People Overview and Scrutiny Committee relates to the review and development of plans, policy or strategy that form part of the Policy Framework and consideration of plans, policy or strategy relating to the power to promote or improve economic, social or environmental well being in the County Borough of Bridgend.

6. Equality Impact Assessment

- 6.1 There are no equality impacts arising from this report.

7. Financial Implications

7.1 None.

8. Recommendation

The Committee is asked to:

- (i) Note the topics due be considered at the next meeting of the Committee to be scheduled at the Annual General Meeting of Council;
- (ii) Determine the invitees to be invited to attend, any specific information it would like the invitees to provide and any research that it would like the Overview & Scrutiny Unit to undertake in relation to this meeting.

Andrew Jolley,
Assistant Chief Executive – Legal & Regulatory Services
2014

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Background Documents:

None

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